

**UTILIZATION OF ROTATING TRIO EXCHANGE (RTE) METHOD
IN TEACHING SPEAKING TO THE 11TH GRADE STUDENT
AT SMAN 4 BANGKALAN**

SamsudinHidayat, IinRachmawati, M.Hum, Maulana Yusuf Aditya, M.Pd
samsudinhidayat445@gmail.com, iinrachma@stkippgri-bkl.ac.id,
aditya@stkippgri-bkl.ac.id
English Education Department STKIP PGRI Bangkalan

Abstract

This study aims to describe the implementation and the students' responses toward the use of Rotating Trio Exchange (RTE) in teaching speaking. The research design of the study was qualitative which focus on descriptive qualitative research. It involved the eleventh grade students of SMA Negeri 4 Bangkalan as the subject of the research. The data were obtained through the observation during the teaching and learning process and an interview with the students. In this study, the researcher accomplished several steps to analyze the data, namely organizing and familiarizing, coding and reducing, interpreting and representing. The research finding revealed that Rotating Trio Exchange was used by the teacher and the students in the class. The teacher utilized Rotating Trio Exchange to give the students chance to work in small group work. Then, they exchange information and learn each other. Meanwhile, the students students gave positive responses toward the use of RTE on speaking. The students said that RTE is an interesting method, effective, and interesting method. It also developed the students' speaking ability, and able to motivated the students in speaking. Besides, it alsoimproved the students interest to make them active in learning. It concluded that Rotating Trio Exchange Strategy improved the studentimproved the students' speaking skills.

Keywords : *Rotating Trio Exchange, Speaking Skill, English Method*

INTRODUCTION

Speaking skill is one of the language skills that and be mastered by all of the students in teaching-learning when they learn a language. The ability of speaking can measure the success of learning the language. This skill must be

taught and practice in the classroom because the students can communicate in English orally. Leong & Ahmadi (2017) said that speaking skill is the most important skill to be developed and enhanced as a means of effective communication.

Practically, all speaking involves two very different skills, constructing the talk and delivering the talk (Maharida, 2015). It is before speaking, the first thing to be considered is constructing the talk. It means that getting idea becomes a basis in speaking. If the students do not have any idea, so what do they tell? They get stuck and they do not speak anymore. After getting ideas, the students are easy to speak and enjoy it. Sometimes, most of students have many ideas to be delivered but they cannot express them, so that, speaking is all about practice. While practicing, the students unconsciously express and tell what is in their minds then they speak well.

Thus, the first thing to be considered in speaking is getting an idea before expressing it. Additionally, English is really a foreign language for language learners in Indonesia. The students only learn English in the school or course place. They do not use it in their daily language, so they cannot speak English well. Most students consider that speaking is difficult. They do not want to speak English because they are afraid getting a mistake. Even, they cannot speak English because they do not know what they say in English. It indicates that they have problems to translate vocabularies. Besides, they think that speaking English must use grammatical structure well, so they feel embarrassed to speak English due to their mistake (Alfi I., 2015). As well, they have some troubles in learning grammar. On the other hand, English written and English spoken is different, so they are confused to learn and speak English. Finally, most of the students feel embarrassed to make a mistake in speaking English.

Meanwhile, in speaking class the students need to practice the language by speaking performance. In addition, performance is one way to practice speaking in real situation. The students can apply the theory based on their background knowledge. The implementation of theory in real situation gives the students chance to demonstrate their own idea (Aeni & Arini, 2015). Besides, it is a big chance to train the students to be confident in speaking English. As well

speaking is a productive language, performance is the reflection of wordsproduction. Therefore,performance is the way to practice language.

By virtue of the problems above, in order to make the students enjoyspeaking English was by forming a technique related to speaking. One of theways were discussing with friends in a small group by an interestingtechnique. Instead, the students were afraid to speak English. They seldompractice speaking English. Meanwhile, discussion was one way for thestudents to practice English (Kusnierek, 2015). As well they would enjoy speaking English in a small group. They would try to share their idea in a small group without anyfears. In brief, a small group discussion would help the students to practiceand enjoy speak English.

One of the techniques that could be applied in speaking is Rotating Trio Exchange (RTE). It forms a learning technique which students can worktogether, help each other to learn information or skills. Rotating Trio Exchange(RTE) is an effective way to change pattern of learning process in theclassroom (Amelia, 2019).Indeed, Rotating Trio Exchange (RTE) gives the students chancesto work in small group work. They learn to cooperate with friends. Then, theyexchange information and learn each other. Moreover they can respect oneanother in their opinion. Changing class learning formation gives different environment in learning, so the students do not feel bored in the class(Septiany, 2014). Therefore, Rotating Trio Exchange (RTE) helps students to work in group andcooperate with friends to exchange information.

Rotating Trio Exchange (RTE) as a technique in a smallgroup work can foster collaborative skills and social skill and is therefore seen as an important part of developing pupils (Gazali & Hirzi, 2019). In addition, different student hasdifferent mind and point of view, so in a small group students share their own.Then the students in the groupget a larger knowledge, it develops theirknowledge. Students can work together in a group gain their social skill.Specifically, each student listen the discussion while the other is sharinghis/her point of view. In this case, the students learn how to appreciate other'spoint of view. Besides, the students learn how to be a solid team in discussing.One gives them own opinion or point of view and the other one adds

more opinion to be a powerful statement (Maharida, 2015). In brief, in a small group the student can develop their knowledge and their social skill.

Based on explanation above, speaking is as a language production. It is one of the hardest skills to be learnt. Speaking proficiency can be earned by mastering vocabulary before pronunciation and grammar. Furthermore, practice is the best answer toward their speaking. Based on that condition the researcher interested in conducting a research by the title Utilization of Rotating Trio Exchange (RTE) Method in Teaching Speaking at SMA Negeri 4 Bangkalan.

LITERATURE REVIEW

Speaking

Speaking is a language that used to express an idea and to communicate with each other. Sometimes when two people talk to each other they started the conversation, but the conversation can be formal or informal, so it makes speaking divided into two parts (Amelia, 2019). In addition, Maharida (2015) formal speaking occurs in a business or academic situation, or when meeting people for the first time. Then informal speaking used with the family and friends or people we know well. Not only divided into two-part, but speaking also divided into two types. Fitri, et al (2017) explains there are two types of speaking they are monologue and dialogue. Monologue means that one speaker speaks without any responses or disruption, while dialogue is a conversation between two or more speakers with any responses.

Elements of Speaking

According to Amelia (2019), there are some important aspects of speaking start from grammar is a rule in oral and written forms of language. Another definition of grammar is a set of rules that determine the structure of a language and it could be the way to combine units of a language (Rahmawati Y. & Ertin, 2014). Next, fluency refers to the ability to speaking freely without hesitating or too much stopping. In other words, it means how the speaker expressed their ideas or communicating without using filling words like "um" and "ah" to produce the right word.

According to Kusnierek(2015) states comprehension refers to the ability to understand what the speaker said completely to avoid misunderstanding between a speaker and a listener. Then, vocabulary is a basic element in language and a word that has its meaning in every function. Last, the important aspect is pronunciation mention in the process of producing certain words in the right way. Based on Fitri, et al(2017) pronunciation is significant for fruitful oral communication, without good pronunciation it makes the listener misunderstanding what the speaker said.

Rotating Trio Exchange

Rotating Trio Exchange (RTE) defines an in-depth way for participants to discuss issues with some (but usually not all) of their fellow participants (Amelia, 2019). In addition, it forms a group discussion consist of some participants not all of the participants in the class. However, the class is formed some groups discussion. Gazali & Hirzi (2019) also defines the model consists of 3 people in a group, numbered 0, 1 and 2. The number 1 moves clockwise and the number 2 instead counter-clockwise while the number 0 remain in place. Each group is given a question to be discussed after the group rotated back and going on a new trio and each is given a new trio of new question to be discussed, by added question level difficulty. Moreover, the verse above tells us about some learning methods, one of them is discussion.

Rotating Trio Exchange (RTE) forms the activity that carried out in the classroom involves students that are by dividing groups of 3 people and doing rotations. Teacher gives questions and the level of difficulty of the questions are varies in each group (Palmer, 2014). In addition, Rotating Trio Exchange (RTE) forms kind of activity that divide the students to a small group. The group consists of 3 students. Besides, the members of groups change orderly because the rotation based on teacher's order. The teacher gives the questions to the group. As well the questions can be different level difficulties each group. Therefore, Rotating Trio Exchange (RTE) involves students in a groupwork of 3 people and rotates it.

Previous Studies

Amelia(2019)in her article entitled, “Using Rotating Trio Exchange (RTE) Method in Teaching Speaking on Analytical Exposition Text”. The study aimed to find out the effect of using Rotating Trio Exchange (RTE) Method in teaching Speaking on Analytical Exposition Text at UniversitasSingaperBangsaKarawang (UNSIKA). This research used experimental class. The sample of this research was 30 students (1A) at experimental class and 30 students in control class (1B). The instrument of this research was speaking test. The research finding of this research indicated that the Rotating Trio Exchange method gave positive effect on students’ speaking ability from pre-test to post-test.

On the other hand, a study conducted by Maharida (2015) with the title is “Improving the Students’ Speaking Ability Through Rotating Trio Exchange Strategy”. This research purposed to find out how the improvement of the students’ speaking accuracy and fluency through Rotating Trio Exchange Strategy at the eighth year of SMPN 1 Pallangga. This research was a classroom action research (C.A.R) which consisted of two cycles in which every cycle consisted of four meetings. The subject of this research was one of classes with the total of students is 33 students. The instruments were oral test and observation sheet. The research findings of this research indicated the students ‘speaking ability in terms of accuracy and fluency through Rotating Trio Exchange Strategy was effective and significant in improving the students’ speaking ability.

RESEARCH METHOD

The design of this study is qualitative which focus on descriptive qualitative research. Qualitative research is a research that produces the data in the form of words rather than in numeral.In qualitative method, the researcher describes the events, phenomenon, or situation.Kumar (2011) states that the main focus in qualitative research is to explain, describe, explore, and discover the feeling, situation, values, events, and attitudes of a group of people.

The research was conducted in SMA Negeri 4 Bangkalan located in Pertahanan street number 4.The researcher involved two meetings to conduct the research. It conduct on May, 2021. It starts on May 8th and finished on May 15th. There are seven classes of Eleventh Grade consists of XI IPA 1 up to XI IPA 5,

but the selected class to be a main subject of the research is XI-IPA 1 class. That class consists of 35 students. They became the respondent and also the participant of the research. XI-IPA 1 class was selected because of the English teacher's recommendation.

The data of this study were observation and interview results. The observation was used to record the activities that happened in the class. Meanwhile, interview was conducted to know the students' responses about the use of Rotating Trio Exchange application implemented by the English teacher in teaching speaking. In this study, the researcher accomplished several steps to analyze the data, namely organizing and familiarizing, coding and reducing, interpreting and representing.

RESULT AND DISCUSSION

This study conducted the observation to obtain the data. The observation was done to find out the implementation of Rotating Trio Exchange method in teaching speaking in the class. Based on the observation conducted at XI-IPA 1 class of SMANegeri4Bangkalan, RotationTrioExchangehad been utilized by the teacher and the students in the class and out of the class. Itwas believed to improve studentsspeaking skills in some aspects such as vocabulary and pronunciation. Students'vocabularies increased.Theirpronunciation was also better. They spoke Englishwith no doubts as they already mastered more various vocabularies and knew howto pronounce them correctly. They spoke English more automatically andcommunicatively as they were put in communicative activities. It is in line withAmelia, M. (2019)that to make the speaking class fruitful, theteacher could conduct some communicative tasks. Through this, students weretrained to produceEnglish automatically.

In addition,rotation trio exchange gave studentsopportunities toexperience speaking in a real life situation, since games were designed as ifstudents communicated in a real communicative context. It was in accordance withGazali and Hirzi(2019) stated that communicative practice refers toactivities where practice in using language within a real communicative context wasthe focus, where real information was exchanged, and where the language used wasnot

totally predictable. The third, students' involvement in classroom's activities increased. They were more active and confident when they played communicative games. Besides this method was more fun and relaxing, they were carried out in small groups or pairs. This made students felt more confident and secured to express their ideas. In accordance with Maharida (2015), she said that many students felt extremely exposed when they had to speak in front of the whole class. That was why working in small groups helps students' minimize anxiety when they express their opinions.

Based on the interview result, the students had some responses toward the use of rotation trio exchange on speaking. There were three responses expressed by the students toward the use of rotation trio exchange. The first, rotation trio exchange was an interesting method. The reasons why the students believe that it is an interesting method is that rotation trio exchange consists of some simple rules that are easy to be implemented. By using the method, the students could give some comments or correction toward their classmates' opinion that it made the learning process in the class became different and more interesting. This students' response was also suitable with Maharida (2015) as explained that rotation trio exchange was an interesting method since it made the students felt more interested and motivated to study. That method was done in a class that involved students, namely by dividing group of 3 people and did a turn around, each round the teacher gave questions or assignments and the difficulty level was different for each round the group, so that it was expected the students could understand the lessons had been taught easily through the method Rotating Trio Exchange (Masud, 2012).

The second, rotation trio exchange helped the students to develop their speaking ability. It meant, rotation trio exchange gave the contribution for the students to develop their skill, especially on speaking. By using rotation trio exchange, the students got the evaluation toward their opinion either from the teacher's feedback or the students' comments. This statement was similar with Gazali and Hirzi (2019) theory which said that rotation trio exchange was a useful method to be applied, since it improved their skill. They found that it was a new way for them to develop their performance.

The third, rotation trio exchange was an effective method. It was an effective method because it was very simple to be used as the method of speaking. It also facilitated the students to finish their work. This condition was also relevant to Amelia(2019) theory which stated that by using rotation trio exchange, the students had chances to do some revision on their speaking. Moreover, the results also showed that the teacher gave feedback and suggestion to the students' speaking.

CONCLUSION

The teacher has an important role in the teaching-learning process. The teacher must have a good strategy and method to make the students more enjoyable and more active in the teaching-learning process. As well as do not forget to give the students motivation. Then, learning speaking English by Rotation Trio Exchange can help the low students to stimulate their ideas and brainstorming when the teacher combines those students in the grouping at a high level. Based on the reserach finding above, the teachers should give more chances for students to speak up. The use of English has to be maximized, since the only chance for students to speak English in the classroom.

REFERENCES

- Aeni, N., & Arini, R. (2015). Using English Movies to Enhance Grade XI Students' Speaking Skill (A Classroom Action Research Conducted in SMAN 1 Seyegan). *Journal of English Language and Education*, 79-92.
- Akhyak, D., & Indramawan, A. (2015). Improving the Students' English Speaking Competence through storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*.
- Alfi, I. (2015). Improving The Students' Speaking Skills Through Communicative Games For The Grade VIII Students of MTS N Ngemplak . *Eprints*, 1-129.
- Almurashi, W. (2016). The Effective Use of Youtube Videos For Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.
- Amelia, M. (2019). Using Rotating Trio Exchange (RTE) Method in Teaching Speaking on Analytical Exposition Text. *Journal of English Language Pedagogy*, 4(2), 54-65.

- Ary, D., & Jacobs, L. C. (2010). *Introduction to Research in Education* (8th ed.). United States: Wadsworth Cengage Learning .
- Fitri, S., Komariah, E., & Heriansyah , H. (2017). Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study at the Second Grade Students of MTsN Kuta Baro Aceh Besar) . *Research in English and Education (READ)*, 36-45.
- Gazali, M., & Hirzi, R. H. (2019). The Comparison of Cooperative Learning Method of Rotating Trio Exchange Type and Think Pair Share Type. *Journal of Physics: Conference Series*.
- Hendra, S. (2016). *Cooperative Learning Effectiveness to Teach Speaking: TeamsGames-Tournament (TGT) Versus Students Teams Achievement*.
- Julio, W. M., & Contreras, O. R. (2018). Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill. *Gist Education and Learning Research Journal* , 33-55.
- Kumar, R. (2011). *Research Methodology* (3rd ed.). Singapore: SAGE.
- Kusnierek, A. (2015). Developing Students' Speaking Skill Through Role-Play. *World Scientific News*, 73-111.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 34-41.
- Maharida. (2015). Improving the Students' Speaking Ability Through Rotating Trio Exchange Strategy. *Exposure Journal* 222, 4(2).
- Mohajan, H. K. (2018). Qualitative Research Methodology in Social Sciences and Related Subject. *Journal of Economic Development, Environment, and People*, 23-48.
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Type Versus Data Analysis. *Language Teaching*, 19(2), 129.
- Palmer, E. (2014). *Teaching the Core Skills of Listening and Speaking*. Alexandria: ASCD.
- Prastyawan, R. E. (2018). The Process of Students' Essay Speaking Through Flash Card and Story Telling: An Implementation of Integrated Speaking. *Journal of English Education*, 05(2), 11.
- Rahmawati. (2017). Improving English Speaking Ability Using The Team-Games-Tournament Technique . *English Education Journal (EEJ)*, 1-13.