

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will verify some literature reviews related to the topic discussed in this study. There are main theories including speaking, and Round Robin Brainstorming strategy. Each subchapter will be divided into several parts in order to make readers understand well about the theories. The theories give relevant knowledge in the field of study about the use of round robin brainstorming strategy to improve speaking skill at the eleventh grade students of Senior High School.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is derived from the word “speak” means converse to somebody about something; capable to use a language; make a speech to audience; say or assert something (Oxford Learner’s Pocket Dictionary, 2008: 426). So, speaking is an ability to extend something orally. Lewis and Hill (1993: 54) says that speaking is a process that covers many things to produce individual’s sound includes pronunciation stress and intonation. While Nunan (1989: 26) asserts that speaking is a process consisting of short or fragmentary utterances in a range of communication.

Brown (2000) opines about speaking. He says that speaking is more than just using words in a structural framework; it includes habits of expression and

relationship, interactive procedures and social functioning, which cannot be disregarded when designing a language learning method. From definition above, it can be inferred that speaking covers the use of words in a structural framework, which is accompanied by habits of expression and relationship, interactive procedures, and kind of social functioning. He added that speaking is a communication; it is not only an exchange of linguistic formulae but also requiring personal qualities and value.

Speaking is productive skill rather than receptive because it is the language system in which established by the use of speech organ, it is used in communicative activity. People who use it are both as speaker and listener (Widdowson, 1978: 64). Another definition comes from Chastain (1998), he says that speaking is a process in formulating what speaker want to say and adjust it to be delivered to the listeners as his/ her own thought.

Thornbury (2005: iv) defines speaking as interactive activity and it requires the ability to manage speaking turn. It implies that speaking is an interactive activity where the speaker must able to cooperate in management of speaking turns, for example when he speaks and when he stops to speak.

According to Brown and Yule (2001: 267), when someone can speak a language, it means that he can carry on a conversation. They add that the benchmark of successful acquisition of language is almost always the demonstration of an ability to achieve pragmatic purpose through an interactive discourse with other speakers. Based on Brown's description about speaking, it can be concluded that speaking is an ability of someone to carry on a

conversation. He also cites that the successful of speaking is when the speaker demonstrates to speak with the other speaker to achieve the pragmatic goal.

Richard and Renandya (2002: 204) cite that effective spoken communication needs the ability to use the language appropriately in social interaction. It does not only involve verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Besides, nonlinguistic elements are needed to create effective communication such as gesture, body language, and expression. Thus, speaking requires the ability to use the language correctly and paralinguistic (as pitch, stress, and intonation) also nonlinguistic elements (gesture, body language, and expression). Those kinds of requirements will help to build good communication.

From the definitions above, it can be concluded that speaking is a process in producing a language orally to convey message to the listener in which uses fragmentary utterances in a range of communication. It is not only the way to use kinds of word but also interactive procedures and social functioning. Besides, to build effective communication, it needs such kinds of elements; paralinguistic and nonlinguistic. Paralinguistic is such as pitch, stress, and intonation, while nonlinguistic is such as gesture, body language, and expressions. The ability of speaking turns is also the requirement which is needed in speaking. Speaking is productive skill rather than receptive because it uses the organ of speech and who demonstrate speaking will both as speaker and listener. The successful of speaking is viewed from the ability of demonstrating it.

2.1.2 The Characteristics of Successful Speaking

According to Shojaee (1996: 2), an effective speaking activity has the following characteristics:

- a. Students speak a lot

Classroom activity has to be designed in such ways that provide chances for students to speak up a lot.

- b. All have/ get chance to speak

Talkative students should not dominate the classroom discussion.

Students' contribution must be fairly distributed. Classroom activity must be designed in such ways that help all students to take risk.

- c. Students' motivation is high

Students are eager to speak because of interesting topic and teaching strategy, and then they want to achieve the goal of task.

- d. Comprehensible language

Students express themselves in relevant utterances, comprehensible easily by the others, acceptable level of language accuracy. Teacher also should base the activity by easy language in order ease students to use language fluently without hesitancy.

- e. Students speak target language

The teacher must insure and keep students to speak the foreign language during classroom activity and when they are outside of classroom.

2.1.3 Teaching Speaking

Speaking is the process of building and conveying meaning by the use of verbal or non verbal symbols, in a variety context. Speaking is important part of second/ foreign language learning and teaching. Although it is crucial, for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition of drills or memorization of conversations. However, today's world needs that the goal of speaking should improve students' communicative skills because only by that way students are able to express themselves and learn how to follow the social and cultural rules which is appropriate in each communicative circumstance.

What is meant by teaching speaking is to teach EFL learners to:

- a. Produce English speech sounds.
- b. Utilize word and sentence stress, intonation pattern and the rhythm of the target language.
- c. Select appropriate words and sentence based on the proper social setting, audience, situation, and subject matter.
- d. Organize thought meaningfully and logically.
- e. Use language as a means of expressing values and ideas.
- f. Use language fluency and confidently (Nunan: 2003)

In learning speaking, students are reputed successful if they can communicate effectively in the target of language. Therefore, this becomes the main purpose of learning language especially speaking class. Hadfield (1999:7) states that speaking is as a bridge for students between classroom and the outside

of world. To construct the bridge, the teacher should give more opportunities for the students to practice speaking as communication tool in the meaningful situation. It means that learning to speak in second / foreign language will be facilitated when students are active in attempting to communicate. Thus, teacher should engage students to practice speaking actively and provide oral test to bring out their speaking skill.

Now many linguistics and EFL teachers agree that students learn to speak in the foreign language by “interacting”. Communicative language teaching and collaborative learning provide best for this purpose. Communicative language teaching is based on real life situation that needs communication. By using this method, students will have big chance for communicating with others in the target language. Briefly, EFL teachers should create classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote speaking. This can occur when students collaborate in group to complete the task and achieve the goal of learning.

In the classroom, the main duty of EFL teacher is exposing language to students so that they can use it. Foreign language learners need chances to improve their speaking skill by being exposed to the situations where the emphasis is on using the language for communicating meaning as efficiently. To create effective speaking class, teacher should consider some principle in teaching speaking as proposed by Nunan (2003), there are:

- a. Give students opportunities to practice speaking

At the beginning or intermediate level of studies, learners have to be given chances to improve their fluently as well as accuracy. Accuracy means using the target language correctly while fluency is using the language quickly and confidently. Those two aspects of speaking will build good speaking. So that giving those opportunities to speak a lot in the learning process will train their speaking ability and improve it.

b. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak. So, teacher talk time should be less and student talk time should be more. It is crucial for the teacher not to take up all time. On the contrary, the students must practice more in speaking. This can be reached if students interact in group or pair works because by this method they can share such kind of information, knowledge, ideas, and feeling. As stated by Nunan also that group or pair work can be used to improve the amount of time that learners get to speak in the target of language during teaching learning process. In this way, the students will get opportunities to interact and practice the language with other mates.

2.1.4 Teaching Speaking in Senior High School

French (1996) asserts that the first aim in teaching speaking is able to make pupils speak target language well because the objective of learning speaking is to use target language as second or foreign language.

National Education 2006 declared three objectives of English teaching in the educational context (Standard ISI Standard Kompetensi Lulusan Mata Pelajaran Bahasa Inggris: 2000), there are:

1. Increasing students' speaking skill in both spoken and written communication (speaking, listening, reading, and writing).
2. Constructing students' consciousness on the essential of English as one of foreign language in the world.
3. Improving students' comprehension of correlation between language and their knowledge of cultures.

Teaching learning process in Senior High School are for improving students' competence in communicating both in oral or written to attain information level, to guide students in order to know the nature and the importance of English, and enlarge students' understanding on language and cultures.

Learning English will be successful when the students are able to carry out conversation in the language, but the reality found many students are difficult to speak in front of the class. This condition is because they are afraid in making mistakes while speaking, and do not want visible stupid in front of other students. So, they are unconfident to express what they want to say. So that, teachers of Senior High School have to handle and solve the problem by providing appropriate strategy in order to achieve the goal of learning. Discussion is one kind of strategies which can be implemented for students of Senior High School because one of characteristics they have (Harmer, 1991: 40) is they can engage

with abstract thought and they have a clear understanding of why they want to get out of it.

2.2 Round Robin Brainstorming

2.2.1 Definition of Round Robin Brainstorming

According to Roestiyah (2008), brainstorming is usually called by sharing opinions. Brainstorming is a kind of discussion in order to accumulate ideas, opinions, information, knowledge, experiences from all the members of discussion. In contrast to discussion, in which ideas from someone can be perceived or commented (supported, completed, reduced or rejected) by other participants, while in brainstorming method, someone's opinion is not to perceive or comment. The purpose of brainstorming is to make compilation of opinions, information, experiences of the all participants which are similar or different. The result is finally as information- map, experience- map, or mind- map to be learning together.

Basically, brainstorming is a form of discussion or exactly meeting. It is just demanded to produce the ideas as much as possible in relative short time. Those ideas are then abstracted and deepened, so concluded to be actionable (Utomo, 2011:79).

Kagan and Kagan (2009) cite that Round Robin Brainstorming is an activity in which each student should share opinions in turn in group discussion based on the topic given. By doing this way, students can contribute the ideas to others to

find the best answer. Team work makes them have many possible ideas which will be expand.

According to Namken and Rapp (1997) state that Round Robin Brainstorming session creates an environment in which each student in turn has chance to express his/ her opinions openly without his/ her teammates' interrupting or evaluating his/ her opinion. It can help students to be actively participate classroom activities at appropriate time.

From some definitions above can be concluded that Round Robin Brainstorming strategy is a kind of learning teaching strategy which in the form of small group work consists of 4- 6 students in each group. Each student in group has to share his/ her opinions in turn based on the topic given by the teacher which is restricted by short time. One student should be chosen as recorder who records (writes) all ideas shared by the members of group. When sharing ideas, no criticizing or evaluating on what his/ her teammate conveys.

2.2.2 The rules of Round Robin Brainstorming

The implementation of Round Robin Brainstorming strategy will be successful since teacher considers on the rules. According to Namken and Rapp (1997), there are some rules for implementing Round Robin Brainstorming Strategy as following below:

- a. Students speak in turn. Rotate from the right to the left side antipodes with the direction of clockwise rotation.

- b. Every student may give one opinion in every cycle.
- c. Nobody shares ideas before his turn comes.
- d. Nobody may not give criticism or evaluate the idea while speaking.
- e. Student who does not have idea yet may say “continue” or “next”.
- f. Established some cycles until no idea which will be conveyed.

After collecting some ideas, the participants do (Clark, 2000):

- a. Consider ideas one by one
- b. Similar idea can be generated, unclearly idea should be asked about to the participant who shares the idea
- c. After discussing and evaluating the ideas, taking decision can be done.
- d. Complete the ideas which were agreed upon.
- e. Take conclusion.

2.2.3 The procedures of Round Robin Brainstorming

Kagan and Kagan (2009) propose the procedures of implementing Round Robin Brainstorming as following below:

- a. Students are divided into some small groups. Each group consists of 4-6 students.
- b. After having group, teacher proposes the rule and asks each group to choose one student as recorder while others as opinion conveyer.
- c. Teacher declares the topic/ question which must be discussed in group. The topic/ question should have many possible answers.

- d. Students may do the discussion after teacher declares the time to start and finish. The time which is given around 5 minutes.
- e. Sharing opinions can be done in many cycles until the "think-time" is up and all must share the ideas.
- f. After "think-time" is over, small discussion is held to evaluate the opinions collected. Recorder reads what he has noted (all opinions that are conveyed by the all group members) and discusses them with his/ her teammates.
- g. The best decision is agreed. The last session is presentation which will be done by the recorder of each group. They present the result of discussion in front of the class in turn while other groups are permitted to give comments.

2.2.4 The Advantages of Round Robin Brainstorming Implementation

The purpose of brainstorming is to obtain a number of ideas from participants within relative short time without criticism that was tight. There are some benefits that can be gained by the team from this strategy (Brown at all., 1998), there are:

- a. It increases participants' concern and participation
By this strategy rules, participants will concern on the topic given and on what they want to respond. They will effort to think and say something
- b. It produces many ideas in a relative short time.
It trains students to think fast within short time. Many ideas will be collected from every student in group.
- c. It reduces participant's willing to dominate the discussion.

The participants should share one by one in turn, and they should convey ideas once in every cycle. By this rule, students in group will have similar chance to speak. One chance to speak in one cycle, go on many cycles until all opinions shared by everybody in group.

- d. It reduces probability the development of negative thinking among the participants.

No criticizing and evaluating opinion will build positive environment among students in group. They will feel that what they share is appreciated well by their teammates.

2.3 Previous Study

The successful of Round Robin Brainstorming Strategy in improving speaking skill has been observed by some previous researchers.

First, Syafryadin, Istiqomah Nur Rahmawati, and Rizki Widiastuti had done an observation in 2013 by the title *Improving Grade X Students' Speaking achievement under Round Robin Brainstorming Technique*. The focus of this study was speaking accuracy like poor vocabulary, mispronounced the words, poor grammar. The study was conducted in two cycles. Each cycle consisted of 4 steps, there are planning, acting, observing, and reflecting. In the first meeting, researcher needed 4 meeting including pre- test and socialization of Round Robin Brainstorming, applied of strategy twice with different topics (simple present and "like and dislike"), and evaluation. The instruments used were test, observation sheet, handy camera, and note taking. The procedures in implementing Round

Robin Brainstorming were: after grouping with group mates (one as leader and others as members), students were given 5 cycle chances to apply Round Robin Brainstorming. The first cycle was 7 minutes, second was 6 minutes, third was 5 minutes, fourth was 4 minutes, and the last was 3 minutes. In each cycle, each student had to speak in turn based on the topic given until the time was over. The teacher declared the time. In the last session was presentation. It was done by some students who were called by the teacher. The result in this study showed that Round Robin Brainstorming positively and significantly improved students' speaking accuracy. It could be seen from the result of pre- test and post- test which increased above the criteria of success (70). In the first cycle, students' average was 67, 30 while in the second cycle the score was 72, 7. Besides, students looked more active in learning teaching process.

Second, the observation was done by Ika Puspita sari, Shofia Delfi, and Danilsyah in 2013. The title of their observation was *The Use of Round Robin Brainstorming to Increase the Speaking Ability of the Second Year Students of SMPN 13 Pekanbaru*. As the first observers, this study was conducted in 2 cycles (needed 4 meeting in one cycle), the instruments are also similar. To do this observation, the observers provided the topics about expressing of offering help, apologizing, giving an invitation, and congratulating. The procedure was different from the first research. A student had to express one expression, the next student responded and made new expression again which would be responded by his/ her next friend. This was doing until all members spoke.

Those two previous researches had the same focus with this study, is improving speaking skill. The instruments used also the same, are test (pre and

post), field note, and observation sheet. Every study surely has differences with other studies although have similar focus and strategy. As in this study, the researcher needs 5 meetings to conduct the study which includes pre- test and socialization of Round Robin Brainstorming strategy, applying the strategy (second- fourth meeting), and post- test. The topic provided is analytical exposition in which each student should share his/ her own opinions about today's issues especially about pollutions which occur in our country, the effect and solution to solve the problem. Besides, the procedures were little bit different. To form the group, teacher should choose them randomly. Each group consists of 4 or 5 students (a student as recorder who writes all ideas shared and others as opinion givers). Sharing of opinion will be started by the student who sits in the right side of recorder. No respond given while speaking, all students have chance to speak freely based on what they want to say. After 10 minutes in sharing opinions, students will have small discussion which will be a chance for them to evaluate all ideas and choose the best answer. After that will be presentation stage. Each recorder has responsibility to present the result of discussion in front of the class, while others may give comment or respond on what is presented by the presenter. The last is teacher's chance to give feedback.