

**THE EFFECT OF ROUND ROBIN TECHNIQUE AND ANXIETY
TOWARD STUDENTS' SPEAKING ABILITY AT FORT DE KOCK
NURSING ACADEMY BUKITTINGGI**

THESIS



OLEH

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ABSTRAK

Abizar Giffari. 2019. Pengaruh Round Robin Teknik dan Kecemasan Terhadap Kemampuan Berbicara Siswa di Akademi Kesehatan Fort De Kock Bukittinggi. Tesis. Program Pascasarjana. Universitas Negeri Padang

Penelitian ini bertujuan untuk menjelaskan pengaruh teknik *Round Robin* dan kecemasan siswa terhadap kemampuan berbicara. Desain penelitian ini adalah penelitian Eksperimen semu dengan rancangan faktorial 2x2. Populasi penelitian ini adalah mahasiswa tingkat satu Akademi Kesehatan Fort De Kock Bukittinggi. Kemampuan berbicara dan angket tingkat kecemasan digunakan sebagai alat pengumpul data penelitian ini. Selanjutnya, data penelitian diolah menggunakan rumus uji-T dan ANOVA dua arah. Hasil penelitian menunjukkan bahwa (1) kelompok siswa dengan teknik *Round Robin* memiliki kemampuan berbicara yang lebih baik dari pada siswa dengan teknik *Memorization*, (2) kelompok siswa dengan kecemasan tinggi dengan teknik *Round Robin* memiliki kemampuan berbicara yang lebih baik dari teknik *Memorization*, (3) kelompok siswa dengan kecemasan rendah dengan teknik *Round Robin* memiliki kemampuan berbicara yang baik dari teknik *Memorization* dan (4) tidak terdapat interaksi antara kedua kecemasan terhadap kemampuan berbicara siswa, dimana F_{hitung} (0,0251) lebih rendah dari pada F_{table} (4.96).

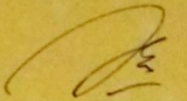
ABSTRACT

Abizar Giffari. 2019. The Effect of Round Robin Technique and Anxiety Toward Students' Speaking Ability At Fort De Kock Nursing Academy Bukittinggi. Thesis. Graduate Program of State University of Padang.

This research was conducted to find out the effect of *Round Robin* Technique and Students' Anxiety toward the students' speaking ability. The design of the reseach was quasi experimental with 2x2 factorial design. The population of the reseach was the first grade students at Fort De Kock Nursing Academy Bukittinggi. Speaking ability and the level of anxiety questionnare were used as the research instruments. Then, the data were analyzed by t-test formula and Two Ways ANOVA. The findings of this reseach show that (1) Students who are taught by *Round Robin* Technique have better students' speaking ability than those who are taught by Memorization Technique, (2)Students with high anxiety who are taught by *Round Robin* Technique have better students' speaking ability than those who are taught by Memorization Technique, (3)The students with low anxiety who are taught by *Round Robin* Technique have better students' speaking ability than those who are taught by Memorization Technique, and (4)There is no interaction between both treatment and students' anxiety in learning toward students' speaking ability. Where $F(0,0251)$ is lower than $F_{table}(4,96)$

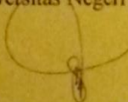
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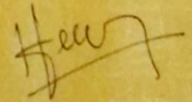
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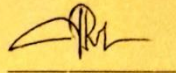
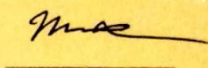
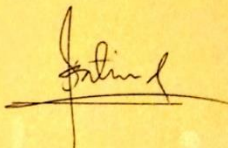
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Saya yang menyatakan



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CHAPTER I

INTRODUCTION

a. Background of the Problem

In order to be able to work in hospitals as offered in the domestic country, nurses must understand nursing science and practice, as well as they should be literate in English especially the spoken one in nursing field because hospitals in Indonesia has the tendency to become in international level. In 2012, Indonesia has 10 international hospitals that have been inaugurated by Indonesian government. In 2020, Ministry of Indonesia health has a plan to make an international hospital in every province.

Sending health workers abroad became a trend topic in Indonesia in 2014. Especially for nurses, they are sent to America, Europe (Norwegian, Netherlands, England), Middle East (Egypt, Uni Emirat, Kuwait), Singapore and Malaysia. Based on Development and Empowerment Human Resources Department data in 2013, there are 2494 nurses that are working abroad and 97.48% are nurses. Meanwhile, in recruitment of nurses that are sent abroad has a problem, one of requirements to be a nurse is mastering the English language. Lack of communication of Indonesian nurses to use English is one of the reasons why America, Europe and Middle East accept the nurses from other countries.

Because of the importance English subject in nursing for nursing academy, it is taught in three semesters, with two credits semester for each. Based on researcher's observations, interviews and diagnoses conducted to the nurse students, it is found that there were several problems in teaching English speaking

to nursing students of 2013 registered Fort De Kock Nursing Study Program. Based on result speaking test at previous semester. There were 75% of nurse still had low achievement in spoken English and 25% students had high achievement. It means, There were 17 from 23 students who got C and D score. And 5 students got score A and B. The students who got score C and D had to do remedial test.

The second problem is low motivation. in observation that was done on August 2014, The reseacher saw the students were having low motivation in speaking English, having lack of English spoken practice out of class, having low motivation in reading English text books, having lack of preparation before coming to the class, lack of motivation and students' language anxiety. All of internal factors mention above gave effect to the less participation of the nurse students to speak English during the class.

Next problems is from environment. One class consists of 35 until 45 students. It is difficult for the teacher to see student ability in speaking, the teacher has to see every student presentation. It will spend much time because, one student's presentation will spend 5 until 10 minutes and if 35 students present their topic, it will spend 350 minutes. Another problem in class is when the students do presentation in front of class, almost all of their friends remember about what they will present and it will make the class noise.

In addition, the teacher uses conventional teaching. According to Arends (2004) there are three models of conventional teaching technique; presentation, direct learning methods, and teaching learning by concept. Presentation includes the explanation from the teacher about the material, gives the questions, asks the

questions, and evaluation. In class, the teacher uses presentation in every meeting. The teacher gives a topic to each group and the topic has to be presented in next meeting. It made students anxiety when studying English because they are afraid to make mistake in speaking. Especially in how to pronounce and grammar. In observation, the researcher interviewed the students. They felt anxiety when they were standing in front of class. It was caused by the fear of mistakes in grammar and pronunciation. Usually students that have low level and less confidence, they present in front of class by looking some text and usually focus on what they show in white board without looking the audience.

Students' anxiety in learning English is really bothering which affects students' learning achievement. If students' language anxiety gets higher, they cannot perform well in classroom. Most of students are nervous when it comes to speaking English or English test. Whenever they are in front of class, they tend to forget what they already have in mind. Their fear and nervousness in speaking, English test, and performing in class show that they already deal with anxiety since fear in speaking.

Based on the problem above, the researcher used Round Robin technique to improve students' speaking achievement. Teaching speaking by using Round-Robin Technique has advantages, Kagan (1994) says that the benefit of round robin strategy is students take turns suggesting answers or solutions to an open-ended problem. Furthermore, at several research about application of Round Robin Technique that was done by other researchers, it prove which Round Robin Technique has positive effect in teaching speaking English language. It means

that, Round Robin Technique can help to improve their speaking ability to convey ideas, giving advices or provide solutions based on topics that has been given.

In Round Robin technique, a teacher gives a topic to each group. After that, every student has to give their ideas or suggestion best on topic what they have earned and in this technique, the students just sit in group without speak in front of class. So, it makes the students more comfortable speaking English between of them. Related with explanation above, the reseacher interested using Round Robin Technique and anxiety toward students' speaking achievement at Ford De Kock Nursing Academy Bukittinggi.

b. Identification of the Problem

From the background of the problem, it is indicated that there are some problems faced by the students in second year of Fort De Kock academy. The first problem comes from teacher's technique, teacher in class uses conventional technique. In conventional technique, every meeting students have to present their exercise in front of class and it made students that had low motivation be more anxiety and nervously. There are various techniques in teaching speaking to improve students' skill. In this research, the researcher tested Round Robin technique whether it gives good effect to students compared with previous teaching that used conventional technique. This technique is expected to reduce students' anxiety in speaking English because students work in a small group that gives them good condition in speaking, because they spoke among their friends in group.

c. Limitation of the Problem

The researcher limits the problem on the method that he uses in English teaching and learning. He focuses on applying Round Robin Technique in teaching speaking toward students' achievement and students' anxiety at Fort De Kock Nursing Academy Bukittinggi.

d. Formulation of the Problem

Related to the limitation of the problem above, the problem can be formulated as follows: "How is the effect of Round Robin Technique and students' anxiety toward speaking ability at Fort De Kock Nursing Academy Bukittinggi?"

e. Research Questions

Related to the limitation and formulation of the problem above, the problems of the research were divided into the following questions:

1. Do the students who are taught by using Round Robin Technique get better result in speaking ability than those who are taught by using memorization technique at Fort De Kock Nursing Academy Bukittinggi?
2. Do the students with high anxiety who are taught by using Round Robin Technique Technique get better result in speaking ability than those who are taught by using memorization technique at of Fort De Kock Nursing Academy Bukittinggi?
3. Do the students with low anxiety who are taught by using Round Robin Technique get better result in speaking ability than those who are taught by

using memorization technique at first grade of Fort De Kock Nursing Academy Bukittinggi?

4. Is there any interaction between Round Robin Technique and anxiety toward students' speaking ability at first grade of Fort De Kock Nursing Academy Bukittinggi?

f. Purposes of the Research

The purposes of this research are:

1. to find out whether Round Robin Technique gives significant effect in teaching speaking toward students' with high anxiety at Fort De Kock Nursing Academy.
2. to find out whether Round Robin Technique gives significant effect in teaching speaking toward students' with low anxiety at Fort De Kock Nursing Academy.
3. to find out whether Round Robin Technique gives significant effect in teaching speaking toward students' achievement at Fort De Kock Nursing Academy.
4. to find out whether there is a interaction between Round Robin Technique and students' anxiety toward students' achievement at Fort De Kock Nursing Academy.

g. Significance of the Research

The finding of this research is expected to have theoritical and practical significance. Theoritically, the result of this research is expected to be used as reference of teaching technique in teaching speaking class, practically, the result of this research is expected to give a valuable contribution to the lecturer's technique

in teaching speaking. The researcher also hopes that the result of this research can be useful for the researcher later in improving the students' speaking ability. For the students, this technique is able to make the students improving their speaking skill.

h. Definition of operational Key Terms

To avoid misunderstanding, the operational key terms of the research is defined as followed:

1. Round robin is a technique which help the students to state the ideas or answering the questions based on the topic.
2. Students' speaking ability: is the ability that obtained by the students in speaking which are shown by their scores on speaking test.
3. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.
4. Conventional teaching is the teaching in general by using a method and strategy that usually used by the teacher

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

a. Conclusion

Based on the research that had been conducted at students of STIKES Fort De Kock nursing academy, there are some findings which can be discussed. It can be concluded as follows.

1. The students who taught by using Round Robin Technique have better speaking ability than those taught by using Memorization Technique at students of STIKES Fort De Kock Nursing Academy. That is because this technique allows students to do interaction among them by doing interview so that their speaking ability can be trained and increased.
2. The students with high anxiety taught by using Round Robin Technique do not have better speaking ability than those taught Memorization Technique. This is because they are afraid to take part in speaking anxiety and it may give effect on their speaking ability.
3. The students with low anxiety taught by using Round Robin Technique have better speaking ability than those taught by using Memorization Technique. This is caused by Round Robin Technique alllows and gives students more opportunities for them to practice their English. Especially their speaking. As seen in its procedures where the students are actively involved in each learning process.

4. There is no interaction between both teaching technique and students' anxiety toward speaking ability. It is because the use of both teaching technique do not really give effect toward the students with high and low anxiety

b. Implication

Based on the result, the Round Robin Technique is a good technique for teaching speaking. The findings bring some implications for the teachers in applying this technique:

1. A teacher can use Round Robin technique in learning and teaching speaking process. Through this technique, the students can be active in learning speaking. This technique also allows the students to be involved in group discussion. And this technique also can be used for students who have low anxiety.
2. A teacher should also monitor students' effectiveness in applying the Round Robin technique. The teacher needs to control every steps in using Round Robin technique. Teachers should make the students realized that each steps are important to do in order to help them to get good achievement.

c. Suggestion

By referring to the conclusion and implication of the research mentioned above, some suggestions can be given as follows.

1. English teacher should be more creative in choosing teaching technique. They should know what the students' need to improve their speaking

ability. Since the research has proved that Round Robin Technique gives better result toward students' speaking ability, it is suggested to English teacher to apply this technqie in teaching english especially for speaking class

It is hoped that the further researchers can conduct another research about teaching by using round robin technique with different research design, on a larger population and sample to gain more accurate data.

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