

# **CHAPTER I INTRODUCTION**

## **A. Background of the Study**

Nunan (1991: 8) states that “oral communication is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (listening with understanding).” Speaking as one of four basic skills is used by people to communicate to other people. Learners encouraged say words in English after listening to some words whether it is spoken or written. Because English is one of important language that used and being an international language as the tool of communication, it is expected that the students will be able to use it at least in a simple oral communication as a tool in making a good interaction in English communication.

In process of teaching English, students think that speaking is very difficult to learn or to practice. When the teacher asks the students to say anything like say their opinions or ideas, orally, most of them are afraid and ashamed. Therefore, this reason makes the students become lazy to take the part in speaking field practice. Based on the writer’s experience through PPL (Field experience program) of grade IX junior high school at SMPN 1 Sipispis, Serdang Bedagai, The writer found that the students cannot reach the minimum completeness criteria (KKM) which about 75. From the 3 different classes that the writer has already observed which consist of 79 students, writer found that just 24 students can passed the KKM (minimum completeness criteria). The writer found that the

teachers of English subject still using the traditional ways of teaching process, which the teachers is a central point of teaching process and the students assembled in rows of desks, all facing the chalkboard. Moreover, the teachers just teach the students with all the materials of the book, even in every meeting teacher ask the students to do all the tasks of their handbook page by page.

Dr. Locust (1998) stated that, Traditional classroom speaking practice often uses a script which one student asks a question and other student gives an answer. By using the script, the question and answer already reorganized, structured and predictable. It just demonstrates the ability to ask and answer the question. But the main purpose of teaching speaking skills is to encourage the learners to communicate in English fluently.

In different chance, The writer made a mini observation at MTS (Madrasah Tsanawiyah Swasta) Parmiyatu Wasa'adah, Deli Serdang. In this school, the writer observed the value of the students in English matter particularly in speaking. The writer found the data of grade IX and VIII that showed 60% of students cannot reach the minimum completeness criteria (KKM) which is 75. The writer also interviewed some students to ask about their difficulties in learning English especially in speaking practice. From the interview the writer found that the students always getting confuse about English vocabulary and grammar. Actually they know what they want to say by using their mother tongue in Indonesia, but they do not know how to say it in English. It's proven by their ability in arranging sentence or translating English words into Indonesia and vice versa. But when they were asked to explain or answer by something by their

opinions, they started silent and have no confidence to speak. They are afraid of grammatical rules and their friends' or teacher's comment about their speaking ability. It happens not because of the students' capacity, but also the wrong way of their teachers in teaching process.

The problems above can be solved by one of the techniques, called Talking Stick technique. Talking Stick technique work with the students makes a circle and running together with simple song such as "Twinkle Twinkle Little Star" and then only the student or the team member holding the stick is allowed to speak. He or she may hold the stick for an agreed-upon length of time (usually one minute) before passing the stick to the next person on the team. A Talking stick is usually decorated in some manner. When teams are newly formed have them create a team Talking Stick as a team-building activity. The team sticks could be decorated to represent the team's name or the content currently being studied by the class. When each student is in possession of the stick, he or she is asked to speak whatever comes to their mind based on the topic. This technique first time was known as Native American technique to let everyone speak their mind during a council meeting, a type of tribal meeting.

St Hartina (2009) already prove that the talking stick technique in improving students' speaking ability in her thesis "Using Talking Stick Technique to Improve the Speaking Ability of The Second Year Students at SMA Negeri 1 Maiwa Kabupaten Enrekang." At her thesis, she told that the data showed that the students speaking ability before and after the treatments were significantly difference. It was found in students post-test was higher than the pre-test, which

proved that the used of talking stick technique in learning activity contributed to the students' more effective in teaching speaking. Using talking stick technique can improve the students speaking ability even though the results of them were different. It can be seen through their increasing score from pre-test to post-test.

Based on the explanation above, I would like to make a study by using this technique to help the students of MTs Parmiyatu Wasaadah to improve their speaking ability through talking stick technique, where everyone can speak without worry about their speaking is not being listened.

### **B. The Problem of the Study**

In conducting a research, the problem of the study must be clearly stated so that the objective of the study and media used can be well determined. In line with the background, the problem of the study is formulated in the form of a question as follows: *“Does the application of Talking Stick Technique significantly affect the students' speaking Ability?”*

### **C. The Objective of the Study**

In connection with the research problem, this study is aimed to investigate whether the using of Talking Stick technique could affect the students' ability in speaking English.

#### **D. The Scope of the Study**

This research deals with solving students' problem in speaking by using Talking Stick technique. Kinds of activities can be applied such as communicative games, telling picture, question-answer activities and this study is focused on the effect of using talking stick technique by using pictures.

#### **E. The Significance of the Study**

As this thesis is concerned with the effect of using Talking Stick technique on grade VIII students speaking ability, the findings will provide valuable input to be useful and considered to be used to improve the teaching and learning process. Not only English but also in other subjects. This study is also expected to encourage the students to develop their speaking ability through talking stick technique.