

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the study. These topics cover background of the study, formulation of the research problem, research objective, research hypothesis, significance of the study, scope and delimitation and definition of key terms.

A. Background of the Study

English is an international language. It is used as a means of communication by people around the world. It is very important to learn English. Mastering English is very important in order we can participate, for example, in the world of work. In Indonesia, English is one of subjects presented in the curriculum of the school that must be taught well. Although English is a foreign language, the students have to master it because it is one of transactional languages. Through the use of English they can communicate with other people around the world. In Indonesia there are four levels of education in which in each level English as a compulsory subject that must be taught. There are four levels of literacy are taught in stages in accordance with the levels of education in Indonesia: the first level of literacy is taught to elementary school pupils, the second level is to junior high school students, the third level is to senior high school students, and the fourth level is to university students. It

is important to learn English especially for students at senior high school, to prepare themselves to continue their study to university, and to face the future at working field.

Speaking is all of which we produce orally from ourselves. When we speak we produce meaningful statements. According to Brown in Syafriyani (2004:172) The term of 'speaking' is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Speaking is one of important aspects in learning language because speaking is a tool of communication. Speaking is very important in order to enable the students to communicate effectively.

The speaking ability is measured in terms of ability to carry out an interaction in the daily activity. It makes the teachers and parents to be aware that speaking ability should be mastered by their students and their children. Moreover, speaking ability is one of indicators to determine whether or not the students master English. In fact, many students have learnt English for many years but they cannot express their ideas in English well. Practically, the students always use their mother tongue, so they get difficulty when they want to express their ideas in English. English is a subject presented in curriculum of the school that must be taught well in each educational level in Indonesia. The fact also shows that many students are failed to reach the goal of English teaching especially in the speaking skill because they have limited opportunity to speak.

According to Lestari in Prayogi (2000:27) the students are not able to communicate in English either orally or in written form although they have learned English for many years. Many of learners in speaking class are reluctant and hesitate to speak. This reluctance is partly due to their prior learning experience. Many students cannot speak well because most of them study in a big class which is noisy. Consequently, they have limited opportunity to speak. In accordance to the fact above, the students need to be facilitated by the use of a method or a strategy. The researcher thinks that cooperative learning is an alternative way in learning English, especially in speaking skill at the second grade students of junior high school.

Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. The students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or to achieve a goal. According to Macpherson (2007:1) Cooperative learning is part of a group of teaching or learning techniques where students interact with each other to reach the learning goal for successful their learning. It improves the students experience to cooperate with the other students, especially to practice their cooperation for their future in work world. Cooperative Learning is one of strategies to make student more enjoy and fun because the students are conditioned to study with the other

students. In the cooperative learning, many strategies can be used. The researcher is interested in conducting a research dealing with teaching speaking using Talking Stick Strategy.

Talking Stick Strategy is kind of strategy in cooperative learning. According to Laura Candler (2013:2) Talking Stick is a strategy that encourages all the students to participate equally in the learning. Students who hold stick must answer questions from the teachers after the students learn the material in their discussed. According to Fernandez and Rodgers (2010:25) Talking Stick is strategy which each student has the opportunity, and responsibility, to speak multiple times. It is a way to make someone get opportunity to speak when holds the stick during meeting or discuss. Furthermore, Ramadhan in Syafriyani (2002:1) defines Talking Stick is a cooperative learning model. This model learning is done by using a stick who had the stick, he or she must answer teacher's question after the students have learned the material. It can motivate the students to speak up and answer the teacher's question when they hold the stick. According to Kagan in Arbaina (2014:3) elaborates the talking stick by saying, "It is a group of study that student learnt independently from one another, each student has the same chance to express their ideas and concern with equal participant of students". Hence the students will express their ideas using English language when they get or hold the stick.

From the above explanation, in this research, the researcher wants to know whether or not Talking Stick Strategy is effective toward the

students speaking skill. Referring to the purpose above, the study is done entitles” The Effectiveness of Using Talking Stick Strategy toward Students’ Speaking Skill at SMPN 5 Tulungagung”.

B. Formulation of the Research Problem

Based on the background of study above, the researcher formulated the question as follows:

1. How is the students’ speaking achievement before being taught by using Talking Stick Strategy?
2. How is the students’ speaking achievement after being taught by using Talking Stick Strategy?
3. Is there any significant different scores on the students’ speaking achievement before and after being taught by using Talking Stick Strategy?

C. Research Objectives

Based on the research questions above, the purposes of this study are:

1. To find out the students’ speaking score before being taught by using Talking Stick Strategy
2. To find out the students’ speaking score after being taught by using Talking Stick Strategy

3. To find out whether there is significance different score of the students' speaking before and after being taught by using Talking Stick Strategy

D. Research hypothesis

There are two formulated hypothesis in this study; Null Hypothesis and Alternative Hypothesis. The null hypothesis states that there is no significance different score of the students before and after being taught by using Talking Stick Strategy. Meanwhile, the alternative hypothesis states that there is significance different score of the students before and after being taught by using Talking Stick Strategy.

E. Significance of the study

The results of the research are expected to be contributive for teachers, students and other researchers. For the teacher, it can be used as a reference to teach students in speaking skill. Hopefully the English teacher can overcome the difficulties in teaching English especially in speaking skill.

Meanwhile for the students, this research is hopefully useful to stimulate them to practice to speak English both individually and in group.

Finally for other researchers, it can be used as a reference to conduct a further researcher dealing with the effectiveness of using a certain strategy toward students' speaking skill.

F. Scope and Delimitation of Research

In this research, the scope of the study covers teaching speaking using Talking Stick Strategy of the second grade students at SMPN 5 TULUNGAGUNG. Therefore, the writer limits the study on the effectiveness of the use Talking Stick Strategy toward students' speaking skill. Practically the students are given different treatment during the speaking class. The students are previously not taught by using the Talking Stick Strategy and the result is compared with after the students are taught by using the Talking Stick Strategy.

G. Definition of Key Terms

In order to avoid misunderstanding the researcher needs to give explanation of key terms used in this study. The key terms of this study are as follows:

1. Teaching speaking

Teaching speaking is the activity of importing knowledge and skill of speaking to the students.

2. Cooperative learning

Cooperative learning is a general term to strategies learning which it has been planned to bring up cooperative in group and interaction to the other students for each their purposes, Jacobsen et. al (2009:13).

3. Speaking ability

Speaking ability is the students' mastery in expressing their ideas orally which is indicated by their scores in speaking.

4. Narrative Speaking

The students' ability to retell a certain story based on the given text.

5. Talking Stick Strategy

Talking Stick Strategy is one of cooperative learning methods in the learning process by a stick, the student who gets the stick must answer the question raised by the teacher. Talking Stick is a strategy that encourages all the students to participate equally in the learning, Laura Candler (2013:2).