

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about Teaching of Speaking Skill, Retelling Stories, Round Robin Technique, Teaching Speaking skill in Retelling Stories used Round Robin Technique, Characteristics of A Successful Speaking Activity, previous study.

A. Teaching of Speaking Skill

Speaking is one of the skills that have to be mastered by students in learning English. Actually, it is important for students to know the definition of speaking, the characteristics of a good speaking, etc to know their weakness, their Speaking is so much a part of daily life that we take it for granted. According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skill.

Speaking is often considered as the most important of the four language skills because, people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and most of foreign language learners are primarily interested in learning to speak.

Harmer (2005:123) stated that there are three main reasons for getting students to speak in the classroom.

1. Speaking activities provide rehearsal opportunities – chance to practice real life speaking in the safety of classroom.
2. Speaking tasks in which students try to use any or all of the language they know feedback for both teacher and students. So everyone can see how well they are doing: both how successful they are. And also what language problems they are experiencing.
3. The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

As it was stated above, Baker and Westrup (2000:5-6) added very good educational reasons to practice speaking during a lesson:

1. Speaking activities can reinforce to learning of new vocabulary, grammar or functional language.
2. Speaking activities give students the change to use the new language they are learning.
3. Speaking activities give more advantage students the change to experiment with the language they already know in different situation and on different topic.

According to Nunan (2003:54), the successful oral communication involves developing:

1. The ability to articulate phonological features of the language comprehensibly
2. Mastery stress, rhythm, intonation patterns
3. An acceptable and interpersonal skills
4. Transactional and interpersonal skills
5. Skills in taking short and long speaking turn
6. Skills in the management of interaction
7. Skills in negotiating meaning
8. Skills in knowing about the negotiating purposes for conversations.

Moreover, Nunan added the principles for teaching speaking, such as:

1. Be aware of the differences between second language and foreign language learning contexts.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4. Plan speaking tasks that involves negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

It is beneficial to understand about the purposes of speaking themselves. According to Lynch and Anderson in Hazairin, Hasan and I.S.P. Nation express there are eight purposes of studying speaking:

1. To achieve and extend the learner's linguistic competence
2. To increase their confidence in using spoken English
3. To develop their ability to analyze and evaluate spoken performance
4. To sharpen their strategy competence in face-to-face interaction
5. To convey their message to someone else.
6. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
7. There are plenty of opportunities to produce.
8. The learners talk about things that are largely familiar to them.

In speaking with the class and students, one of the most important things to keep in mind is to clearly communicate information. Clarity in speaking is essential to good teaching. According to Florez in John's book (1999:465) Some good strategies for speaking clearly in the class include:

1. Using grammar correctly.
2. Selecting vocabulary that is appropriate for the level of the students.
3. Applying strategies to improve students' ability to understand what you are saying, such as emphasizing key words, rephrasing, or monitoring students' comprehension.
4. Speaking at an appropriate pace, neither too rapidly nor too slowly.
5. Being precise in your communication and avoid being vague.

6. Using good planning and logical thinking skills as underpinnings of speaking clearly with the class.

According to Brown (2001: 271) some types of classroom speaking performance are:

1. Imitative

Imitative means that students imitate the sound of teachers speaking or the tape recorder sound. It is not aimed to interact with others but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes and-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

Responsive is good deal of students' speech in the classroom. Students' give short replies to teacher or students imitated questions or comments.

4. Transactional (dialogue)

Transactional (dialogue) is carried out for the purpose of conveying or exchanging specific information, is extended form of responsive language.

5. Interpersonal (dialogue)

Interpersonal (dialogue) is carried out more for purpose of maintain social relationship than for the transmission of fact and information.

6. Extensive (monologue).

In this type students intermediate to advanced levels are called to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

Many of the classrooms speaking activities which are currently in use fall at near the communicative end of the communication continuum. The following activities are also helpful in getting students to practice ‘speaking-as-a-skill’.

1. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing the information- because they have different information, there is a ‘gap’ between them.

2. Telling stories

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. Teacher can encourage students to retell stories which they have read in their books or found in newspapers or on the internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language).

3. Favourite objects

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favourite objects. Students

think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them.

4. Meeting and greeting

Students role-play a formal/ business social occasion where they meet a number of people and introduce themselves.

5. Surveys

Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people's sleeping habits.

6. Famous people

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

7. Student presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual, time must be given for students to gather information and structure it accordingly.

8. Ballon debate

A group of students are in the basket of a ballon which is losing air. Only one person can stay in the ballon and survive (the others have to jump out).

Individual students representing famous characters or professions have to argue why they should be allowed to survive.

9. Moral dilemmas

Students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it (Harmer, 2007:131).

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students to learn speaking so that the students can use speaking to learn.

1. Using minimal responses

Language learners who lack of confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners beginning to participate is helping them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologise, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follow it can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not been understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants of language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations they may encounter outside the classroom.

Teaching speaking is not like listening, reading, and writing. It needs a habit formation because it is a real communication. Speaking needs practice as often as possible. It is not writing or reading but it must be practiced directly.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking elements', such as vocabulary, grammar, pronunciation, fluency, comprehension (Syakur, 1987: 3).

1. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Pronunciation

Pronunciation is the way for student's 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.

4. Fluency

According to Manser (1995:61), is an ability to speak a language smoothly and easily.

5. Comprehension

Manser (1995:81) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other students' listening or inviting to speak. In comprehension it is related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. It is impossible for the listeners to comprehend their speaking.

Theoretically, developing speaking proficiency means developing vocabulary, grammar, pronunciation, fluency and comprehension . In short,

developing speaking proficiency means developing all of five components. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exiting.

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves (Harmer, 1998: 88). To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 2003:39).

Besides that, there are some characteristics of a succesful students speaking. Those are :

a. Learners talk a lot

As much as possible of the period of time alloted to the activity is in factoccupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. They are not shy

The students enjoy when they speak with their friends, they are not afraid to make mistakes and they spend their time using English language.

c. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

B. Retelling Stories

Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme. Retelling, which is considered a post reading or post listening recall in which readers or listeners tell what they remember either orally or in writing or illustrations (Kalmbach:1986).

Retelling involves having readers transform a text into their own words. In other words, the reader needs to organize text information in order to provide a personal interpretation of it. Therefore, by its very nature, retelling indicates a reader's or listener's assimilation and reconstruction of text information, and it reflects their comprehension.

Retelling demonstrates what the student understands and remembers about the story; reveals what student considers important about the story; indicates what students know about story structure and literary language, i.e. their organizing and summarizing of the story; and demonstrates the students' vocabulary and oral language development (Morrow:1996). When students retell a story, they have to transform a text into their own words using listening, speaking, reading and writing and possibly drawing. These characteristics make the retelling an engaging, and interactive.

Retelling story provides ELLs an opportunity to analyze stories and build oral language as they acquire related vocabulary (Schienkman, 2004). Using pictures to retell a story can be highly beneficial to second language learners. It provides visual support that scaffolds comprehension as ELLs learn new vocabulary. Retelling stories helps ELLs begin to understand sequence, plot, and characterization as they build vocabulary and comprehension skills.

There are activities in retelling story:

1. *Activity 1* : the students watch the video. Understanding the message of the story, and preparing the story in different words.
2. *Activity 2* : the students tell the story by their own words.

Procedures in retelling stories :

1. Organize the students into groups.
2. Show them the different stories. The teacher will let each member in the group to watch the video. The students do not have to remember each word, just the general meaning of the passage.
3. Ask them to remember the passage or the main idea in every moment.
4. Give the students time to prepare their stories.
5. Students retell their stories in front of their friends.
6. Ask the listeners to listen carefully because the teacher will choose randomly to retell what they have heard from their friend.
7. Ask them to give comments to their friends' performance and the teacher gives a score when the students finish their speaking.

C. Round Robin Technique

1. Definition of Round Robin Technique

Round Robin is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question

with a words, phrase, or short statement. it means that round robin technique give freedom to students to speaking.

Besides that, Round Robin technique is able to generate ideas and speak in order moving from one student to the next. It means that Round Robin technique gives a chance to students to speaking. According to Kagan in Erly Wahyuni Round Robin is an oral technique. According to Dr.Idahlynn Karre, round robin engages students in group discussion of key ideas from class It means that round robin is one technique to improve students' speaking skill in class in group.

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.

According to Roger and David Johnson, to achieve the maximum result, five elements of cooperative learning must be applied: (a) positive dependency, (b) individual responsibility, (c) face to face interaction, (d) communication each members, and (e) evaluation group process.

2. The purpose of Round Robin Technique

According to Idahlynn Karre, The purpose of Round robin is to engage every student in the discussion by following a systematic structure for sharing. Students may offer new ideas in turn. Or, students may “pass” if they have nothing new to add at the time of their turn. Students may “pass” during one round and then offer an idea on the next. Passing does

not eliminate students from the discussion. Passing simply indicates that a student has nothing new to add during this turn. The turn taking follows around the circle until the team exhausts all ideas and all students “pass” on their turn.

In this technique, it is inferred that the students must have good cooperation to create a story of the narrative text later and it makes the students become active learner or the teaching and learning instruction is student centered instruction. According to Silberman, Student centered instruction is students or learners is more active than a teacher.

3. Advantages of Round Robin Technique

Round Robin is one of cooperative learning strategies. Cooperative learning is a successful strategy which small teams, each which students different levels of ability. So, there are some advantages of cooperative learning:

- a. Cooperative learning develops high level thinking skill
- b. It's student-activity oriented and make students' learning more meaningful
- c. It can increase students' self-confidence
- d. It can be applied to all classes or levels
- e. Skill building and practice can be enhanced and made less tedious though cooperative learning activities in and out classroom

- f. It creates an environment for active, involved and exploratory learning
- g. It improves the performance of the weaker students when grouped with higher achievement students
- h. It addresses learning style differences among students.

Based on the advantages above, the researcher will apply this technique to find out the improvement of students' speaking ability by using round robin technique or the first formulation and what factors will be influenced by round robin technique or the second formulation.

4. Weaknesses of Round Robin Technique

Beside the advantages, Round Robin has some weaknesses. There are the weaknesses of Round Robin Technique:

- a. It requires a long time to be applied.
- b. There is a possibility that only students with good ability who are active.
- c. It takes a lot for the preparation.
- d. It tends to lead to rowdy classroom atmosphere.
- e. The information delivered from the first students to the next students is possibly not complete.

5. Teaching speaking by using Round Robin Technique

Speaking is the key of communication and interaction with other people. So, in speaking some students still have problems like error

grammar, error pronunciations etc. They have lack vocabulary and not confidence in front their friend eventhough in theirselves. Round Robin technique is able to generate ideas and speak in order moving from one student to the next. So, round Robin are able to improve students speaking skill by using small group discussion.

Barkley (2012:163) show the procedures of round robin technique in teaching speaking are as follows:

- a. Ask the students in form groups of four
- b. Explain that the purpose of brainstorming is to generate many ideas. Groups' members will take turns, moving clockwise. And respond to the question. Inform students that to prevent interrupting or inhibiting the flow ideas, they must refrain from evaluating, questioning, or discussing the ideas.
- c. If it would be beneficial for students to assume a role (such as recorder or rule enforces), allow a few moments for role assignment.
- d. Tell students whether or not they will go around the group once or multiple times, announce a time limit, and pose the prompt.
- e. Ask one students to begin the activity by stating an ideas or answer aloud. The next student continues the brainstorming session by stating a new idea. The activity continues, moving from member to member in sequence, until all students have participated.

D. Previous Study

Some studies related to the topic of the present have been conducted by some previous researchers. Rizki Widiastuti conducted a study entitled “Improving Grade X Students’ Speaking Achievement under Round Robin Technique”. This research was conducted at grade X of senior high school in Bandung. The researchers wrote the students were difficult to express their ideas orally and made some grammatical in speaking. The problems are lack of vocabulary, poor pronunciation and lack of grammatical. Besides that, some students could not pronounce the words correctly and often used Indonesia.

This research was conducted in two cycles which applied four types of instruments namely observation sheet, handy camera, speaking test, note taking. The expected target of the students’ accuracy was 70% mastery from each rater. The results showed that there was improvement of students speaking achievement. It could be proved from the mean score from cycle one to cycle two. In cycle one, the mean score was only 67.30, while at the end of cycle two the mean score of students’ accuracy was 72.7. There was an improvement from cycle one to cycle two.

The second previous study done by Siti Surati entitled “Using Round Robin Brainstorming to Improve Students’ Ability In Reading Narrative Text”. This classroom action research was conducted in the Eight Grade Students of SMP Islam Sudirman Ambarawa in the Academic Year of 2014/2015. The problems in this research, they are weak in grammar and

vocabulary. To speak, write, or read English, they are still afraid to make mistakes so to mastery English well, they have to study it step by step.

She said that his eight grade students always got bad score in reading test. In his opinion, it happened because the students have low reading habit. They were lazy to read the text. When they faced some questions that based on the text, they just read the text and the questions for a while. It caused the students did not understand the content of the text and could not answer the questions well. Although the teacher had done some special treatments such as teaching grammar and increasing their vocabulary by giving the homework to memorize some general verbs, nouns, adjectives, and adverb of time but it does not work well because the students are still lazy to do his teacher's assignment.

The objects were Eight Grade Students of SMP Islam Sudirman Ambarawa in the academic year of 2014/2015. They consisted 37students. The writer used observation, test, and documentation. The writer used the field note as the observation's tool to find out the students' motivation, and test used to find out students' achievement. The result of this action research was the scores of pre test was 2.7% and post test was 45.95% in cycle I. The scores of post test II 86.94% in cycle II. In cycle II, the students' reading ability was getting higher from 45.95% in cycle I become 86.49% in cycle II. In addition, it increased 40.54%. Thus, Round Robin Brainstorming could improve students' ability in reading narrative text.

The previous study above show that the teaching learning process run well and round robin technique helped students to speak more freely and bravely. So, they could be active, confidence and enjoy the class and also it have shown that Round Robin technique can improve their achievement both in speaking and reading.

Based on the two previous studies above on the use of Round Robin technique, the researcher will conduct a research in learning speaking by using Round Robin technique as well. So, it is the same on the use of Round Robin technique. Although it is the same on the use of Round Robin technique, but it also has some differences. The first is research methodology. The previous study written by Rizqi Widyastuti and Siti Surati, the design is class action research. It is to apply the Round Robin technique until the students get a good achievement. When there was a problem, the researchers found another way to solve it until the students were success in getting higher score. In this research, the researcher used experimental design with quantitative approach and described the effectiveness of Round Robin Technique in retelling stories by comparing between the Students's score before they are taught without Round Robin and after they are taught by using Round Robin technique. Although the first previous study have same skill, but it has difference problem. And it is difference skill from the second previous study. Another differences were the setting and participants.