CHAPTER II

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REVIEW OF RELATED LITERATURE

In this chapter, the researcher would describe about the theories that use in this research. It consists of speaking definition, talking stick method, and previous study.

2.1 Speaking Definition

According to Brown (2003:140) Speaking is the product of creative construction of linguistics stings, the speaker make choices of lexical, structure and discourse. So Speaking is a creative construction product linguistic arrangement, the speaker makes several choices of linguistics such as lexical, structure and discourse. Based on the explanation, improving students' speaking skill is important and give motivation can to improve the students' confidence to speaking English. Speaking forced on him in some probably way but still can say that they want or intend to speak or he would keep silent. He has some communicative purpose namely speaker say thing because that what something to happen of what they say. He select from his language store. The teacher has an alternative capacity to create new sentences if he is a native speaker.

Richard (2008:2) states "Speaking" in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s. Speaking forced on him in some way probably but still can say that they want or intend to speak or he would keep silent. He has some communicative purpose namely speaker say thing because that what something to happen of what they say. He select from his

language store. The teacher has an alternative capacity to create new sentences if he is a native speaker.

2.2   Teaching Speaking

According to Nunan (2003:48) Teaching speaking is sometimes considered a simple procces. Comercial language schools around the world hire people with no training to teach coversation. Altough speaking is totally natural, speaking is a language other than our own is anything but simple. Teaching speaking involved providing students with the components of the language, in hopes that the student would eventually put them all together an speak.

Brown (2003:141) implies these four category of teaching speaking to develop the teaching-learning process :

- The first, imitative is a type of speaking perfomance to develope the abillity to simply parrot back (imitate) a word or phrase possibly a sentence.

- The second, intensive is the type of speaking frequently employed in assesment contexts is the production of short streches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

- The third, responsive include interaction an test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

- The fourth, interactive is the difference between responsive and interactive speaking is in the length and complexity of the

interuction, which sometimes includes multiple exchanges or multiple participants.

- The last, extensive oral production include speeches, oral pretentations, and story telling, during which the opportunity for oral interaction from listener.

2.3 Talking Stick Method

The talking stick method is also a kind of ways to makes the teacher more creative and responsible. Teacher becomes more serious in teaching and the learning process well prepared. This method creates an ideal condition because teacher explains the materials by fun learning activities in classes. Furthermore, there are feedback and interaction between teacher and the students. Thus, the goals of education are reached easily.

Using Talking Stick is very appropriate to give freedom to be able to speak without fear of being denied or interrupted by other, because with this method the Stick holder is entitled to speak besides the Stick holder is not allowed to speak, so this method can be used to increase speaking skills.

The advantages of the use Talking Stick methods is test the readiness of students receiving learning, making students read and understand the lesson quickly and make students work harder, which is expected to improve student achievement as stated in Suprijono (2014). 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. It is one kinds of cooperative learning method.

According to Suprijono (2014:109), Talking Stick method implemented in several stages as follows:

1. Students receive the teacher's explanation of the subject matter to be studied.

2. Students are given the opportunity to read and learn about the material.

3. Then the student is asked to close the book.

4. Students take a stick that has been prepared by the teacher.

5. One of the students was asked to rotate the stick to another student accompanied by music.

6. When the rotating stick is played, then when the music stops, the stick also stops.

7. Students who received the stick started speaking with the theme talking about self.

8. Students are given the opportunity to read and study the material beforehand.

9. Students are asked to make a small group of 4 students.

10. Then the teacher prepares several titles regarding case studies that students would present in the form of conversation.

11. Students start rotating the stick like the previous meeting in groups, when the rotating stick is played, then when the music stops, the stick stops.

12. The group that receives the stick chooses the title and starts speaking according to the title chosen.

2.4   Previous Study

The first previous study that the researcher read the research from St Hartina (2013) the title is "Using Talking Stick Method to Improve the Speaking Ability". The researcher describe about how the teachers have to find out a special teaching method to facility the students to solving their problems . Based on this statement, the researcher chooses the Talking Stick Method to make the student become active and improve the speaking ability. Therefore, the English teacher should be creative to manage the materials for teaching of speaking such as by using Talking stick method.

The second previous study that the researcher read the research from Mochammad Sudrajad (2015) reported a researcher on The Effectiveness of Inside-Outside Circle Method by Using Cue Card for Students' Speaking Ability at Seventh Graders. From the research gets the result about conclusions that there is a significance on the students' speaking ability in pretest and posttest of experimental. Besides, the use of Inside-Outside Circle by using cue card is effective for students' speaking ability at seventh graders. That is proved by the significance in the students' speaking scores in experimental after calculating the post-test scores by using t-test. The scores of the students in the experimental group of posttest are higher than those in the pretest. It can be concluded briefly as follows:

1. The use of Inside-Outside Circle method by using cue card is effective for students' speaking ability at seventh graders..

2. There is significance in the students' speaking ability in all of term speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension.

3. The Inside-Outside circle method by using cue card is good method

for the teacher because it gives many advantages for students' speaking ability.

From those findings, it is assumed that the null hypothesis, which is said that there is no effective on the students' speaking ability, is rejected, while the alternative hypothesis which said that there is an effective on the students' speaking ability is accepted. Therefore, it can be concluded that the use of IOC method by using cue card is effective for students' speaking ability at seventh graders.

The third previous study is from Irmayanti Mufida (2015) the title is "The Implementation of Discovery Learning to Teach Speaking at The First Grade Students at SMP Institut Indonesia."

The result of this study show that the English teacher synchronized the steps of scientific approach in Curriculum 2013 with the applications of Discovery Learning in his lesson plan. The steps are observing through stimulation, questioning through problem statement, experimenting through collecting data, associating through processing data, communicating through verification and generalization. They make them, the students become more active in oral activities and all of activities can make the students do not feel bored. This study also attempts to know about the student's responses after the implementation of Discovery Learning. It can be concluded that the students more understand easily toward the materials which were taught, especially in their speaking skill because Discovery Learning has given positive impact for the students. Finally the researcher suggested that the teachers should always give the motivation and provide the other materials using the creative techniques so that the learning process can more effective and meaningful. It means that the students will never forget their experiences and the teacher's explanations within a long period.

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From the strategy used in those previous studies looked similar to those applied in this research. This type of research design uses qualitative research used descriptive qualitative design, and in the last activity the student could make a dialog or conversation with the different title of problem study.Therefore, the researcher wanted to know how the effect of student speaking skill using Talking Stick.

CHAPTER III

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METHOD OF THE RESEARCH

This chapter showed the study method that would be used by the researcher in this research. The contains are research design, subject, source of data and data, research instruments, data collection technique, and data analysis technique.

3.1   Research Design

In this research, the researcher described about what the way method for teaching speaking in tenth grade of senior high school. Research is a process in which you engage in a small set of logical steps as stated in Creswell (2012:2).

This research design is a descriptive qualitative design. Analyzing qualitative data requires understanding how to make sanse of text and images so that you can form answers to your research questions." as stated in Creswell (2012:236). The researcher would answer this research problem by describing the data that would be taken in the observation. According to Creswell (2012:26) that analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.

According to Sugiyono (2017:15) is a research method based on philosophy to examine the condition of natural objects. Qualitative design used to obtain in-depth data, a data that contains meaning. In this research, the researcher chooses qualitative to observed student speaking skill using talking stick.

3.2   Subject

The research subjects were teachers and students at SMAS Maryam Surabaya. At school, there are six classes but researcher only choose one

class to conduct research. Researcher choose tenth grade students because they do not have enough English language skills, especially speaking skills. Then, the total number of students is 30 students.

3.3 Source of data and Data

The source of data that would be used here is a list of questions that would be asked to students that would show whether students are motivated to speak English with the application of Talking Stick in learning Speaking Skills. Questions would be arranged based on related theories. In addition Cresswell (2012:239) stated that initial preparation of the data for analysis requires organizing the vast amount of information, transferring it from spoken or written words to typed file and making decisions about whether to analyze the data by hand or by computer.

The data of the research is the transcription of students' speaking activities using Talking Stick and transcription of interviews between researcher and students. . According to Cresswell (2012:239) who states, "during qualitative data collection, you will collect text or word through interviewing participants or by writing field notes during observation". Creswell adds, "Transcription is the process of converting audiotape recordings or field notes into text data".

3.4 Research Instruments

In this research, the researcher used some of instruments to do the descriptive qualitative research. It consists three points are used by the researcher as the research instrument; observation checklist, interview, and questionnaire.

3.4.1 Observation

The first instrument is observation. Observation is the ability of a person to use his observations through the work of the eye's senses and assisted by other senses. According to Nasution in Sugiyono (2017: 310) Observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation. The data was collected based on observation in process teaching learning speaking.

Observation data collection techniques consist of several types, namely: participatory observation, straightforward observation, unstructured observation. In participatory observation, Researcher is involved in the daily activities of people who are observed (resource persons). While observing, Researcher also did what the resource person did. With this participant observation, the data to be obtained is more complete, sharp, and to know the level of meaning of each visible behavior as stated in Sugiyono (2017: 310).

In frank or disguised observation, the researcher stated frankly to the resource person that he was conducting research. So that what is studied knows from the beginning to the end of all the activities of the researcher. However, there are times when Researcher is also not straightforward (disguised) in observation, this avoids if the data sought is data that was still kept secret in Sugiyono (2017: 312).

3.4.2 Interview

The second instrument is interviewing the teacher. According to Sugiyono (2012:137), Interview were used by Researcher to conduct preliminary studies for raise problems that must be examined, and also

Researcher want know things from respondents that are more in depth and number the respondents are few by conducting direct interviews.

The researcher obtained data from the language teacher about the students' speaking skills, and then the researcher confirmed the application of Talking Stick in teaching speaking which would used in the teaching and learning process. The researcher used the teacher interview list consisting of ten questions related to information about the application of Talking Stick in learning, teaching assistance, and teaching techniques especially in teaching speaking. Interview was used to explore the data from the teacher and students.

3.4.3   Questionnaire

Questionnaires are the last step taken by Researcher as instrument. In the questionnaire, there is a list of questions obtained by the respondent about something that needs to be known or experienced. Researcher use the data as an effective technique for collecting information about all activities carried out in class while learning. The questionnaire is by asking questions that have been prepared in writing by distributing questionnaires and accompanied by alternatives answers to be given to respondents as stated in Sugiyono (2012:142).

Respondents are students and the questions about learning activities with factual conditions. Questionnaire is an instrument that has several questions related to the use of Talking Stick in teaching speaking. The researcher used a questionnaire consisting of ten questions related to students' responses to the material, media, and teacher's approach.

3.5   Data Collection Technique

The following are the steps taken to collect data

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3.5.1 Observations

1. Request a recommendation from the Muhammadiyah University of Surabaya to conduct this research. In this research.

2. Request permission from the Headmaster of SMAS Maryam to conduct research.

3. Observing the teaching and learning process in Speaking Skill using Talking Stick. The technique used to collect data is observation.

3.5.2 Interview

1. Ask for permission from the teacher to conduct an interview

2. Before teaching the teachers interviewed by Researcher to find out why talking sticks are used in teaching speaking skills.

3. After the learning process, Researcher were interviewed to reveal the effect of using the talking stick for students in their speaking skills.

3.5.3 Questioner

1. After the interview, Researcher gave questionnaires to students

2. Students are asked to answer questions related to what they feel based on the teaching and learning process.

3.6 Data Analysis Technique

Research data were analyzed using qualitative descriptive methods. Observation checklists are described to reveal the first research question, using speaking techniques using teachers to teach. Then, the results of the questionnaire and the students' interviews were clearly explained also to

answer the result of using talking sticks to speak. The next step, the results of the teacher's interview and then to find answers to the questions, the reason why talking remains.

According Miles and Huberman in Sugiyono(2012:246) Data analysis is carried out specifically through three activities: data reduction, data display and conclusions that would be carried out simultaneously. Before carrying out three activities, however, the data needs to complete the transcript process. The process of visual analysis in this picture.

Picture 3.6 Component of data analysis
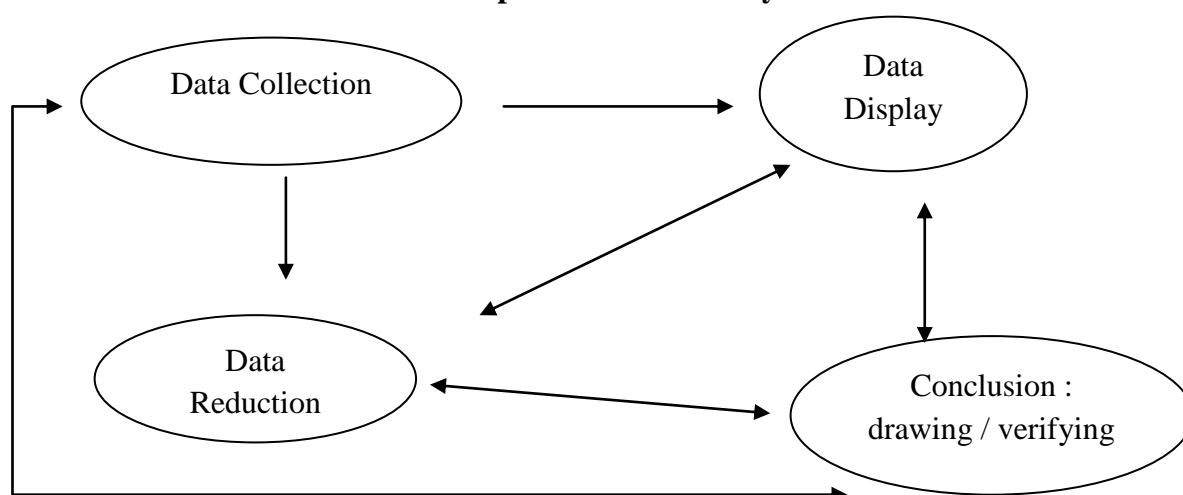
3.6.1 Data Reduction

According Sugiyono, (2012:247) Data reduction refers to the process of selecting, focusing, summarizing, or even drawing conclusions about the teaching components used by teachers in the speaking class. Data reduction is a sensitive thinking process that requires intelligence and breadth and depth of insight. for Researcher who are new, in doing data reduction can discuss with friends or other people who are considered experts. through the discussion, the research insight would develop, so that it can reduce data - data that has significant findings and theoretical development.

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This is part of the analysis. Researcher's decision which data entered into the code and which one to draw out, the story that developed to be told was all analytical choices. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that the "final" conclusion can be drawn and verified.

3.6.2 Data Display

After the data is reduced, the next step is to display the data. Data display is part of data analysis. According to Miles and Huberman in Sugiyono, (2012:249). "the most frequent form of display data for qualitative research data in the past has been narrative text. In the research, all data related to the same thing to help Researcher find data from the first observation to the end, of teaching speaking skill.

3.6.3 Conclusion Drawing

The third step in analyzing qualitative data according to Miles and Huberman in Sugiyono (2012:252) is a conclusion drawing. In the conclusion drawing, the researcher starts from observation to display the data until the researcher finds conclusions in speaking teaching using the talking stick. The conclusion is the answer to the effect of using the talking stick for students in speaking, and the reason for talking stick is used to teach speaking.

This summary is a researcher based on analysis of observations, interviews, and questionnaires. With a particular focus resulting from previous class analysis, Researcher were able to make important analyzes in the field during observations in subsequent meetings in class.