

CHAPTER I

INTRODUCTION

A. Background of the Research

The primary source of communication for us is language. it's the way we walk to each other about our ideas and thoughts. in the word, they are thousands of languages. every country has its own language in addition to the numerous local languages spoken by million of people, yet only a view thousand speak it.¹

language skills can be devided into for component: listening, speaking, reading and writing, language skill are an asset to improve student in front of the audience, in the current globalized era, speaking english is importance of communication as word societies are unaminous in their belief that english an international language. an english is global language, speaking skills are of vital importance in cross cultural communication.²

When we mention about speaking, it is inevitable to talk about communication. The reason is that speaking is related to communication. Many experts have already discussed about some communication-related definition of speaking. Communication is the way to give information from the speaker to the listener by the help of the media.³ In addition, as social parts in the environment, people need to convey their ideas and information through words and deliver the information with the purposes that the other people who listen will understand with the ideas or information that is given.

¹ Niyozova Aziza, *"The Importnat of English Language"*, International Journal on Orange technologys, Vol. 2, (01), p. 2615-7071

² Devina Rosida Dewi, *"The Effectiveness Of Talking Stick Learning Strategy In Speaking Skills Of Recount Text"*, Skripsi, UIN Maulana Malik Ibrahim. (October, 2021)

³ Yossita Wisman, *"Komunikasi Efektif dalam Dunia Pendidikan"*, Jurnal Nomosleca, Vol. 3 (2), 2017, p. 684

According to Marium Bushra Qamar, speaking is defined as a process of giving information and ideas verbally from one person to another.⁴

The skill of speaking is often regarded as the language skills which show a person's linguistic competence. Although the importance of language skills is important, one must be careful to develop them as many skill sets are involved in pronunciation, vocabulary, grammar and semantic elements that make it difficult to speak English. In this context, it is essential to identify the English language difficulties experienced by ESL students and its factors.
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Based on the writer interview at Hidayatul Ikhwan High School, there are several problems in the process of speaking. That is, many students are usually silent when the teacher asks students to give their opinion, this is because students are afraid and not confident about speaking English and usually choose to be silent. Teachers find it difficult to find interesting methods in teaching students to practice speaking. Of course the teacher must choose a method that suits the needs of students to achieve good goals. Students find it difficult to communicate and master vocabulary because of the lack of motivation and creativity from the teacher. This is the most important problem students have. They need more motivation and a clear way to make them improve their speaking performance.

The above student's English speaking problems are caused by several factors. Pointed out that many factors make it difficult for students to communicate in English as a second language. Some of these factors are related to the students themselves, teaching strategies, curriculum and

⁴ Marium Bushra Qamar, *"The Impact of Learner's Autonomy on Teaching Oral Skills (speaking skill) in an EFL Classroom, journal of Language Teaching and Research"*, Vol. 7 (2), 2016. P. 293

⁵ Imanda Akmal Dharmawan, *"Revealing Difficulties And Causing Factors Hindering Student In Speaking English"*, jurnal penelitian, pendidikan dan pembelajaran, Vol 17, No 4 (2022), p. 1

environment.⁶ All of the problems above will become an obstacle for students to develop their speaking performance. Therefore, needed an appropriate teaching technique to overcome the problems that appear. In this case, the writer tries to think and does some innovative learning using some techniques to empower students' competence especially for speaking.

Based on the explanation above, the researcher uses the Talking Stick Method to teach English, especially speaking. The Talking Stick method is a collaborative learning method in a learning process using a stick, in which the student holding the stick must answer the teacher's questions. The Talking Stick Method not only trains students to express themselves, but also creates a fun and active situation in the classroom.

Zhang also stated that by using cooperative learning, it can help students to improve their productivity and attainment and provide more chances for communication because cooperative learning is gaining wide acceptance in any kind of language learning classroom.⁷ According to Hanifah in her research showed that Talking Stick method has a positive effect to improve students' speaking ability.⁸ In line with Hanifah's research, Hamidah also agreed that the usage of talking stick method in teaching vocabulary is effective to improve students' vocabulary achievement.⁹

This causes most students to believe that speaking English is difficult because they lack jargon, they feel afraid and feel unsure about speaking English. Based on the statement above the author is aware of several issues

⁶ Wahidah, F. S. "Students' Speaking Problems and Factors Causing IT", Jurnal Logika, Vol. XVI, No 1. (March 2016), 3

⁷ Yan Zhang, "Cooperative Language Learning and Foreign Language Learning and Teaching", *Journal of Language Teaching and Research*", Vol. 1 (1), 2010, p. 82

⁸ Hanifah Hifni, "The Use of Talking Stick method to Foster Students' Speaking Ability in Describing People (A Quasi-Experimental Study at the Seventh Grade of SMP Negeri 10 Tangerang Selatan in Academic Year 2017/2018)", Skripsi, UIN Syarif Hidayatullah, (2018)

⁹ Hamdiah Arief, "The Effectiveness of Talking Stick Method in Teaching Vocabulary at the Second Grade of MTs Madani Paopao", Skripsi, UIN Alauddin Makassar, 2017

to observe. That is, most students feel that speaking English is difficult because they lack confidence, they feel afraid and feel unsure about speaking English. Therefore, the writer this title so that students can train their minds. English has become an international language over the years. Most people in this world use English as their core or key language to understand each other.

Fun learning is a way to increase their enthusiasm for learning, absorb the material well and improve their vocabulary.

By implementing this method, students will have equal participation and an opportunity to express their thoughts and concerns. Anyone with a lectern has the right to speak.

Based on the background, the researchers want to investigate “How is the effectiveness of talking stick on students speaking performance at the first grade of SMA Hidayatul Ikhwan” and “ What aspect of speaking performance that could be the most be effective by talking stick”.

B. Identification of the Problem

Based on the explanation background of the study above, the identification of the problem is following below:

1. Many students have difficulty communicating verbally using English.
2. Students still feel afraid and not confident to speak in English.
3. Students tend to be less motivated and less interest in learning english

C. Limitation of the Problem

Based on the above problems, the writer should limited the research to only focusing on the Effect of Using the Talking Stick Method about Student Appearance Talking about descriptive text in Class X SMA Hidayatul Ikhwan.

D. Formulation of The Research

The researcher formulates the following problems as a result of identification difficulties and limitations on the problem in question:

1. How is talking stick effectiveness on students' speaking performance at first grade of SMA Hidayatul Ikhwan?
2. What aspect of speaking performance that could be the most effective by talking stick?

E. The Objectives of the Research

To answer research formulation above, the objectives of the research are:

1. For determine effectiveness of talking stick on students speaking performance at SMA Hidayatul Ikhwan
2. To find out what the aspect of speaking performance that could be the most effective by talking stick

F. Significance of the Research

For the teachers, this research is expected to give a contribution to teachers, especially the teacher of English SMA Hidayatul Ikhwan with his talking stick teaching technique, who will enhance their method of teaching speaking in class. The teacher is therefore expanding his capacity for innovation, efficient strategies and of course interesting teaching.

For the students, especially the students of SMA Hidayatul Ikhwan, will be interested in learning to speak English and enjoy expressing their feelings, ideas, and opinions through the talking stick method, after learning the results of the advantages of using this method.

For a researcher the result is expected to bring some knowledge and experience of teaching and learning process, in particular with regard to

training speaking using the talking stick method. It can also serve as a reference. For the teaching method, especially in how to teach speaking.

G. Previous Research

The Effect Of Talking Stick On Student Speaking Ability Of Asking And Giving Opinions, The first research conducted by Adit Tria Pramono This study aims to determine whether the Talking Stick Strategy is effective in students speaking ability in asking questions and giving opinions. Then the result of this study is the use of the Talking Stick Strategy are effective for improving students speaking skills in asking questions and give opinion. In this study, both sales and the difference cannot be separated

The Effect Of Using Talking Stick On Students Speaking Skill at MTs GUPPI Jambi, The second research conducted by Ika TE Putiyawati, Tuti Andriani, Edi Rozal This study aims to determine the effect of Based Learning Talking stick to students speaking skills in class, the results of this study are different significant between students who learn to use the talking stick and those who do not

The effectiveness of talking stick learning strategy in speaking skills of recount text: A pre-experimental research at Second Grade Students of MTs Tanwirut Tholibin Lamongan, The third research conducted by Dewi, Devina Rosida. This study aims to determine whether the use of strategy learning to speak stick is effective in speaking ability on retelling the text can be concluded that the use of speaking stick learning strategies is effective on ability speaking in recount text to students

The previous update researched about recount text material and asking & giving opinion, that's why the writer chose descriptive text. the next update from several previous studies that examined low classes, therefore the

writer chose high class and from several previous studies which include researchers using data collection techniques with oral tests, therefore the writer want to update them with different data collection techniques, namely written and oral tests.

H. Organization of the Writting

This paper is divided into five chapters, which contains several points that describe the paper

Chapter I Introduction, consist of background of the research, identification of problem, limitation of problem, formulation of the research, objectives of the research, significance of the research, and previous of the research.

Chapter II Literature review, consist of speaking performance of education, speaking ability, talking stik method and studies on the impact of the talking stik, in various educational settings.

Chapter III Research of Methodology, consist place and time of the research, design of the research, population and sample, instrumen and technique data collection, and technique data of analysis.

Chapter IV Result and Discussion consist description of data, and the interpretation of data analyzing.

Chapter V Conclusion and Suggestion