

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is an essential portion in English communication (Richard and Rodger, 2001: 161). Speaking is one of language skills beside listening, reading, and writing that students require to master. The basic of speaking English is able to communicate with other people (Brown, 1994: 253). According to Chastain (1998: 330- 358), speaking is productive skill and it involves many components. Speaking is more than producing the right sounds, choosing the right words, or getting the construction of correct grammar. It is not only as utterance but also as communication tool. It happens when two or more people interact in oral to express something like feeling, ideas, or information at maintaining social relationship.

The importance of speaking is as a tool of communication (Brown: 2000). It is aimed to make students know the result of language and able to use suitable language in the real situation. Richard (2008:61) states that when teacher asks students to speak English in class, the teacher needs students to take part in communication process in order to achieve the goal of communication. Unfortunately, there are some problems of how student can master speaking skill such as not confident to speak, anxiety to make mistake, and all lead them never practice to speak English with their mates formal or informally.

Teaching English involves four skills, there are: reading, writing, listening and speaking. Those four skills are taught to achieve integrated skills. Among those skills, speaking is regarded as the most difficult skill to learn. As Brown and

Yule (2001) asserts that learning to speak in foreign language is often being the most difficult aspects for the teacher to encourage students. Helping students to develop their speaking skill not merely carry them pass the examination but also for more general use when they want to use the language in the outside of world. Based on Nunan (1989:48), there are 2 reasons why speaking is harder than other skills (listening, reading, and writing). First, speaking happens in the real time and situation. Second, when the speaker speaks, the listener revises and edits the conversation directly.

In order to be able to speak English well, the students have to be given many chances to speak. Most of them regard that speaking is difficult activity to do because they need to arrange the words into good sentence and understandable. The students are often averse and discouraged to speak in the target of language because they are unsure to talk. They feel ashamed if somebody figures their mistakes in speaking.

Many teachers say that the most students' problem in speaking is never doing communication. That's why students are untrained to speak. Therefore, teacher should help them to solve this problem by motivating them to speak. One of ways to overcome this problem is by providing suitable method to encourage students to take part actively in the class by their contributing ideas because teaching learning process will be effective if there is involvement between teacher and students and among students.

The preliminary study that researcher found at MA Darut Taqwa Suci was the students were not active in learning English especially speaking. Students were not confident to speak, they were afraid to make mistake while speaking and

shy to show their speaking ability. The reason for this condition due to their fear feeling to speak in big class, they often got interruption while speaking and their friend laughed to whom makes mistake in speaking. Those occurrences made them down and not confident to speak. So they prefer being silent to making them shy while speaking. Although there was student who was active in speaking and sharing ideas but the scale was very little. Just one or two students looked active and dominant the class while other stayed motionless. Trying to speak more in foreign language is good to train and increase their speaking ability although mistakes often occur in speaking (Shojaee, 1996: 2). If this problem continues and teacher does not try to find the solution, it will be obstacle for students to master speaking skill.

Based on the facts above, the researcher wants to propose a learning strategy or technique that can help to solve these problems and involve students actively in teaching learning process. It means making certain student not dominant in the class and all students can be involved in all activities equally (all students are encouraged to speak English more). By inviting students in interesting and cooperative activities, they will be more interested and motivated in speaking then they will be more confident in expressing ideas. There are many alternative strategies can be used to engage students in speaking activities. Here, the researcher is interested to propose Round Robin Brainstorming Strategy to solve the problem.

Roestiyah (2008: 73) states that Round Robin Brainstorming is one of small groups activity in which gives each student in the team similar chance to express ideas or information. They should speak in turn properly. Each student has to

share one idea in every cycle without any interrupting or criticizing while speaking. After contributing ideas one by one, there will be small discussion to evaluate all ideas shared then the recorder whose duty to record each idea from the member of team presents the result of discussion in front of the class.

Round Robin Brainstorming strategy is designed to encourage members of group to express various ideas noted by the recorder, then those are combined so that the all members agree to determine the last decision from those contributions (Dananjaya, 2011: 79).

Round Robin Brainstorming procedures will give some ways to solve the problems in speaking class. First, by small grouping system and giving each student chance to speak one by one in turn, it will provide chance to students to participate actively in learning activities and make them have possible and various ideas which will be expand (Kagan : 2001) . Besides, students will be trained to speak among their teammates. Second, No interrupting and debating ideas while speaking will build their way of thinking in developing their coming ideas and reduce their fear in making speaking mistakes so they will express idea freely and openly until they can improve their confident in speaking because nobody slaughter their words.

Based on those benefits, the researcher will implement Round Robin Brainstorming Strategy to improve speaking skill at the eleventh students of MA Darut Taqwa.

1.2 Statement of Problem

Based on the background of the study, problem statement of this research can be formulated as follow “How does Round Robin Brainstorming Strategy improve speaking skill at the eleventh grade of MA Darut Taqwa?”

1.3 Objective of the Study

The purpose of this study is to improve speaking skill through Round Robin Brainstorming Strategy at the eleventh grade of MA Darut Taqwa.

1.4 Significance of the Study

This study is expected to have both theoretical and practical contributions.

Theoretically, this study will be beneficial to help teachers and researchers to find a strategy on how Round Robin Brainstorming improves students’ speaking skill.

Practically, the result of this study can be used as a model to improve students’ speaking skill.

1.5 Scope and Limitation of the Study

The researcher restricts the problem to make this research feasible. In this study, the researcher focuses on improving speaking skill through Round Robin Brainstorming Strategy at the eleventh grade of MA Darut Taqwa. In which, the teacher or researcher poses the topic and orders all students to give their possible opinion in turn with their group members in the form of circular seat (while speaking, no interruption and criticizing given), then they should discuss all ideas

shared to get the last decision before going to present in front of the class about the result of discussion which is done by the recorder whose duty before is writing each idea given by the members of group. Each group will have similar chance to present in front of the class.

The researcher limits the problem in teaching speaking using Round Robin Brainstorming strategy by the topic analytical exposition about today's issues. Students should discuss about cases which happens in our country that must be paid attention by people. The researcher chooses the topic because it will give students chances to argue from many sides based on their knowledge and thinking. Students will be interested and enthusiastic on what happen today so that they will eager to give their opinions based on the topic.

1.6 Definition of the Key Terms

To avoid misunderstanding and misinterpretation the meaning of terms in this research, the researcher defines the terms as follow:

1. Round Robin Brainstorming is teaching strategies in the form of small group discussion in which all students give their opinion in turn about today's issues. In this case, students speak freely and openly without interrupting and criticizing and all ideas which are delivered noted by the recorder. After that, there will be small discussion which will finally produce the best answer. The last session is presentation of the result of discussion in front of the class by a recorder.

2. Speaking skill is students' ability to express their opinion or argument about today's issues which occur in our country and must be looked at by the people in precise words and fluently.