# CHAPTER I

# INTRODUCTION

## Background of Study

Speaking is a part of English Language skills for communicate each other. Students can speak orally to express their ideas and to know others’ ideas as well. There are many students are still difficult to speak and share their ideas to others in English Language, although speaking is usually used in our daily life. Utaminingsih (2013) states that speaking is one of skill in English language which needed certain vocabulary and grammar to communicate with other. Speaking has enormous role to the students communication in giving information, therefore some aspects accompany to the speaking skill.

The students are expected to use some aspects, such as pronunciation, interaction, grammar, vocabulary, intonation, fluency and other aspects that students find in their activities. Some aspects above become reason why students think that speaking is more difficult than other skills in English Language, beside the students have to master fluency and confident. Students speak with many people each day. They should be able to speak up in class when the teacher asked them to discussed topic in English language subject. This study focused on cooperative learning, especially Roundtable to make students more confident, active, creative, understand and enjoy to speak English language. Siregar (2015) Roundtable technique helps students’ understanding in classroom, they will more competence in speaking skill.

According to Parsons (2016), Roundtable technique is consisted of five to five table or more in some large space of the classroom, surrounded by 10 to 15 chairs. It used for students discussion section by using speaking activities to solve topic as the problem. Students can discusses each other about the topic without too lauder sound and too far position because their seats are near.

Based on previous study conducted by Siregar (2015) with the title “The Use Of Cooperative Learning Type Roundtable Technique To Improve The Ability of The Second Year Students of Sman 10 Pekanbaru In Writing Hortatory Exposition Text” in order to solve these problems, the researcher used cooperative learning type. Roundtable technique to improve the students’ ability in writing hortatory exposition text. The researcher believed that the use of cooperative learning type Roundtable technique is suitable in teaching writing, especially in writing hortatory exposition text. Roundtable is highly effective with creative writing and enjoyable brainstorming activities. This structure encourages responsibility for the group and team building.

On the one hand Larasati (2016) with her title “Improving Students’ Ability In Writing A Narrative Text By Using A Round Table Strategy At Grade VIII B Of Smpn 1 Sumbergempol” There are some strategies in teaching writing, one of them is Round Table Strategy. Round Table Strategy is an information-sharing strategy that is used to generate multiple answers to a question posed by the teacher. Students respond in writing to a question that requires factual answers rather than conceptual or controversial responses. According to Kagan (1998:7) in teams, students take turns generating written responses, solving problems, or making a contribution to the team project. Round Table, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improving their skill in the language. Round Table Strategy is also an active learning strategy.

On the other hand, Parsons (2016) with the journal title “Space and Consequences : The Influence of the Roundtable Classroom Design on Student Dialogue” The students in this study came from a variety of backgrounds, though most grew up in southeastern states and described their socioeconomic backgrounds as middle class. Many of the students also reported growing up in Protestant Christian families and communities. Almost all of the participants were Caucasian; one student was African American. The student participants represented a diverse mix of majors. Three of them had a double major; one of them included a major in two different colleges on the university campus. Among the 18 participants in the study, 21 majors were represented.

The conclusion from some resources is teaching speaking skill in English Language will more effective using Roundtable technique. Beside easy for the teacher, it also makes students more active, easy, understand and enjoy to study English Language in speaking skill. Roundtable technique leads students to be active, creative and confident to share their ideas in the classroom speaking activities.

Based on statement above the researcher interest to use Roundtable Technique in her research with title The Effectiveness of Cooperative Learning Type Roundtable to the Eleventh Grade Students in Speaking Skill. Students could think different creatively to share their opinion in a group. Another group could convey it with speaking skill, therefore Roundtable is one of technique that will apply to the Eleventh Grade Students in SMAN 1 Kamal.

## Statement of The Problem

Based on the research background, the research problem formulating as follows:

Do the students taught using cooperative learning type Roundtable have better speaking skill that those taught without cooperative learning type Roundtable?

## Objective of The Study

In line with the statement of the problem, the purpose of the students is to find out whether students taught using cooperative learning type Roundtable have better speaking skill that those taught without cooperative learning type Roundtable.

## Significance of The Study

It is very important for us to know the significance of the research. The value it’s benefit as bellow:

For the student: it helps to create the communicative, active and creative students. For the teacher: it can be alternative choice in teaching English, especially in speaking skill, teacher can teach speaking skill easier. For the students: it helps students easier to study English by using speaking skill.

For the researcher: it helps the researcher to get the new experience and insight of knowledge. It helps the researcher to create learning activity to be more interested. For the next researcher: it helps the researcher to get the reference from this research as the discourse to finish his/her research.

## Scope and Limitation

In this study, the researcher has scope and limitation to do this research, the scope of this study refers to the place of research, students, and variable. The place of this research is in SMAN 1 Kamal. The students that will be participate or as sample are students from Eleventh grades. The limitation of study is students’ speaking skill which is using Roundtable technique.

## Hypothesis

Hypothesis is a prediction of the relationship between research variables based on theory or logical common sense (Latief 2015:54). Hypothesis in this research are divided into two parts there are: alternative hypothesis (Ha) and null hypothesis (H0).

* H0 :The second semester Seven grade students taught using outlining have lower score of writing ability that those taught without Outlining.
* H1 :The second semester Seven grade students taught using outlining have higher score of writing ability that those taught without Outlining.

**1.6.1 Hypothesis Description**

Based on tvalue, the researcher use description hypothesis when:

1. If tvalue  $> $than ttable therefore H0 is rejected and H1 is accepted
2. If tvalue  $<$ than ttable therefore H0 is accepted and H1 is rejected

Based on Pvalue, the researcher use description hypothesis when:

1. If Pvalue $<$ than $∝$ therefore H0 is rejected and Ha is accepted.
2. If Pvalue $> $than$ ∝$ therefore H0 is accepted and Ha is rejected.

## Definition of Key Term

In order to clarify what variables are involves in the study some definition are put forwards:

* + 1. Speaking

Speaking is the oral communication to convey some information to the people, it brings some discussion one person to others.

* + 1. Roundtable

Roundtable is a group discussion to solve some topics as the main problem, it needs speaking skill to share the idea each other.