

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problems, research objectives, research hypothesis, significance of the research, scope and limitation, and definition of the key terms.

A. Background of the Research

As a global language, English have been used by people in almost all parts of the world to communicate one to another. In some countries, English is used as the second language after the mother tongue, while in other countries, English is used as a foreign language, for example in Indonesia. In Indonesia, English is taught as a compulsory subject in schools from elementary up to the university level.

In order to communicate in English well, a person must recognize and master the basic language skills, they are listening, speaking, reading, and writing. Speaking is one of the most important skills among those four skills. It is one the four language skill which should be developed in teaching English because according to Hudge (2003:26), learning speaking is very important for student. For many students, learning to speak in English is priority. They may need this skill for a variety reasons such as for exchanging information or influencing people. Rubin and Thomson (1982:27) stated that the main goal of studying foreign language for most people is to be able to use the oral language.

Speaking must be learned and practiced regularly for having a good speaking skill is not easy. This statement is supported by Brown & Yule (1983) who say “Spoken language production is often considered one of the most difficult aspects of language learning”. Students can speak many words, but they should have good capability in speaking. Many students get some problems to do it, so they seldom speak English.

Retelling stories is one of the speaking activities which is not easy, because before doing it the students must know the story well and the purpose of their story. The students must master the grammar well. Beside that, the students need an alternative vocabulary to avoid misunderstanding when the listeners cannot understand their sentences. In this activity the students not only telling a story, but also they have to think how to make the listeners understand the story. In retelling story, there is a tendency of some learners to dominate when they are speaking. On the other hands, some other speak little and even not at all. Hence, the teacher need a technique that can give them the same opportunity to speak English. Practically, the technique must be able to stimulate all of the students to become active.

One of the techniques that can be used to stimulate students in retelling story is Round Robin. Round Robin is one of the cooperative learning. The students will speak in a small group. Before they speak, the writer will show some stories. After that, the students retell what they have watch. The result of their speaking will be based on their team work, besides cooperative learning is as an effective instructional method, it is also a successful way to

enhance social and academic development among students. This technique give the opportunity to speak in the same time. When they are forget the story, another member can help, so each member will get a feedback both from another learner and the teacher.

Round Robin technique will invite the learners to talk a lot. The students will enjoy when they speak with their friends, they are not afraid to make mistakes and they spend their time using English language. Besides that, classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.

Widiastutis' journal entitled "Improving Grade X Students' Speaking Achievement under Round Robin Technique" and a research conducted by Surati entitled "Using Round Robin Brainstorming to Improve Students' Ability In Reading Narrative Text " have shown that Round Robin Technique can improve students' achievement both in speaking and reading.

Round Robin is a technique for generating and developing ideas in a group brainstorming setting. It relies on an iterative process building off consecutive contributions by each participant, conducted in either written or verbal variations (Kagan, 2007). According to Barkley (2012: 162), Round Robin is a technique where students generating ideas but without elaborate, explain, evaluate, or ask the ideas. Recognition of the other students' opinion can enhance self-confidence and motivate the students to express their ideas or opinions. Students feel their existence are trusted and valued because each

member has very important role and task in the group. These interactive situations occur because the group cannot solve the task without good cooperation between group members.

From the explanation above, the researcher intended to conduct an experimental research to know whether Round Robin technique is effective or not to improve students' ability in retelling story under the title "**The Effectiveness of Round Robin Technique Toward Students' Speaking Skills in Retelling Stories of Second Grade at MA Ma'arif Udanawu Blitar in the Academic Year 2016/2017**".

B. Research Problems

Based on the research background above, the research problems are formulated as the followings:

1. How is students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before they are taught by using Round Robin Technique?
2. How is students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 after they are taught by using Round Robin Technique?
3. Is there any significant different on the students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before and after they are taught by using Round Robin Technique?

C. Research Objectives

Based on the statements of the research problems above, the objectives of the research are:

1. To know the students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before they are taught by using Round Robin Technique.
2. To know the students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 after they are taught by using Round Robin Technique.
3. To find out whether there is any significant different on the Students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before and after they are taught by using Round Robin Technique.

D. Research Hypothesis

Hypothesis is a tentative correlation that need to be tested. In this study, there are two kinds of hypothesis; they are Alternative Hypothesis (Ha) and Null Hypothesis (Ho) which are formulated as follows :

1. Ho (Null Hypothesis) states that there is no significant different on the students' speaking ability in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before and after they are taught by using Round Robin Technique.

2. Ha (Alternative Hypothesis) states that there is significant different on the students' speaking ability in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before and after they are taught by using Round Robin Technique.

E. Significance of the Research

Theoretically, the result of this research is expected to be able to verify the theories related to the research about the using of technique, especially Round Robin Technique to improve students' speaking skill in retelling stories.

Practically, the result of this research might be significant for English teacher, students and future researchers. The writer hopes that she can finds out the best solution for teaching speaking to improve the students skill to be better and she can improve her knowledge especially in technique of speaking.

For the English Teachers, the finding of this study can be taken into consideration as an alternative technique to improve students' achievement on speaking. Meanwhile, for the students this finding can inspire them how to master English faster. Finally, for the future researchers the finding can be used as a reference or a valuable source to conduct further research of the aspect related to the topic of the study.

F. Scope and Limitation

There are many techniques used to teach speaking skill, techniques such, Two Stay Two Stray, Discussion, Role Play, Story Telling etc. The scope of this research is teaching speaking by using Round Robin Technique. The study focused on finding out whether or not Round Robin Technique was effective toward students' speaking ability.

The research was conducted for the second grade of MA Ma'arif Udanawu Blitar in the academic year 2016/2017.

G. Definition of the Key Terms

The definition of key terms is provided in order to avoid misunderstanding. It is important to define the term used in the topic in this study. They are as follows:

1. Round Robin technique

Round robin is a technique for generating and developing ideas in a group brainstorming setting. It relies on an iterative process building off consecutive contributions by each participant, conducted in either written or verbal variations (Kagan, 2007). According to Barkley, Round Robin is a technique where students generating ideas but without elaborate, explain, evaluate, or ask the ideas (2012).

The researcher define a round-robin story is one that is started by one person and then continued successively by others in turn. Whether an

author can get additional turns, how many lines each person can contribute, and how the story can be ended depend on the rules.

2. Retelling stories

Retelling story is an oral recounting of a story in a student's own words. Retelling is a comprehension strategy that helps students summarize, organize, and recognize story elements.

3. Speaking skill

Speaking skill refers to the students' ability in retelling story based on the given topic. The students ability in retelling story is measured by using the provided scoring rubric.