

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Round Robin Strategy

1. Definitions of Round Robin Strategy

In applying Round Robin strategy in teaching speaking, the teachers must understand what is the definition of the strategy. In implementation of the strategy, there are some experts that mention some definitions of the strategy. The experts who state the definitions of the strategy are different. One of them is Geysler. According to Geysler (2007:67) Round Robin is a strategy that allows the students to share their ideas in an effective way of manner. The strategy in its process also gives the opportunities for the students to flow of a large number of ideas and develops students generate their rich vocabularies in expressing ideas and creates an environment that demand respect to others, since reach the achievement together on all ideas presented.

Then, according to 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. Here, 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 to alternatives explanation. Kagan also states that structuring the discussion in this way helps facilitate the construction of knowledge by every students. Kagan (2009:10.4) also said that round

robin is one of the simplest, yet most flexible, team building structures. It can be review that Round Robin strategy is a good strategy to make the students can discuss every materials that gave by the teacher and they can process the answers with their teammates. In discussion the students are demanded to pay attention to their friend when their friends give answer or opinion about the material. So the students need to remember more about the answer from their friends to complete their answer. So everybody in that team get same knowledge.

Then, Frangenhelm (2005:13) states that Round Robin is a valuable strategy at the start of any unit since it allows the teacher to discover the general level of knowledge of the class and can also be used for revision purposes, as well as being used for specific purposes. It takes some organizing and is best practiced in a non-threatening or non-curricular setting.

Furthermore, Alberta (2008:355) states that Round Robin is a strategy that has purpose behind this strategy is to provide students with an opportunity to share ideas, express opinions and create spoken text in a quick and efficient fashion. This definition offers a comprehension that Round Robin is a strategy that has a goal to make the students have some opportunities share the ideas, deliver their opinions, and create a spoken task quickly. In other words, the strategy leads the students to have good chance in speaking activity. In sharing their ideas the students have many

chances to speak. This activity can make the students are good in speaking.

Moreover, Berry et al (2012:24) mentions that Round Robin is a strategy that allows the students to contribute to the answer in peer discussion and also it gives the opportunities to force language output from all learners. Thus, it can be said that the strategy gives the chances for the students to prepare and arrange the answers of a question in a discussion form. It means that, in answering the question, the students are allowed to have discussion in finding the effective ideas for the question. Also, the strategy focuses to make the students in producing their output language.

In addition, Loiren (2014:2) Round robin is a strategy that can be used in teaching speaking. The strategy can be done for making the students answering the questions based on the topic which is discussing.

Based on definitions from the experts above, it can be reviewed that Round Robin is strategy that is appropriate to be implemented in teaching students to speak. The strategy is used to flow of a large number of ideas and develops students to generate their rich vocabulary in expressing ideas and creates an environment that demand respect to others, since reach the achievement together on all ideas presented. Then the strategy also has purpose to make the students have some opportunities to share the ideas, deliver their opinions, and create a spoken task quickly. Thus, the strategy leads the students to have good chance in

speaking activity. In sharing their ideas the students have many chances to speak. Shortly, it can be said that the use of this strategy in teaching and learning speaking can produce an improvement in students' speaking skill.

2. Procedures of Round Robin Strategy

The procedures of the strategy are proposed by some experts. Talking about the purpose, it can be inferred that the procedures are used in the implementation of the strategy in teaching speaking. According to Geysler (2007:67), the application procedures of Round Robin strategy as follow:

- a. Place 3-5 students at each table. There is one piece of paper and one scribe per table.
- b. The team members at each table are given the same topic on which they will respond. However, each of tables can be given a different topic.
- c. At the given signal, each group begins their brainstorming with the scribe records their ideas.
- d. After 90 seconds or so, with a signal from the teacher, the pieces of paper move on desk to the left. One member in each team mentions the responses from the previous table and then continues to generate and record more ideas on the new piece of paper. The rule is that students may not repeat what they have recorded previously.

- e. After 2 minutes, move the papers to the left again on the teacher's signal and repeat the process.
- f. After three or four rotations, the process enters a new phase. The teacher asks each group to rank the best three or four ideas or ask them to annotate the various answers in terms of classifications designed by the teacher (or students) such as the most creative idea and so on.

Based on the procedures above, it can be known that Round Robin Strategy can be started by make a group that consist of three or five students. Then, the teacher give same or different topic and write it into brainstorming. Then one member each team mentions the responses from the previous table and the teacher repeat it until three or four phases.

Then, according to Kagan (2009:6.33) in Round Robin student takes turn responding orally in their team. These are some procedures of Round Robin strategy.

- a. Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
- b. Students take turns stating responses or solutions.

Based on procedures above, it can be said that, the process of Round Robin is began by students are divided into group. Next, teacher give a problem that the students need to give response or solution. Then, the students take turn to stating response or solution in oral.

Furthermore, Alberta (2008:355) mentions that the procedures of Round Robin strategy as below:

- a. Students are divided into groups of four.
- b. The teacher gives the signal for the students to prepare the ideas to be delivered.
- c. Ask the students take in turn and in a circular fashion
- d. Ask each of the students to contribute the ideas

Based on the steps above, it can be said that Round Robin Strategy is done by students are divided into groups of four. Then teacher ask the students to prepare their ideas and each students have turn to speak roundly. Then each students give additional ideas.

Moreover, Berry et al (2012:24) mentions that the procedures of Round Robin strategy are:

- a. Students in groups of 3 or 4.
- b. Teacher poses a question/problem that has multiple answers or solutions.
- c. In team, students each take turn to answer the question orally.
- d. In student's answer has already been said, they acknowledge that they have the same and paraphrase it in their own words

Based on the procedures above, it can be known that Round Robin Strategy can be begun by divide the students into group. Then teacher

gives a problem or question. Then each student answer the question orally.

In addition, Frangenhelm (2005:13) proposes that Round Robin strategy has some procedures. The procedures as follow:

- a. Split the class into groups of 3-6 students. Each of student is to have a response sheet and a pen or pencil.
- b. Each student is given the same problem or task: e.g to list alternative uses for rubber thongs.
- c. At a given signal, every learner begins to write responses on their own piece of paper. No talking takes place. After one to two minutes, give a signal. Each student passes their paper to the person on their left, read the new sheet, and then continues to write more ideas.
- d. Repeat the swapping of responses sheets until one's own sheet is returned or until ideas dry up. This occur every 30 second or longer.
- e. Each of group can then discuss their findings, make a collated report on a large piece of paper and report back on the best one, two, three, or four ideas.

Based on the procedures above. The researcher used the procedures of Round Robin from Kagan. Because this strategy is appropriate with speaking. As like Kagan (2009:6.15) said that Round

Robin one of examples of structures that equalize communication, giving every students a change to use and develop language skill. Kagan (2009:6.19) also said that in Round Robin students take turns sharing within their teams. And we can also can see based on procedures of Round Robin that said by Kagan that the students take turns stating responses or solution. And the important evidence that this strategy can be used in speaking is said by Kagan (2009:10.21) students take turns contributing to the group in oral for Round Robin. Kagan also adds if the contributions are oral rather than written, it called Round Robin. Based on Kagan explanation, this strategy can be used in speaking.

Beside that the researcher knows that the procedures of the strategy direct the teacher and the learners to implement the strategy in classroom. The implementation of this strategy in teaching speaking can be started by dividing the students into groups. The groups consist of four students. Then, the teacher will pose a question or problem to the students. In answering the question, all of the students must answer the questions orally. The answers cannot be same with others. If there is a same answer, it must be delivered in different words.

3. Advantages of Round Robin Strategy

The strategy is very useful to make the students have good speaking skill in classroom. There are some advantages that are stated by Geyser (2007:67) Round Robin is a strategy that is beneficial to help the students to state the ideas or answering the questions based on the topic. It

means that the strategy gives chance to make the students to have a good comprehension of the material and talk about it. The strategy also drills the students to understand the material and answer some questions about it orally. It is very good activity for improving the ability of students' speaking.

Then, According to Kagan (2009:1.21) Round Robin strategy can be used to minimize resistance among students when the teacher introduces the new strategy because this strategy is very simple and easy. Teacher could give a fun content when using this strategy like having students to do a Round Robin describing fun things to do after graduated from school.

Then, Berry et al (2012:24) states the Round Robin strategy is very useful to make the teacher discovers a valuable activity in teaching the students to get the purpose of the speaking. The strategy takes some organizing and is best practiced in classroom activity. The use of the strategy brings the beneficial effect in developing students' speaking skill. It is the reason what the students must follow the strategy.

After that, Frangenhelm (2005:13) states the Round Robin strategy is very useful to make the teacher discovers a valuable activity in teaching the students to get the purpose of the speaking. The strategy takes some organizing and is best practiced in classroom activity.

Based on the explanation above, it can be said that this strategy very useful to make the students are able to contribute the ideas of the

material and talk the ideas with their classmate. The advantage of the strategy drills the students get the goal of the learning. Beside useful in making the students to comprehend the material, the activities of the strategy also very useful in making the students are active in speaking. Those are the useful of the strategy for teaching speaking.

B. Theory

1. Definition of Speaking

Speaking is one of tool that use by the human to communicate each others. Speaking is also oral ability which express person ideas and feeling by using spoken language. Dealing with this, there are some experts that state the definition of speaking. Harmer (2001:62) says that 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. It means that speaking is ability send the speaker message to the listener and the listener understand. In other words, speaking is a process of communicating between speaker and listener and both of them know about the message clearly.

It was also supported by Richard and Renandya (2002:46), they state that speaking is oral communication that requires the ability to use the language appropriately in social interaction. It means that speaking is an activity which is done by the people by having a skill to do it. Also, in speaking it is said that the speaker must be able to use the suitable language for expressing it in oral. Moreover, speaking activity is used for

social interaction. Therefore, the people must speak based on the appropriate situation and use the appropriate thing to speak.

Then, Brown (2004:67) adds that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking is a process which includes some activities in it. The activities are producing the utterance, receiving the information and processing the information based on the content of the speaking itself. In speaking, the speaker produces a message and receives it to the listener by sending the message. The message can be the information that is needed by the listener. In sending the message, the listener will receive it and process it in order to be able to understand the message.

Based on the explanation above, it can be said that speaking is the process of giving information or idea to other people. In the result, the listener can understand to give responses what the speaker says. Speaking is central elements and tool for communication. By speaking, human can connected each other with well, both of speaker and listener can share idea or information that speaker or listener needed.

2. Components of Speaking

In speaking, someone should consider some aspects, such as how to pronounce a word, how to use grammar and fluency. Pronunciation focuses on the students' ability in uttering the words, the students should know the intonation of speaking. Grammar is the ability to use sentence in

general and structural use of vocabulary related to written and appropriateness of using words. Fluency is the ease and speed of the flow of the speech.

There are some components of speaking that has been explained by some experts. According to Brown (2003:157) states, there five components of speaking as follows:

1. Grammar

In speaking English, people should master and know about grammar if they want to speak smoothly. In speaking, the speaker must have good grammar to make the listener not misunderstanding when they communicate.

The grammar of a language is the description of the ways in which words can change their forms and can combined into sentences in that language (Harmer, 2001: 12). Besides, it is needed for students to arrange a correct sentence in conversation. If grammar rules are too careless violated, communication may suffer, although, creating a 'good' grammar rules is extremely difficult.

2. Vocabulary

Vocabulary is also one of many important factors in mastering English speaking, if the people have many or enough vocabulary it can help to expressing the ideas and the meaning. The students will difficult to speak English because they have lack

of vocabulary. So, to get more extensive vocabulary the students must read, watch and listen everything that related with English.

The students cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. It indicates that the richness of vocabulary will extremely affect one's ability to speak a language. So, vocabulary means the appropriate diction which is used in communication.

3. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. When someone speaks with other, they have to comprehend the message from the other people.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". So, it can be said that fluency is the speed in talk of speech. It means a significant influence on the communication between the speaker and the listener.

5. Pronunciation

The goals of learning English make learners understand sentence. It means, the learners have to know good pronunciation

until understand about the word of the speaker, with good English pronunciation it will help the other people to understand easily when speaking English.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. So, it can be said that pronunciation is the way how to produce the sound of word in order to make the communication understandable.

Thus, the component of speaking that have to be mastered are: grammar is the step that help the learners to be able to talk smoothly and then vocabulary is point out to help the students to express their ideas in the form of correct sentence with enough vocabulary, after that pronunciation is how to pronounce and understand words by the speaker and also focuses on students' abilities in utter the words.

Then, fluency to correct the students' error in what the speaker says, the last comprehension includes how well the students could explain the content of information in detail when speaking. By comprehending these elements, the students will not face difficulty in speaking English as foreign language. As a result, students are able to explore their own language ideas, feelings, opinions, messages and they can do the conversation with others.

Based on those theories above, the researcher knows that components of writing are very significant for a speaker. A good speaker must pay close attention for all components of speaking itself in order to create a good conversation. And also make listeners are easier to understand what a speaker is talking.

3. Teaching Speaking

Teaching speaking is done for making the students are active in speaking class. There are some experts that give some statements about teaching speaking. Richards and Renandya (2002:46) explain that teaching speaking is an aspect that needs special attention and instruction. It means that, in teaching speaking teacher guides the way the students' speaking. Besides that, teacher must control all of aspects in speaking. It is done for making the students catch the goal of teaching speaking.

Moreover, Nunan (2003:67) states that teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak. In this case, teacher has to get students understand all the components of speaking and ask them to apply the components in speaking. In order to make them be able to speak as well as possible.

In addition, Kayi (2006:93) adds that teaching speaking means to teach ESL learners to produce English sound, use word and sentence stress, intonation pattern, select appropriate word and sentence. In short, teaching speaking has a purpose to make students are able to speak in a

second language. Furthermore, the students' ability in communicating in second language efficiently will help them to get the successful in the future.

Based on those theories above, it can be reviewed that teaching speaking is the teacher's way in teaching the spoken language. The teacher should be a guide for the students to produce the words in oral. By teaching speaking, teacher can introduce the components of speaking and relate them with the students' speaking ability.

C. Relevant Studies

In this research, the researcher uses some relevant studies as guidance for the researcher in conducting this research. They are as follow:

The first previous research is Isti Faizah (2012), entitled "The Speaking Ability of the Eleventh Grade Students of SMA 1 Mejobo Kudus in the Academic Year 2011/2012 Taught By Using Round Robin " the result of this research showed that this strategy give significant progress in students speaking.

The second previous study is khayati Iftitah (2016), entitled "The Use of Round Robin Structure to Improve Students' Speaking Skill. This research showed that the use of Round Robin can improve the students speaking skill in speaking. The students were able to improve the interactions among them so they were more motivated in joining the class. And the implication of this research is Round Robin was effective to improve the students speaking skill.

The third previous study is Ika Atika Pustipita (2012) The Use of Round Robin to Increase The Speaking Ability of The Second Years Students of SMP N 13 Pekan Baru. This research showed that the students had positive attitudes towards in teaching speaking by applying Round Robin where they enjoy in learning speaking and become active in every meeting.

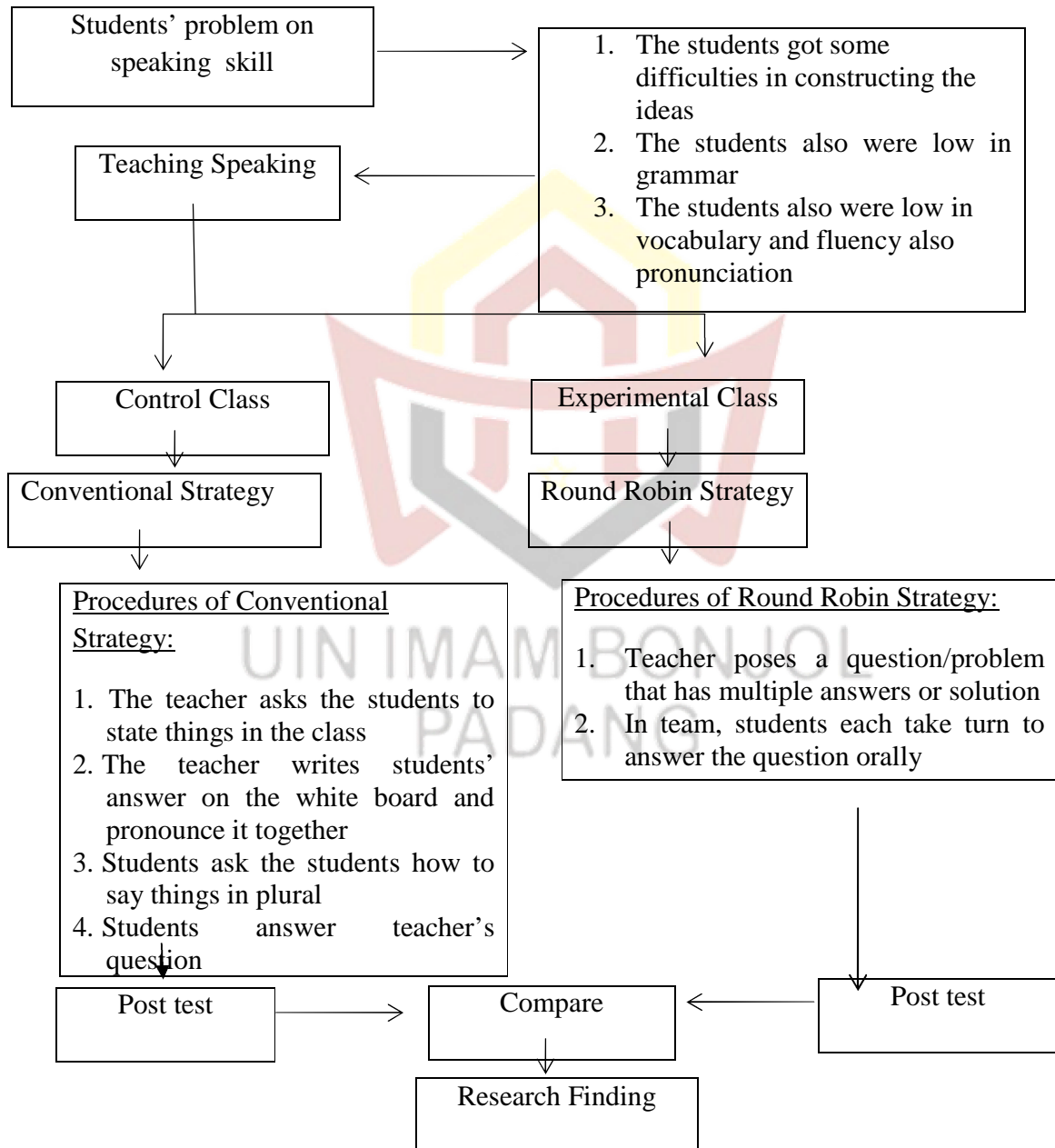


UIN IMAM BONJOL
PADANG

D. Conceptual Framework

The conceptual framework of this research will be described as the follow. It can be seen at figure 1.

Figure 1: Conceptual Framework



Based on the conceptual framework above, it can be understood that in this research, the researcher used experimental class and Conventional class. In Experimental class, the researcher used Round Robin Strategy that can help the students more be active in speaking. Round Robin Strategy can help them to state their idea, make the students more understand about a topic because in this strategy the students work in team, each students stated idea about question that asked by the teacher and the students can get more ideas from their teammates' answer. While in the field, there were some problems in teaching speaking. Most of the students' score were low in speaking. The difficulties of speaking appeared when the students were spoken. First, the students got some difficulties in constructing ideas that should be conveyed in speaking. It is happened because they were low in developing their thinking in speaking. Second, the students were low in grammar. Finally, they also were low in fluency, vocabulary and pronunciation. For that, the solution to solves this problem by changing teachers teaching strategy in speaking by using Round Robin strategy.

The researcher assumes that Round Robin strategy can give significance effect in students speaking because Round Robin can help the students when they are speaking especially to express and organize their idea. After that the researcher gave treatment in experimental class by using Round Robin Strategy and teaching by using Conventional Strategy in control class. Finally, the researcher compared their post test score to know research finding.

E. Hypothesis

It is hypothesized by the researcher that Round Robin Strategy gives significant effect on students' speaking skill in English.



UIN IMAM BONJOL
PADANG