The Use of Cooperative Learning's Round Robin for the Implementation of Deep Learning to Enhance Students' Speaking Skill

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ABSTRACT

Although speaking fluency is widely recognized as a central and highly observable dimension of communicative competence, it continues to pose significant challenges for learners to master. These challenges are largely attributed to limited exposure to authentic language input and a lack of confidence among students. Many learners struggle to find opportunities for real-time communication, which is essential for developing fluency. Without sufficient practice in realistic settings, they may find it difficult to transfer passive knowledge into active speech. Round Robin, a cooperative learning technique, which encourages meaningful interaction and active student participation, presents a supportive platform for learners to articulate their thoughts and practice English in a low-anxiety setting. This model also encourages peer-to-peer learning, allowing students to benefit from each other's strengths and perspectives. This pedagogical approach aligns closely with the principles of Deep Learning, which prioritizes higher-order cognitive processes such as analysis, evaluation, and creation, which are core components of sustained and deep intellectual engagement. This conceptual article investigates the impact of integrating Cooperative Learning through the Round Robin strategy within Deep Learning framework on the enhancement of English- speaking proficiency, particularly in English as a

Foreign Language (EFL) contexts. The article proposes a theoretical lens for understanding how such integration may support the development of communicative competence in EFL classroom.

Keywords: Cooperative Learning, Deep Learning, Round Robin, Speaking Skill

INTRODUCTION

Being proficient in English can greatly help individuals access the latest international information and communicate with people around the world as English is a global language. In this case, speaking is often viewed as the last step in learning a language, where a person can share their thoughts and feelings freely and confidently. For this reason, fluency is seen as a key element in becoming proficient in a language (Derakhshan et al., 2016; Shahini & Shahamirian, 2017). Becoming fluent in English, especially in speaking is not always easy, it comes with several kind of challenges. Many students struggle along the way as they try to improve their speaking fluency. One common problem is that speaking classes often stick to textbook dialogues, without giving students enough real-life practice to use the language in meaningful, everyday situations. According to Shahini & Shahamirian (2017), fluency develops naturally through regular and consistent practice. In other words, achieving fluency requires ongoing effort and repeated use of the language. Another challenge student face is their hesitation to respond during English conversations, even when they understand the topic being discussed (Purwanti et al., 2022). This reluctance often stems from a fear of making mistakes or a lack of confidence in their speaking skills due to the absence of people who effectively speak English both at home or even at school (Uktolseja & Gaspersz, 2019).

Teachers and learning methods used in a class have significant influence on those problems that are faced by the students (Tambunsaribu & Galingging, 2021). In response, Indonesia's educational reform is shifting focus from merely increasing access to improving the quality of learning. To address this, on February 2025 the Ministry of Primary and

Secondary Education (Kemendikdasmen) has introduced Deep Learning, a more student-centered approach that encourages active engagement and deeper understanding, replacing the old teacher-dominated model (Ramayulis, 2019). The existence of this approach has the aim that students can learn according to their preferences which affect the quality of the learning experience and understanding. Recognizing that each student has unique characteristics and preferences for self-directed learning (Shinta & Parulian Manalu, 2021), teachers now act as facilitators who guide learning based on individual strengths, interests, and abilities (Reny et al., 2023). This marks a significant shift that aims to make education both more impactful and personally meaningful for learners.

In order to improve the education in Indonesia, learning needs to be more active, meaningful, and student-centered. The *Naskah Akademik Pembelajaran Mendalam Menuju Pendidikan Bermutu untuk Semua* 2025 (Academic Paper on Deep Learning for Quality Education for All 2025) highlights Deep Learning as a powerful approach that not only boosts educational quality but also accelerates national goals. By encouraging critical thinking and deeper understanding, Deep Learning helps students connect with the material in a more personal way. Built on the principles of being mindful that refers to students being fully present and aware during learning, meaningful that emphasizes learning that connects with students' prior knowledge and real-life contexts, and also joyful that highlights a positive, supportive atmosphere that makes students feel motivated and emotionally engaged. Most importantly, it creates a collaborative environment where students can share ideas confidently and learn without the pressure of always being right. Cooperative learning is a teaching approach that involves students working together in small, diverse groups to achieve both academic success and develop social skills through collaboration and active participation (Çolak, 2015). It is not just about group work, but learning with and from each other. By sharing ideas, tackling challenges together, and offering support, students create a more meaningful and engaging learning experience. For this method to truly align with the goals of Deep Learning like critical thinking, real-world problem-solving, and making meaningful connections,

teachers also need to keep growing. That means not just staying informed, but constantly rethinking and refreshing how they teach to keep learning relevant and impactful (Syahnaz et al., 2023).

Cooperative learning emerges as a widely recognized and effective strategy for implementing Deep Learning in Indonesian education, particularly following the release of the *Naskah Akademik on Deep Learning* (2025) by the Ministry of Basic and Secondary Education. What sets cooperative learning apart is its flexibility, offering a variety of models that accommodate different learning styles, which helps create a smoother, more engaging classroom experience. Popular approaches such as Jigsaw, Numbered Heads Together, Role Playing, and Cooperative Script provide students with opportunities to actively participate and collaborate. Among these, Round Robin stands out for its ease of use and strong impact, making it a practical and engaging choice for both teachers and students. Round Robin is widely recognized as a powerful technique for building speaking skills in the classroom (Herlisya & Wiratno, 2023). More than just encouraging students to talk, it is about motivating them to connect. In a Round Robin discussion, students do not just speak; they engage, reflect, and respond meaningfully to what others are saying, often drawing from their own experiences. This approach fits perfectly with Krashen's input hypothesis (1992), which suggests that language is best learned when we understand and process meaningful messages. On top of that, Round Robin encourages real collaboration not just academically, but socially and emotionally as well, making learning feel like a shared, relevant, and rewarding experience (Sahardin et al., 2019). This emotional engagement plays a key role in sustaining motivation and reducing students' speaking anxiety. As a result, learners become more confident and willing to take part in meaningful communication.

This conceptual article explores the use of Round Robin technique as a strategic tool within the Deep Learning approach to enhance students' speaking skills. The article offers a theoretical and pedagogical analysis that integrates Cooperative Learning principles with the cognitive and affective dimensions of Deep Learning. It also discusses the

practical benefits and possible challenges that may arise throughout the implementation. Specifically, this article aims to contextualize the application of Round Robin for students at Phase F, where learners are expected to communicate more fluently, express opinions, and participate in extended spoken interactions. Through this conceptual discussion, the article contributes to a broader understanding of how structured cooperative strategies can be adapted to support language development while also considering real-world instructional constraints and student diversity.

LITERATURE REVIEW
1.   Review Previous Studies

Several studies have demonstrated the effectiveness of Cooperative Learning in improving students' speaking performance and motivation in EFL contexts. For example, Çolak (2015) investigated how Cooperative Learning impacts students with different learning styles and found that cooperative and competitive learners responded more positively to Cooperative Learning methods than those with avoidant or dependent styles. The study highlights the value of accommodating individual differences through structured, interactive classroom activities. Similarly, Namaziandost et al. (2019) conducted a study among TEFL students in Iran to examine the impact of Cooperative Learning on speaking ability and motivation. By comparing traditional and cooperative teaching methods, they found that students in the Cooperative Learning group showed significantly greater gains in both areas. These findings suggest that Cooperative Learning creates a more engaging, student centered environment, where learners not only practice speaking more actively but also feel more motivated to participate. Meanwhile, Noviyenty (2018) highlighted that the combination of students' individual learning strategies which are metacognitive, cognitive, and affective with interactive techniques such as role plays and group presentations contributed to greater confidence and fluency in speaking. These studies collectively suggest that Cooperative Learning bridge individual learning preferences with meaningful group interaction, offering benefits both

cognitively and affectively.

Building on these general findings, other researchers have explored more specific Cooperative Learning strategies. Namaziandost et al. (2020), for example, compared the effects of Think Pair Share and Numbered Heads Together techniques in an experimental study of EFL students and found that both methods led to significantly improved speaking fluency compared to traditional methods. Post-test scores confirmed that structured participation formats provided more meaningful speaking opportunities and increased learner engagement. This supports the idea that Cooperative Learning techniques especially those that emphasize turn taking and collaboration, create an environment where students can develop communicative competence more naturally. Similarly, Sahardin et al. (2019) implemented the Round Robin technique among junior high school students with low English proficiency and observed measurable improvements across key areas of speaking: grammar, vocabulary, pronunciation, fluency, and comprehension. Using pre- and post-test, they demonstrated statistically significant gains, highlighting the effectiveness of Round Robin in structured oral practice. These studies point to the practical value of Cooperative Learning methods like Round Robin and Think Pair Share in promoting interactive and equitable speaking practice in classroom.

The Round Robin technique has also shown positive impacts on affective factors such as learner confidence, classroom atmosphere, and student satisfaction. Sripradith (2019), for instance, conducted a mixed methods study on Round Robin brainstorming among second-year university students in Thailand and found significant improvement in speaking scores, along with increased motivation and satisfaction with the learning experience. By structuring turn-taking and encouraging classroom dynamic. The structured nature of the activity ensures that every student has a voice, helping to lower anxiety and encourage risk-taking in speaking. When combined with meaningful feedback and peer interaction, the technique helps learners gradually gain fluency and confidence. Despite these benefits, most studies remain focused on short term outcomes and classroom-based implementation. There is still limited research exploring how

technique like Round Robin can be embedded into broader pedagogical frameworks such as Deep Learning, especially in the context of Indonesian senior high schools under the *Kurikulum Merdeka*. This conceptual article seeks to respond to that gap by proposing Round Robin as a practical strategy to implement Deep Learning goals such as meaningful communication, collaboration, and reflection within Phase F English classroom.

2. Theoretical Background

a. Cooperative Learning as a Foundation for Deep and Human-Centered Education

Cooperative Learning is a student centered teaching approach that encourages learners to work together in small, diverse groups to achieve shared academic goals while also developing social and interpersonal skills (Çolak, 2015). Rooted in the theory of social constructivism, Cooperative Learning reflects the idea that knowledge is best constructed through interaction, dialogue, and collaboration. This aligns with Vygotsky's view that learning is a social process, facilitated by communication and the presence of more knowledgeable peers. Johnson and Johnson (1999) emphasize five key elements of effective Cooperative Learning: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing (Namaziandost et al., 2019). These elements ensure that learning becomes a dynamic and purposeful social experience, not just individual task completion.

In addition to these core principles, Kagan (2009) introduced specific Cooperative Learning structures such as Think Pair Share, Numbered Heads Together, and Round Robin that organize student interaction to maximize engagement and ensure equal participation. Slavin (1995) also highlights that Cooperative Learning improves academic achievement when structured properly, especially when it includes group goals and individual accountability. These theoretical foundation shows that Cooperative Learning is not only effective for academic instruction, but also for building empathy, respect, and critical thinking.

In the Indonesian educational landscape, Cooperative

Learning has been increasingly aligned with Deep Learning values especially following the release of the *Naskah Akademik Pembelajaran Mendalam* (2025) by the Kemendikdasmen. Deep Learning promotes meaningful, reflective, and student-centered learning experiences that go beyond memorization and focus on understanding, connection, and transformation. Cooperative Learning serves as a practical way to implement Deep Learning in the classroom, especially in English language learning, where interaction and communication are central.

Moreover, this learning model resonates with the educational philosophy of Ki Hajar Dewantara, particularly the principle of among, which emphasizes *asah* (intellectual sharpening), *asih* (emotional nurturing), and *asuh* (guidance with care). In this context, Cooperative Learning is not merely a method but it becomes a tool to cultivate an empathetic, respectful, and democratic learning culture. Students are not pressured to perform, but gently encouraged to explore, express, and grow both academically and personally within a supportive community.

b. Round Robin as a Structured Technique for Promoting Speaking and Deep Learning

Round Robin is a collaborative learning structure that provides equal verbal participation opportunities for all group members (Sahardin et al., 2019). Developed as part of Kagan's Cooperative Learning structures, Round Robin involves each student taking turns to speak in a predictable, supportive format, allowing for balanced participation and minimizing the domination of more vocal students (Kagan, 2009). The structured rotation encourages every learner to share their thoughts, organize ideas clearly, and respond within a set time frame. This structure not only helps reduce anxiety during speaking but also builds confidence and communication fluency over time.

The technique reflects key Cooperative Learning principles proposed by Johnson and Johnson (1999), including positive interdependence, individual accountability, and equal participation. As each student must listen attentively to previous speakers and contribute uniquely, the method naturally supports the development of active listening and

critical thinking. According to Slavin (1995), cooperative structures like Round Robin foster motivation and improve academic outcomes when students are encouraged to collaborate meaningfully with shared goals and personal responsibility.

Beyond its structural benefits, Round Robin is particularly powerful in classroom that adopt a Deep Learning approach, where student participation is not only expected but valued as part of the meaning-making process. As students listen, reflect, and respond to others' ideas, they internalize concepts more personally and meaningfully. They are invited not just to speak, but to relate their responses to personal experience, analyze different viewpoints, and extend the group's conversation in thoughtful ways.

This technique also supports the creation of a psychologically safe learning environment. Students are more likely to feel respected and heard, which boosts their willingness to take intellectual risks and speak in front of peers (Sripradith, 2019). Round Robin thus nurtures both academic and emotional engagement, aligning closely with the goals of Deep Learning: to create reflective, empathetic, and confident learners. As emphasize in prior research, such as by Sahardin et al. (2019), this structure helps students feel that learning is a shared journey, one in which every voice contributes to understanding.

c. Deep Learning Approach in Secondary Education

Deep learning is and educational approach that emphasize deep conceptual understanding, meaningful connection-making, and the application of knowledge to real world situations (Kovač et al., 2023). Unlike traditional learning which relies on memorization and repetition, Deep Learning encourages students to analyze, evaluate, and create that representing the highest level of cognitive engagement. In the *Naskah Akademik* (2025), deep learning is positioned not as a technological concept, but as a human-centered educational philosophy that engages learners intellectually, ethically, aesthetically, and emotionally.

This approach is grounded in several major learning theories, including Ausubel's theory of meaningful learning,

which stresses the importance of connecting new information to prior knowledge; constructivism, as articulated by Piaget and Vygotsky, which views learning as an active, social, and developmental process; experiential learning which highlights the role of reflection and real life application. These theories collectively emphasize that learning is most effective when it involves active participation, critical reflection, and personal relevance.

In Indonesian high schools, particularly in Phase F (11th grade), Deep Learning is expected to equip students with higher-order thinking skills and social-emotional competence to navigate complex issues. To support this, educators are encouraged to design collaborative, inquiry-based tasks that promote problem solving and critical dialogue. Within this framework, Cooperative Learning strategies such as Round Robin are especially valuable. These structures foster interaction, shared responsibility, and reflection, making them ideal tools for actualizing the goals of Deep Learning in everyday classroom practice. When used meaningfully, techniques like Round Robin not only improve academic outcomes but also support students in becoming more autonomous, confident, and engaged learners.

d. Speaking Skill in EFL Context

Speaking is a central component of oral communication and often serves as a primary indicator of language proficiency, particularly in English as a Foreign Language (EFL) contexts. According to Noviyenty (2018), effective speaking requires fluency, accuracy, appropriate vocabulary, clear pronunciation, and the ability to adapt language to different situations. To communicate ideas effectively, learners must also engage emotionally, develop confidence, and possess adequate control of grammar and vocabulary.

Despite its importance, many EFL learners are still struggle with speaking due to anxiety, limited practice opportunities, and fear of making mistakes. These barriers are common among Indonesian students, especially those in senior high school. In Phase F (11th Grade), students are expected to express ideas, respond to others' opinions, and participate in meaningful discussions, that are skills that aligns with the goals

of the *Kurikulum Merdeka*, which emphasize communication, collaboration, and independent learning.

To overcome challenges, speaking instruction should address not only linguistic competence but also social and emotional engagement. As supported by Namaziandost et al. (2020), combining Deep Learning with Cooperative Learning can enhance students' speaking performance by creating active involvement, confidence, and reflection. The Round Robin technique, in particular, creates structured opportunities for students to speak, listen, and respond in a supportive environment. Beyond language production, it encourages students to develop empathy, critical thinking, and the ability to articulate thoughts clearly in various contexts.

Moreover, Round Robin supports contextual and dialogic learning, allowing students to explore both formal and informal styles of communication. It also trains them to adapt tone, gestures, and facial expressions in response to social cues which are essential skills for real world interaction. By embedding this approach within Deep Learning framework, teachers can help students develop not only speaking fluency, but also the confidence and communicative competence needed for academic success and broader participation in society.

3.   Theoretical Framework

This conceptual article is developed to explore how the Round Robin technique, situated within the broader framework of Cooperative Learning, can effectively support the implementation of Deep Learning to improve students' speaking skills specifically in Phase F. The integration of these approaches is grounded in the belief that meaningful language development requires not only linguistic input but also emotional engagement, collaborative interaction, and critical thinking which elements strongly emphasize in the Deep Learning framework as outlined by Ministry of Education (2025) which are mindful, meaningful, and joyful. Cooperative Learning, particularly through Round Robin, provides a structured platform where students can share ideas, listen actively, and respond meaningfully to others in a low anxiety and highly participative setting (Kagan, 2009; Slavin, 1995).

Round Robin allows each student to participate in turn taking discussions, encouraging equal involvement and discouraging passive learning. Within this model, speaking becomes not merely about delivering information, but about building and negotiating meaning in real time, a core principle of both Constructivism Learning theory and Deep Learning approaches (Vygotsky, 1978; Fullan et al., 2018). The framework proposed in this article emphasizes that through Round Robin, students are not only developing speaking fluency but are also enhancing soft skills such as empathy, active listening, and confidence which are qualities embedded in the *Profil Lulusan*. By drawing form, the theoretical foundation of Kagan's Cooperative Learning structures (Kagan, 2009), Slavin's motivation achievement theories (Slavin, 1995), and the social constructivist view of Vygotsky (1978), this conceptual framework offers a pedagogical lens through which Round Robin can be adapted to meet the needs of modern language learners.

When applied in alignment with the *Kurikulum Merdeka*, this approach promotes a more effective, student centered, and future-ready learning experience.
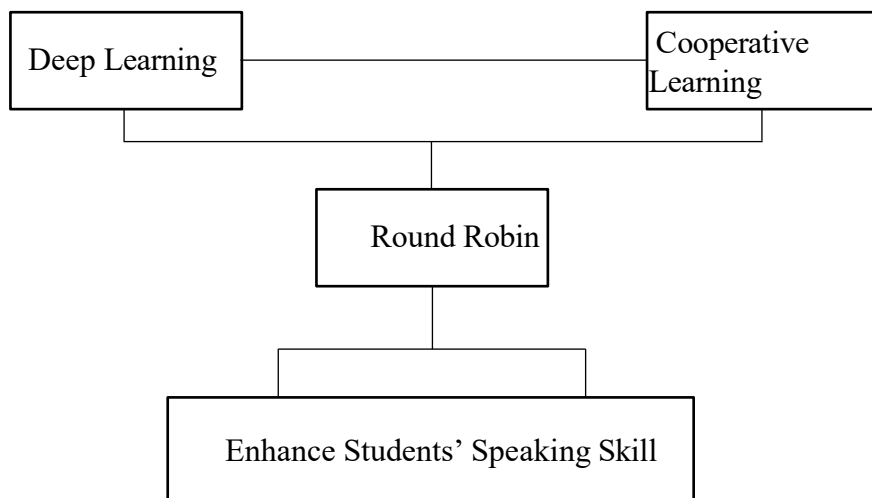
Figure 1. Theoretical Framework of Round Robin within Cooperative Learning to Support Deep Learning in English-Speaking Skill Development

METHODS

This article is conceptual and does not involve empirical data collection or quantitative analysis. It aims to explore how the Round Robin technique, as a model of Cooperative Learning, accommodates the principles of Deep Learning to support speaking skill development in high school learners. The discussion is guided by a review and synthesis of relevant theories and scholarly literature in the fields of Deep Learning, Cooperative Learning, and language pedagogy. The framework draws upon the social constructivist perspective, particularly Vygotsky's theory of learning through social interaction (Vygotsky, 1978), as well as Kagan's structural approach to Cooperative Learning (Kagan, 2009), and Slavin's emphasis on student motivation and group-based instruction (Slavin, 1995). These theoretical lenses are applied to examine how Round Robin can create structured opportunities for meaningful student interaction, support individual accountability, and foster the communicative competence required in the English language classroom. In line with the conceptual nature of this article, the analysis focuses on how pedagogical strategies align with curricular framework such as *Kurikulum Merdeka* and support the broader goals of education, including critical thinking, collaboration, and student agency (Fullan et al., 2018).

SHOWCASED LESSON

This showcased lesson demonstrates the use of Round Robin in a speaking activity focused on exposition texts for Phase F students grade 11th. The activity is placed during the Joint Construction of Text (JCoT) stage of Genre-Based Approach, which aligns with the deep learning experiences of reasoning and creating by enabling students to collectively negotiate meaning, refine arguments, and construct the text orally. Students are divided into small groups of four to six. Each group discusses a topic such as "*School should ban the use of smartphones during class hours.*" Using the Round Robin technique, students take turns expressing opinions and giving short reasons to

support their views, ensuring all members participate equally while practicing fluency and active listening (Herlisya & Wiratno, 2023; Yuniarti et al., 2023). This structured turn-taking helps students build confidence and better organize their arguments, which is essential in the exposition genre and aligns with Cooperative Learning principles.

The activity also supports Deep Learning goals, particularly mindful and meaningful engagement. As each student speaks, they must stay present and think critically, responding thoughtfully to others. The repetitive yet purposeful nature of Round Robin strengthens not only speaking fluency but also reasoning and reflection skills. Teachers facilitate the activity by setting clear time limits, modeling sentence structures, and offering key phrases to help students to express opinions. Round Robin's structure makes it inclusive, enabling every student to participate regardless of confidence level (Sahardin et al., 2019). With its placement in JCoT phase, students benefit from guided scaffolding as they develop speaking fluency, critical thinking, and cooperative interaction which are key objectives in *Kurikulum Merdeka* learning culture.

RESULTS AND DISCUSSION

The showcased lesson of exposition text clearly reflects the principles of Cooperative Learning and Deep Learning through the use of Round Robin technique. The task is structured to involve every learner in small groups, taking turns to share their ideas on a familiar topic such as "*Why school uniforms should or should not be mandatory*." Each student in the group had their own speaking turn, ensuring full participation. This group-based structure reflects the spirit of Cooperative Learning, where students work together toward a shared learning goal. It encourages positive interdependence, equal participation, and individual accountability which are three essential elements of effective Cooperative Learning (Kagan, 2009). On top of that, the lesson was framed within the Joint Construction phase of the Genre-Based Approach, which naturally allows space for learners to co-construct knowledge and ideas. In this phase, Round Robin provides learners with a

structured yet flexible space to process input, construct meaning collaboratively, and express their ideas without the fear of being judged.

The Deep Learning aspect is visible in the way students are prompted to think critically, reflect on others' arguments, and construct their own viewpoints. As they take turns to speak, they not only retrieve relevant vocabulary and grammar structures but also analyze, evaluate, and generate ideas (Fullan et al., 2018). Moreover, this lesson model supports mindful, meaningful, and joyful learning. Mindful learning happens as students stay present and attentive during discussions, trying not to repeat previous answers but to contribute something new (Sripradith, 2019). Meaningful learning is embedded in the activity when students relate their arguments to personal experience or social context, building connections between school content and real life (Ausubel, 1968; Naskah Akademik Deep Learning, 2025). Joyful learning comes from the low-stress environment where each student has a fair chance to speak and where peer support is embedded in the group work. According to Sahardin et al. (2019), Round Robin reduces anxiety and builds speaking confidence, especially for students in EFL contexts like Indonesia. In short, the lesson does not just fulfill curriculum demands but it creates a learning experience that is engaging, student-centered, and emotionally supportive.

The findings from previous studies also align closely with what was demonstrated in the showcased lesson. For instance, research by (Yuniarti et al., 2023) found that applying Round Robin significantly improved eleventh-grade students' speaking skills in Indonesian settings, with post-test scores rising from average 70.88 to 78.67 after the intervention. Similarly, Sahardin et al. (2019) documented increased confidence and fluency among junior high school students who engaged in Round Robin speaking activities. These findings reinforce the structure of the showcased lesson which is students in small groups taking turn to speak, that effectively fosters both skill development and emotional support. By situating Round Robin within the JCoT of the Genre-Based Approach and tying it to relevant topics, the lesson enactment echoes the empirical benefits documented in existing

literature.

While prior research supports the effectiveness of Round Robin, this conceptual article extends that work by embedding the technique in the *Kurikulum Merdeka* framework and focusing on Phase F learners through exposition texts. Most earlier studies, including Kurniawati et al. (2016) in an Indonesian junior high school and Asari et al. (2017) in TEFL contexts, emphasized general speaking improvement but did not connect the method to specific curriculum structures or Deep Learning principles. In contrast, the showcased lesson shows how Round Robin is operationalized within the JCoT stage for exposition text learning, promoting mindful, meaningful, and joyful interaction in ways tailored to Grade 11 learners and the goals of *Kurikulum Merdeka*. This makes the conceptual framework both theoretically grounded and uniquely contextualized, offering a meaningful bridge between empirical evidence and localized curriculum design.

CONCLUSION
Conclusion

This conceptual article has explored how Cooperative Learning, particularly through the Round Robin technique, can serve as an effective pedagogical strategy to implement Deep Learning in the context of English-speaking skill development. By integrating structured turn taking and peer collaboration, Round Robin promotes active engagement, critical thinking, and meaningful dialogue which are key characteristics of Deep Learning. When applied thoughtfully, this strategy allows students not only to express their ideas but also to actively listen, reflect, and respond within a supportive classroom environment (Herlisya & Wiratno, 2023).

In the context of *Kurikulum Merdeka* and its emphasis on student centered, mindful, meaningful, and joyful learning, Round Robin proves to be an ideal fit. Especially for Phase F learners, who are developmentally prepared for higher order thinking, this technique enables learners to practice abstract reasoning and apply their English-speaking skills in a collaborative setting. It also aligns with the broader

educational vision of enhancing independence, creativity, and communicative competence among Indonesian students.

However, despite its strengths, the Round Robin technique is not without limitations. Some students may struggle with anxiety when speaking in groups, experience time pressure, or face difficulty formulating ideas due to limited vocabulary. In classroom with large student populations or varying proficiency levels, managing equitable participation and ensuring quality feedback can also be challenging. These potential drawbacks highlight the importance of careful scaffolding and teacher facilitation.

While this article does not present empirical findings, the theoretical framework and supporting literature strongly suggest that Round Robin has the potential to strengthen Deep Learning practices in the classroom. This highlights the need for further exploration, particularly through action research or classroom-based experimentation to evaluate the practical outcomes of this integration (Kovač et al., 2023; Sahardin et al., 2019).

Recommendation

Given the potential benefits of combining Cooperative Learning and Deep Learning, educators are encouraged to consider integrating Round Robin in their English-speaking instruction, particularly during collaborative stages such as Joint Construction of Text (JCoT) in the Genre-Based Approach. This technique is especially useful for building students' confidence, promoting equitable participation, and enhancing speaking fluency in a low-anxiety environment. Curriculum developers and teacher training programs may also explore the inclusion of Round Robin as a recommended speaking activity that supports not just language development, but also social emotional learning, critical thinking, and classroom inclusivity. Lastly, future research is recommended to empirically examine the effectiveness of Round Robin in promoting Deep Learning across different phases of education, especially in the Indonesian high school setting. Such studies can offer data-

driven insights and help refine strategies to ensure that this method truly supports the holistic goals of the *Kurikulum Merdeka*.

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