IMPROVING STUDENTS' SPEAKING SKILL USING ROUND TABLE METHOD AT SMPN 3 KOPANG

Salman
SMPN 3 Kopang, Lombak Tengah, NTB, Indonesia
*Email: Salman170722@gmail.com

Abstract

The aim of this research is to determine the impact of the Round Table method on improving students' speaking skills at SMPN 3 Kopang. In this research, researcher used Classroom Action Research by Kemmis and MC Taggart as the research design. This research was carried out in two cycles, each cycle consisting of planning, implementation, observation and reflection. Data collection was carried out by observation and tests. Data were analyzed using quantitative and qualitative analysis. The research results show that the application of the Round Table Method can improve students' speaking abilities. This is proven by student achievement through the Minimum Completion Criteria (MMC) (≥70) with a success indicator (70%) in cycle 2 results where 95% of students achieved a score of 70 or higher, while only 5% scored below 70. The highest post-test score was 92, and the lowest was 60, with an average score of 80.32. The percentage increase in students from post-test cycle 1 to cycle 2 was 33%. Not only students' grades, this learning method also improves students' attitudes/activities at every meeting during the learning process. Thus, it can be concluded that the Round Table Method can improve the speaking skills of seventh grade students at SMPN 3 Kopang.

Keywords: *Speaking Skills Improvement, Round Table Method & Classroom Action Research*

INTRODUCTION

As social beings, every individual needs to interact with others to fulfill their existing needs. In this context, interaction becomes a way for humans to communicate. To be able to communicate with others, humans require a tool or medium that is used to convey their ideas and intentions so that they can be accepted and understood by others. All of this commonly referred to as language. According to the definition in the Indonesian Dictionary, language is defined as a system of arbitrary sound symbols chosen and used by members of a society as a means of cooperation, interaction, and self-identification. Language is a sound system that, when combined according to certain rules, creates meaning that can be understood by anyone who speaks that language (Haviland, W. A., 2013).

In the increasingly modern era of globalization, language has become an important skill to master, especially foreign languages.

Learning a foreign language is considered essential when stepping into the era of globalization. By mastering a foreign language, an individual can communicate on a broader scale. In Indonesia itself, there are various foreign languages, including Arabic, English, Mandarin, and Japanese. Due to the influx of foreign nationals entering Indonesia, understanding each of these languages is crucial for communication, especially English. English is an international language that is universal and has been agreed upon as the language used for communication among people worldwide. Currently, the English language has reached various countries and cultures, and the ability to speak English well opens many doors for career and social life. There are various ways to improve English speaking skills, such as through English language learning in schools or self-study at home. The ability to speak English can also be enhanced through teaching methods

used in schools, such as the cooperative learning model, specifically the round table type.

The Round Table cooperative learning model is an activity that encourages students to think creatively by choosing options within a group. It allows students to express their ideas in their own words and trains them to think carefully and patiently (Warsono&Hariyanto, 2013). The Round Table type is a learning model designed to ensure that each member of the student group has the opportunity to contribute and listen to the views and thoughts of other group members (Adib, 2013). According to Alkaromah (2017: 67), students who were taught using the Round Table Technique have shown improvement in their speaking skills, possibly because in the Round Table Technique, students are highly engaged in the speaking process as they have to apply their speaking skills in everyday life.

The Round Table Technique is effectively applied in speaking instruction. This is evident from previous research conducted by AnggiSintiaHapsari, (in Alkaromah 2017) titled "The Use of Round Table Technique to Improve Students' Achievement in Writing Hortatory Exposition Text." Students' speaking skills are one of the productive skills for sharing ideas and information. Speaking involves not only producing words or sounds but also conveying meaning. Therefore, the Round Table Technique has been proven effective in enhancing students' speaking skills.

According to Setyonegoro (2013: 68), speaking is the ability to communicate with one's interlocutor. Speaking, in general, can be understood as a skill to convey one's ideas and thoughts to others using spoken language (Rahmayanti, Nawawi, &Quro, 2017: 22). Alkaromah (2017: 3) states that mastery of speaking skills in English is formally prioritized in second language or foreign language learners. In speaking classes, students need to be taught how to speak. However, teaching speaking is not

an easy task. In fact, students face various challenges related to English language proficiency.

Students are typically associated with individuals who are currently studying at the elementary and secondary school levels. Each of them attends school with a strong desire to improve their own quality. It can be said that anyone who seeks knowledge is referred to as a student. However, the government also uses the term 'learners,' which is more general in nature. This means that every individual, whether at the elementary school, junior high school, senior high school, vocational school, university, or even in boarding schools and training institutions, is considered a learner.

According to Sarwono (2007), student is an individual who is officially registered to participate in educational lessons. Referring to various terms for student, it is defined as a person who is in the educational stage, and in some literature, *"murid"* is also referred to as *"anakdidik"* (learners). In previous research, Lestari (2021: 8) defines student as a conscious human individual who desires to develop their potential through the available teaching and learning activities at a specific level and type of education.Indeed, students have diverse abilities in mastering subject matter, including English, which is a mandatory subject from elementary school to college. However, many students still face difficulties in learning English, and one factor that influences this is the ineffective use of teaching methods by teachers. The Cooperative learning method, specifically the Round Table type, can be employed by teachers to teach English effectively.In presenting learning materials, a teacher must be able to use effective teaching methods for their students so that the conveyed material becomes easy to understand and comprehend, and the method used is expected to improve students' speaking skills. Although previous research has shown an improvement in foreign language learning

outcomes, there hasn't been much research specifically focusing on the influence of the Round Table method on students' communication skills. This research can delve deeper into whether the use of the Round Table method can help improve students' speaking abilities in English, particularly in the academic year 2022/2023.

RESEARCH METHODS

In this research the writer uses the Classroom Action Research (CAR) model, and the research procedures used are in accordance with the stages of the Classroom Action Research process or cycle. The Classroom Action Research cycle consists of planning, implementation, observation, and reflection.

According to Kemmi S and M.C Tanggart (1982), Classroom Action Research is a spiral process of self-reflection which aims to make improvements to current conditions and find new, more effective ways to achieve optimal results.

This Classroom Action Research was carried out using 2 cycles, with 4 meetings in the first cycle and 3 meetings in the second cycle. In the first cycle, the success indicators did not meet the predetermined targets, and continued to the second cycle. In the second cycle, the specified success indicators have been achieved. Because the second cycle was successful, the research was ended. The following is an illustration of the Classroom Action Research cycle:
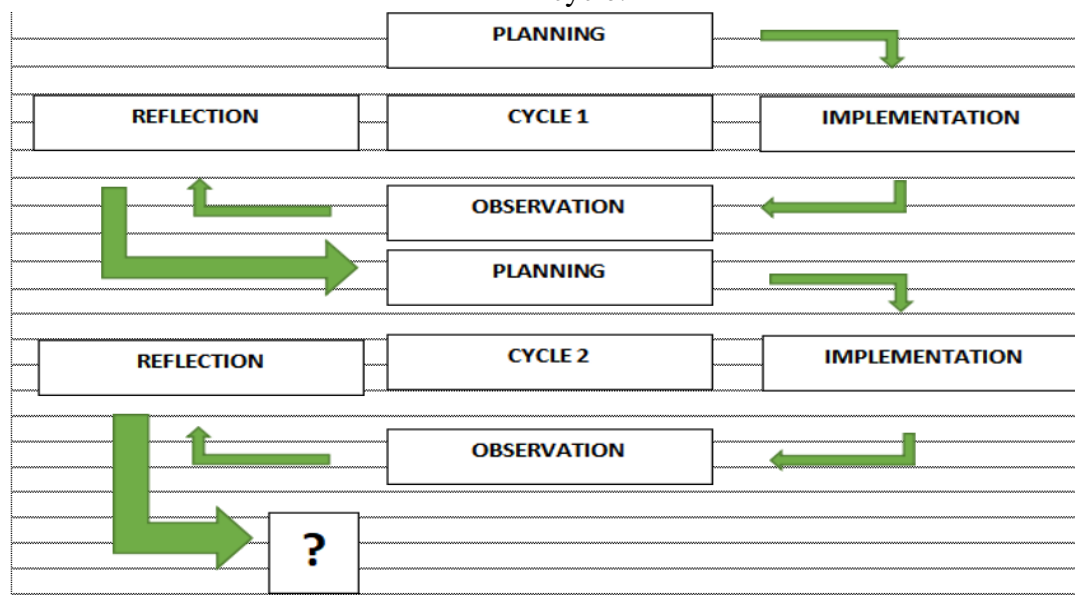

Figure 1. Classroom Action Research Cycle

FINDINGS AND DISCUSSION
Cycle 1

In cycle 1 consists of 4 meetings, where at the first meeting a Pre-test is given to students to find out the initial results before implementing the teaching methods that will be used, and at the second and third meetings students are given action which includes learning with the teaching material **I about me** with "listening-speaking" subject elements, using the Round Table method of learning. At the 4th meeting, students were given a post-test to find out how far the students had improved after implementing the teaching

method using the Round Table. The implementation stages in cycle I include planning, implementation, observation, and reflection.

a. Planning

In this step, writers and English teacher prepare what students must do in the implementation step. In each process and in cycle 1 there were 4 meetings, cycle 2 there were 3 meetings. At the planning stage, the writer discussed with the English teacher regarding several topics, namely: Syllabus and RPP, Teaching/Learning Media, Pre-Test and Post-Test Assessment Tools, and Observation Sheets.

b. Implementation

1. First meeting

The first meeting was held on Friday 4 August 2022, with observed the students of their speaking ability, based on their learning instructed by the teacher then the writer give the pre-test at time from 08.10-09.30 or 90 minutes. Before starting the teaching and learning process using the Round Table method. Next the writer, conducted the pre-test assisted by an English teacher. Then the writer distribute the pre-test. Students are distributed question sheets containing the material that has been written and students are given directions on how to work on the questions in this section, then students are told to work on it for 20 minutes, after completion each student is asked to present the results of the work they have done. Made in front of the class. This pre-test in cycle 1 was completed in approximately 60 minutes. After the pre-test was given, with the remaining learning time available, the English teacher who was accompanied by the writer informed all students that at the next meeting the person who would teach in the class was the writer and would be accompanied directly by the subject teacher. The pre-test results can be seen below:

Table.1 Frequency of Students' Score in Pre-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	8%	3	Complete
2	< 70	92%	34	Incomplete
	Total	100%	37	

The pre-test results showed that there were 34 students who had not yet completed the minimum mastery of criteria (MMC). There were only 3 students (8%) who got a score of 70 or more, and 34 students (92%) who got a score below 70. The highest score on the pre-test was 76 and the lowest score was 32. The total of the students' total scores was 1.884, which means the mean score obtained is 50,91. Based on the pre-test results above, it can be concluded that the English speaking ability of seventh grade students at SMPN 3 Kopangis still low.

2. Second meeting

The second meeting was held on Saturday 5 August 2022 with a learning time of 08.35-10.05 or 90 minutes. The Round Table method was applied to learning at this second meeting. The stages of the teaching and learning process will be explained as follows:

➤ Opening

The writer, assisted by the subject teacher as coordinator, started the study session by saying hello, asking how the students were doing, with the opening dialogue being "Hello students, how are you today?". At this second meeting the writer then introduced himself and began to take attendance of the students as a whole.

➤ Main activity

In this session, the writer, assisted by the subject teacher, then gave instructions to the students and divided the students into several groups in the form of a round table. After completion, the writer began to deliver learning material with **I about Me** material, where students would introduce themselves, talk about hobbies, describe people, and describe daily activities. The "Listening-Speaking" learning achievement element means that students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and other people in various familiar formal and informal contexts.

The writer, who was a teacher, then instructed the students to create a conversation with their group friends, "*Baiklah semuanya,*

silahkan kalian bekerjasam adengan teman kelompok kalian kemudian mencar ipasangan untuk membuat sebuah dialog yang akan di bacakan didepan kelasya?" Then all the students said *"Baik Kak".* Students are given 15 minutes to work until completion.

After the set time limit has expired, students are asked to come forward in pairs and start carrying out a dialogue. In the dialogue session, the writer made an observation where these students were still very weak in terms of "pronunciation and speaking" because they came forward carrying a paper which they were still stiff or still unable to do, but the writer found that there were 2 students who had good English skills. Different from his other friends, where their pronunciation and the way they speak English are very fluent. After all students have finished their presentation which takes 50 minutes, the writer then provides an overview or explanation of the learning activities that will be discussed at the next meeting with the title "Galang from Kalimantan" with section 1 - Say what you know, section 2 - listening, section 3 - your turn speaking.

➢ Closing

In the final stage of learning, the writer motivated the students with the dialogue "If we don't change ourselves, then who will regret it? *apakah orang lain? tentusajatidak. semuaitu yang akan mengalamainya kita sendiri, jadi kedepannya kakak minta kalian semua bersungguh-sungguh Ketika sedang melakukan proses belajar, jangan ada yang main-main* atau melakukan sesuatu *yang tidak berkaitan dengan pembelajaran yang berlangsung, mengerti?"* then the student answered *"mengertikak".* This meeting then ended by saying closing greetings.

3. Third meeting

The third meeting was held on Friday 11 August 2022, with a learning time of 08.10-09.30 or 90 minutes. The Round Table method was applied to learning at this third meeting. The stages of the teaching and learning process will be explained as follows:

➢ Opening

The lesson at this third meeting began with an opening greeting, asking about the students' condition, and taking attendance as a whole.

➢ Main activity

Students rejoined the groups that had been created at the previous meeting, then the writer provided or explained material about **I about me** with the "Galang from Kalimantan" learning activity, with section 1 - Say What You Know. The writer distributed the material that had been written on a sheet of paper to each group, 2 sheets of paper. The writer provides an explanation of the material that has been given "you will write down what you know about the topic that has been shared, each group discusses it with their group friends" after giving directions then in section - 2, students listen to the explanation as an example of what they will For what the writer reads, the writer gives directions in section - 3 students will take turns speaking from the work they have done with their respective groups.

Students are called by their respective names in each group and simultaneously talk about the topic that has been created. In section - 3, students are given the command "please read the results of the work you have created and discussed with your group earlier". The writer called one by one and listened to the results of each student. Writers can directly train each student's English language skills and students can also increase their vocabulary as well.

In section - 3 (speaking) when students speak, don't forget that students are also assisted by writer in correcting incorrect

vocabulary in pronunciation. From the results of the learning at this third meeting lasting 90 minutes, the writer saw the enthusiasm of students in participating in the teaching and learning process, many students asked about material related to the teacher (writer), students were active in discussing with their group of friends.

➢ Closing

At the end of the lesson, the researcher informed that at the next meeting a test would be carried out which was a post-test. This third meeting ended with the teacher (writer) providing input or learning motivation to the students and ended with closing greetings.

4. Fourth meeting

At the fourth meeting in cycle 1, held on Saturday 12 August 2022. This fourth meeting is only for taking tests on students, namely the Post-test with learning duration from 08.35-10.05 or 90 minutes or the equivalent of one course meeting on a normal day. The results

of this post-test will be used as data to find out whether the learning outcomes that have been carried out using the Round Table method previously have been effective in improving students' speaking skills or not.

Students are instructed to join their respective groups, then students are given assignment sheets which will be made and presented in front of the class. Students are given time to create and discuss the assignment with their respective groups for 20 minutes, after completion students are asked to make presentations individually. This post-test was completed after 65 minutes, the remaining learning time was then used to provide information regarding future learning whether the writer would continue it or not. Because the results of the post-test are not yet known and used as data. The conclusion of learning at this stage then ends with a closing greeting. The results of the post-test carried out in cycle 1 will be explained as follows:

Table.2 Frequency of Students' Score in Post-Test.

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	19%	7	Complete
2	< 70	81%	30	Incomplete
	Total	100%	37	

The post-test results showed that there were 30 students who had not met the Minimum Mastery of Criteria (MMC). There were only 7 students (19%) who got a score of 70 or more, and 30 students (81%) who got a score below 70. The highest score on the post-test was 80 and the lowest score was 44. The students' total score was 2,236 which means the average value obtained was 60,43. Based on the post-test results above, the overall success completion score (%) was only 19% or only 7 students succeeded in achieving (MMC). If it has not reached or exceeded the Minimum Mastery Criteria (MMC), namely 70%, it can be concluded that the English

speaking ability of seventh grade students at SMPN 3 Kopangis still low.

c. Observation

1. First meeting

In the first meeting, the writer observed the students regarding how the students responded when the teacher gave an instruction. In this section, the writer experienced difficulties when coordinating all the students because these students were meeting a new teacher for the first time in that environment, which made it very difficult for the students to coordinated. In observations, writers found that many students disturbed their friends, created debates between them and caused a commotion.

By having a subject teacher who helps to coordinate the students, the writer can achieve the target of carrying out the pre-test until completion. When taking the tests given, the students still looked very confused, where they often asked about the meaning of a word from Indonesian to English, where the writer and also the subject teacher who was the coordinator helped the students. The questions most often encountered by writers are *"kak saya mau bertanya", "ibu guru saya mau bertanya"*.

In the part when the students gave a presentation in front of the class, they were very enthusiastic about moving forward. In conclusion, these students are still very poor at speaking English.

2. Second meeting

In observations at the second meeting, the overall level of student attendance was very good, students' attention in following the teaching and learning process was sufficient, the intensity of students asking questions between students was good, students' activeness during the teaching and learning process was sufficient, and their courage in conveying information related to the material was good.

3. Third meeting

In the observation section of the third meeting, the level of student attendance was very good or all of them were in, students' attention in participating in the teaching and learning activity process was good, the intensity of students asking questions to students was good, students' activeness during the teaching and learning process was good, where in each group there were always those who asked questions. Regarding the material being taught, courage in conveying information related to the material is good.

4. Fourth meeting

In the observation at the fourth meeting, where the test was given to students, students were able to work together very well with their group friends, regularly waiting for their turn to come forward for the presentation, active when asking about things they did not understand. At the end of the learning session after carrying out the test, the writer gave appreciation to all students for working together well.

d. Reflection

The pre-test and post-test results provide valuable insights into the English speaking ability of seventh-grade students at SMPN 3 Kopang. These results indicate a need for improvement in language skills and a specific focus on achieving the Minimum Mastery Criteria (MMC), which is set at a score of 70 or higher. In the pre-test, it was evident that the majority of students, 92%, scored below 70. Only 8% of students achieved a score of 70 or higher. The highest pre-test score was 76, while the lowest was 32. The average score for the pre-test was 50.91. These findings clearly demonstrate that the English speaking ability of these seventh-grade students is currently quite low. The post-test results reveal a similar trend. Again, the majority of students, 81%, scored below 70, while only 19% of students managed to achieve a score of 70 or higher. The highest post-test score was 80, and the lowest was 44. The average post-test score was 60.43.

What stands out from the post-test results is that the overall success completion score was a mere 19%, indicating that only 7 students out of the total number succeeded in meeting the MMC criteria. This percentage is significantly below the set standard of 70%. It is clear from these findings that there is a pressing need to address the English speaking ability of the seventh-grade students at SMPN 3 Kopang. The low performance in both the pre-test and post-test results suggests that further efforts should be made to improve English language instruction and support. Without achieving the MMC criteria, which is currently only met by a small percentage of students, the English speaking ability of the students remains insufficient.

Additional interventions and strategies are required to help the majority of students reach a more desirable level of proficiency.

Cycle 2

a. Re-planning

At the re-planning stage, the writer and the English subject teacher discussed things to be done, namely re-planning the teaching and learning process and updating the teaching materials used. Discuss changes in the form of meetings where implementation is carried out at the first and second meetings, and at the third or last meeting a test or post-test is given.

b. Implementation

1. First meeting

The first meeting in cycle 2 was held on Friday 18 August 2022 with a learning time of 08.10-09.30 or 90 minutes. The Round Table method was applied to learning at this first meeting. The stages of the teaching and learning process will be explained as follows:

➢ Opening

At the beginning, before the teaching and learning process began, the writer started by asking the students to pray simultaneously. After they had finished praying, the students were taken absentee to check who was present and absent on that day. Ask students how they are doing before providing teaching material. Tell students to join the previous groups that have been created.

➢ Main activity

The teacher (writer) begins to explain the material **I about me** with the subject elements "listening-speaking, reading-viewing, writing-presenting". The teacher (writer) gives 2 sheets of practice paper to each group containing: 1) describe one's favorite food, 2) ask and give information about food, 3) identify tools and ingredients in a recipe, 4) make a sequence of cooking steps. The instructions given by the teacher (writer) were "each group will choose one food and you

write it down in your respective books by following the instructions on the paper that has been distributed, understand" then the students answered "yes, understand"

Next, students are given time to discuss and write with their respective groups. Then after the students have finished making the assignments given, the teacher (writer) gives an explanation "each group is asked to listen to the results of the work of students in other groups then students in each group will be asked to speak and read out the results of the assignments you have made, fine if there are any If you don't understand, please ask" and there were questions from students *"kak, apakah kita dalam satu kelompok ini akan membaca secara satu persatu?"* then the teacher (writer) answered *"ya, masing-masing orang akan membacakan hasil dari tulisan yang telah dibuat"*.

The teacher (writer) began to call students one by one in each group and listened to the results of the assignments they had made. After the students have finished reading the results of the assignments they have made, the teacher (writer) then gives instructions so that each student memorizes the assignments they have created to present in front of them, the aim is to train students to be able to speak English. Each student is given time to come forward and speak in front of the class for 3-5 minutes. With the remaining learning time remaining, the teacher (writer) began to call students who had memorized and came forward to speak and only 5 of the 37 students could come forward to present or speak, because the learning time would be over for students who had not yet advanced. Will be replaced at the next meeting.

➢ Closing

The teaching and learning process ends with the teacher (writer) concluding the learning that has been carried out. Provide

learning motivation to students and end the lesson by saying closing greetings.

2. Second meeting

The second meeting in cycle 2 was held on Saturday 19 August 2022 with a learning time of 08.35-10.05 or 90 minutes. The Round Table method was applied to learning at this second meeting. The stages of the teaching and learning process will be explained as follows:

➢ Opening

At the beginning, before the teaching and learning process began, the writer started by asking the students to pray simultaneously. After they had finished praying, the students were taken absentee to check who was present and absent on that day. Ask students how they are doing before providing teaching material. Tell students to join the previous groups that have been created.

➢ Main activity

Learning begins with the teacher (writer) reminding students to continue the activities carried out at the previous meeting, students are asked to come forward one by one to speak in front of the class. In the training given, there were several students who were still awkward when in front of the class which made the teacher (writer) have to provide extra help, where the teacher helped these students with pronunciation which made their speaking stiff and halting. Students have difficulty speaking when mentioning food recipes which include "salt, butter, shallots". After all the students had finished speaking in front, the teacher (writer) wrote on the board a vocabulary word and the students were asked to follow what the teacher (writer) had said. After that, students were asked to write in their respective books to increase their vocabulary or so they could memorize them.

The teacher (writer) wrote on the board a short dialogue which the students were instructed to practice with their group friends. After finishing writing, the teacher (writer) called a pair of students in each group and had a dialogue together, together with all the students practicing before their names were called. The aim is to train students in speaking and reading. Before the lesson ended, the teacher (writer) informed that at the next meeting a test would be carried out or a final test would be taken from the learning that had been carried out at the first and second meetings. Each group was given 3 sheets of post-test paper which will be carried out at the next meeting, and asked to do it at home so that at the next meeting the test can be carried out directly.

➢ Closing

The learning at the second meeting ended with the teacher (writer) providing conclusions from the results of the learning that had been carried out and providing motivation for students to always be diligent and active in studying. At the end of the meeting the teacher (writer) said a closing greeting which indicated that the learning at the meeting was complete.

3. Third meeting

At the third meeting in cycle 2, held on Friday 25 August 2022. This third meeting is only for taking tests on students, namely the Post-test with learning duration from 08.10-09.30 or 90 minutes or the equivalent of one course meeting on a normal day. The results of this post-test will be used as data to find out whether the learning outcomes that have been carried out using the Round Table method previously have been effective in improving students' speaking skills or not. The results of the post-test carried out in cycle 1 will be explained as follows:

Table.3 Frequency of Students' Score in Post-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	95%	35	Complete
2	< 70	5%	2	Incomplete
	Total	100%	37	

The post-test results in cycle 2 showed that there were 2 students who had not met the Minimum Completeness Criteria (MMC). There were 35 students (95%) who got a score of 70 or more, and 2 students (5%) who got a score below 70. The highest score on the post-test was 92 and the lowest score was 60. The students' total score was 2.972, which means the score the average obtained was 80.32. Based on the results of the post-test cycle 2 above, the overall completion success score (%) reached 95% or where there were 35 students who succeeded in achieving or exceeding (MMC). Because they have reached or exceeded the Minimum Mastery Criteria (MMC), namely 70%, it can be concluded that the English speaking ability of class VII students at SMPN 3 Kopanghas improved.

c. Observation

In the observation section the writer explains the results from the first meeting to the last meeting in cycle 2, the explanation is written as follows:

1. First meeting

At the observation stage at the first meeting of cycle 2, the writer summarized the results of the observations that had been made. In terms of student attendance, it is very good, students' attention in following the teaching and learning process is good, the intensity of students asking questions between students is good, students activeness during the teaching and learning process is good, courage in conveying information related to the material is sufficient.

Students' abilities when presenting or reading assignments that have been given are very good, where students do it very smoothly without any students experiencing difficulty in pronouncing a word. The teacher (writer) found that there were several students who were still experiencing difficulties in writing a word, which is why the teacher (writer) had to provide extra help to students who were still confused in turn, this also hampered students in carrying out or carrying out the assignments that had been given,

because they are confused about interpreting a word in English.

2. Second meeting

In the observation section at the second meeting of cycle 2, overall student attendance was very good, students' attention in following the teaching and learning process was very good, the intensity of students asking questions between students when in groups was very good, students' activeness during the teaching and learning process was very good, and courage in conveying information related to the material is good. When the teacher (writer) provides material and explains the material in front of the class, the students do not make any noise and the students can be controlled and directed.

3. Third meeting

At the third meeting when carrying out the test, the teacher (writer) had a few obstacles when each student was going to advance. They had to be given more time to remember or re-memorize the assignments that had been made, because at this third meeting the students would immediately advance to the presentation one by one in front of the class. After the opening session the learning process is complete. At the test stage, the students were already used to speaking, which was focused on being trained in the learning process at the previous meeting.

In the speaking element of the teaching and learning process that has been carried out, these students experienced improvement when they gave presentations in front of the class. From observations made directly by the teacher (writer), students no longer feel awkward when they are in front, this is what makes each student do their presentations very well.

d. Reflection

At the reflection stage the writer analyzes the post-test results that have been obtained.

1. Analyzing the data obtained from the post-test in cycle 2.

The post-test results from cycle 2 of the English language learning program at SMPN 3

Kopangprovide a clear indication of the students' progress and overall success in improving their English speaking abilities.

In the post-test results for cycle 2, it is evident that there was a remarkable improvement in the students' performance. A significant 95% of students achieved a score of 70 or higher, while only 5% scored below 70. The highest post-test score reached 92, while the lowest was 60. The total scores of the students amounted to 2,972, resulting in an impressive average score of 80.32. What stands out is that the overall success completion score reached 95%, which means that 35 students successfully met or exceeded the Minimum Completeness Criteria (MMC) set at 70%. This signifies a substantial achievement, and it can be confidently concluded that the English speaking ability of the class VII students at SMPN SMPN 3 Kopanghas significantly improved.

The data clearly shows the effectiveness of the teaching and learning process using Round Tables in improving students' speaking abilities, showing substantial progress from the initial assessment. The commitment, hard work and support provided by the students has contributed to a remarkable improvement in their English language skills. These results should be recognized and serve as an encouraging example of what can be achieved through dedicated effort.

In this section, the writer discuss the research results described in the research findings. The problems of this research are:Does the Round Table method have a significant impact on improving students' speaking skills at SMPN 3 Kopang? Based on the results of the research that has been carried out, the problem of this research can be answered, namely the Round Table method can improve students' speaking abilities significantly, data from the results of cycle 1 and cycle 2 have proven that the students' speaking abilities at SMPN 3 Kopanghave improved, it can be seen from the explanation of the data that the pre-test and post-test results offer valuable insights into the English speaking ability of seventh-grade students at SMPN 3 Kopang,

highlighting the need for improvement in language skills and a specific focus on achieving the Minimum Mastery Criteria (MMC), set at a score of 70 or higher.In the pre-test, the majority of students, 92%, scored below 70, with only 8% achieving a score of 70 or higher. The pre-test's highest score was 76, while the lowest was 32, resulting in an average score of 50.91. These findings indicate that the English speaking ability of these seventh-grade students was quite low at the outset.The post-test results mirrored this trend, with 81% of students scoring below 70, and 19% achieving a score of 70 or higher. The highest post-test score was 80, and the lowest was 44, with an average score of 60.43. Notably, the overall success completion score was only 19%, signifying that merely 7 students met the MMC, which fell significantly below the 70% standard.

These findings underscore the urgent need to address the English speaking ability of the seventh-grade students at SMPN 3 Kopang. The low performance in both pre-test and post-test results underscores the necessity for further efforts to enhance English language instruction and support. Without achieving the MMC, which currently applies to only a small percentage of students, the majority's English speaking ability remains insufficient. Additional interventions and strategies are essential to help most students reach a more desirable level of proficiency.In contrast, the post-test results from cycle 2 reveal a substantial improvement in the students' performance. A remarkable 95% of students achieved a score of 70 or higher, while only 5% scored below 70. The highest post-test score reached 92, and the lowest was 60, with an average score of 80.32.What stands out is that the overall success completion score reached 95%, indicating that 35 students successfully met or exceeded the MMC, set at 70%. This signifies a significant achievement and a clear indication of the improved English speaking ability of class VII students at SMPN 3 Kopang.These results reflect the effectiveness of the teaching and learning process, particularly the use of Round Table, in enhancing students' speaking abilities.

CONCLUSION

Based on the results of classroom action research and the discussion that has been explained, it can be concluded that the application of learning using the Round Table method can improve students' English speaking skills. It is proven that student learning achievement can obtain MMC (($\geq$70) with success indicators (70%) of students who obtain MMC and the percentage increase in students from post-test cycle 1 to cycle 2 is 33%. Attitudes during the learning process were very good. The increase in students' ability to speak English after implementing the Round Table method in class occurred because the learning process focused on the students. Project-based learning steps also involve student improvement, because in each step students are required to be active in expressing their ideas. This makes students not afraid to express themselves by asking questions and responding to teachers and friends.

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