The Use of The Round-Robin Technique on Students' Vocabulary Mastery for The Second Graders of SMK Al Maksum Langkat

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Article Info	Abstract
	The objective of this research was to determine whether the Round Robin technique significantly affects students' vocabulary mastery for the second graders of SMK AL Maksum Langkat. A quasi-experimental research design was used in this study. There were 51 students taken as sample by using purposive sampling technique from 116 populations of second graders of SMK AL Maksum Langkat. There were 28 students from class XI OTKP as a control class, and 23 students from class XI as an experimental class. There were six meetings conducted by the researcher which consisted of one meeting for pre-test, four meetings for treatments, and one meeting for the post-test. The Round Robin technique was applied to the experimental class and the conventional technique was applied in the control class. From the analysis of the data by using Independent Sample T-test in SPSS 25.00 it was found that the data were in normal distribution and had the same variance or homogenous. The result of the hypothesis test showed that the students' mean score of pre-test was lower than the post-test (79,30 > 53,11) and the Sig. (p value) < α = 0.05 (0,000 < 0,05), it can be said that H0 was rejected and Ha was accepted. it can be concluded that there was a significant effect of using the Round Robin technique on students' vocabulary mastery in the second graders of SMK AL Maksum Langkat.

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk mengidentifiksasi dan mengetahu apakah teknik *Round-Robin* berpengaruh signifikan terhadap penguasaan kosa kata siswa kelas XI SMK Al maksum langkat. Penelitian ini menggunakan desain *quasi-experimental*. Sampel pada penelitian ini berjumlah 51 siswa dari 116 populasi siswa kelas XI SMK Almaksum Langkat yang diambil dengan teknik *purposive sampling*. Sampel terdiri dari 28 siswa kelas XI OTKP sebagai kelas control dan 23 siswa kelas XI BDP sebagai kelas eksperiment. Pelaksanaan pembelajaran dilaksanakan dalam enam kali pertemuan dimana dalam pertemuan pertama dilakukan pre-test dan perlakuan penerapan teknik Round-Robin pada kelas eksperimen pada empat pertemuan dan pelaksanaan post-test pada pertemuan terakhir. Dari analisis data menggunakan menggunakan SPSS 25,00 dengan uji sample T-tst diperoleh data berdistribusi normal dan homogeny. Hasil uji hipotesis menunjukkan bahwa nilai rata-rata post-test pada kelas control lebih tinggi dari nilai pre-test dengan nilai sig. 0,000 < 0,050, sehingga dinyatakan tolak Ho dan terima Ha, atau dapat disimpulkan bahwa Round-Robin teknik bepengaruh siknifikan terhadap pengausaan kosa kata siswa kelas XI SMK Al Maksum Langkat.

I. INTRODUCTION

English is the international language used to communicate with people from other countries, and a person who can speak English well can get a higher opportunity to be an agent of reform in the world (Rahmadhani & Supriadi, 2021). The importance of English in the current era of globalization can be seen with the development of increasingly advanced technology which of course uses English in operating it, and even demanding jobs also begin to require us to be proficient in English But the real condition is that many people are less concerned about learning and practicing English in everyday life even though they have a great opportunity to develop it (Kurtubi Amraj, 2022).

Vocabulary is the collection of many words that an individual knows, vocabulary has an essential role in language teaching and learning. The person cannot practice their English well if their vocabulary is not much enough, because without vocabulary mastery the language is hard to comprehend (Annisa, Nurul, et al: 2022). Vocabulary is an important element of language proficiency since it determines how well the learners practice their language (Suprayetno, 2022). Acquiring English vocabulary is one of the main components that need to be mastered. Vocabulary mastery will bring a big effect on the

others component of English. (Susanto, 2017). Lack of vocabulary mastery will start a problem in mastering English because it will be difficult for someone to start learning. Therefore, a teacher must be able to provide a fun learning method for students so that it fosters a high interest in learning and students do not feel bored.

Round Robin is a type of discussion that is suitable to be applied to the learning process. Where each group member is expected in a relatively short time to generate as many ideas as possible, these ideas are then abstracted and deepened so that they can be concluded for follow-up (Masruddin et al., 2021). The Round Robin technique is a learning technique that provides opportunities for all group members to provide their ideas and thoughts, this technique requires members to think critically about the material given by the teacher. SMK Al-Maksum Stabat is one of the vocational high schools which is located in Stabat, the capital City of Langkat District. The school was established in 2007 and now it has 987 students who mostly come from Langkat District. The school runs an English extracurricular to develop students' interest and it successfully brought one of the students to win an English speech competition at the province level in 2019. But English is just dominant among some students and there are still many students in this school who feel if those English lessons are very frightening and difficult to master.

In the preliminary study conducted by the researcher from the observation and interview with the English teachers and some students, the researcher found the problems of students that the students have low vocabulary mastery, the student's pronunciation is still bad because they rarely practice their English in their daily life, the mindset of students always think that English is so very hard to master before they try to study, and the last teaching method given by the teacher still uses conventional methods. From the background of the problems explained above the researcher recommend the use of the Round Robin technique which will bring a good impact on the development of the learning system at SMK Al Maksum Stabat and can be an effective solution for students in developing vocabulary mastery. This study is to analyze and find out if The Round Robin technique can significantly affect the student's vocabulary mastery for the second graders of SMK AL Maksum Stabat.

Round Robin is a technique of learning process in which the students individually express their ideas, one of them must be a facilitator record and write all the group members' ideas, and then the students discuss the ideas that have discussed then start to choose the best ideas before deciding the priority ideas to be discussed. This technique can engage students more actively in learning because they will do interaction with other students and learn different ideas from their friends (Mayumi & Hidayat, 2020). Round Robin is a group learning technique where the teacher and students will share their skills in the group to engage the students' motivation to respond and answer the given questions. (Barry, 2018). Some steps in teaching vocabulary by using Round robin technique according to (Zahner, 2011):

1. The teacher creates a group of 4 to 6 students before they are appointed to be: Readers, Recorders, Referees, Materials Gettesr, and Question masters.

2. The teacher explains the rules, as well as the materials, which be discussed to make the group members know their responsibility in their group. Then the Materials Getter should provide the Vocabulary Packet for their group.

3. The teacher gives the questions to the group members and then asks them to answer the questions by having a discussion. The teacher must circulate the groups by making sure that each student gets a chance to share their responses and idea.

4. The teacher allows the groups to have a group discussion to find out the best answers. All members group should be actively involved in the discussion process. The students must read the vocabulary words and the sentence.

5. Then the group should decide on their "best guess" and the Recorder records the group's definition in the vocabulary packet. If the group cannot agree, the Referee will must the final decisions. Groups must handle the problems on their own. If any questions are given to the groups, the group should try to solve them correctly. If the solution is found, the Question Master can raise their hand and ask the teacher (this should teach interdependence among the group and build problem-solving skills).

6. The teacher then will check vocabulary words, one by one in the groups. and call the Recorders to share their group's definitions.

7. The teacher then will give the actual definition and compare it to the student response, before giving the rewards to the best group who has

given the best answer to push their enthusiasm in the learning process.

There are some variations of Round Robin strategy that can be applied in the learning process to make students comfortable in the teaching and learning process (Miranda Eka P, 2019), these variations are:

1. All Write Round Robin. This procedure is almost similar to the common strategy, where the teacher is making a round group of students but during the Round Robin, each student in the team should record every single idea or response from their teammates on their paper, so all of the members in the group will discuss other groups' discussion result.
2. All Write Consensus, In this learning process of Round Robin strategy students in each group try to reach a consensus about the idea or materials. Each student records each idea or response based on their consensus on their paper the students must be able to respond to the other's group thoughts.
3. Timed Round Robin Each. Student shares in turn for a specified time. Students are given time to comprehend the given materials and answer the questions.
4. Think Write Round Robin. Students should think about their ideas or responses, and then independently write on the paper. The students will be asked to analyze the given material before explaining the meaning of what they have discussed.
5. Single Round Robin, The team will do only one round of sharing, and each teammate will get one turn. So that all the members in the group get the opportunity to express their idea and discuss them with others, this technique will teach students to discuss the material.

Nothing can be mastered in a language without vocabulary mastery because it is the basis for communication, it means that one way to measure a student's fluency in language can be seen from how much vocabulary they mastered, the more vocabulary they are mastered, it will make better the quality of their language (Dakhi & Fitria, 2019). Because the success of learning a language is how the student can be able to convey what they want to say and understand what the others are saying. Teachers can measure the success of students in mastering vocabulary with specified indicators, the teacher can use a vocabulary test based on assessment criteria and analyze statistically the ability of the students in mastering vocabulary and putting the data in a number, The result is numerical data which is transferred into graphs and percentages (Cameron, 2001). The data that is presented in the form of numbers or scores are qualitative data that is analyzed on percentage and then continues into a graph. Can be explained in the table as follows:

Table 1. Indicators Of Vocabulary Mastery

No.	Indicators of Vocabulary Mastery	Percentage
1.	Meaning	40%
2.	Pronunciation	20%
3.	Spelling	20%
4.	Grammar	20%

In each indicator, the general formula is:
Total percentage = Score/total score x indicators percentage

Meanwhile, the specific indicator's formula is:

Meaning percentage = score / total score x 40%

Pronunciation percentage = score / total score x 20%

Spelling percentage = score / total score x 20%

Grammar percentage = score / total score x 20%

II. METHOD

The researcher uses a quasi-experimental, that aims to determine whether the relationship between the experimental group and comparison group in improving students' vocabulary mastery. The experimental research method is a method for testing a theory by finding the relationship between variables, the variable is usually measured with the research instruments so that data consisting of the number can be analyzed based on the statical procedures (Kusumamastuti et al., 2020). The design of this research is explained in the following table as follow:

Table 2. The Design of The Research

Sample	Pre-Test	Treatment	Post-test
Experimental Groups	T1 E	Brainstorming method	T2 E
Control Group	T1 C	Traditional method	T2 C

This research was conducted at SMK AL Maksum Stabat which is located at Jln. Sei Batang Serangan No.04 Kwala Bingai Stabat Kabupaten Langkat. This research will be conducted from

October 2022 to March 2023. The total of population is 116 students, and there will be 51 students taken from the two different classes namely XI OTKP which consists of 28 students as a control class, and XI BDP which consists of 23 students as an experimental class.

III. RESULT AND DISCUSSION

In measuring the instrument quality, validity, normality and homogeneity tests were conducted, the researcher used 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 conducted the pre-test and post-test. In this study, the researcher adopted a rubric from (Brown, 2006). The descriptive statistics of the experimental and control class pre-test and post-test data are compared to acquire an overview of the scores between the classes before giving the treatment and after giving the treatment and to see the improvement of each class as shown as follow:

Table 3. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre Test Eksperiment	28	18	74	53.11	12.697
Post Test Ekseperiment	28	30	93	79.50	17.113
Pre Test Control	23	35	56	46.52	5.559
Post Test Control	23	24	73	50.57	13.931
Valid N (listwise)	23				

From the table above it showed that the mean pre-test score of the experimental class was 53,11 with standard deviation 12,697, and the post-test mean score was 79,50 with standard deviation was 17,113 which means that round-robin brainstorming technique affect the students' vocabulary mastery after treatment. Kolmogorov-Smirnov test used in this research to determine the normality of the data as showed below:

Table 4. Normality of Experimental and Control Classes' Result

	Learning Outcome	Kolmogorov-Smirnov[a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Experimental Class	Pre-test	.133	23	.200*	.967	23	.626
	Post-test	.162	23	.119	.950	23	.292
Control Class	Pre-test	.187	23	.037	.919	23	.062
	Post-test	.311	23	.000	.696	23	.000

Based on table 4 above it can be seen that the normality significance of the experimental and control classes are normally distributed. It can be seen from both the pre-test and post-test sig. value of the experimental class are 0.200 and 0.119 and the control class was 0,37 and 0,000, which means higher than the α = 0.05 (0.200 and 0,119 > 0.05). The homogeneity test was conducted by using the Levene Statistic. The result of the test was shown in the table as follows:

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcome	Based on Mean	.006	1	49	.936
	Based on Median	.183	1	49	.670
	Based on Median and with adjusted df	.183	1	37.587	.671
	Based on trimmed mean	.111	1	49	.740

According to the table, the significant value of both classes are 0.936, 0,670m 0,671, and 0,740 which are larger than 0.05, indicating that the data is homogeneous. After determining the normality and homogeneity of the data, a t-test is used to answer the research questions of whether the round-robin brainstorming technique significantly affect the students' vocabulary mastery. The table below displays the t-tst result for both the experimental and control classes.

Tabel 6. T-Test Result of Post-Test Score

The significance level shows that the sig score is 0,000 which means < 0.05. It means that Ho is rejected and Ha is accepted. It can be concluded that the Round Robin technique affected vocabulary mastery. In other words, it can be said that students who were taught through the Round Robin technique achieve better vocabulary mastery than those who were taught by the conventional technique. Students were more engaged and active after being taught by Round Robin Technique because they were engaged to be active in learning process and asked to do. Round Robin Technique supports the students in explaining, evaluating, and questioning the ideas, by making a group of discussions the students

are motivated to do interaction among themselves. Round Robin allows the students to give their thought to develop their understanding of the discussion of materials (Sahardin et al., 2019).

IV. CONCLUSIONS AND SUGGESTION

A. Conclusion

After showing the research and reviewing the data, We can conclude that Round Robin can support students to be active in learning English, especially in mastering vocabulary, teaching by using Round Robin technique can ask the student to make interaction in learning while practicing and they are forced to be responsible in the learning process to improve their ability. This statement is supported by the result of a significance level of sig 0,000 < 0.05. (5 percent) and it indicated that Ho is rejected and Ha is accepted. It can be concluded that There is a significant effect of the Round-Robin Technique in improving the Student's Vocabulary Mastery for The Second Graders Of SMK Al Maksum Stabat and the data can be seen in the table that have showed.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input, a suggestion for the next writer is to examine more deeply and comprehensively about the Use of The Round-Robin Technique on Students' Vocabulary Mastery.

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