CHAPTER I

CHAPTER I

INTRODUCTION

This chapter described of background of research, research problem, objective of the research, scope and limitation, significance of research, and definition of key terms. Each section of this chapter described as follows:

1.1 Background of Research

English has a very important role and position in globalization era. It is very important for the development of knowledge, science, culture, and relationship among countries. In employment sector, the English ability becomes a skill which must be mastered because in many job aspects English has an important role in order to support the job. There are four skills that are speaking, writing, reading, and listening in English language as a foreign language. In English teaching, those skills must be served integrated as much as possible.

There are four skills; speaking, writing, reading, and listening in English language as a foreign language. In English teaching, those skills must be served integrated as much as possible. According to Richard (2008:19) that the mastery of speaking skill in English is a priority for many second – language or foreign - language learners. Therefore, one of those language skills that influences the language ability is speaking. Speaking is more effective to learning language skill, because speaking can make student easier to mastr their language skill.

Speaking can be interpreted as a delivery of one's intentions (ideas, thoughts, content) to another person by using spoken language so that the

intention can be understood by others. This sense has the same meaning with the two opinions described above, only clarified with a further purpose that is so that what is conveyed can be understood by others. According to Brown (2003 : 140) Speaking is the product of creative construction of linguistics stings, the speaker make choices of lexical, structure and discourse. Therefore 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.

Teaching speaking considered difficult among the four skills. Richards said about teaching speaking (2008:20) that in designing speaking activities or instructional materials for second language or foreign-language teaching, it also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skill. It means that more effort is required by the students and various interesting activities are also required by the teacher. Furthermore, he states that it is not enough for the students to hear or to listen the speech only. The teacher needs to give the opportunities to the student to practice their oral language especially speaking.

In teaching speaking the teacher needs for an innovative method that is talking sticks. The Talking Stick method is a learning process with the aid of a stick that serves as a tool to determine the students who will answer questions. Learning by Talking Stick method aims to encourage students to dare to express opinions. The Talking Stick learning method in the classroom teaching and learning process oriented towards the creation of conditions of learning through stick games given from one student to another student.

Talking Stick is very suitable for Speaking learning, because by using talking stick students are invited to speak without fear of being denied or interrupted by other students, because with the Talking Stick method only those holding the stick are entitled to speak. That way students can speak freely, In addition, learning speaking with the Talking Stick method students feel more happy and not bored, because besides students learning there is also a game in learning speaking with the Talking Stick method, so the Talking Stick method is very suitable for teaching speaking. The Talking Stick method should use the music when the stick rolling from one student to the other students in determining the students who answered questions in a stick aimed at students become more enthusiastic, motivated and learning process more fun Suprijono (2009:90). In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safekeeping.

Based on the background above, the researcher would like to make research at SMAI Maryam Surabaya, about Implementation of Talking Stick in Teaching Speaking Skill of Tenth Grade Student at SMAS Maryam Surabaya, because their speaking skills are weak and they are very bored with the way of teaching used by the teacher in the class. Therefore researchers are looking for ways to make students motivated to learn speaking skills, so researchers use a different method by using the Talking Stick so students don't get bored to learn and be motivated to learn speaking skills

1.2 Research Problem

Based on the background of study above, the statement of the problem of this study formulated as follows:

1.2.1   How is the implementation of talking stick in teaching speaking skill?

1.2.2   How are the students' responses toward using talking stck in teaching speaking?

1.3 Objective of The Research

1.3.1   To know how is the result of the implementation Talking Stick in teaching speaking skill.

1.3.2   To know the students' responses toward using talking stick to teaching speaking.

1.4 Scope and Limitation

The scope of this research focuses on learning and teaching process. The limitation of this research only focuses on using Talking Stick to improve Speaking skill of tenth grade students at SMAS Maryam of surabaya.

1.5 Significane of The Research

From this research, the researcher could provide a new way to use the talking stick provide improved how to improve speaking skills during the tenth-grade students of SMAS Maryam of Surabaya. In addition, this method can help everyone involved in improving the quality of English language education, such as headmaster, teachers, and researchers later.

1.6 Definition of Key Terms

1.6.1 Speaking is the product of creative construction of linguistics stings, the speaker make choices of lexical, structure and discourse.

1.6.2 The talking stick is a rests upon the principle that teachers at every level have the same difficulties: students lack discipline, background knowledge and fundamental problem solving skills.