CHAPTER II

REVIEW TO RELATED LITERATURE AND HYPOTHESIS

2.1 Previous Researches

In this research the writer took three previous related studies. The first writer Sari and Maimunah (2017) entitle "*The Influence of Round Robin Cooperative Learning Method on The Achievement of Indonesian Language Subjects in High School Students*". The purpose of this research was to determine the effect of cooperative learning methods Round Robin on student achievement at the Bahasa Indonesia study of high school students. This study was an experimental research with randomized two group design post-test only. The result was showed that cooperative learning methods Round Robin can affect the achievement of learning Bahasa Indonesia lesson. (Sari, Maimunah, 2017: 34).

Second, the research was written by Loiren (2016) entitle "*Teaching Speaking by Combining Gallery Walk With Round Robin Strategy at Senior High School*". In teaching speaking by combining gallery walk and round robin strategy, teacher has to do three procedure, they were; Pre-speaking activity, whilst- speaking activity and post-speaking activity. The kind of research was experiment. The concluded that the combination of gallery walk and round robin strategy makes students have good skill in daily conversation because with the strategy there was the action step where the students should practice their oral abilty with his/ her friends in front of the class (Loiren, 2016; 43).

The third was written Sari, Indriati, and Maizelli (2014) entitle *"The Influence of Round Robin Cooperative Learning Method wiyh Handout to result learning students of IPA class at Seventh Grade in MTs N Talaok"* The research purposed to know the effect of the application of type cooperative learning model Round Robin and handouts to result learning students of IPA class VII MTsN Talaok. The kind of research was Experiment. The research design used Randomized Control Group Posttest Only Design. The concluded that learning Cooperative learning model type Round Robin and handout can improve learning result biology classes VII MTsN Talaok academic 2013/2014 years (Sari, Indriati, Maizelli, 2014: 34).

The novelty ofthe research that will be conducted is using Round Robin teaching method to enhance vocabulary mastery. It is also good for brainstorming and developing ideas. Round robin gives everyone enchance to speak and contribute. So, students who are shy can be encouraged to have their turn to speak and can be enhance vocabulary.

2.2 Related Theories

The related theory in this study focuses on using Round Robin method to enhance students' vocabulary mastery. This study also focuses in experimental research to collect the data post-test and pre test**.**

2.2.1 Round Robin

2.2.2.1 Definition of Round Robin

Frangenhelm (2005: 76) stated that the round robin was a valuable strategy at the start of any unit since it allows the teacher to discover the general level of knowledge of the class and can also be used for revision purposes,

as well as being used for specific purposes. It takes some organising and was best practised in a non-threating or non-curricular setting.

In addition, Ferrer (2008: 65) stated that round robin strategy in which each group member contributes an idea to the group in a systematic round-the-group fashion. Each member is required to wait for his/her turn to speak out. The skill of listening to each other's ideas was emphasized.

Based on the definition above, the writer concludes that round robin option wasa technique for generating and developing ideas in a group brainstorming setting. It relies on an iterative process building off consecutive contributions by each idea participant to the group in a systematic round-the-group fashion.

2.2.1.2 Procedure of Round Robin

 Klippel (2012: 76) stated that there was five procedures of round robin strategy. The procedures of the strategy can be begun by asking the students to make groups which consist of 4-6 students. After that, the teacher gives an interesting question which can invite their answers. Next, the students was given the time for thinking the answer of the question. Then, they would share the answers for the question each other. Finally, the students must record their answers.

The result from round robin can be shared and presented to others. Besides the students will get achievement for the best gruop can be shown to everyone in frnt of the class.

2.2.1.3 Variations of Round Robin

Barkley (2015: 108)stated that round robin works best for brainstorming; it was circular response organization can structure regular group discussion to ensure equal participation. Teacher explains to student that their discussion must move clockwise around the group, with each student giving an opinion or sharing an idea until all students have participated. Teacher decides whether each student should be able to respond to a prior students comment, or whether each student should express only new ideas until everyone has contributed to the discussion. Use this structure for learning activities other than brainstorming that still benefit from structured practice of quick response.

Round robin more interested if the teacher give opportunities to the student to presentation their discussion in front of the class one by one group. The last session, teacher give reward for the best group.

2.2.2 Vocabulary

2.2.2.1 Definition of vocabulary

Aslan (2016: 89) stated that vocabulary is one of the most important elements among others while learning a new language. Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it.

Neuman, Pinkham, Kaefer (2015: 90) stated that vocabulary is knowledge of words and word meanings.However, vocabulary was more complex than this definition suggests.

Muttahidah (2011: 76)stated that vocabulary explains as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.

The writer thinks that vocabulary is one of the important components that have to be mastered by leaners. So, they can master English well. Vocabulary is the one thing beside many factors in learning English. Vocabulary is the basic part and a key element to learn any language.

Based on the definition above, the writer concludes that vocabulary is all the words that have meaning and usually used to communicate by a particular person. Vocabulary development in particular, this may involve instructional actions that vary in the levels of engagement and depth of processing asked of students.

2.2.2.2. The Importance of Vocabulary

The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English, but inadequacy of vocabulary will obstruct their chances to make success in learning English. Rivers in Nunan (2008: 134) the acquisition of an adequate vocabulary is essential for successful second language use

because without an extensive vocabulary, one will be unable to use the structures and functions.

Nunan (2008: 135) stated that the development of a rich vocabulary is animportant element in acquisition of a second language. It is important for alearner to master the vocabulary of the target language because it is essentialpart of communication.

Furthermore, Cameron (2012: 36) believed that building a usefulvocabulary is central to the learning of a foreign language of the primarylevel. Vocabulary is fundamental to using the foreign language as discourse,since it was both learnt from participating in discourse and was essential toparticipating in it.

Moreover, Thornbury (2012: 64) stated that vocabulary means a largecollection of items. He adds that learning vocabulary is important because itenriches someone's knowledge of words. This implies that the success of thelearner in learning a language depends on not only the size of vocabulary heor she has learned but also vocabulary building.

In conclusion, realizing that the knowledge of vocabulary is veryimportant, learners have to pay attention to the vocabulary teaching. Theteacher must have a good, effective and efficient method in order that theteaching vocabulary is successful. If someone can master vocabulary well,she or he will be able to promote fluency, boost comprehension, improveachievement, and enhance thinking and communication.

2.2.2.3 The Types of Vocabulary

Kalyuga (2008: 98) stated that vocabulary is one of the most complicated of all areas in the teaching and learning of language. Bărbuleț (2013: 55)a Good vocabulary test was have a balance of vocabulary understanding (receptive) and vocabulary use (productive) tasks. Students constantly forget words they have learnt. This was part of the learning process. However this can often frustrate teachers. It was important that teachers remain patient with their learners and allow them a lot of opportunities to see, use and revise new vocabulary in a positive learning environment. A patient teacher can reduce the anxiety levels in a classroom and this can in turn have a positive effect on vocabulary learning.

2.3   Teaching Vocabulary Using Round Robin

Teaching can make students' more active in teaching learning process and enhance student's vocabulary mastery.

The following steps of teaching vocabulary using round robin (Barkley, 2015: 89). First, teacher asks students to form groups of four to six.Second, after makes some groups, the teacher explains that the purpose of brainstorming is to generate many ideas. Third, the group members was take turns, moving clockwise and respond to the question. Teacher has to inform student that to prevent interrupting or inhibiting the flow of ideas, they must refrain from evaluating, questioning or discussing the ideas. Next, if it would be beneficial for students to assume a role (such as recorder or enforcer), allow a few moments for role assignment. After that, teacher tells students whether or not they will go around the group once or multiple times,

announce a time limit, and pose the prompt. Then, the teacher asks one student to begin the activity by stating an idea 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. Last the teacher and the students' make a conclusion and the teacher gives a feed back of learning process and outcomes.

2.4   Theoretical framework

In order to give equal opportunities to both control and experimental group, I administred a pre-test before the allocation of students to the experimental and control groups. At the end of the research, I administrated to subjects of both, the experimental and the control group a post-test.

The purpose of this test was to measure the achievement of the students in the control and the experimental groups. Pre-test scores of my subjects served as data to equalize the control and experimental groups, while post-test was administrated to measure achievement of the students as result of treatment.

When I designed the tests I had to make sure that they were of the same difficulty level. Each test was composed of different types of items (multiple choice) based on the selected units or structure taught to the sample students. A pre/post-test functions as a teacher diagnostic tool in many ways.