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Comparison of Students' Speaking Skills Using the Round Robin and Direct Instruction Learning Models: An Experimental Study of Fourth-Grade Elementary School Students

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Abstrak. Penelitian ini bertujuan untuk membandingkan keterampilan berbicara siswa yang menggunakan model pembelajaran Round Robin dan Direct Instruction pada siswa kelas IV sekolah dasar. Penelitian ini menggunakan metode kuasi eksperimen dengan desain Nonequivalent Control Group Design. Subjek penelitian berjumlah 63 siswa kelas IV SD Negeri Percobaan yang terdiri atas 32 siswa pada kelas eksperimen dan 31 siswa pada kelas kontrol. Pengumpulan data dilakukan menggunakan tes keterampilan berbicara yang diberikan sebelum dan sesudah perlakuan. Analisis data menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji homogenitas Levene, uji independent sample t-test, uji Mann-Whitney, dan uji N-Gain. Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan kemampuan awal keterampilan berbicara antara kelas eksperimen dan kelas kontrol (Sig. = 0,699 > 0,05). Setelah perlakuan diberikan, terdapat perbedaan yang signifikan pada keterampilan berbicara siswa antara kedua kelas (Sig. = 0,003 < 0,05). Kelas eksperimen memperoleh rata-rata N-Gain sebesar 0,39 dengan kategori sedang, sedangkan kelas kontrol memperoleh rata-rata N-Gain sebesar 0,19 dengan kategori rendah. Selain itu, hasil uji Mann-Whitney terhadap nilai N-Gain menunjukkan adanya perbedaan peningkatan keterampilan berbicara yang signifikan antara kedua kelas (Sig. < 0,001). Dengan demikian, model pembelajaran Round Robin lebih efektif dibandingkan model Direct Instruction dalam meningkatkan keterampilan berbicara siswa kelas IV sekolah dasar.

Kata kunci: Model *Round Robin*, Keterampilan Berbicara, Sisiwa Sekolah Dasar, Bahasa Indonesia

Abstract. This study aimed to compare the speaking skills of students taught using the Round Robin learning model and those taught using the Direct Instruction model. This study employed a quasi-experimental method with a nonequivalent control group design. The participants were 63 fourth-grade students of SD Negeri Experiment, consisting of 32 students in the experimental class and 31 students in the control class. Data were collected through speaking skill tests administered before and after the treatment. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, the Levene homogeneity test, the independent sample t-test, the Mann-Whitney test, and the N-Gain test. The findings revealed that there was no significant difference in students' initial speaking skills between the experimental and control groups (Sig. = 0.699 > 0.05). However, the posttest results showed a significant difference between the two groups (Sig. = 0.003 < 0.05). The experimental class obtained an average N-Gain score of 0.39 (moderate category), whereas the control

class obtained an average N-Gain score of 0.19 (low category). Furthermore, the Mann-Whitney test on N-Gain scores indicated a significant difference in improvement between the two groups (Sig. < 0.001). These findings suggest that the Round Robin learning model is more effective than the Direct Instruction model in improving the speaking skills of fourth-grade elementary school students.
Keywords: Round Robin Learning Model, Speaking Skills, Elementary School Students, Indonesian Language.

INTRODUCTION

Education is a basic human need that plays a crucial role in developing students' knowledge, skills, and personality. Through education, individuals are equipped with various competencies necessary to face the changing times and social life (Daulay, 2023). One competency that needs to be developed through education is language skills, particularly in the subject of Indonesian. Language skills encompass four main aspects: listening, speaking, reading, and writing, which are interrelated and support a person's ability to communicate effectively (Bahri, 2023).

In the Independent Curriculum, Indonesian language learning emphasizes not only mastery of the four language skills but also the development of listening and presentation skills to strengthen students' communication competencies (Nurhuda, 2023). Among the various language skills, speaking plays a crucial role as it provides a means for students to verbally express ideas, thoughts, feelings, and opinions. Good speaking skills enable students to actively participate in the learning process, engage in discussions, convey their thoughts, and foster effective social interactions (Ginanjar, 2025).

Despite this, speaking skills remain a challenge in Indonesian language learning in elementary schools. Various studies show that some students still struggle to express opinions, convey ideas coherently, and speak in front of others. Poor speaking skills are also related to students' literacy skills, which still need improvement. The results of the 2018 Programme for International Student Assessment (PISA) showed that Indonesian students' reading literacy scores were still below the average for member countries of the Organisation for Economic Co-operation and Development (OECD). This condition can indirectly impact students' ability to understand information and communicate ideas verbally (Lestari, 2023).

The development of speaking skills is influenced not only by individual factors but also by the learning process implemented in the classroom. Learning

that provides opportunities for students to interact, discuss, and actively express their opinions tends to be more effective in developing speaking skills than teacher-centered learning. Therefore, the choice of learning model is a crucial factor in supporting the development of students' speaking skills (Asrini, 2021).

One learning model that has the potential to develop speaking skills is the Round Robin model. This model is a form of cooperative learning that provides each group member with the opportunity to express ideas or opinions in turn. Through this alternating speaking activity, each student has an equal opportunity to participate in the learning process, express ideas, and respond to their peers' opinions (Saputri, 2023). These characteristics make the Round Robin model relevant for application in Indonesian language learning, particularly in developing speaking skills.

In contrast, the Direct Instruction model is a more teacher-centered learning model that emphasizes structured delivery of material. While this model is effective for conveying information and procedures systematically, students' opportunities to interact and express their opinions verbally tend to be more limited than in the cooperative learning model. The differences in the characteristics of the two models can lead to differences in learning outcomes, particularly in students' speaking skills.

Several previous studies have shown that the Round Robin learning model has a positive effect on students' communication skills, learning outcomes, and speaking skills. However, most of these studies focused on examining the influence of the Round Robin model on other variables or combining it with specific learning media. Research specifically comparing the speaking skills of students learning using the Round Robin model and Direct Instruction at the elementary school level is still relatively limited. This situation indicates a research gap that requires further study.

Based on the description, this study aims to compare the speaking skills of students using the Round Robin and Direct Instruction learning models in fourth-grade elementary school students. The results of this study are expected to provide empirical contributions regarding the effectiveness of both learning models in developing students' speaking skills and serve as a reference for

teachers in selecting appropriate learning models for Indonesian language learning in elementary schools.

RESEARCH METHODOLOGY

This study employed a quantitative approach with a quasi-experimental method. A quantitative approach is used to test the effect of a treatment on research variables through numerical data analysis (Paramita, 2021). The quasi-experimental method was chosen because the study involved experimental and control groups without individual subject randomization (Anantasia, 2025).

The research design used was a Non-equivalent Pretest–Posttest Control Group Design. This design involved two groups, an experimental group and a control group, each given a pretest and a posttest. The experimental group received treatment in the form of a round-robin learning model, while the control group received learning using a direct instruction model. The research design can be seen in Table 1.

Table 1.

Non-equivalent Pretest–Posttest Control Group Design

Class	Pretest	Treatment	Posttest
Experiment	T_1(E)	X(E)	T_2(E)
Control	T_1(K)	X(K)	T_2(K)

Information:

T_1(E) = pretest in the experimental class

T_1(K) = pretest in control class

X(E) = treatment using a round robin learning model

X(K) = treatment using the direct instruction learning model

T_2(E) = posttest in the experimental class

T_2(K) = posttest in control class

The population in this study were all fourth-grade students of SD Negeri Pengalaman in the even semester of the 2025/2026 Academic Year consisting of classes IV-A, IV-B, IV-C, and IV-D. The research sample consisted of 32 students from class IV-A and 31 students from class IV-B. The sample is part of a population that has certain characteristics and represents the research population (Mardhiyah, 2025). The sampling technique used probability

sampling with cluster random sampling type, namely the selection of samples based on existing class groups, then the determination of the experimental class and the control class was carried out randomly through a lottery (Fadhillah, 2024). Based on the results of the lottery, class IV-A was designated as the experimental class that received treatment using the round robin learning model, while class IV-B was designated as the control class that received learning using the direct instruction model. Both classes were given a pretest before treatment and a posttest after treatment.

The research instruments used included performance questions as speaking stimuli, a speaking skills assessment rubric, instrument outlines, assessment guidelines, teaching modules, and Student Worksheets (LKPD). Speaking skills assessment was conducted based on seven indicators: pronunciation, intonation, word choice, word order, content-to-topic relevance, speaking style, and fluency.

The data analysis techniques used include validity tests to determine the feasibility of the instrument, reliability tests to test the consistency of the instrument, normality tests and homogeneity tests as prerequisites for analysis, N-gain tests to determine the improvement in students' speaking skills, and hypothesis tests to determine the differences in the improvement in speaking skills between classes using the round robin learning model and classes using the direct instruction model.

RESULTS AND DISCUSSION

Results

1. Descriptive Analysis of Pretest and Posttest

Based on the results of research conducted in class IV of SD Negeri Pengalaman, data was obtained on students' speaking skills in the experimental class and the control class. The experimental class used the *Round Robin model.* and the control class used the *Direct Instruction model* . The following is a summary of *the pretest, posttest, and N-Gain* score data. obtained by both classes :

Table 2.

Pretest, Posttest and N-Gain Values of the Experimental Class

Statistics	***Pretest***	***Posttest***	**N-Gain**
Smallest Value	50	57	0.00
Highest Value	86	96	0.78
Mean	67.03	80.31	0.39
Median	66.00	80.50	0.43
Standard Deviation	11,198	8,880	0.20
Variance	125,386	78,867	0.04
Number of Students		32	

Table 3.

Pretest, Posttest and N-Gain Values of Control Class

Statistics	***Pretest***	***Posttest***	**N-Gain**
Smallest Value	50	57	0.00
Highest Value	86	86	0.58
Mean	66.03	73.74	0.19
Median	68.00	75.00	0.14
Standard Deviation	11,907	8,181	0.18
Variance	141,766	66,931	0.03
Number of Students		31	

Based on Table 2, the results of data analysis in the experimental class using the Round Robin learning model show an increase in students' speaking skills after being given treatment. The average score (mean) increased from 67.03 in the pretest to 80.31 in the posttest, with an average increase (N-Gain) of 0.39 which is included in the moderate category. The lowest score increased from 50 in the pretest to 57 in the posttest, while the highest score increased from 86 to 96. The median score also increased from 66.00 to 80.50. In

addition, the standard deviation decreased from 11.198 to 8.880, which indicates that student learning outcomes after treatment became more homogeneous. The variance also decreased from 125.386 to 78.867, so the spread of posttest scores was smaller compared to the pretest.

Meanwhile, based on Table 3, the control class using the Direct Instruction learning model also experienced an increase in speaking skills, although not as large as the experimental class. The average score increased from 66.03 in the pretest to 73.74 in the posttest, with an N-Gain value of 0.19, which is included in the low category. The lowest score remained at 50 in the pretest and increased to 57 in the posttest, while the highest score remained at 86 in both measurements. The median score increased from 68.00 to 75.00. The decrease in standard deviation from 11.907 to 8.181 and the decrease in variance from 141.766 to 66.931 indicate that the distribution of student scores after learning has also become more even.

When compared, the improvement in students' speaking skills in the experimental class was higher than in the control class. This is evident from the difference in average scores, which was 13.28 points in the experimental class and 7.71 points in the control class. Furthermore, the experimental class' N-Gain score (0.39) was in the moderate category, while the control class only obtained 0.19, which was in the low category. These findings indicate that the implementation of the Round Robin learning model was more effective in improving students' speaking skills compared to the Direct Instruction model. However, to ensure that the difference is statistically significant, hypothesis testing is required, which will be explained in the next section.

2. Pretest Mean Difference Test

This test was conducted to determine whether the initial abilities of the classes to be compared were equivalent. Comparing the treatment outcomes of two groups is more logical when the groups being compared have similar initial abilities. Before conducting the independent mean difference test, normality and homogeneity tests were first performed on the pretest data of both the experimental and control classes. The normality test for the pretest scores of the experimental and control classes was conducted using the Shapiro–Wilk test because the sample size was less than 50, with a significance level of $\alpha = 0.05$.

Table 4.

Shapiro Wilk Normality Test for *Pretest Values* of Experimental and Control Classes

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest Kelas Eksperimen	.127	32	.200*	.937	32	.062
	Pretest Kelas Kontrol	.146	31	.089	.908	31	.012

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The pretest normality test showed that the experimental class obtained a significance value of 0.062 > 0.05, indicating that the data were normally distributed. Meanwhile, the control class obtained a significance value of 0.012 < 0.05, indicating that the data were not normally distributed. Because there is one piece of data that is not normally distributed, an inferential analysis is carried out to see the difference in the average *pretest* data. The experimental and control classes used a nonparametric test, namely the Mann-Whitney test.

Table 5.

Mann-Whitney Test *Pretest Value*

Test Statistics[a]

	Hasil
Mann-Whitney U	468.000
Wilcoxon W	964.000
Z	-.387
Asymp. Sig. (2-tailed)	.699

a. Grouping Variable: Kelas

Based on the results of the average difference test *of the Pretest* between the experimental class and the control class using the Mann Whitney test calculated using the SPSS version 27 application. A significance value of 0.699 > 0.05 was obtained, which indicates that there is no difference in initial abilities between the two classes or that initial abilities are equivalent.

3. Post Test Mean Difference Test

This test was conducted to determine the extent of the differences in the abilities of the experimental and control classes after both groups received

different treatments. Before the average difference test was carried out, a normality and homogeneity test was first carried out on the post-test data. The results of *the post-test* normality test were as follows: The experimental and control classes were tested using the Shapiro-Wilk test because the sample size was less than 50 with a significance level of α = 0.05.

Table 6.

Shapiro Wilk Normality Test for *Posttest Values* of Experimental and Control Classes

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Posttest Kelas Eksperimen	.145	32	.084	.948	32	.128
	Posttest Kelas Kontrol	.127	31	.200*	.938	31	.071

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results showed that the experimental class obtained a significance value of 0.128 > 0.05 and the control class 0.071 > 0.05. Thus, both *posttest* t data were normally distributed. Because the *posttest data* for both classes were normally distributed, the data analysis met the requirements for parametric testing. After *the posttest data* for both classes were declared normal, a homogeneity test was conducted to determine the similarity of variance between the two groups.

Table 7.

Homogeneity Test of *Posttest Values*

Levene's Test of Equality of Error Variances[a,b]

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.068	1	61	.795
	Based on Median	.119	1	61	.731
	Based on Median and with adjusted df	.119	1	60.656	.731
	Based on trimmed mean	.077	1	61	.782

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Hasil

b. Design: Intercept + Kelas

The homogeneity test results can be seen in the significance based on the mean, which shows a value of 0.795 > 0.05, so the posttest data is declared homogeneous. Because the *posttest data* is normally distributed and homogeneous, the inferential analysis to see the difference in the posttest between the experimental and control classes was carried out using a parametric test, namely the independent sample t-test.

Table 8.

Independent t-test *Posttest Value*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.068	.795	3.052	61	.003	6.57056	2.15311	2.26515	10.87598
	Equal variances not assumed			3.056	60.850	.003	6.57056	2.15027	2.27062	10.87051

The results of the independent samples t-test on the posttest scores showed that the significance value (Sig. 2-tailed) in the t-test for Equality of Means column was 0.003, which is lower than the significance level of 0.05 (0.003 < 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding indicates that there was a statistically significant difference in the mean speaking skills scores between students in the experimental class and those in the control class. In other words, the different treatments given to the two groups resulted in significantly different speaking skill outcomes.

4. Difference Test of Improvement in Speaking Ability of Experimental and Control Classes

To find out whether there is a difference in the improvement of speaking skills between classes using the *Round Robin model* and classes using the *Direct Instruction model* , the N-Gain test was calculated. The results of the N-Gain analysis showed that the experimental class obtained an average value of 0.39 with a medium category, while the control class obtained an average value of 0.19 with a low category. Meanwhile, the N-Gain normality test for both classes

used the Shapiro Wilk test because the number of samples was less than 50, thus obtaining the following results.

Table 9.

N-Gain Normality Test for Experimental and Control Classes

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
NGainscore	Eksperimen	.138	32	.123	.970	32	.506
	Kontrol	.181	31	.011	.885	31	.003

a. Lilliefors Significance Correction

Because there is one piece of data that is not normally distributed, the inferential analysis for the N-Gain data uses the nonparametric Mann-Whitney test.

Table 10.

Mann-Whitney N-Gain Test

Test Statistics[a]

	NGainscore
Mann-Whitney U	221.000
Wilcoxon W	717.000
Z	-3.792
Asymp. Sig. (2-tailed)	<.001

a. Grouping Variable: Kelas

The results of the Mann–Whitney test on the N-Gain scores showed an Asymp. Sig. value of less than 0.001, which is lower than the significance level of 0.05 ($p < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding indicates that there was a statistically significant difference in the improvement of speaking skills between the experimental and control classes. In other words, the two groups experienced different levels of improvement, suggesting that the treatment administered in the experimental class had a significantly different effect on students' speaking skill improvement compared to the treatment given in the control class.

Discussion

The results of the study indicate that the implementation of the Round Robin learning model has a positive influence on the speaking skills of fourth-grade students at SD Negeri Pengalaman. This is indicated by an increase in the average score of students' speaking skills in the experimental class from 67.03 at the pretest to 80.31 at the posttest, with an N-Gain value of 0.39 which is included in the medium category. Meanwhile, the control class using the Direct Instruction model experienced a lower increase, namely from 66.03 to 73.74 with an N-Gain value of 0.19 which is in the low category.

Before the treatment was administered, the Mann-Whitney test results on the pretest data showed a significance value of 0.699 > 0.05. These results indicate that there was no difference in initial abilities between the experimental and control classes, indicating that both groups had equivalent initial abilities. Therefore, the difference in learning outcomes at the end of the study can be attributed to the differences in the treatments administered.

After the treatment was given, the results of the independent sample t-test on the posttest data showed a significance value of 0.003 < 0.05, which means there was a significant difference between students' speaking skills in the experimental class and the control class. In addition, the results of the Mann-Whitney test on the N-Gain value showed a significance value < 0.001, which indicated a significant difference in speaking skill improvement between the two groups. These results show that the Round Robin learning model is more effective in improving students' speaking skills than the Direct Instruction model.

The improvement in students' speaking skills in the experimental class indicates that the Round Robin learning model has a positive impact on students' speaking abilities. This learning model provides opportunities for each student to express ideas, thoughts, and opinions in turn so that all students are actively involved in the learning process. This active involvement makes students more confident in speaking and is able to develop oral communication skills. In addition, group discussion activities in the Round Robin learning model also help students enrich their vocabulary and improve their understanding of the learning material. The Round Robin learning model provides equal opportunities

for participation for all students, allowing them to generate various ideas (Barkley, 2014).

The success of the Round Robin learning model is not only due to the opportunity to speak in turns, but is also influenced by several supporting factors in the learning process. First, the interactive and collaborative learning atmosphere makes students feel more comfortable expressing their opinions without fear of making mistakes. Second, the existence of individual responsibility within the group encourages each student to participate actively because all members get a turn to speak. Third, the process of listening to and responding to each other's opinions helps students increase their self-confidence, thinking skills, and fluency in expressing ideas verbally. Furthermore, the use of this model can reduce the dominance of certain students in discussions, thus encouraging passive students to also speak. These factors make the learning process more active in improving students' speaking skills.

Theoretically, the findings of this study align with the social constructivist view, which states that knowledge is constructed through social interaction and communication. Through speaking, discussing, and responding to peers' opinions, students have the opportunity to construct knowledge while developing their language skills. Speaking skills are the ability to verbally convey ideas, thoughts, and feelings, which can develop through direct communication activities (Tarigan, 2021). Therefore, the more opportunities students are given to speak, the better their speaking skills will develop.

The results of this study are also supported by previous research. Research conducted by Bintang et al. (2024) showed that the Round Robin learning model can improve students' speaking skills, as indicated by an increase in the average score from 73 in the pretest to 83 in the posttest. Another study conducted by Paska and Stevanus (2024) also showed that the Round Robin learning model can improve students' communication skills with an average posttest score of 78.14 in the experimental class. In addition, research by Ayunani et al. (2021) showed that the Round Robin learning model has a significant effect on improving students' speaking skills. The similarity of these research results indicates that the Round Robin learning model consistently has a positive impact on students' communication and speaking skills.

The difference in improvement between the experimental and control classes indicates that the Round Robin learning model is more effective than the Direct Instruction model in improving students' speaking skills. The Direct Instruction learning model tends to be teacher-centered, limiting students' opportunities to speak. In contrast, the Round Robin learning model provides equal opportunities for all students to actively speak in turns. This leads to students being more engaged in learning, more confident, and more practiced in expressing ideas verbally.

The findings of this study also indicate that the use of varied learning models is one way to improve students' speaking skills. Varied learning models can reduce student boredom, allowing them to be more active and confident in expressing their opinions. Furthermore, improving speaking skills requires support from a conducive learning environment, such as the establishment of reading corners to encourage students to read and enrich their vocabulary. Furthermore, developing extracurricular activities and providing learning laboratories can be further efforts that need to be optimized to support the ongoing development of students' speaking skills (Carlian, 2023).

Based on the overall research results, it can be concluded that the Round Robin learning model is an effective alternative learning model for improving elementary school students' speaking skills. Implementing this model can create an active, interactive, and collaborative learning environment, providing students with ample opportunities to optimally develop their speaking skills.

CONCLUSION

Based on the research results, it can be concluded that the Round Robin learning model has a positive effect on the speaking skills of fourth-grade students at SD Negeri Pengalaman. The analysis results showed that there was no difference in initial abilities between the experimental class and the control class, so that both groups had equal initial conditions. After being given treatment, the average speaking skills of students in the experimental class increased from 67.03 to 80.31 with an N-Gain value of 0.39 (medium category), while in the control class it increased from 66.03 to 73.74 with an N-Gain value of 0.19 (low category). The results of the independent sample t-test showed a significant difference in posttest scores between the two classes (Sig. = 0.003

< 0.05). In addition, the results of the Mann-Whitney test on the N-Gain value also showed a significant difference in speaking skills improvement between the experimental class and the control class (Sig. < 0.001). Thus, the Round Robin learning model is more effective than the Direct Instruction model in improving students' speaking skills. The implications of this research indicate that the Round Robin learning model can be used as an alternative learning model that can be implemented by elementary school teachers to create active, interactive learning and provide equal opportunities for all students to develop speaking skills. Further research is recommended to test the effectiveness of the Round Robin model at other educational levels, subjects, or language skill variables by involving a wider sample size.

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