

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an activity that the people do when they are communicating with other people. In other words speaking also can be said as an activity which is done to have a conversation among people in the interaction. In daily life speaking is used to interact with people in communicating as the human being act Especially in English. Speaking is very significant skill to be owned by the students. Through speaking, the students know how to interact and share information about something with others. By having good ability in speaking, the students can express their ideas, opinions, comments and suggestions in spoken. Speaking also said as an oral communication in which the people used to talk to each other. In school the students demanded to be able to speak English correctly at least in their class. If the students are good in speaking, they will be active to talk part in classroom activities such as in having communication between them, with the teacher and the other students. Thus the students need to acknowledge the speaking skill.

Based on the syllabus of K-13 in Junior High School, speaking is an important lesson that must be applied in every school. It means that the students must speak well in the school because it is necessary in their

education. Speaking for students have purpose not only just for speak but also for their implementation of real communication in English. The students do speaking for their goodness of their education fields. This is done to make the students can communicate with their peers and teacher. The students must have good ability in speaking. It is useful for expressing their thoughts, ideas and information to the other people in their life.

Based on the researcher's preliminary observation, many students still got problem in constructing the ideas to speak. They used inappropriate grammar, vocabulary and pronunciation. In addition, the teacher did not invite the students to speak actively and the teacher rather let the students to be passive in speaking. It means that, during teaching and learning activity the students only listened to the teacher. Because of that, the students were not active to speak. Consequently, they were worried to speak. Finally, impacted of the cases are they can not speak well and low ability for speaking when they were introducing themselves. The reason why this study focused on introducing yourself is because this material very important to be learned by junior high school's students. It used to interact and communicate when they want to speak with others. The students speak well they introduce themselves as good as possible in learning process.

Tabel.1

**Students' Speaking Mean Score of Introducing Yourself at Class VII of
Junior High School 1 Kubung Years 2017/2018**

Class	Speaking
VII 1	70,5
VII 2	65,2
VII 3	60,0
VII 4	63,5
VII 5	60,7
VII 6	58,6
Average	63,08

*Source: English Teacher of Class VII of State Junior High School Number 1
Kubung*

The table showed that the students' achievement in speaking skill at class VII Junior High School Number I Kubung was still low. The data describe that the students of VII 6 grade were lack in speaking.

Preliminary Scores of Class VII-6 in Junior High School Number 1 Kubung

No	Respondent	Speaking Component					Raw Score
		P	G	V	F	C	
1	R 1	3	3	4	3	3	16
2	R 2	4	4	4	4	3	19
3	R 3	3	3	3	3	3	15
4	R 4	3	4	3	3	3	16
5	R 5	4	3	4	4	3	18
6	R 6	2	2	3	2	2	11
7	R 7	3	3	3	2	2	13
8	R 8	4	3	3	4	3	17

9	R 9	3	2	2	3	2	12
10	R 10	2	2	2	3	2	11
11	R 11	2	2	2	2	3	11
12	R 12	4	3	3	4	4	18
13	R 13	2	2	2	3	2	10
14	R 14	3	3	3	2	3	14
15	R 15	4	4	3	3	4	18
16	R 16	3	3	3	2	3	14
17	R 17	4	4	4	4	4	20
18	R18	2	2	2	3	2	11
19	R19	3	3	3	3	2	14
20	R 20	4	3	4	3	3	17
21	R 21	3	3	2	2	2	12
Total		65	61	62	62	58	-

Based on students' scores in preliminary test, the lower scores that the students had is comprehension (58). Kagan (2009:1.17) students have to formulate their ideas and express them during round robin. In this case, the students have to pay attention to the responses given by their teammates.

In other words the students could listen or read to the responses or the ideas expressed by their teammates, thus students could get multiple perspectives and may open more to alternative explanation. Kagan also states that structuring the discussion in this way helps facilitate the construction of knowledge by every student. It can be said that Round Robin helps the students to understand about the topic because they work in team, so they get more ideas for their teammates to make them more understand about the topic that ask from the teacher in learning process.

Then the students also had low scores in grammar (61). Kagan (2009:6.15) states in Round Robin are all examples of structures that equalize communication, giving every students a chance to use and develop language skill. This strategy helps students' grammar because in this strategy the students can ask their teammate in taking consensus about sentences and they can ask their teammates if they doubt about sentences that they want to say.

Next vocabulary (62). Kagan (2009:6.19) states in Round Robin students take turns sharing within their teammates. This strategy also helps student difficulties for this component because in this strategy the students share their ideas by using many vocabularies and it can increase their vocabulary when they are telling something in learning process. Also this strategy will help the students to share something more detail.

The last is pronunciation (65) and fluency (62). Kagan (2009:6.14) states a simple Round Robin has students practice taking turns. The students have good pronunciation because they say many words in English in the procedure of this strategy and it makes them easy to use English because they always practice and say that and it also makes them say English fluently. As we know that language need to practice everyday. It can make us easy to say it. As we know English is not our mother language. It can be said that Round Robin Strategy is a strategy that guide the students in teaching speaking and make them easier to speak something that they want to say, they also can give explanation more detail based on their teammates opinion.

B. Identification of the Problem

Based on the researcher previous observation in SMP N 1 Kubung at seventh grade students, the researcher found that the problems related to the students' speaking skill. First, the students had difficulties in constructing the ideas and they did not know what they want to speak. Second, the students also were lack in grammatical. They were difficult to arrange the words suitable the structure. Third, the students also had lack vocabulary so they did not know how to say some words in English especially when they want to convey information about themselves. Fourth, the students also were low in pronunciation. They still had difficulties in pronunciation because when they spoke, they could not say the words with correct pronunciation.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits this research to know whether Round Robin Strategy gives significant effect on students' speaking skill. Researcher conducted the research at grade seventh of Junior High School Number 1 Kubung. Speaking skill in this study refers to students skill to tell about the name of the things in the school, at home, in the bathroom, in the bedroom, in the market, in the kitchen. In telling the name of the things the students need to used correct grammar, appropriate vocabulary and by good pronunciation.

D. Formulation of the Research

Based on the background and the limitation of the problem, the researcher formulates the study as follow “Does Round Robin Strategy give significant effect on students’ speaking skill at Junior High School I Kubung?”.

E. Purpose of the Research

The purpose of this research is to find whether Round Robin Strategy give significant effect on students speaking skill at junior high school 1 Kubung.

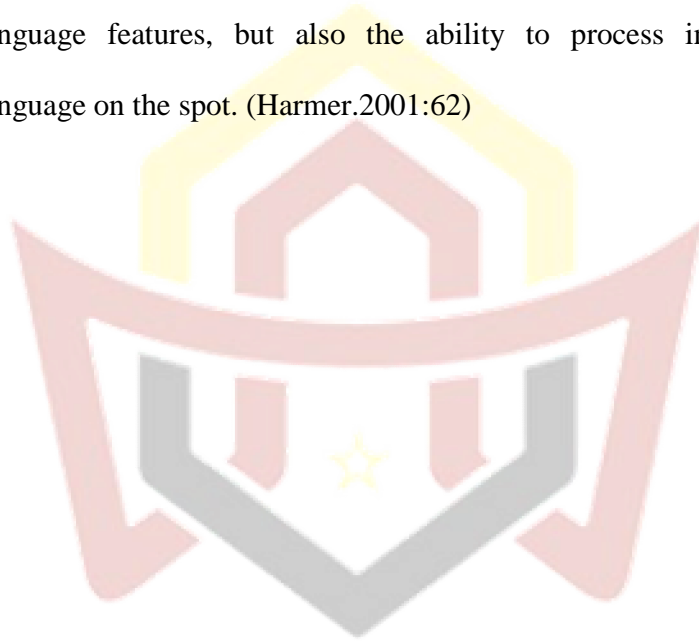
F. Significance of the Research

The researcher expects that this research gives some benefits to the readers theoritically and practically. This research gives input to educational world, especially to English teachers, in which the teachers use this strategy in teaching speaking. Then for the students and also for the writer. Then, the researcher hopes through using this strategy, the students will be interested in speaking activity, more active and can explore their ability in classroom by encouraging their interaction. This research can give advantages for the writer when become a teacher in the future. We can apply the strategy in real teaching speaking. At least, through this research, the readers get information about Round Robin strategy.

G. Definition of Key Terms

The key terms of this research are defined as follow:

1. The effect is a change which is a result or consequence of an action or other cause. (Oxford Dictionaries)
2. Round Robin is a strategy that allows the students to share their ideas in an effective way of manner. (Geysler.2007:67)
3. Speaking is the ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language on the spot. (Harmer.2001:62)



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