Abjadia : International Journal of Education, 11 (2): 985-997 (2026)
DOI: 10.18860/abj.v11i2.42594

The Effect of Round Robin-Type Cooperative Learning on Elementary Students' Speaking Skills: A Quasi-Experimental Study with Fifth-Grade Students at MIN 1 Pesawaran

Ana Fatimah1*, Syamsuri Ali [2] Yuli Yanti [3]
[123] Universitas Islam Negeri Raden Intan Lampung, Indonesia

Abstract

This study was motivated by the low speaking skills of elementary school students, particularly in pronunciation, vocabulary selection, sentence structure, fluency, and speech content appropriateness. These problems indicate the need for an interactive learning model that provides equal opportunities for students to actively express ideas. The research question addressed in this study was whether the Round Robin-type cooperative learning model significantly affects students' speaking skills compared to conventional instruction. This study aimed to examine the effect of the Round Robin-type cooperative learning model on the speaking skills of fifth-grade students at MIN 1 Pesawaran. This study employed a quantitative approach using a quasi-experimental method with a posttest-only control group design. The sample consisted of 56 fifth-grade students selected through purposive sampling, including Class V A as the experimental group and Class V B as the control group, with 28 students in each class. The experimental class received instruction through the Round Robin cooperative learning model, while the control class was taught using the Direct Instruction model. Data were collected through speaking performance tests, voice recordings, and documentation. The speaking assessment rubric covered five indicators: pronunciation, vocabulary, sentence structure, fluency, and speech content. Data analysis included normality, homogeneity, and Independent Sample t-Test analyses. The findings revealed that the experimental class achieved a higher mean posttest score (84.00) than the control class (72.00). The hypothesis test showed a significance value of 0.000 < 0.05, indicating that the Round Robin-type cooperative learning model had a significant effect on students' speaking skills. In addition, the effect size analysis indicated a strong practical effect (Cohen's d > 0.80). The novelty of this study lies in the application of the Round Robin cooperative learning model to improve elementary students' speaking skills in the context of Islamic elementary education. Therefore, this model can serve as an effective alternative for enhancing students' confidence, participation, and speaking performance in elementary language learning.

Keywords: Speaking Skills; Cooperative Learning; Round Robin Model; Elementary Education; Quasi-Experimental Design; Indonesian Language Learning.

* Correspondence Address:	anafatimah310802@gmail.com

Riwayat Articles	Accepted	Revised	Accepted	Published
	2026-03-04	2026-04-27	2026-05-27	2026-06-15

INTRODUCTION | مقدمة

Speaking skills are one of the important language skills to be developed from the elementary school level. This ability plays a role in helping students convey ideas, opinions, experiences, and feelings orally. In learning Bahasa Indonesia, speaking skills are not only related to students' courage to speak, but also include clarity of pronunciation, accuracy of vocabulary, sentence structure, fluency, and suitability of speech content. Therefore, learning in elementary

school needs to be designed so that students have enough opportunities to practice speaking actively, in a directed and sustainable manner (Agus et al., 2020).

However, students' speaking skills are still one of the problems in the learning process. Some students are not able to convey ideas orally smoothly, are still limited in the use of vocabulary, and have not yet collapsed when composing sentences. This condition shows that speaking skills are not sufficiently developed through learning that only puts students as listeners. Students need to be involved in learning activities that provide space to discuss, express opinions, and interact directly with friends and teachers (Sukenti, 2021).

These problems were also found in students in class V MIN 1 Pesawaran. Based on the results of the pre-research, students' speaking skills are still quite low. The preliminary data were obtained through a diagnostic speaking test and classroom observation conducted by the researcher before the implementation of the treatment. The diagnostic assessment involved all fifth-grade students and used a speaking rubric consisting of five indicators, namely pronunciation, vocabulary, sentence structure, fluency, and speech content. The initial assessment was carried out using five indicators, namely pronunciation, vocabulary, sentence structure, fluency, and speech content. The results of the pre-study showed that the average value of students' speaking skills was 49.78 and was included in the category of adequate. In addition, there are still students who are not fluent when speaking in front of the class, lack confidence, and are not able to convey the content of the conversation in a coherent manner. This condition shows the need for a learning model that can provide the opportunity to speak more evenly to all students.

One of the factors that affect low speaking skills is the learning pattern that still tends to be teacher-centered. In daily learning, teachers explain more material, while students listen, take notes, and answer questions in a limited way. Teachers have indeed tried to use a variety of learning models, such as *Team Games Tournament* (TGT), to increase students' enthusiasm for learning. However, the application of the model has not fully focused on speaking exercises. As a result, the opportunity for students to convey ideas orally is still not optimal. In fact, speaking skills will develop if students get the opportunity to practice through conversations, discussions, and active communication activities (Subroto et al., 2025).

The Round Robin *type cooperative learning model* can be an alternative to overcome these problems. This model places students in small groups, and then each group member is given the opportunity to take turns expressing answers, opinions, or ideas. Through this pattern, all students get the same space to speak so that discussions are not only dominated by certain students. In addition, *the Round Robin* model also trains students to listen to the opinions of their peers, appreciate their turn to speak, and convey ideas more regularly (Ansori et al., 2022).

The application of *the Round Robin* model is in accordance with the learning objectives of speaking skills because the main activity requires students to actively communicate. Through speaking in turn, students can practice expressing ideas, choosing the right vocabulary, composing sentences, and conveying the content of the conversation more concisely. A small group atmosphere can also help students who lack confidence to speak up more boldly. Thus, this model has the potential to create more interactive, equitable learning, and support the improvement of students' speaking skills (Ramadila, 2024).

Several previous studies have shown that the Round Robin-type cooperative learning model has a positive influence on students' speaking skills, communication skills, learning outcomes, concept comprehension, and collaboration skills. Reyni (2020) found that *the Round Robin* model can improve the communication skills of the linguistic aspects of elementary school

grade III students. Bintang et al. (2024) showed that *the Round Robin* model assisted by puzzle *media* was able to improve students' speaking skills. Aqilah et al. (2025) stated that *the Round Robin* model with a realistic mathematical approach has a positive effect on students' mathematics learning outcomes. Nurhaliza (2025) found that *the Round Robin* model can improve conceptual understanding in science subjects. In addition, Setiawan (2025) shows that *the Round Robin* model affects collaboration skills between students.

Although *the Round Robin* model has been studied in several previous studies, it still has limitations in its focus of research. Some research places more emphasis on communication skills, the use of supporting media, learning outcomes, concept understanding, and collaboration skills. Meanwhile, research that specifically examines the influence of the *Round Robin* model on the speaking skills of grade V students at MIN 1 Pesawaran is still limited. Therefore, this study has a novelty by examining the application of the *Round Robin* type cooperative learning model to the speaking skills of students in class V MIN 1 Pesawaran based on five indicators, namely pronunciation, vocabulary, sentence structure, fluency, and speech content. Based on this description, this study aims to determine the influence of the *Round Robin* type cooperative learning model on the speaking skills of class V students of MIN 1 Pesawaran.

Based on the background above, the research questions of this study are formulated as follows: (1) Is there a significant difference in speaking skills between students taught using the Round Robin-type cooperative learning model and those taught using the Direct Instruction model? (2) To what extent does the Round Robin-type cooperative learning model affect students' speaking skills based on the indicators of pronunciation, vocabulary, sentence structure, fluency, and speech content? (3) Does the Round Robin-type cooperative learning model provide a more effective learning experience in improving students' speaking skills?

The hypothesis proposed in this study is as follows: H1: Students taught using the Round Robin-type cooperative learning model will achieve significantly higher speaking skill scores than students taught using the Direct Instruction model. H0: There is no significant difference in speaking skill scores between students taught using the Round Robin-type cooperative learning model and those taught using the Direct Instruction model.

METHOD | منهج

This study uses a quantitative approach with a quasi-experimental method. This method is used to determine the influence of the Round Robin type cooperative learning model on students' speaking skills. The research design used is a posttest only control design, which is a design involving two groups, namely the experimental class and the control class, with measurements carried out after the treatment is given. The experimental class received learning using the Round Robin-type cooperative model, while the control class received learning using the Direct Instruction model. The selection of this design was adjusted to the purpose of the research, which is to compare the results of students' speaking skills after participating in learning with different treatments.

This research was carried out at MIN 1 Pesawaran in the odd semester of the 2025/2026 Academic Year. The population in this study is all students of class V MIN 1 Pesawaran which consists of four classes, namely V A, V B, V C, and V D, with a total of 112 students. The research sample was determined using the cluster random sampling technique, which is a sampling technique based on the group or class that has been formed. The research sample consisted of class V A as the experimental class and class V B as the control class, each totaling 28 students. Thus, the number of samples in this study is 56 students. This data is in accordance with the

population and sample designs listed in Ana's proposal.

Table 1. Research Sample

No	Classes	Number of Students	Remarks
1.	V A	28	Experiment
2.	V B	28	Controls

The independent variable in this study is the Round Robin-type cooperative learning model, while the bound variable is the students' speaking skills. Speaking skills are assessed based on five indicators, namely pronunciation, vocabulary, sentence structure, fluency, and speech content. The five indicators are used to assess students' ability to convey ideas orally clearly, concisely, fluently, and in accordance with the topic of conversation.

The data collection techniques used in this study include tests, voice recordings, and documentation. The test is used to obtain data on students' speaking skills after treatment has been given. The form of test used is an oral test, where students are asked to compile a story that contains a cause-and-effect relationship with environmental themes, then convey the story orally in front of the class. Voice recordings are used as supporting data so that the assessment of speaking skills can be carried out more clearly and objectively. Documentation is used to obtain supporting data, such as student name lists, score data, and photos of research activities.

The research instruments used were oral tests of speaking skills and assessment rubrics. The assessment rubric is compiled based on five indicators of speaking skills, namely pronunciation, vocabulary, sentence structure, fluency, and speech content. Each indicator is given a score of 1-5 according to the level of achievement of students. The final score is obtained from the total score of all assessment indicators, then converted into assessment categories. Before being used in data collection, the speaking skill assessment rubric was validated through construct validity with expert judgment techniques. The validation results showed that the rubric was suitable for use with a revision in the form of adding operational verbs to the assessment indicator.

Table 2. Speaking Skills Assessment Rubric

No	Aspects Assessed	Description	Shoes	Remarks
1.	Slander	a. Pronounce each word so clearly and precisely that it is easy for listeners to understand. b. Pronounce the word clearly, although there is still some confusion in pronunciation. c. Pronounce the word clearly enough, but some pronunciations are still inaccurate. d. Pronouncing words is not clear so that part of the content of the conversation is difficult for the listener to understand. e. Saying words in such a vague way that the content of the conversation is difficult to understand.	5 4 3 2 1	Very good Good Enough Less Very less
2.	Vocabulary	a. Using vocabulary that is very precise, diverse, and appropriate to the topic of the story. b. Use the right vocabulary and according to the topic of the story. c. Using vocabulary is quite appropriate, but there are still some inaccurate word choices. d. Using a limited vocabulary makes the content of the story less clear. e. It uses a very limited vocabulary that makes the story difficult to understand.	5 4 3 2 1	Very good Good Enough Less Very less
3.	Sentence structure	a. Arrange sentences in a very concise, clear manner, and show the cause-effect relationship appropriately.	5 4 3	Very good Good Enough

		b. Arrange sentences in a concise and clear manner according to the cause-and-effect relationship. c. Arrange sentences in a fairly concise manner, but there are still some errors in the sentence structure. d. Structuring sentences is less coherent so that the cause-and-effect relationship becomes less clear. e. Compiling sentences does not collapse so that the content of the story is difficult to understand.	2 1	Less Very less
4.	Smoothness	a. Conveys the story very smoothly without much pause or repetition of words. b. Tells the story smoothly, although there are still slight pauses. c. Conveys the story quite smoothly, but there are still some pauses or repetitions of words. d. Telling stories is not smooth because it often stops or repeats words. e. Telling stories is not smooth and often stops, making it difficult for listeners to understand.	5 4 3 2 1	Very good Good Enough Less Very less
5.	Contents of the conversation	a. Tell the content according to the topic very clearly, concisely, and completely. b. Tell the content according to the topic clearly and concisely. c. Telling the content is quite topical, but still lacking in detail or incomplete. d. Telling content is not on topic so that the cause-and-effect relationship is less clear. e. Telling content is not on topic so that the story is difficult to understand.	5 4 3 2 1	Very good Good Enough Less Very less

Source: Adapted from Setyonegoro, Akhyaruddin, and Hilman (2020), and adapted to Operational Verbs (KKO).

Table 3. Categories Speaking Skills Assessment

Value interval	Capabilities
80-100	Very good
60-79	Good
40-59	Enough
20-39	Less

The implementation of learning in the experimental class was carried out through four treatments using a Round Robin type cooperative learning model. Each treatment is designed to train students' speaking skills through activities to identify cause-and-effect relationships, compose cause-and-effect sentences, analyze cause-and-effect events, and compose and convey cause-and-effect stories. In the Round Robin activity, students are divided into small groups, then each member of the group takes turns conveying ideas. Meanwhile, the control class obtained learning using the Direct Instruction model. After all the treatment is completed, both classes are given a final test or posttest to find out the students' speaking skills.

The research data was analyzed using the help of the SPSS version 25 program. Data analysis was carried out through prerequisite tests and hypothesis tests. Prerequisite tests include normality tests and homogeneity tests. The normality test was carried out using Shapiro-Wilk because the number of samples in each class was less than 50 students, while the homogeneity test was carried out using the Levene Test. After the data was declared to be normally and homogeneously distributed, the hypothesis test was carried out using the Independent Sample t-Test with a significance level of 0.05. If the significance value is less than 0.05, then the Round Robin type cooperative learning model is stated to have a significant effect on students' speaking skills.

RESULT | نتائج

The results of this study were obtained from the posttest scores of students' speaking skills in the experimental class and the control class. The experimental class is a class that receives learning using a Round Robin-type cooperative learning model, while the control class receives learning using the Direct Instruction model. Before the hypothesis test is carried out, the data is first analyzed through a prerequisite test, namely a normality test and a homogeneity test.

The normality test was carried out to find out whether the posttest data in both classes were normally distributed. The test was carried out using the Shapiro-Wilk test because the number of samples in each class was less than 50 students. The results of the normality test showed that the significance value in the experimental class was 0.377 and the control class was 0.377. Since both significance values are greater than 0.05, the posttest data in the experimental class and the control class are declared to be normally distributed.

Table 4. Normality Test Results Data

Variabel	Classes	Statistics Kolmogorov-Smirnov	df	Sig.	Statistics Shapiro-Wilk	df	Sig.
Speaking Skills	Post-Test Experiment Class	0.143	28	0.150	0.961	28	0.377
Speaking Skills	Control Class Posttest	0.143	28	0.150	0.961	28	0.377

Homogeneity tests are performed to find out whether the data from both classes have the same variance. The results of the homogeneity test using the Levene Test showed a significance value of 1,000. The value is greater than 0.05, so it can be concluded that the experimental class and control class posttest data have homogeneous variance.

Table 5. Homogeneity Test Results Data

Variable	Basis of Calculation	Statistics Levene	df1	DF2	Say.
Post-tests	Based on Average	0.000	1	54	1.000
Post-tests	By Median	0.000	1	54	1.000
Post-tests	Based on Median and with adjusted df	0.000	1	54.000	1.000
Post-tests	Based on Trimmed Average	0.000	1	54	1.000

After the data is declared normal and homogeneous, the analysis is continued with a hypothesis test using the Independent Sample t-Test. The results of the hypothesis test showed a significance value of 0.000. The value is less than 0.05, so H0 is rejected and H1 is accepted. Thus, there was a significant difference between the speaking skills of students in the experimental class and the control class. These results show that the Round Robin type cooperative learning model has a significant effect on the speaking skills of students in class V MIN 1 Pesawaran.

Table 6. Hypothesis Test Results Data

Variable	Variant Assumptions	F	Say.	t	df	Sig. (2-tailed)	Average Difference	Std. Error Difference	Lower	Top
Post-tests	The same variance is assumed	0.000	1.000	7.937	54	0.000	12.00000	1.51186	8.96891	15.03109
Post-tests	Equal variance is not assumed	–	–	7.937	54.000	0.000	12.00000	1.51186	8.96891	15.03109

The difference in the results of speaking skills between the experimental class and the control class can also be seen from the descriptive statistical value of the posttest. The experimental class obtained the highest score of 96, the lowest score of 72, and the average of 84.00. Meanwhile, the control class obtained the highest score of 84, the lowest score of 60, and the average of 72.00. The average difference between the two classes is 12.00 points. These

results show that students who learn using the Round Robin model obtain higher scores of speaking skills than students who learn using the Direct Instruction model.

Table 7. Descriptive Statistics Posttest Scores of Speaking Skills

Statistics	Class Experimental (Round Robin)	Control Class (Direct Instruction)
Number of Students (N)	28	28
Highest Score (Max)	96	84
Lowest Value (Min)	72	60
Average (Mean)	84	72
Range	24	24

In addition to the overall posttest score, students' speaking skills were also analyzed based on five assessment indicators, namely pronunciation, vocabulary, sentence structure, fluency, and speech content. The results of the analysis showed that the experimental class obtained a higher average score on all indicators than the control class. The pronunciation indicator in the experimental class obtained an average score of 4.64, while the control class obtained a score of 3.64. The vocabulary indicator obtained a score of 4.36 in the experimental class and 3.25 in the control class. In the sentence structure indicator, the experimental class obtained a score of 4.14, while the control class obtained a score of 3.93. The fluency indicator obtained a score of 4.00 in the experimental class and 3.86 in the control class. Meanwhile, the speech content indicator obtained a score of 4.04 in the experimental class and 3.32 in the control class.

Table 8. Average Comparison Per Speaking Skill Indicator

No	Assessment Indicators	Mean Experiment	Control Average
1	Articulation	4.64	3.64
2	Vocabulary	4.36	3.25
3	Sentence Structure	4.14	3.93
4	Smoothness	4	3.86
5	Contents of the Conversation	4.04	3.32

Based on these results, it can be seen that the Round Robin type cooperative learning model provides better results for students' speaking skills. The experimental class showed higher achievement in all assessment indicators, especially in pronunciation and vocabulary aspects. This shows that the activity of taking turns talking in groups gives students the opportunity to practice expressing ideas orally more often. Thus, the results of this study show that the Round Robin type cooperative learning model has an effect on the speaking skills of students in class V MIN 1 Pesawaran.

DISCUSSION | مناقشة

Based on the results of the data analysis that has been carried out, this study proves that the Round Robin type cooperative learning model has a significant effect on the speaking skills of students in class V MIN 1 Pesawaran. This is shown by a calculated t-value of 7.937 with a significance of 0.000 < 0.05

Table 9. Descriptive Statistics Posttest Scores of Speaking Skills

Statistics	Class Experimental *(Round Robin)*	Control Class *(Direct Instruction)*
Number of Students (N)	28	28
Highest Score (Max)	96	84
Lowest Value (Min)	72	60
Average (Mean)	84	72
Range	24	24

Based on the results of research conducted in class V MIN 1 Pesawaran, data was obtained that the application of the Round Robin type cooperative learning model had a significant positive impact on students' speaking skills. This is evidenced by the average posttest score in the experimental class which reached 84.00, this figure is significantly higher than the control class which only obtained an average score **of 72.00**.

Table 10. Average Comparison Per Speaking Skill Indicator

No	Assessment Indicators	Mean Experiment	Control Average
1	Articulation	4.64	3.64
2	Vocabulary	4.36	3.25
3	Sentence Structure	4.14	3.93
4	Smoothness	4	3.86
5	Contents of the Conversation	4.04	3.32

Speaking skills based on experimental class excellence indicators were consistently seen across all assessed speech skill indicators (Dan et al., 2020). Based on the score data, the Lafal indicator is the highest achievement with a score of 4.64. This shows that the turn mechanism speaks in the model Robin Bulat provide sufficient frequency of practice for learners to improve proper articulation and pronunciation of words (Ansori et al., 2022)

The Vocabulary and Sentence Structure indicators also showed excellent results with scores of 4.36 and 4.14, respectively. In activities Robin Bulat, students are required to listen to their peers' opinions before responding, this process indirectly enriches vocabulary and helps students compose more systematic sentences based on the information they hear (Harefa et al., 2024). Meanwhile, the indicators of Speech Content (4.04) and Fluency (4.00) also showed good categories, which indicates that students are starting to dare to convey ideas in a coherent manner without significant communication barriers (Sukenti, 2021).

Statistical Test Before the hypothesis test was carried out, the data had been declared eligible for parametric analysis because it was normally distributed and had a homogeneous variance. The results of the Independent Sample t-Test produced a significance value (Sig. 2-tailed) that was below the threshold of 0.05, which means that there was a significant difference between the learning outcomes of the experimental class and the control class. The average difference of 12.00 points confirms that the treatment given in the form of a Round Robin model has a strong influence in improving students' speaking performance compared to conventional methods.

Advantages of the model Robin Bulat in learning model effectiveness Robin Bulat In this study, it is driven by its inclusive characteristics. Unlike the unidirectional method, this model ensures that each individual in the group gets a "stage" to speak without the dominance of a particular learner (Ansori et al., 2022). A collaborative atmosphere in small groups makes learners more comfortable and confident when speaking (Harefa et al., 2024).

Theoretically, these findings are in line with cooperative learning that emphasizes cooperation and interaction between participants (Sulistio Andi, S.S & H, 2022). Models Robin Bulat not only honing students' linguistic skills, but also practicing social skills such as respecting the opinions of others and actively listening (Ramadila, 2024). Therefore, the significant increase from the average score of 72.00 to 84.00 is empirical evidence that this model is feasible to be implemented in the learning of Indonesian language at the elementary school level.

The results of this study are consistent with a number of previous studies that have proven the effectiveness of the Round Robin model in developing students' abilities. Research conducted by Reyni shows that the application of the Round Robin model is able to improve the communication skills of the linguistic aspects of grade III elementary school students (Reyni, 2020). In line with that, the research of Bintang, Razak, and Dia who examined the Round Robin model assisted by puzzle media also showed that the application of this model had a positive influence on the speaking skills of grade V elementary school students (Bintang et al., 2024).

The results of Aqilah, Ihsan, and Asyari's research also strengthen the findings, that the Round Robin model with a realistic mathematical approach can have a positive influence on students' mathematics learning outcomes (Aqilah et al., 2025). In addition, Nurhaliza's research shows that the application of the Round Robin model can improve students' understanding of concepts in social studies subjects (Nurhaliza, 2025). Setiawan's research also shows that the Round Robin model affects collaboration skills between students (Setiawan, 2025).

However, although most previous studies reported positive findings, several studies also revealed challenges in implementing cooperative learning models effectively. Some researchers found that cooperative learning may not produce optimal outcomes when classroom management is weak, group participation is uneven, or students have large differences in academic ability and communication confidence. In some cases, highly active students tend to dominate discussions, while passive students remain dependent on peers. These differences in findings indicate that the success of the Round Robin model is strongly influenced by the teacher’s ability to organize groups, manage classroom interaction, and provide equal speaking opportunities for all students.

In the implementation of this study, several practical challenges were also identified. First, the teacher needed additional time to organize group discussions and monitor each student’s participation during turn-taking activities. Second, some students initially experienced anxiety and lack of confidence when speaking in front of peers. Third, differences in students’ speaking abilities required the teacher to provide more intensive guidance to lower-performing students. Therefore, successful implementation of the Round Robin model requires careful classroom management, clear speaking instructions, supportive learning environments, and continuous teacher facilitation.

From a practical perspective, the findings of this study suggest that teachers should prioritize structured speaking activities, equitable participation, and collaborative classroom interaction when teaching speaking skills. Curriculum developers may also consider integrating cooperative speaking strategies such as Round Robin into elementary language learning materials and lesson plans. In addition, teacher training programs should strengthen teachers’ competencies in managing cooperative learning, especially in facilitating classroom discussions and assessing speaking performance objectively.

The difference between this study and previous studies lies in the expansion of the application of the Robin Bulat to students' speaking skills. Previous research has proven that the Robin Bulat can improve students' speaking skills and communication skills. However, some of these studies were applied at the lower grade level, using the help of certain media, or directed at other variables and subjects, as well as collaboration skills. In contrast to previous research, this study specifically applied the Robin Bulat to improve the speaking skills of class V students as a high-class level. Thus, it can be concluded that this study expands on the empirical evidence that the Robin Bulat not only can it be applied to low grades, not only depends on the help of

certain media, and is not only relevant to other variables or subjects, but can also be used directly to improve the speaking skills of grade V students in elementary schools/madrasah ibtidaiyah.

Nevertheless, this study has several limitations that should be considered when interpreting the findings. First, the study was conducted only in one school, namely MIN 1 Pesawaran, which may limit the generalizability of the results to broader educational contexts. Second, the research focused only on fifth-grade students and one speaking-learning topic, so the effectiveness of the model in different grade levels or language materials requires further investigation. Third, the duration of treatment was relatively limited, meaning that the long-term effects of the Round Robin model on students' speaking development could not yet be fully identified. Therefore, future studies are recommended to involve larger samples, different educational settings, and longer implementation periods to strengthen the external validity of the findings.

CONCLUSSION | خاتمة

Based on the results of the study, it can be concluded that the Round Robin-type cooperative learning model has a significant positive effect on the speaking skills of fifth-grade students at MIN 1 Pesawaran. The findings directly answer the research questions by showing that students who were taught using the Round Robin model achieved significantly higher speaking skill scores than those taught using the Direct Instruction model. The experimental class obtained a mean posttest score of 84.00, while the control class achieved 72.00, with a mean difference of 12.00 points. In addition, the hypothesis test result showed a significance value of 0.000 < 0.05, indicating that the Round Robin model significantly improved students' speaking performance.

The improvement was reflected in all assessed indicators, including pronunciation, vocabulary, sentence structure, fluency, and speech content. These findings indicate that structured turn-taking speaking activities encourage students to participate more actively, communicate more confidently, and express ideas more coherently during classroom interaction. This study provides empirical evidence that Round Robin-type cooperative learning significantly enhances speaking skills among fifth-grade Madrasah Ibtidaiyah students, offering a practical alternative to teacher-centered instruction in elementary Indonesian language learning. The study also contributes to the limited research focusing specifically on the implementation of the Round Robin model for speaking skills at the upper elementary school level.

Nevertheless, the findings of this study are limited to one school context and one grade level, so the generalizability of the results should be interpreted carefully. Future research is recommended to employ mixed-methods designs to explore not only students' speaking outcomes but also student perceptions, classroom interaction patterns, and teacher implementation challenges during the application of the Round Robin model. Further studies may also investigate the long-term effectiveness of the model across different educational settings and language-learning materials.

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