

CHAPTER I

INTRODUCTION

A. The Background of the Problem

At senior high school level, speaking is one of the important skills in teaching learning English because one's purpose of learning language is to make him/her able to communicate the language, especially in a language classroom. In this regard, Brown¹ said that communicative competence is the goal of language classroom. So, it can be concluded that the goal of English language learning is to enable learners to communicate English well.

According to Richards and Renandya², learners learn English in order to develop their language ability in speaking. It is because speaking is used for various purposes, both in formal and informal situation. Speaking is used to express opinions, to describe something, to complain about something, to persuade someone or to make polite requests.

The mastery of speaking skills in English commonly becomes a priority for students. Consequently, students often evaluate their success in language learning by assessing how much they feel they have improved their speaking ability. Therefore, in designing speaking activities or instructional materials for students, it is also necessary to recognize the very different functions of speaking which students will perform in their daily communication and the different purposes for students who have already set their needs toward speaking skills. Another important dimension of speaking that should be considered is using a style of speaking that should be appropriate to the particular circumstances so that the students can speak English vividly not

¹ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (California: San Francisco State University, 1994), p. 217

² Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), p. 201

seem bookish. Then, different styles of speaking can help students reflect their roles, age, sex, and status in interactions and also reflect the expression of politeness. Considering the various ways in which it is possible to be learned by students about different social meanings that are communicated by them in these differences, numerous attempts have been accomplished in order to help students in using the functions of speaking in their daily interaction. It is also based on *KTSP*³, the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

MA Al-Qasimiyah Sorek Satu is one of the schools that also has implemented School Based Curriculum (KTSP) as its guidance in teaching and learning process. At MA Al-Qasimiyah Sorek Satu, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 40 minutes⁴. According to the 2013/2014 syllabus⁵ at the second year, for the first semester, the basic competence of speaking English refers to capability of students in responding the meaning of short oral functional texts and monologue texts accurately, fluently and contextually in the form of descriptives and recounts.

³Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), pp. 307

⁴Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan MA Al-Qasimiyah Sorek Satu*. (Pelalawan: Unpublished, 2013), pp.15

⁵Tim Penyusun. *Silabus MA Al-Qasimiyah Sorek Satu 2013/2014*. (Pelalawan: Unpublished, 2013), pp. 6-13

The mastery of speaking is integrated with the mastery of genre; one of genre taught for the first semester is recount texts. In understanding a recount text, students must accomplish some indicators of the text. The students must be able to arrange the orientation and retell their experiences into a sequence of the event.

Based on a preliminary observation done on September 12, 2013, the English teacher has implemented some strategies. The teacher taught students by giving explanation about the materials and then the teacher asked the students to question and give responses. Then, teacher discussed the text and asked the students to retell the text. Sometimes, the teacher used guessing games, and discussion. From the explanation above, the teacher has applied interesting strategies and those were not monotonous teaching strategies. In fact, the students still cannot speak English well of recount text. It can be seen in the following phenomena:

1. Some of the students are not able to pronounce English accurately in expressing a recount text.
2. Some of the students are not able to speak fluently in expressing a recount text.
3. Some of the students are not able to speak grammatically in expressing a recount text.
4. Some of the students lack of vocabulary in expressing a recount text.

In order to improve students' speaking ability, it needs appropriate teaching methods. A teacher has to be able to choose carefully appropriate methods in the process of teaching and learning so that the objectives of the teaching and learning can be achieved. Actually, there are some teaching methods used in teaching speaking. One of them is *talking stick method*. It is a method used to provide opportunities for the students to speak and learn from each other. The basic idea of this method is that students sit in a circle. The stick is placed in the center of the circle. Then, one of the students holds the talking stick. Only can he speak while he holds the

stick, and the other students must keep silent. He is given chance and wisdom to speak truthfully and wisely. Then, another student will be given chance to hold the stick next. According to Fujioka⁶, this method helps students create a climate of openness and intellectual rigor. In addition, George explained that⁷ this method can help decision making, prioritizing opportunities, clarifying group dynamics, team product development, problem solving, planning, conflict solution, and creating the bonding needed to build learning communities.

Related to the explanation above, the researcher is interested in carrying out research entitled **“The Effect of Talking Stick Method on Students’ Speaking Ability at the First Year Students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency”**.

B. The Reasons of Choosing the Title

The reasons why the researcher is very interested in carrying out research on the topic above are based on several considerations:

1. The research problems are interesting and challenging to be investigated by the researcher.
2. The topic is relevant to the researcher as one of the students of the English Education Department.
3. As far as the researcher is concerned, this title has never been researched before.

C. The Definition of the Term

1. Effect

⁶ Kimberly Fujioka. 1998. “The Talking Stick: An American Indian Tradition in the ESL Classroom”. The Internet TESL Journal, Vol. IV, No. 9, September 1998, <http://iteslj.org/>

⁷George Pór. 1994 The "Talking Stick" Circle: An Ancient Tool for Better Decision Making and Strengthening Community. <http://www.vision-nest.com/btbc/kgarden/tscircle.pdf>

Hornby stated that effect is a change procedure by an action or cause as defined. In this research, the effect means the alteration of students' speaking ability before and after having the treatment by talking stick method at the First Year Students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency”.

2. Talking Stick Method

According to Por, talking stick is a method of collaborative learning in which can be understood as a realization of the power of shared minds. In this research, talking stick method is used in order to give an effect on students' speaking ability at the First Year Students of MA Al-Qasimiyah Sorek Satu Pelalawan Regency”.

3. Speaking Ability

According to Hornby⁸, speaking ability refers to an ability to use words in ordinary voice in giving and taking information or in conversation with other. In this research, speaking ability means students' ability in expressing their ideas, particularly in the context of recount texts by considering the needs, requests, information and service of recount texts.

D. The Problem

1. The Identification of the Problem

Based on the phenomena mentioned, the researcher identifies the problems as follows:

- a. Why are some of the students not able to pronounce English accurately in expressing a recount text?
- b. Why are some of the students not able to speak fluently in expressing a recount text?

⁸ Hornby. *Oxford the Advance Learner Dictionary of Current English*. (Oxford International, 1995), pp. 127

- c. Why are some of the students not able to speak grammatically in expressing a recount text?
- d. Why do some of the students lack of vocabulary in expressing a recount text?
- e. How is students' speaking ability before having the treatment at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency?
- f. How is students' speaking ability after having the treatment at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency?
- g. Is there any significant effect of talking stick method on students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency?

E. The Limitation of the Problem

The researcher will focus the problems on the effect of talking stick method toward students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.

F. The Formulation of the Research

Based on the limitation of the problem above, these research questions are formulated as follows:

- a. How is students' speaking ability before having the treatment at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency?
- b. How is students' speaking ability after having the treatment at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency?

- c. Is there any significant effect of talking stick method on students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency?

G. The Objectives and the Significances of the Research

1. The Objectives of the Research

The objectives of the research are designed as follows:

- a. To find out students' speaking ability before having the treatment at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.
- b. To find out students' speaking ability after having the treatment at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.
- c. To find out whether there is any significant effect of talking stick method toward students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.

2. The Significances of the Research

Related to the objectives of the research above, the significances of the research are designed as follows:

- a. The research findings are hoped to give the valuable input to the English teacher at MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.
- b. The research findings are expected to give both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching speaking.

