

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool that can connect us to all people in all corners of the world. With language we can give and get a knowledge or information also make a friend or a good working partner through language. Currently, English develops more significant for people throughout the world, when people need to converse with one another by using an understanding language. In this case, people should speak English when every country has different language. For that reason, people need to be able to speak English fluently. According to Bailey in Fardiana (2011 : 1) Speaking is an interactive process of considering meaning that involves producing and receiving also processing information.

The goal of teaching English is to develop the students' communicative abilities which emphasize the language skills such as listening, writing, reading and speaking. One of the most important skill that has to be mastered by student is speaking. Speaking is the most important skill, because it is one of the abilities to create conversation. Speaking is the skill that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary (Oktaviani 2001 : 1). The students should have the ability of speaking

English in order to communicate with others. Teaching speaking skill is focused on making students active and creative. The great part of time in learning speaking process is dominated by students. Besides that, teacher should be able to encourage the students in order that they could be active and enjoy the lesson (Prayanti, 2013: 2).

Even though, one of learning objectives of English language above is directed to improve student speaking skill, but it has an effect in the classroom teaching learning process. It is proven by the low levels student's speaking skill. Only few students can speak English well, some of students cannot speak English well and there is others cannot speak English at all. Meanwhile for these days which an education system have a great criteria on learning, the graduate should be communicative and active students.

Based on the researching which the writer did, there are two factors that make students speaking skill in the eighth grade of SMPN 1 Kec. Ponorogo are low. The first is internal factors and the second is external factors. Teacher could be caused by internal factors and external factors. Motivation, interest, and intelligence are the examples of internal factors. Meanwhile, environment condition around them, learning materials and performance including their teaching method are the example of external factors. Based on the problems identified, the writer willing to an action research at the eighth grade of SMPN 1 Kec. Ponorogo.

For language teaching there are many methods that may be selected for teaching speaking skill one of them is talking stick method. "Student who holds the talking stick has within his/her hands the power of words. Only he/she can speak while he/she holds the stick, and the other students must remain silent. The eagle feather tied to the stick gives him/her the courage and wisdom to speak truthfully and wisely. Remind him/her that his/her words must come from his/her heart." (LocustIn Huda, 2013). Furthermore, the researcher not using the method rarely. The researcher tries to modify the method a little bit different from the original version and make it more fun and effective for students.

By appearing this method suitable with the aim of SMPN 1 Kec.Ponorogo that the students could develop of speaking skill and routine to use English fluently, beginning from this statement the researcher interest in research by title "The implementation of talking stick method to improve student's ability in speaking skill at the eighth grade of SMPN 1 Kec. Ponorogo in academic year 2015/2016.

B. Statement of the Problem

In this study, the researcher formulates the research question as follow
How can the talking stick method improve the student speaking ability at the eighth grade of SMPN 1 Kec. Ponorogo?

C. Purpose of the Study

The purpose of this study is to know how the implementation of talking stick method in speaking ability at the eighth of SMPN 1 Kec. Ponorogo will be reached.

D. Significance of Study

According to purpose of the study above, that the benefit of this research are hoped as bellow:

1. For the school:

It helps the school create the communicative, active and creative student.

2. For the teacher:

It can be alternative choice in teaching English, especially speaking skill.

It can help the teacher to teach speaking easier.

3. For the student:

It can train students' muscle of tongue to speak English fluently

It can help the student to state their argument habitually and encouraged to learn from each other.

4. For the researcher:

It helps the researcher to get the new experience and insight of knowledge

It helps the researcher to create learning activity to be more interesting

5. For the next researcher:

It helps the researcher to get the reference from this research as the discourse to finish his/her research.

E. Scope and Limitation of the Study

1. Scope

There are many methods in teaching speaking. They are role play, presentation, general conversation/ discussion, talking stick etc.

2. Limitation

In this research, the writer only uses talking stick in teaching speaking at SMPN 1 Kec. Ponorogo. But, there is a new curriculum for this year called “Kurikulum 2013” which is focus on four skills in every meeting on English Teaching and Learning so the writer not only teach on speaking skill she/he also have to teach three others.

F. Definition of Key Term

Speaking skill :Negotiating intended meaning and adjusting one’s speech to produce the desired effect on the listener (Oktaviani: 2011:5)

Talking stick :Talking stick has been used for centuries by many Indian tribes as a means of just and impartial hearing. The talking stick was commonly used in council circles to decide who had the right to speak. When matters of great concern

would come before the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. 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 safe keeping. (Ngalimun: 2013: 174)