



THE EFFECT OF ROUND ROBIN BRAINSTORMING STRATEGY IN SOLVING SPEAKING ANXIETY OF TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH PAGARALAM

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Accepted :

19 September 2022

Published :

10 January 2023

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ABSTRACT

The aimed of this research was to find out the effect of Round Robin Brainstorming in solving students' speaking anxiety. the writer compared level of students' speaking anxiety and students' speaking ability to find out the effect of Round Robin Brainstorming before and after being taught by Round Robin Brainstorming. The researcher took one class as the sample that consist of 30 students from X Multimedia 2 of SMK Muhammadiyah Pagaram. The data was collected by using two instruments. The first is a speaking test to measure students' speaking ability, The second instrument used was a questionnaire sheet (FLCAS) consisting of 33 items that adopted from Horwitz et al (1986) with scoring Likert's scale and analyzed manually used Oetting's scale to categorize students' speaking anxiety levels. The result showed that there was significant progress in the students' speaking ability and students' speaking anxiety was reduce after being taught by using round robin brainstorming strategy.

Keywords: *Round Robin Brainstorming, Speaking Ability, Speaking Anxiety*

1. INTRODUCTION

Speaking is an important factor in language learning, especially in learning foreign languages besides listening, reading, and writing that must be mastered by students. Speaking is a way of communicating (verbally) with others to achieve certain goals or to express opinions. According to Chastain (1998, p. 330- 358) speaking is productive skill and it involves many components. Speaking is not only producing words but also paying attention to pronunciation by making the right sound, choosing the right words, getting the correct grammatical construction.

In fact, the students often miss the opportunity to improve their speaking ability in EFL classroom. There are many factors that makes the phenomenon happen and anxiety is one of the most influencing factors (Oxford, 1992 cited in Al-Saraj, 2011). The students feel so difficult to express their ideas even in a simple form of conversation in EFL classroom and they feel anxious even when starting to make simple English conversation to their friends. Horwitz et. al (2012, p. 125) states that "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".

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According to Keramida (2009) Speaking is an anxious triggering activity that makes students anxious when they are in classroom, many learners are highly anxious because of participating in speaking activities. In line with Keramida, Subasi (2010) states it is often suggested that in foreign language learning situation speaking is the most anxiety-provoking language skill. They felt anxious when they have to start speaking in English. Therefore, they do not speak in the classroom.

There are many alternative strategies that able to be used to involve student in speaking activities to reduce students' speaking anxiety. Here the researcher was interested in proposing a Round Robin Brainstorming Strategy to solve this problem. Jarboe (1996) cites 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 can help ensure active participation by engaging students in these sessions at appropriate times without feel anxious."

This research was conducted to determine the effect of Round Robin Brainstorming strategy in solving speaking anxiety of tenth grade students of SMK Muhammadiyah Pagaram.

2. METHOD

In this research writer used pre-experimental one group pretest and post-test design. According to Sugiyono (2014) said that Pre-experimental design is a design that includes only one group or class that is given pre and posttest. This one group pretest and posttest design was carried out on one group without a control or comparison group. There 2 method in collecting the data;

1. Oral test

Oral test was used to measure students' speaking ability. In scoring the students speaking ability, the writer used rubric oral

proficiency scoring categories Brown (2003, p. 172). Here, the students asked to do a speaking performance in front of the class with the topic of recount text. Oral test the items of pre and post-test were valued from some categories of speaking. In scoring the students speaking achievement, the writer used rubric oral proficiency scoring categories Brown (2003, p. 172).

Table 1. *The Criteria of Scoring*

score	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Enough
41 – 55	Poor
≤ 40	Very Poor

(Brown 2003, p. 174)

2. Questionnaire

The form of questionnaire were the Foreign Language Classroom Anxiety Scale (FLCAS) that adopted from Horwitz, (2012 p. 129) that is given to students as participants. The students asked to answer 33 items of statement on the questionnaire which had been translated into Indonesian. The questionnaire used to know students' anxiety level in English speaking.

The level of students' anxiety were categorized using the Horwitz (1986). FLCA consisted of two kinds of statement that were negative and positive. Positive statements ranged from 1-5 with the answer "Strongly Agree" to "Strongly Disagree". While, the negative statements was ranging from 5-1 with the answer "Strongly agree" to "Strongly Disagree". In the FLCA questionnaires there were 9 positive statements and 24 negative statements were. The questions would be categorized as follow :

Vol 6, No 1 (2023): ESTEEMTable 2. *Likert's Scoring Table*

Scoring					
Statement	SA	A	N	D	SD
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 3. *FLCAS Statement*

Category	
Positive	Negative
2, 5, 8, 11, 14, 18, 22, 28,32	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33

Table 4. *Oetting's Scale*

Score	Category
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

This study used the Oetting's scale which was adapted for categorization of anxiety levels. The table below was the score for each anxiety level perceived by students.

3. RESULTS AND DISCUSSION

RESULTS

In this result, researchers describe and discuss about "whether or not there was any significant progress in students' speaking ability after being taught by using Round Robin Brainstorming strategy and how was the effect of Round Robin Brainstorming in students' speaking anxiety".

1. T-test

The data was collected to find out the progress of students' speaking ability. In scoring students' speaking achievement, the researcher used rubric oral proficiency scoring categories Brown (2003, p. 172). In this research the researcher found the following data; the result of students oral test in pre-test

there were 17 students (56.7%) who were in very poor level with mean score (22.533), 12 students (40%) who were in poor level with mean score (17.867), and 1 student (3.3%) who was in enough level with mean score (1.867). Meanwhile, in the post-test there were 24 students (80%) which got enough level with mean score (51.733), and there were 6 students (20%) which got good level with mean score (14.800). It found that the students' speaking ability had improvement from pre-test and post-test after applying round robin brainstorming strategy.

2. Questionnaire

The data was conducted to determine the effect of Round Robin Brainstorming strategy in solving speaking anxiety. From the research conducted, the researcher found the data; the result showed the significant difference of students' speaking anxiety level before and after applying of Round Robin Brainstorming strategy. In pre-test, students' speaking anxiety results showed that there was 1 student (3.3%) which in relaxed level with mean score (2.80), there were 12 students (40%) which in mildly anxious level and mean score (40.77), there were 15 students (50%) which in anxious level with mean score (56.83) and there were 2 students (6.7%) in very anxious level with mean score (8.57). Meanwhile, in the post-test showed there were 12 students (40%) which in relaxed level with mean score (33.13), there were 16 students (53.3%) which in mildly anxious level and mean score (49.93), and there were 2 students (6.7%) which in anxious level with mean score (7.40) It could be concluded that the students' speaking anxiety got effect from pre-test and post-test after applying Round Robin Brainstorming strategy.

From the findings above, it could be concluded if the effect of Round Robin Brainstorming strategy can reduce students' speaking anxiety level in EFL classroom and there was significant progress of students' speaking ability after being taught by Round Robin Brainstorming strategy at the tenth

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grade students of SMK Muhammadiyah Pagaralam.

4. DISCUSSION

From the analysis, the researcher got the result as follow; Before applying Round Robin Brainstorming the most students (50%) from 30 students were at anxious level and most of the students (56.7%) in very poor criteria of speaking ability. Meanwhile, after applying round robin brainstorming strategy the researcher got the result as follow; first, the most students in mildly anxious level (53.3%) and in relaxed level (40%), then most of the students (80%) in enough criteria of speaking ability. "Anxiety level is seen as one of the best predictors of achievement in the second language" (MacIntyre & Gardner, 1991). "Speaking anxiety, one of the most important affective variables that influences foreign language learning, often has a detrimental effect on the students oral performance of English" (Melough, 2013).

Therefore, anxiety has a big influence that makes students reluctant to do speaking practice in EFL Classroom. Whereas Round Robin Brainstorming as an innovative strategy which can help teacher in solving the problem that students face in speaking. It deals with the result that showed an increase in every aspect. Here, every student was required to speak boldly and expressed their opinions which made student to speak up and also listen more. This encourages students to seek and find new vocabulary. The more vocabulary students have, the easier it will be for students to understand the context better. In addition, Round Robin Brainstorming made students did speaking practice which also cause an improvement in pronunciation, fluency and also grammar.

From the results, the researcher concluded if the effect of Round Robin Brainstorming strategy can reduce students' speaking anxiety level in EFL classroom and there was significant progress of students' speaking

ability after being taught by Round Robin Brainstorming strategy at the tenth grade students of SMK Muhammadiyah Pagaralam.

5. CONCLUSION

- 1) The application of Round Robin Brainstorming could improve students' speaking ability due to the rules of Round Robin Brainstorming that require each student to express ideas.
- 2) Round Robin Brainstorming is effective in reducing students' anxiety level in speaking, because the implementation of Round Robin Brainstorming the listener are not allowed to make revises or edits the conversation directly.
- 3) The lower the speaking anxiety level, the students will improve their speaking skills, especially in the vocabulary, pronunciation and fluency aspects. Because when students do not feel anxious to speak, they will often practice speaking which will improve their speaking skill.

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