



Hidayati Daeli¹

INCREASING THE STUDENTS' ABILITY IN SPEAKING BY USING ROTATING TRIO EXCHANGE STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 2 SIROMBU

Abstrak

Berbicara adalah interaksi antara pembicara dan pendengar dalam mengucapkan kalimat untuk mengungkapkan gagasan, perasaan, dan pendapat satu sama lain. Begitu pula dengan silabus kurikulum 2013 SMP Negeri 2 Sirombu kelas VIII, diharapkan siswa harus mampu menerapkan dan menyusun teks interaksi interpersonal lisan dan tulis, terpendek dan paling sederhana yang melibatkan tindakan meminta perhatian, memeriksa pemahaman, menghargai kinerja, dan tanggapannya dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan isi. Kriteria Kompetensi Minimum pelajaran Bahasa Inggris di sekolah ini adalah 60 yang harus dilalui oleh siswa. Dengan kata lain siswa diharapkan mampu menyampaikan gagasan, pendapat, dan perasaannya kepada orang lain secara lisan dan benar. Namun kenyataannya, siswa belum mampu sepenuhnya memenuhi harapan silabus. Dalam memecahkan masalah siswa dalam berbicara, peneliti menerapkan Strategi Rotating Trio Exchange dengan menerapkan metode penelitian CAR. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Peneliti mengumpulkan data dari hasil observasi, catatan lapangan, dan evaluasi. Hasil penelitian pada Siklus I, hasil kemampuan berbicara siswa yang memperoleh tingkat kefasihan level 1 (13,33%), tingkat kefasihan level 1+ (30,00%), tingkat kefasihan level 2 (23,33%), tingkat kefasihan tingkat 2+ (23,33%) dan tingkat kefasihan tingkat 3 (6,68%), dan tingkat kefasihan tingkat 3+ (3,33%). Hal ini menunjukkan bahwa peneliti harus melanjutkan ke siklus kedua. Kemudian, siklus II menunjukkan bahwa kemampuan berbicara siswa yang memperoleh tingkat kefasihan level 2+ (13,33%), tingkat kefasihan level 3 (56,67%) dan tingkat kefasihan level 3+ (30,00%). Hasil tersebut menggambarkan bahwa siswa mampu menetapkan sudut pandangnya berdasarkan topik yang diberikan dan mencapai harapan silabus dan MCC 60.

Kata Kunci: Peningkatan Kemampuan Berbicara Siswa dengan Menggunakan Strategi Rotating Trio Exchange di Kelas VIII SMP Negeri 2 Sirombu

Abstract

Speaking is the interaction between speaker and listener in uttering sentences to express idea, feeling, and opinion each other. Also the syllabus of curriculum 2013 of SMP Negeri 2 Sirombu at the eighth grade, it expects the students must be able to apply and arrange the interpersonal interaction text orally and written, shortest and simplest involving the action of asking attention, checking comprehension, respecting performance, and the responses by considering social function, text structure, and linguistic elements correctly and contently. The Minimum Competence Criterion of English lesson in this school was 60 which must be passed by the students. In the other words, the students were hoped to be able to convey their ideas, opinions and feelings to others orally and correctly. But in reality, the students were not able to fulfill the expectation of the syllabus. In solving the students' problem in speaking, the researcher applied Rotating Trio Exchange Strategy by implementing CAR research method. This research is applied in two cycles. Every cycle consisted of planning, action, observation, and reflection. The researcher collected the data from the result of the observation paper, field notes, and evaluation.

¹ Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias
 email: hidayatidaeli123@gmail.com

The result of this research were in Cycle I, the result of students' ability in speaking who got level 1 of fluency level (13,33%), level 1+ of fluency level (30,00%), level of fluency level 2 (23,33%), level 2+ of fluency level (23,33%) and level 3 of fluency level (6,68%), and level 3+ of fluency level (3,33%). It showed that the researcher should be continuing to the second cycle. Then, cycle II showed that the students' ability in speaking who get level 2+ of fluency level (13,33%), level 3 of fluency level (56,67%) and level 3+ of fluency level (30,00%). These result described that the students were able to set up their point of view based on the topic given and they achieved the hope of the syllabus and MCC 60.

Keywords: Increasing the Students' Ability in Speaking by Using Rotating Trio Exchange Strategy at the Eighth Grade of SMP Negeri 2 Sirombu

INTRODUCTION

According to Nunan in McKay's (2001:29), speaking is the way of presenting information to tell a story, describing something, giving a set of instruction, making comparison and those that are evaluated, giving explanation, making a justification, predicting, coming to a decision and making an interview. So, through speaking people can speak clearly and accurately with each others, they can tell a story and make close their relationship. Clark (1977:223) states that speaking is fundamentally an instrument act. Speakers begin with the intention of affecting their listeners in particular ways, they select and utter a sentence they believe will bring about just this effect. Speaking is the interaction between speaker and listener in uttering sentences to express idea, feeling, and opinion each other. So, the students are hoped to be able to convey their ideas, opinions and feelings to others orally and correctly.

In the syllabus curriculum 2013 of SMP Negeri 2 Sirombu at the eighth grade, it expects the students must be able to apply and arrange the interpersonal interaction text orally and written, shortest and simplest involving the action of asking attention, checking comprehension, respecting performance, and the responses by considering social function, text structure, and linguistic elements correctly and contently. The Minimum Competence Criterion of English lesson in this school was 60 which must be reached or passed by the students.

The observation result in SMP Negeri 2 Sirombu showed that the students were not able to communicate English in asking attention and responding it. When the researcher asked the student's to speak English in front of class, the students became shy to speak and afraid of making mistakes. Moreover, when the English teacher evaluates his students about speaking, the average of the students' marks was 56 or it can't achieve with the Minimum Competence Criterion 60. The problems was affected by some factors, such as; the students didn't have enough vocabularies especially in asking attention and respond, the students can't identify the expression of asking attention and responses, the students get bored during teaching-learning process, and the teacher didn't care about the students' difficulties when they try to speak to others.

Based on the explanation above, the researcher wants to solve this students' speaking problem by using Rotating Trio Exchange Strategy to Increase the student's ability in speaking. Increasing is defined as to grow or to become more advanced. It means the students get the treatment in applying Rotating Trio Exchange Strategy in order that the student's ability especially in speaking skill can be increased. The students ability is expected become better in the high level after get the implementation of Rotating Trio Exchange Strategy. Rotating Trio Exchange is a strategy done in the classroom involving students by dividing the groups of three students and do the rotation, each round the teacher gives question and the difficulty level is different for each round of the group, so the students can understand the lesson that have been in easily be taught through Rotating Trio Exchange strategy. It's support by Mel Silberman (1998:92) says, "Rotating Trio Exchange Strategy in depth way for participants to discuss issues with some (but usually not all) of their fellow participants. The exchanges can be easily geared to the subject matter of the training". Thus, Wolfe (2011:19) said, "Rotating Trio Exchange strategy to compose a variety of questions that help participants begin discussion about the workshop content. Use questions with no right or wrong answers. Divide participants into trios. Arrange them around the room so that each trio can clearly see a trio to the right and left." Rotating Trio Exchange strategy is one of strategies that perform the students to practice their

speaking by discussing issues or something. This strategy can make the students more active in speaking practice in the classroom.

Regarding the explanation above, the researcher wants to formulate a research by using Classroom Action Research (CAR) by the title “Increasing the Students ability in speaking by using Rotating Trio Exchange Strategy at the Eighth Grade of SMP Negeri 2 Sirombu”.

METHOD

In searching about the increasing of the students’ ability in speaking by aplying Rotating Trio Exchange Strategy, the researcher would implemented Classroom Action Research (CAR). CAR is a research design which focuses on improving the quality of teaching and learning processes in the classroom. According to McNiff (2007:12), “Classroom Action Research is a research used by a teacher to develop the curriculum, school increasing process, learning and teaching capability and so on”. Furthermore, Jonson (2002:27) emphasizes that the goal of action research is to improve one’s teaching practice or to enhance the functioning of school. Classroom Action Research (CAR) is the reflective research applied by a researcher/teacher to find out the problem during teaching learning process in a classroom. Its purpose is to improve the teaching- learning process.

The object of the action in this research is the students’ ability in speaking by using rotating trio exchange strategy. The researcher uses Rotating Trio Exchange in teaching-learning process in the purpose to develop the students’ ability in speaking. In applying Classroom Action Research (CAR), she needs the English teacher’s help as an observer during the teaching-learning process. In addition, the researcher would collaborate with the English teacher at school because collaboration is one of the characteristics of Classroom Research Action (CAR).

The location of the research is SMP Negeri 2 Sirombu. This school is located in Sisobandrao village, Sirombu sub-district. The subject of this research was the eighth grade. The eighth grade consists of three classes, and she chooses class VIII-1 as the subject of this research. The researcher chose this class because the students’ ability in speaking was still less.

In doing this research, the researcher would plan in two cycle. Each cycle consisted of two meetings. Every meeting followed four stages such as planning, action, observation, and reflection. In getting the data of this research, the researcher used research instrument as observation papers, oral test, fird notes, recorder (video), and camera. The qualitative data was analyzed by following three steps as reduction, explanation, and conclusion. And the observation papers were analysed by using formula adapted from Tuchman (1975:185) in Nurgiyantoro (2001:381):

$$\text{Percentage} = \frac{\text{Done Activities}}{\text{Total Activities}} \times 100$$

Then, it can be interpreted into some categorizes as follows: 85% - 100% = very good, 75% - 84% = good, 60% - 74% = adequate, 40% - 59% = less, 0% - 39% = very weak. While quatitative data were analyzed by using the formulas adapted from Tuchman (1975:285) in Nurgiyantoro (2001:381):

$$\text{Percentage} = \frac{\text{Obtain scores}}{\text{Total scores}} \times 100$$

The classification of the students’ speaking ability can be seen as written by Tuchman in Nurgiyantoro (2001:399): 85% - 100% = very good, 75% - 84% = good, 60% - 74% = adequate, 40% - 59% = less, and 0% - 39% = very weak.

After getting the classification of the students' ability degree, the researcher consulted to MCC 60. When the classification of the students' ability is lower than MCC (< 60), it was unsuccessful if it was higher than MCC (≥ 60), it was successful.

RESULTS AND DISCUSSION

Results

This research was set on the eighth grade students of SMP Negeri 2 Sirombu class A. In doing this research, the researcher implementing CAR and set in two cycle by following some procedures, they are: (a) planning, (b) action, (c) observation, and (d) reflection.

The first cycle meeting I

It needed 2 x 40 minutes. The material was about "Asking and Giving Attention." The evaluation didn't hold in this meeting because some procedures of Rotating Trio Exchange Strategy didn't finish yet.

Planning

In doing the first meeting, the researcher prepared some things, such as: lesson plan, material, recorder, camera and two pieces of the observation paper and a piece of field notes.

Action

The researcher conducted the action in the classroom. The teaching-learning process consists of pre-teaching, whilst-teaching, and post-teaching. The researcher entered the class with the teacher-collaborator. After greeting the students, the researcher introduced her self to the students, and checked the present list of the students. Next, the researcher told the activities that would be done in the research. Then, the researcher introduced material to the students by giving the example. After that, the researcher told that they use Rotating Trio Exchange Strategy in learning speaking later. The researcher explained that Rotating Trio Exchange Strategy is a form of dialogue that can be used when discussing a topic. In this Strategy the students would be divided into some groups. For the first, the researcher gave the topic for the students and ordered them to discuss it. After that, the researcher asked the students to discuss the topic in every group. Then, the researcher ordered the students in every group to give their opinion based on the material. After that, the researcher asks the students before they ask and give attention in picture if they want to speak. Next, the researcher does not permit the students or another group to speak if their friends have been not picture. Then, the researcher asks the students to repeat the discussion if their material has not been finished and the researcher improved the students' weaknesses when they have practiced. Finally, the researcher concluded the material and greeted the students.

Observation

In this research, the analysis of the observation paper was to know the researcher and the students' activities during the teaching-learning process especially during conducting the research in the first meeting of cycle I that was observed by the teacher-collaborator. Based on the observation paper, the result of the researcher's activities during conducting the teaching-learning process in the first meeting in the first cycle described as follows:

1. Done : 13 activities (76, 5%) from 17activities.
2. Undone : 4 activities (23, 5%) from 17activities.

The result of the students' activities were:

1. Done : 11 activities (52,4%) from 21 activities.
2. Undone : 10 activities (47,6%) from 21 activities

Then the percentages of the students that had done the activities were 7 students (33,3%) and undone activities

Reflection

Based on the result of the observation papers , the researcher found some weaknesses tha need to be improved in the second meeting, as follows:

1. The researcher did not permit the students to speak if their material has been finished.
2. The researcher did not asks the students to repeat again the discussion if their material have been not finished.
3. The researcher did not improves the students weaknesses in speaking
4. The researcher did not conclude the material to the students.

Besides that, there were also the advantages after applying Rotating Trio Exchange Strategy in the first meeting of cycle I, such as:

1. The students were able to give their opinion based on the material.
2. The researcher was able to explain the material to the students.

The first cycle meeting II

The second meeting was continuing of the first meeting. It was held on Monday September 4th 2023. The evaluation run.

Planning

In doing the second meeting, the researcher prepared some things, such as: lesson plan, material, recorder, camera and the two pieces of the observation paper and field note.

Action

The researcher was accompanied by the teacher-collaborator to enter the class. The researcher greeted the students. Furthermore, the researcher checked the students' present list. The researcher reviewed and reminds the students about the last material. The researcher asks the students to practice the expression of asking and giving opinion with their friends by following the procedures of Rotating Trio Exchange Strategy. Next, the researcher gave the oral test to the students as final test. After that, the researcher makes the discussion with the students about the oral test and then, the researcher asked the students' difficulties about the material. Then, the researcher answered the students' question and there searcher concluded the material that have been discussed. Finally, the researcher closed the class by greeting the students.

Observation

The result of observation paper for the researcher that was done by the teacher-collaborator during the researcher conducted the action in the classroom described as follows:

1. Done : 9 activities (81, 8%) from 11 activities.
2. Undone : 2 activities (18, 2%) from 11 activities.

Then, the result of the students' observation paper described as follows:

1. Done : 11 activities (52,4%) from 21 activities.
2. Undone : 10 activities (47,6%) from 21 activities.

Reflection

Based on the researcher and the students' observation papers, the researcher found some weaknesses which needed to imptove into the second cycle, as follows:

1. The researcher did not asks the students difficulties.
2. The researcher did not answer the students' question.

Besides that, there were also the advantages after applying Rotating Trio Exchange Strategy in the first meeting and needed to maintain into the second cycle, such as:

1. The researcher was able to explain the material to the students.
2. The researcher were able to apply the procedures of Rotating Trio Exchange Strategy.
3. The students were able to give their opinion based on the material.
4. The students were able to practice the expression of asking and giving attention.
5. The students did the oral test seriously.

The Analysis of the Studying Result by Applying Rotating Trio Exchange Strategy of Cycle I

After teaching learning process finished, the researcher evaluated the students by using oral test. The students asked to presentated the dialog infront of the class about Asking and Guving attention. The test result can be seen in the following table.

Table 1. The Students' Speaking Ability In Cycle I

MCC	Scores	Ranting	Frequency	Precentages	Classification
60	16-25	0+	-	0	Unsuccessful (66.7%)
	26-32	1	4	13,33	
	33-42	1+	6	30,00	
	43-52	2	5	23,33	
	53-62	2+	4	23,33	Successful (33.3%)
	63-72	3	1	6,68	

	73-82	3+	1	3,33	
	83-92	4	-	-	
	93-99	4+	-	-	
	Total		21	100%	100%

From the data above, it explained for us that the average of the students' mark was 49.13. It means that, the students could not achieve Minimum Competence Criterion (MCC) which was 60. Because every student who wants to pass in speaking Skill must gets core at least 60 and can be more. So, based on the data above the students still not able to achieve the target, which was way the researcher should continue it in the next cycle. The students' speaking ability was varying. There were 4 students got level of fluency 1 (13,33%), 6 students got level of fluency 1+(30,0%), 5 students got level of fluency 2 (23,33%), 4 students got level of fluency 2+(23,33%), 1 students got level of fluency 3 (6,68%) and 1 student got level of fluency 3+(3,33). Also, the successful students from the data above were (33,3%) while unsuccessful students were (66,7%).

Based on the result of the two pieces of the observation paper and oral test that explained above, the researcher concluded that the result of the teaching-learning process in Cycle I was not satisfying, the students were still unable to speak in using Rotating Trio Exchange Strategy. Therefore, the researcher would continue in cycle II

The Second Cycle Meeting I

In doing Cycle II, the researcher took two meetings with the time allocation 2x40 minutes. The process of the research in Cycle II, as follows:

The first meeting was held on Friday September 8th 2023. It needed 2x40 minutes. The material was about "Asking and Giving Attention."

Re-planning

In doing this cycle, the researcher prepared some things, such as: lesson plan, picture, observation paper, material, and recorder/camera.

Re-action

The researcher was accompanied by the teacher-collaborator to enter the class. In entering the classroom, the researcher greeted the students and checked the students' present list. The researcher explains the material to the students and giving example about asking and giving opinion to the students. Then, the researcher introduced and explains Rotating Trio Exchange Strategy and prepares the picture to the students. The researcher divided the students in group, in which one group consist of 3 persons, the researcher distributes the picture to he students. The researcher gave the topic to the students in the group and ordering them to discuss it and then, the researcher asks the students to give their opinion based on the material. Next, the researcher asks the students before give their opinion, they give the picture if they want to speak. The researcher does not permitted the other student or another groups to speak if their friends have been not picture of their. After that, the researcher asks the students to repeat again the discussion if their material has been not finished and the researcher improve the students' weakness when they have practiced. Finally, the researcher concluded the material and greeted the students.

Re-observation

The observation was done by the teacher-collaborator during the researcher was implementing the action in the classroom. The teacher-collaborator observed all of the activities happened in the teaching-learning process, included the researcher's and the students' activities. The result of the researcher's observation paper in the first meeting in cycle II was as follows:

- 1. Done : 15 activities (93,7%) from 16 activities.
- 2. Undone : 1 activity (6,3%) from 16 activities.

Related to the result of the students' observation paper described as follows:

- 1. Done : 18 activities (85, 3%) from 21 activities.
- 2. Undone : 3 activities (14, 7%) from 21 activities.

Re-reflection

Based on the result of the students' observation paper, the researcher found a weakness, as there were some of the students who still felt difficult to ask and respond attention.

However, the researcher also found some advantages in the first meeting of cycle II as follows:

1. The researcher could control the class well.
2. The researcher improved the weaknesses of cycle I meeting II
3. The researcher motivated the students.
4. Some students were able to give their opinion to the researcher.
5. All the students were present.

The Result of Second Cycle of Meeting II

The second meeting continued from the first meeting. It was held on Saturday September 9th 2023 with 2 x 40 minutes. The material was about “Asking and Giving Attention.”

Re-planning

In doing the second meeting, the researcher prepared some things, such as: lesson plan, material, recorder, camera and the two pieces of the observation paper and field note.

Re-action

The researcher was accompanied by the teacher-collaborator to enter the class. The researcher greeted the students. Furthermore, the researcher checked the students’ attendance list, reviewed and reminded the students about the last material. Then; the researcher gave the oral test to the students as final test and makes the discussion with the students about the oral test. Next, the researcher asked the students to practice the expression of asking and giving opinion to the students by folloing the procedures of Rotating Trio Exchange Strategy. At last, the researcher invited each group to come in front of the class as other groups listen carefully. In the meantime, the researcher recorded the whole of teaching-learning process in the class with his recorder. Finally, the researcher asked the students difficulties about the material, concluded the material and closes the class by greeted the students.

Re-observation

In analyzing and evaluating the data based on the observation paper for the researcher’s and the students’ activities, the researcher used formula as explained in the previous chapter.

The result of the researcher’s observation paper that the teacher-collaborator reported, as follows:

1. Done : 11 activities (100%) from 11activities.
2. Undone : 0 activities (0%) from 11 activities

Related to the result of the students’ observation paper described as follows:

1. Done : 19 activities (90%) from 21 activities.
2. Undone : 2 activities (10%) from 21 activities.

Re-reflection

The researcher still found a weakness was some of the students make a mistake in pronounce some words. However, the researcher also found some advantages in the second meeting of cycle II, as follows:

1. The researcher could control the class well.
2. The researcher improved the weaknesses of cycle I meeting II
3. The researcher motivated the students.
4. Some students were able to give their opinion to the researcher.
5. All the students were present.
6. All the students were active to speak.
7. Almost all the students had good performance.

At last, the researcher evaluated the result of the observation in teaching- learning process to determine the students’ ability in speaking by using Rotating Trio Exchange Strategy and the result can be seen in the following table.

Table 2. The Students’ Speaking Ability in Cycle II

MCC	Scores	Ranting	Frequency	Percentage (%)	Classification
	16-25	0+	-	-	Unsuccessful (0%)
	26-32	1	-	-	
	33-42	1+	-	-	

60	43-52	2	-	-	Successful (100%)
	53-62	2+	3	13,33	
	63-72	3	12	56,67	
	73-82	3+	6	30,00	
	83-92	4	-	-	
	93-99	4+	-	-	
Total			21	100%	100%

From the data above, it explained for us that the average of the students' mark was 65. It means that, the students achieved Minimum Competence Criterion (MCC) 60. Because, every student wanted to pass in speaking skill must get score at least 60 and can be more. So, based on the data above the students were able to achieve the target, which was way the researcher stop to do this research. The students' speaking ability was varying. There were 3 students got level of fluency 2+(13,33%), 12 students got level of fluency 3 (56,67%), and 6 students got level of fluency 3+ (30,00%). Also, the successful students from the data above were 100% and there were no unsuccessful students. Based on the result of the research instruments of cycle II, the researcher said that the students ability had increased by using Rotating Trio Exchange Strategy.

In conclusion, based on the results of cycle I and II, the researcher stated that Rotating Trio Exchange Strategy could increase the students' speaking ability and the researcher stopped the action.

Discussion

Applying Rotating Trio Exchange Strategy increased the students' speaking ability. It could be seen in the result of the first and second cycles. The result of the students observation paper of first cycle meeting I expressed that there were 33,3 % activities had been done and 66,7 % activities had not been done. While the first cycle meeting II stated that there were 52,4 % activities had been done and 47.6 % activities had not been done. The result of the meeting I explained that the students became more active, interested, and motivated to follow teaching learning process by implementing Rotating Trio Exchange Strategy in learning speaking in meeting II than meeting I, even though the strategy was a new thing they applied in teaching learning process. The average of the students' mark was 49.13. It described that 66.7% of the students were unsuccessful and 33,3% students were successful to achieve the MCC 60. In the other words, the students could not pass MCC 60. The students' low achievement was caused by the unfamiliar of Rotating Trio Exchange Strategy with them. Therefore, there were some students' and researcher's weaknesses found in observation papers and field notes when applying this strategy. Based on the test result, the researcher continued to the second cycle. The result of the second cycle meeting I showed that there were 85,3% activities had been done by the students and 14,7% activities had not been done. The result of the observation paper expressed that there was the increasing of the students motivation and interesting following teaching learning process by applying Rotating Trio Exchange Strategy. Then the result of second cycle meeting II explained that there were 90% activities had been done by the students and 10% activities had not been done by them. The test result underlined that the students average mark was 65. It meant that all the students passed MCC 60. It described that there 0% students had not passed MCC 60 and 100% students had passed MCC 60. This finding proved the theories of Baker (2009:29) and Wolfe (2011:19) stated that Rotating Trio Exchange is able to activate the students in trios to discuss new material to each group members and able to increase the students' speaking ability. Based on the result of the second cycle meeting II, the researcher stopped to do the action because all of the students had achieved the MCC 60 and the report the result of the research, concluded, and gave suggestion.

CONCLUSION

Based on the data analysis, the researcher concluded that Cycle I, the result of students' ability in speaking who got level 1 of fluency level (13,33%), level 1+ of fluency level (30,00%), level of fluency level 2 (23, 33%), level 2+ of fluency level (23,33%) and level 3 of fluency level (6,68%), and level 3+ of fluency level (3,33%). It showed that the researcher

should be continuing to the next cycle, namely Cycle II. Then Cycle II showed that the result of students' ability in speaking who get level 2+ of fluency level (13,33%), level 3 of fluency level (56,67%) and level 3+ of fluency level (30,00%). These result described that the students were able to set up their point of view based on the topic given.

Based on the explanation above, we underlined that the result of the students' ability in speaking skill in the cycle II obtained was increased than result of the cycle I. Therefore, the researcher concluded that Rotating Trio Exchange Strategy is an effective or appropriate strategy to be used in teaching speaking and can create the meaningful of teaching-learning process in the classroom. It means that increasing the students' ability in speaking by using Rotating Trio Exchange Strategy at the eighth grade of SMP Negeri 2 Sirombu.

Regarding to the finding of this research, the researcher suggested the English teachers of SMP Negeri 2 Sirombu are encouraged to use Rotating Trio Exchange Strategy to increase the students' ability in speaking; in teaching speaking through Rotating Trio Exchange Strategy; the teacher should have good preparation in other that the students will be successful in speaking; the teacher should motivate the students to convey their idea during the teaching- learning process; and the students should master many English vocabularies because by mastering English vocabulary will help the students in speaking.

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