

AN ANALYSIS OF STUDENTS' RESPONSES TO THE USE OF THE ROBIN METHOD IN WRITING ACTIVITIES

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Abstract

This study aims to determine students' perceptions of the ease of using the Round Robin method in class, the usefulness of the Round Robin method, the motivation that arises after using Round Robin, and students' perspectives on using Round Robin to improve writing skills. This research is a descriptive qualitative research. This research was conducted in the tenth grade of automotive at SMKN Ngadirojo. Data was collected by distributing questionnaires to 28 learners as the population sample. The respondents of this research were vocational high school students, with data collection taking place on April 30, 2024. The findings revealed that 18% of the respondents, or 5 students, found the Round Robin method easy to understand and use.

In comparison, a significant majority of 71%, or 20 respondents, also reported that they found the technique easy to grasp and apply. However, 11%, or 3 students, expressed difficulty understanding and using the method. Regarding the usefulness of the Round Robin method in learning to write, 11% of the respondents, or 3 students, considered it very useful. In comparison, 82%, or 23 students, found it beneficial for their writing learning. A small percentage, 7% or 2 respondents, felt that the method was useless for learning to write. Additionally, 25%, or 7 students, indicated that the Round Robin method significantly enhanced their motivation to learn, and 61%, or 17 respondents, agreed that it helped create learning motivation. Meanwhile, 14%, or 4 students, did not feel that the method fostered learning motivation.

Keywords: *Round Robin, Students' Perceptions, Writing Skills*

Introduction

Writing is a multifaceted literate activity encompassing various stages, including planning, text generation, transcription, reviewing, and revising (Troia & Graham, 2003). According to Purwaningsih et al. (2022), writing is the ability to create an idea of a word and then combine a word into a sentence, paragraph, or text. According to Fernandez (2017), writing is a fundamental communication method that allows people to tell stories and exchange ideas across time and space. Current technologies and emerging trends aim to assist with the writing process. It has been a fundamental tool for human communication since ancient times, and it continues to be an essential means of expression in the modern world. It shows that writing is how people find and form meaning. It entails a combination of cognitive, linguistic, and physical operations. The process begins with thoughtful planning, followed by the creative generation of text. Transcription involves translating thoughts into written form, while reviewing ensures the coherence and clarity of the written content. The final stage, revising, is crucial for refining and enhancing the overall quality of the writing. This intricate process underscores the complexity of writing as it engages the mind, language skills, and physical aspects in a dynamic interplay.

Some factors that determine the success of education are students, teachers, curriculum, teaching materials provided by teachers, and teaching techniques or methods (Suyono & Hariyanto, 2011). Of the factors, a crucially important role in the learning process is between teachers and students, and methods are used as intermediaries in teaching and learning activities. The positive relationship between teachers and students will make it easy for students to follow the teaching and learning process. The more active students are in the teaching and learning process, the more likely students are to understand the material provided by the teacher (Fauzi, 2018).

Many difficulties in dealing with written text are, in fact, difficulties with organizing ideas (Hall, Hawkey, Kenny, & Strorer, 1986). All of these problems come from the students themselves. The challenges experienced by students are diverse. Some students have difficulties understanding vocabulary, some have issues with language structures, and some have problems elaborating on ideas. It can be overcome by optimizing student understanding so that students can complement each other's shortcomings.

According to Trianto (2010), a learning model is a concept made as an idea or guideline in learning. The learning model refers to an approach used in a lesson. Teachers use learning methods to achieve the learning process in learning and teaching activities. The concepts of methods and learning models are different. The learning model refers to an approach in a lesson carried out systematically, involving several elements such as strategies, techniques, methods, materials, and media, and several components such as strategies, techniques, methods, materials, media, and tools. Meanwhile, a learning method interacts with teachers and students to achieve agreed learning goals. Students achieve agreed learning objectives following the material and learning methods.

Round Robin is an instructional method with the advantage that each student has opinions and contributions to their respective groups, so it's not just one person with group responsibilities. The Round Robin method is part of a cooperative learning strategy with specific advantages, including brainstorming, where students can express their opinions and contribute to the group. This ensures that group responsibility is not solely placed on one person (Navy & Maimunah, 2017). In the Round Robin method, all group members have individual responsibilities regarding their contributions to the group.

According to Lynn (2012), perception is an input received by a person from the results of translating the brain to information that is physically seen. Seen physically. Student perceptions of teachers are defined as responses given by students to the teacher's teaching style. Each student has their vision when responding to what they see during the learning process. Student perceptions towards the teacher are very influential on the resulting interaction. The learning process and interaction between students and teachers dramatically affect student learning outcomes. If students' perceptions of teachers are flawed, it will affect students' learning outcomes. It will also affect students' enthusiasm for learning at school. This study aims to analyze students' perceptions based on the source of problems in writing. It is hoped that students' perceptions can be used as evaluation material for further learning activities and that students have good writing abilities.

Method

This study used a descriptive qualitative research design because the researcher wanted to describe the situation more transparently and in-depth. This research was conducted in the tenth grade of automotive at SMKN Ngadirojo. Data was collected by distributing questionnaires to 28 children as a population sample. Respondents of this study are vocational high school students. Data collection was carried out on April 30, 2024. Once collected, the data are analyzed with the following procedures: counting and reading the respondents' answers to the interview process that the respondents have carried out, then analyzing the respondents' answers, putting the results into a diagram, discussing, and making conclusions.

Findings and Discussions

Finding

The Round Robin Technique Was Easy to Practice and Understand

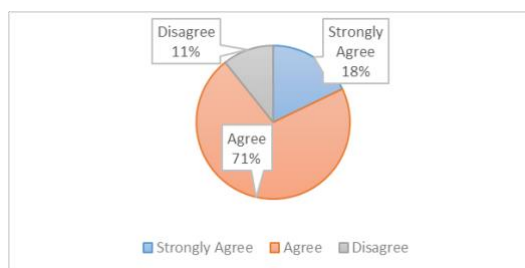


Figure 1 The Diagram of Student's Perception

The diagram showed that 18% of students strongly agreed that Round Robin was easy to understand and practice. 71% of students agreed Round Robin was easy to understand and practice. Then, 11% of students disagreed Round Robin was easy to understand and practice.

The Round Robin Method Was Useful

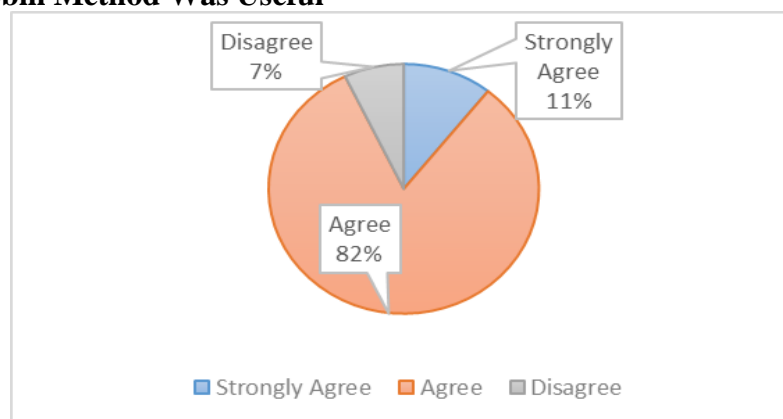


Figure 2 The Student's Perception

The diagram showed that 11% of Students strongly agreed that Round Robin was helpful, and 82% of students agreed that Round Robin was practical. And 7% of students disagreed that Round Robin was helpful.

The Round Robin Method Creates Students' Motivation

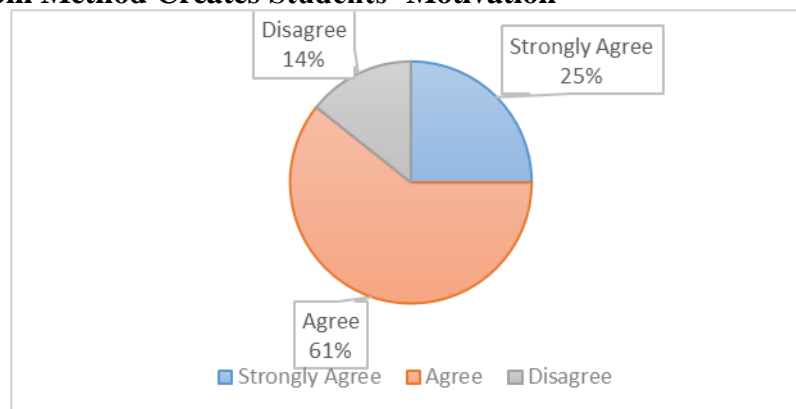


Figure 3 The Student's Perception

The diagram showed that 25% of students strongly agreed that Round Robin creates students' motivation. Then, 61% of students agreed that Round Robin created students' motivation. And 7% of students disagreed that Round Robin creates students' motivation.

Discussion

The Round Robin, which is relatively unfamiliar to students, certainly creates different perceptions among each student. Students are given the freedom to perceive it based on their thoughts. Each student is asked to provide ideas based on the topic given and then continue with other friends. This goes on until all students in the group can contribute (Asmani, 2016).

Therefore, researchers need to absorb students' perceptions regarding the application of The Round Robin technique in tenth-grade automotive to understand how students perceive the application of the Round Robin technique.

The instrument used to collect student perception data is a questionnaire. The type of questionnaire used is a closed questionnaire, where students are asked to fill out a sheet containing closed questions and check the available options. The questionnaire included five aspects of perception and was divided into 20 questions. The five aspects are understood and applied, valuable and helpful, convincing, motivating, and learning outcomes. The following is a detailed discussion of student perceptions of the implementation of Round Robin.

The Round Robin method was useful

Indicators of a practical and helpful Round Robin included facilitating students in writing English with their writing partners who were classmates, being an innovative method in learning English writing, and overcoming students' weaknesses, such as hesitation to write for fear of making mistakes. The data in the diagram from the questionnaire showed that 18%, or 3 students, strongly agreed that Round Robin was helpful. Therefore, 93% of the students perceived that the application of Round Robin in English learning was practical, while 7% perceived that Round Robin was not helpful.

The Round Robin Method was Easy to Understand and Practice

Round Robin was easy to understand and practice. Students optimally worked in small groups where they could learn from and teach each other (Asmani, 2016). It could increase understanding and expand cooperation between students. As many as 18% of students, which meant five, strongly agree that Round Robin was easy to understand and practice. Meanwhile, 71% of students, which meant 20 students, agreed that Round Robin was easy to understand and apply. In comparison, 11% or 3 students disagreed that Round Robin was easy to understand and practice.

Indicators of ease of understanding and application included the Round Robin method, which was explained straightforwardly. In addition, applying the Round Robin method did not require complicated additional media, simply by forming groups of four students. Therefore, students considered Round Robin to be easy to understand and apply. Based on the data, it was known that all students perceived that the Round Robin technique was easy to understand and apply.

The Round Robin Creates students' motivation

The indicator that Round Robin could increase students' motivation is the increased motivation of students to learn and actively participate in English learning. Each group member could support each other and encourage others to achieve maximum goals (Asmani, 2016). This technique stimulated students' interest in learning English by involving interaction with classmates and providing opportunities for them to express ideas to each other in writing in a relaxed and supportive environment. In addition, students' success in improving their writing ability through the Round Robin technique was also a significant motivational factor.

The data showed that 25% or seven students strongly agreed that Round Robin creates students' motivation. In comparison, 61%, or 17 students, agreed that Round Robin creates students' motivation, and 14%, or four, disagreed that Round Robin creates motivation.

Conclusion

It can be concluded that learning to write using the Round Robin method is following students' perceptions. The students' perceptions show that students find this method easy to understand and apply. Besides that, this method helps students to learn writing and can motivate students to learn to write in English.

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