

CHAPTER I

INTRODUCTION

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

A. Background of the Study

It is widely known that, speaking is one of the four skills that must be mastered by every English learner. In the context of language, speaking seems like the most dominant skill. People would consider someone's mastery in English through the way how he speaks. Moreover, any other components such as grammar, vocabulary, and pronunciation are also necessary to learn to support the speaking skill.

Speaking has both transactional and interactional purposes (Gebhard, 2006:169). When the purpose of communication is transactional, the focus is on the meaning of the message because it is important for the listeners to comprehend the content of the speakers' message. Then when the purpose of communication is interactional, the focus is on maintaining social relation because the speakers should create harmonious interaction among individuals.

Practically, students now days are lack of opportunity to learn English especially speaking. They are not accustomed to speak English since it is considered as a foreign language and it is not used as their daily communication. Even in teaching and learning process in Indonesia, most of schools now just have one meeting of English subject in one week and therefore the students are lack of chance to practice this language. In addition, the number of students who take another opportunity to learn English outside, such as in English course is very little. Hence, it is not something weird to see that the English mastery of most students is still low.

Based on basic competence of 2013 curriculum especially for narrative text of tenth grade, there are some aspects that are used as basic competence in teaching and learning process, such as: (3.9) Analyze social function, structure of the text, and language element on simple narrative text in form of simple legends, according to the context of its use, (4.13) Catch the meaning in the simple spoken and written narrative text, in form of simple legends.

Based on basic competence above, especially in basic competence (4.13) that the students should be able to practice narrative speaking with retell a narrative story (simple legends) based on what they have read using their own word. When practice narrative speaking, student need many vocabulary, good pronunciation and correct grammar. From it, the researcher thinks that cooperative learning is an alternative way in learning English especially in narrative speaking skill of the tenth grade at MA At – Thohiriyah Ngantru because in cooperative learning there are many method which the researcher think that cooperative

learning effective toward students' narrative speaking skill. Slavin as cited in Isjoni (2011:15) mentioned that in cooperative learning method, students work together in four member team and master material initially presented by teacher. Cooperative learning can create the harmonious atmosphere in the classroom between teacher and the students. It is because the students have a direct interaction each other. Brown (2001:47) states "in cooperative classroom the students and the teachers work together to pursue goals and objectives." This statement is also supported by Siegel (2005) who claims that cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task. It means in a cooperative classroom the interaction between students and teachers in teaching and learning process will be created. When they are working together, the assigned task will also be finished easily and effectively.

Cooperative learning is claimed to be a very effective teaching method in a foreign or second language classroom. McGoarty as cited in Liang (2002:22) found evidence that the students gained both in comprehension and production of the second/ foreign language through cooperative leaning. Even when all the students in a group lacked fluency in English , the other members would correct each other and attempt to fill in the gaps of their understanding by repairing and rephrasing what their partners say in order to come to an agreement.

In the cooperative learning, many methods can be used. The researcher choose to facilitate the students when teaching narrative speaking using Talking Stick Method. Talking Stick Method was developed by Spencer Kagan (1992 : 1).

Choose this method because in performance students can develop stories based on the previous students' when they speak up, in this case Talking Stick Method can help student develop their vocabulary in speaking. In another reason, this method can help students to check pronunciation and their grammar when they speak up because at the end of the lesson teacher gives feedback on pronunciation and their grammar. So, Talking Stick Method suitable in narrative speaking which students need many vocabulary, good pronunciation and correct grammar when speak up. Talking Stick Method is an activity in the classroom belongs to cooperative learning method which developed by Spencer Kagan as cited in Sarastri (2016 : 4). It is a method of learning assisted with the help of a stick. Who holds the stick must talk or answer questions from the teacher after the students learn the material that has been given. These learning methods train students to speak, create a fun atmosphere and make students active. The advantages of Talking Stick Method are to test the readiness of students to speak, practice reading and understanding the material quickly from learning first (Mukrimah, 2014 : 159 - 160). And other advantages of Talking Stick Method are that the student holding the stick must definitely speak, and the other student holding the stick can develop the story with their own word after hearing another friend who spoke earlier. This method trains the students to comprehend and recall the materials vividly.

Besides, Sarastri (2016) also stated that Talking Stick Method can improve the students' speaking skill because in this method, all students had the same opportunity to speak up their ideas. The students' motivation also increasing and

students more enjoy, comfortable, and independent. It means that the class atmosphere in teaching and learning process really made them fun.

Furthermore, there are some previous studies prove that Talking Stick Method is considered effective to improve students' speaking skill. Iskandar (2014) proves in his research that Talking Stick Method can make students who are passive to be active in speaking class so this method can develop their speaking skill.

Based on those previous studies above, the researcher wants to verify whether Talking Stick Method is also effective to improve students' narrative speaking skill at MA At – Thohiriyah which has the same level of the tenth grade at Senior High School but different in material which previous studies above to improve students' recount speaking. In this study the researcher is intended to investigate the effectiveness of using Talking Stick Method toward students' narrative speaking by conducting a research under the title “ **The Effectiveness of Using Talking Stick Method Toward Students' Narrative Speaking Skill of the Tenth Grade at MA At – Thohiriyah Ngantru in the Academic Year 2017 / 2018**”

B. Research Problem

Based on the background of the study, the problem of this study formulated as follow :

1. How is the students' narrative speaking skill taught by using Talking Stick Method ?

2. How is the students' narrative speaking skill taught by using Conventional Method ?
3. Is there any significance difference scores of the students' narrative speaking skill between students' taught by using Talking Stick Method and those taught by using Conventional Method ?

C. Objectives of the Research

Based on the research question above, the objectives of the research are as follow :

1. To find out the students' narrative speaking skill taught by using Talking Stick Method.
2. To find out the students' narrative speaking skill taught by using Conventional Method.
3. To find out whether there is significance difference score of the students' narrative speaking skill between students' taught by using Talking Stick Method and those taught by using Conventional Method.

D. The Hypothesis of the Study

In this research, the researcher has two kinds of hypothesis, they are :

1. Null Hypothesis (Ho) states that there is no a significant difference score of the students' narrative speaking skill between students' taught by using Talking Stick Method and those taught by using Conventional Method.

2. Alternative Hypothesis (Ha) states that there is a significant difference score of the students' narrative speaking skill between students' taught by using Talking Stick Method and those taught by using Conventional Method .

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 method toward students' speaking skill.

F. Scope and Delimitation of Research

In this research, the scope of the study covers teaching narrative speaking skill using Talking Stick Method of the tenth grade students at MA At – Thohiriyah Ngantru. In this research, the writer limits the study only focusing on implementation effect of Talking Stick Method to teach narrative speaking skill.

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. 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).

2. Narrative Speaking

The students' skill to retell a certain story based on text they have read with their own words.

3. Talking Stick Method

Talking Stick Method is a method of learning assisted with the help of a stick. Who holds the stick must talk or answer questions from the teacher after the students learn the material that has been given. These learning methods to train students speak, create a fun atmosphere and make students active (Mukrimah, 2014 : 159).