

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking skills are an important aspect of language learning. Not only does it allow one to interact in daily life, but it is also an important element in academic and professional success. In an educational setting, especially in foreign language learning, improving speaking skills is often a challenge for students.

To improve students' speaking ability, various learning methods and models have been introduced. One of the learning models that has caught the attention of educators is the Station Rotation Model. Learning approaches that focus on the interactive aspects of students' speaking are key in language learning. Station Rotation Model, a learning model that emphasises on rotating students through various learning stations, has become a major concern in the context of developing students' speaking ability. The model emphasises on rotating students through various stations or learning activities in a single learning session.

Based on initial observations at MTs Al-Jauharotunnaqiyyah, there are several problems in learning English, students who have a low interest in learning English. There are several factors that cause this, they are not interested in learning English because they feel that English is not a language used in daily communication. In addition, Lack of speaking practice, Lack of vocabulary and grammar mastery in students, Students have difficulty in developing and organising ideas for speaking, Limitations of learning models that are less supportive of speaking skills, Limitations of Empirical Evidence on the Success of the Selected Learning Model.

In this context, research on the effectiveness of using the Station Rotation Model in improving students' speaking ability is relevant. By exploring it, it is expected to make a valuable contribution to our understanding of this learning model as well as provide a clearer view of its potential and success in improving students' speaking ability.

However, in the context of using the Station Rotation Model to improve students' speaking skills, adequate research literature is limited. In-depth research into the effectiveness and impact of this model on students' speaking ability still needs to be expanded. Recognising the importance of strengthening the empirical basis, further research examining the effectiveness of the Station Rotation Model in improving students' speaking ability is needed. To support the existing literature, this study aims to systematically investigate the effectiveness of using the Station Rotation Model as a potential learning method to improve students' speaking ability in a language learning context.

Based on the explanation above, the researcher wants to conduct a quasi-experimental study entitled: "The Effectiveness of Using the Station Rotation Model to Improve Students' Speaking Skills".

B. Identification of Problem

Based on the background of the study, the researcher identified students' problems in speaking as follows:

1. Lack of speaking practice;
2. Lack of vocabulary and grammar mastery in students;
3. Students have difficulty in developing and organising ideas for speaking;
4. Limited learning models that do not support speaking skills;
5. Limited Empirical Evidence on the Success of Selected Learning Models.

C. Research Question

Based on the problem formulation in the identification above which includes; first, Lack of speaking practice; second, Lack of mastery of vocabulary and grammar in students; third, Students have difficulty in developing and composing ideas for speaking; fourth, Limitations of Learning Models that do not Support Speaking Skills; fifth, Limitations of Empirical Evidence about the Success of the Selected Learning Model. From the formulation of the problem, the following research questions were formulated:

1. How are the speaking skills of MTs Al-Jauharotunnaqiyyah students?
2. To what extent does the Station Rotation Model influence students' speaking skills?

D. Objective of the Research

Based on the problems that have been stated above, the objectives to be achieved in this study are as follows:

1. To find out the speaking skills of students at MTs Al Jauharotunnaqiyyah.
2. To determine the effectiveness of the Station Rotation Model in improving students' speaking skills at MTs Al Jauharotunnaqiyyah.

E. Previous Research

In conducting research, to make this research valid, the researcher used three previous studies to back up the researcher's findings. The first research by Alanoud Ahmed Aldukhi (2020). "*The Impact of Using The Station Rotation Model in Saudi EFL Learners' Descriptive Writing Skills*". Based on the research finding, the data analysis of this research, the research found that revealed statistically significant differences at 0.05 level between the mean scores of the control and the experimental groups on the post-test in favor of the experimental group in overall descriptive writing skills as well as in each descriptive writing skill. The researcher recommended that there is a real necessity from researcher and teachers to prepare appropriate curriculums that involve implementing the station rotation model inside the classrooms, in a way that corresponds with teachers' ability and students' need, aiming to gain the mentioned advantages.

The second researcher by Luthfi Okta (2022) "*The Effect of Station Rotation Learning Model on Critical Thinking in Elementary School- Level Students*". Based on this interpretation, it can be concluded that the station rotation learning model can significantly affect critical thinking skills. Pupils who learn to use this learning model have higher critical thinking skills than learning using conventional learning models. This can be seen from the average post-test score of pupils in the experimental class which is higher than in the control class.

The design of this research used a post-test-only control group design. Data collection used critical thinking instruments. Data were analysed using an independent T-test. The outcomes of this research indicated that there was a significant effect on pupils using the station rotation learning model on pupils critical thinking skills. The outcomes obtained could provide alternative choices for educators using this learning model with various materials.

The third ed on the result learning strategy activity by Armasita (2022). *“Improving Students’ Speaking Skills in English Lesson With Action Learning Strategy at Eight Grade”*, can improve students ‘speaking ability showed by the score they get. Furthermore, from the students ‘response toward the teaching and learning activity during CAR. It can be concluded that the students like action learning strategy. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking. The students were more active and participated in the teaching-learning process of speaking. Therefore, action learning strategy can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. In the first test (pre-test) the students who passed the KKM 75 were 4 students of 48 students (9.09%). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 30 students of 48 students (68.18%). In the third test (post-test 2) the students passed KKM 75 were 38 students of 48 students (86.36%). In other words, the student ability in speaking improved and became well in the first meeting to the next meeting. The researcher also analysed qualitative data where organizer from the observation sheet and interview photography. All these data indicated that the students given their attitude and responses during teaching learning process. Based on the result of the quantitative and qualitative data, it could be concluded that action learning strategy could improve students in speaking.

However, from previous studies, researchers found similarities and differences. Previously, researchers used quasi-experimental pre-post-test control/experimental group design, and open-ended questionnaire. a post-test-only control group design. And the Classroom Action Research (CAR). By comparing these

studies, researchers can find differences in their findings, potentially identifying patterns or gaps in knowledge in language skill development using the Station Rotation Model.

And the difference with previous research is the application of the current research method using quantitative methods, namely the type of quasi experiment that was tested in grade nine to improve speaking skills using Station Rotation Models. Therefore, the researcher believes that this study is new and will make a significant contribution in improving speaking skills through Station Rotation Models.

F. Hypothesis of The Research

The hypothesis of the research is formulated as follows:

1. Null hypothesis (Ho): There is not a significant effect of using station rotation in improving students speaking skills.
2. Alternative hypothesis (Ha): There is a significant effect of using station rotation in improving students speaking skills.

G. Writing Organization

This study is structured into five chapters, each of which offers a number of several points.

Chapter I Introduction, it is consisting of Background of Study, Identification of Problem, Research Question, Objective of the Research, Significance of the Research, Previous Research, Hypothesis of the Research and Writing Organization.

Chapter II Literature Review, it is consisting of Blended Learning, Speaking, Methodology of Research.






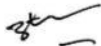




Chapter III Research Method, it is consisting of Research Method, Place and time of research, Population and Sample, Research Instrument, Data Collection, Data Analysis.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.

Appendix 3

**BUKTI ACC SETIAP BAB
OLEH SETIAP PEMBIMBING***

ACC	TTD PEMBIMBING I	TTD PEMBIMBING II
BAB I		
Lanjut Bab II....		
BAB II		
Lanjut BAB III....		
BAB III		
Lanjut BAB IV....		
BAB IV		
Lanjut BAB V....		
BAB V		

*Setelah di acc oleh kedua pembimbing lanjut ke BAB berikutnya