

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a gift from God for human to reflect and reveal Him. God Himself can and does speak, so that as the image of God, human can also possibly speak. Language holds a significant role as a tool of communication for human to communicate with God and the other human being. Poythress (2009) confirmed that the language itself could be deeply appreciated and wisely used if the user knows and understand the relation of God and the language used. It does not stop until that, language has a very close relation to the Triune God. In the New Testament, especially in the Gospel of John it reveals that the Persons of Trinity speak to one another and this reflects about the use of language. This relationship is also stated in the Old Testament, in the book of Genesis, as the Triune God communicate to one another in the creation.

As a social being, interaction and human cannot be separated, since the old times humans always tried to communicate to others in order to make a living. Thus, humans used language to interact and within the interaction, there is the language itself as a communication tool and it means that language is being actively used in human's life. Since human use a lot of time to talk and listen with language, that is why language has a central role in human living (Poythress 2009). Therefore, language plays an important role in the interaction among people.

As it is known that there are so many languages in this world, the communication among people from different language can possibly happen when the people speak by using a bridging language. During this globalization era,

English become the most used language by people around the world. In other words, English role as a “*lingua franca*” could be a bridge for people from different languages to communicate one another to reach a certain purpose.

The ideal condition of communication skill for students at grade XI IPA 1 is that the students should participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. However, based on the observation done by the researcher in Sekolah Palembang Harapan during the English class, it was found that the students could do well in the written test, the listening section, and reading activity, but they had problem in delivering their ideas orally, which is in the area of speaking. It disturbed the flow of the learning process which expected the students to be able to involve in the discussion and share their thought towards the topic of the literature.

The researcher gathered more information about students’ speaking skill through observation and discussion with the mentor teacher. Then, it is concluded that the students were not used to English as a tool to communicate. Most of the students were still using their local language during the learning process even though the students are expected to speak in English. The students could do well in the written test, but they were having problem during the speaking activity. In this case, the students did not get enough exposure to speak in English. The students spent more time to think about what they should say if they were being asked spontaneously to give their thoughts.

The school is using English Language Art as the standard, and the main textbook used for the students is a literature book. Students are expected to not only

understand the reading, but also have a deeper thought about it. Not only stop at that point, but then the students are also expected to actively involve by giving their thought and reflecting on the values they got from the text in a written or oral form. Moreover, as one of the skills that should be achieved by the students based on the school's curriculum framework, students' communication skill should be improved. One way to improve students' speaking skill is through cooperative learning. According to Kagan & Kagan (2009), cooperative learning emphasizes basic social skills as well as skills necessary for academic success. Based on the students' need, the researcher chose the Round Robin Technique as a part of cooperative learning to improve students' speaking skill. By using this technique, each student could get the same amount of time to speak and then could get the feedback from their group.

According to the observation through the learning process and the speaking practice during the class, there are several students who did not involve actively. It is also supported by the speaking formative given by the teacher. Based on the result, could be seen that the students need to improve their speaking skill. Although, there are several students who could master the speaking and could give feedback to their friends. Therefore, the researcher decided to apply the Round Robin Technique to improve grade XI IPA1 student's students' communication skill in the area of speaking.

## 1.2 Research Question

The research questions for this research are:

1. Does the implementation of Round Robin Technique improve grade XI IPA1 student's communication skill in the area of speaking?

2. How does the implementation of Round Robin Technique improve grade XI IPA1 student's communication skill in the area of speaking?

### 1.3 Research Purposes

The purpose of this research based on the problem found are:

1. To know whether the implementation of Round Robin Technique can improve grade XI IPA1 students' communication skill in the area of speaking or not.
2. To know the implementation steps of Round Robin Technique in improving grade XI IPA1 students' communication skill in the area of speaking.

### 1.4 Explanation of Terms

#### 1.4.1 Students' Speaking Skill

Speaking is "the ability to express something in a spoken language" (Al-Tamimi & Attamimi, 2014). Nunan (2003, p. 48) also explained that "speaking is a productive oral skill which contains systematic verbal utterances to deliver meaning." In addition, speaking is "to say something from feeling and mind expressed through the sequence of sound, word, and sentence" (Nasir, 2018). Therefore, the researcher concludes that speaking skill is a skill to put thoughts into spoken words so that people can understand and get the meaning delivered by the speaker. Pronunciation, fluency, accuracy, vocabulary, and content are the indicators to measure speaking skill.

#### 1.4.2 Round Robin Technique

Round Robin is a method which partly rooted with nominal group technique (NGT), in which the participants individually generate ideas, a facilitator records all the group members' ideas, the participants discuss the ideas, then rate and rank the ideas, then the group decides the priority ordering of the ideas (Hunton &

Gold, 2010). According to Khodareza & Taheri (2015), Round Robin Technique is a group activity in which each group consists of 4 to 6 students with a recorder to answer an open-ended question through the thinking time, before each student shares their thoughts in a specific time given. Kagan & Kagan (2009, p. xii) stated that Round Robin is a cooperative learning which is useful to improve student's team building, social skills, communication skills, knowledge building, thinking skills, and processing information by implementing all the procedures. Therefore, the researcher concludes that Round Robin Technique is a group sharing activity, in which each student take turn to share their thought in a specific time given while the other group members listen.

The steps of Round Robin Technique are teacher divides students into groups of four up to five, teacher sets the roles of each group member, teacher explains about the material, teacher explains that each group member will take turn responding to the questions after the thinking time, teacher explains that the students must refrain from evaluating, questioning, or discussing the ideas to prevent interrupting the flow ideas, teacher announces the time limit, teacher gives an open-ended question to the students, teacher sets the time for the students to think, teacher asks the recorder to record their friends' opinion, teacher calls the student's number to start speaking, teacher asks each group to choose the best idea to be presented, teacher gives each group chance to present their idea, and lastly, teacher discusses the idea with the whole class.

#### 1.4.3 Peer Feedback

Feedback is information provided to the learner from other people about their productive language (2015, p. 186). Young & Travis (2012, p. 8) also stated

that feedback is a verbal or nonverbal response a communicator gives to another. Based on Johnstone, McCullough, & High (2013, p. 168) feedback is a message created as a response to a delivered message. Therefore, the researcher concludes that peer feedback is information about speaker's performance given by the speaker's friends to improve the speaker's performance.

