CHAPTER I

INTRODUCTION

1.1. Background of the Study

Speaking has an important part of people's communication of the world. By speaking, someone will know what people mean in their communication. English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. In this global era, many people use English as media of communication and it makespeople who come from different countries easier in making interaction and communication. As one ofinternational language, English is also being taught in Indonesia both in religious or non-religious institution.

According to Rebecca (2006:144), cited in Efrizal (2012:127) speaking is the first mode in whichchildren acquire language.It is part of the daily involvement of most people with language activities, and it is theprime motor of language change. It also provides our main data for understanding bilingualism and languagecontact.

Based on the states above, speaking is always on our daily activity. In SMP N 3 Tegowanu, the teacher hoped that speaking is one of the students' ability is which must be mastered but in fact, the students still thought that English was not important at this time, so they still ignored their ability in English especially in speaking.

In SMP N 3 Tegowanu, most of the students ignored four language skills in English especially in speaking skill. At the school, the students'awareness of speaking English was still unstressed. They still did not know how the importance of mastering English for their future in their life. How the teacher used the media and method of teaching also influenced their anxiety in learning English on that school. In the English class, the learning processstill used the Indonesian language.

Because of the condition, it made most of the students spoke in Indonesian or Javanese too as a response of the English class. The teacher also still did not motivate and stimulate the students to increase their ability of speaking in English. It was one of the problems that made the students thought that speaking English was not the important thing in their competence.By motivation, students will be more get the energy for themselves to know the English lesson better than before as the source which said that motivation is one of the change energy or the students who are token with the feeling which appears and the reaction for achievement the objective (Hamalik,2010:106).

Based on the stated above, the students must be given the motivation by the teacher and by motivation from themselves. By giving the motivation, it will make the students feel that they have a feeling to be better in speaking English. The teacher always has to give support for their students although they will do such a kind of mistakes in front of their friends or in front of the

teacher. Because of that, the students will think that English is difficult because their teacher always supports them in every condition.

According to Gudu (2015:55) there are three main factors of teaching: teacher, material, and student. The teacher has an important role in stimulating the students in speaking English. The way the teacher spoke in front of the class using Javanese and Indonesian more often made the students also gave the response using the Javanese or Indonesian too. Beside the teacher spoke in English language rarely in the English class,there was stillanother problem. That was about the teaching strategy of how to teach the studentsin the classroom. A successful teaching needs a teaching strategy that is used to transfer fact, idea, concept, expertise, and behavior into the learners' thoughts and action.

Based on the phenomena, the method of the teacher in teaching English in the class also influences the competence of the students because as teenagers they may feel bored in joining the learning process if there is no interesting method of the teaching. To help that problem, there are so many teaching methods to help the teacher in delivering the materials or making the students easy to get the concept of the material.

The use of teachingmethodallows the students to be involved in teaching and learning process because they are involved directly in the class. Some kinds of methods that might help them to deliver the materials are talking stick and snowball throwing.

Talking stick is one of cooperativelearning models. In applying of this cooperative learning, the teacher divides the class becomes some groups with five or six students who are heterogeneous(Huda, 2014:224). So, every student will get their own group.Talking stick is one of methods which can make the students feel like playing although in a reality they are studying. Without they realize they have improved the ability in English especially in speaking skill. The method just needs one media which can be gotten from any place, that is stick. By this media, the students will learn or study while they are playing. They will more enjoy because they play with all their friend and they also can practice to speak dirrectly for improving four language skills especially speaking skill.

Besides talking stick, snowball throwing is a method that is also used by many teachers for their students for improving four skills, especially in this speaking skill. According to Rahmadini (2012:2-3),snowball throwingis one of learning models that makes the students able to respond the message fromother students and send that message to their friends in a group. This model is amusing the students.

Those methods also have the benefit for the learning process for the students and for the teacher. Based on the definition above, it shows that those methods will solve the problem on students' speaking and the teacher's problem in teaching in the class. Realizing that speaking is important for English learners, so the teacher has to get some strategies in teaching and then talking stick and snowball throwing are some of the ways to solve them.

1.2. Reason for Choosing the Topic

There are two reasons for choosing the topic. The first one, the eighth graders of junior high school are usually ashamed and afraid when they practice their speaking in English in front of the class because they will be seen by their friends and their teacher. They usually know what they want to say because they have a sentence in their mind but the students usually just keep silent when they have their turn to practice in front of the class for saying anything. It causes the difficulty to translate their own sentences in their mind to the spoken one. By using this method, it will also improve their bravery, confidence and the ability in speaking English.

The second one, to help the teachers in teaching speaking to the eight graders of junior high school, the teachers may use an interesting method to present their teaching materials that also help them in creating fun class and fun activities by using talking stick and snowball throwing methods.

1.3. Statement of the Problem

Based on the general background of the study above, the problem can be stated as follow;

a. Is there any significant difference on the students' speaking achievement taught using talking stick method and a snowball throwing method?

b. Is there any effect of using Talking Stick and Snowball Throwing on the student's interest of speaking?

1.4. The Objective of the Study

Based on the research statement, the purpose of this study is as follow:

a. To investigate whether there is any significant of difference improvement in speaking achievement between the students' taught using talking stick method and those taught using snowball throwing method.

b. To find out the effect of using talking stick and snowball throwing on the students' interest of speaking.

1.5. Significance of the Study

The result of the study is expected to be used theoretically and practically:

a. Theoretically

1) The result of this study is expected to be able to widen the skill of teachers in using talking stick and snowball throwing methods to improve students' speaking skill.

2) As a reference to other researchers who want to study using talking stick and snowball throwing method will be more intensively in teaching speaking.

b. Practically

1) The result of this study is suggested to apply the talking stick and snowball throwing methods to increase the students' competence in English speaking skill.

2) The application of using talking stick and snowball throwing methods can make the students more enjoyable in doing their tasks related to the speaking materials.

1.6. The Scope of the Study

The scope of the study is limited to the talking stick and snowball throwing methods in teaching speaking.Then, the subject of the research is the eighth graders of junior high school students. In this study, the researcher chooses the eighth graders of SMP N 3 Tegowanu in the Academic Year of 2016/2017 for the subject research.

In this study, the researcher focuses on how the students present the dialogue in pairs with the theme of question and answer of asking, giving, and rejecting help, and question and answer of asking, giving, and rejecting thing.

1.7. Outline of the Study

Outline of the study consists of 5 chapters. In chapterI, introduction contains: background of the study, reason for choosing the topic, statement of the problem, the objective of the study, significance of the study, the scope of the study, and outline of the study.

Then in chapterII, review of the related literature contains of talking stick method: (the concept of talking stick method, the procedure of talking stick method, and the strength and the weakness of talking stick method), snowball throwing method: (the concept of snowball throwing, the procedure of snowball throwing, and the strength and the weakness of snowball throwing),

and speaking: (the concept of speaking, types of speaking, and teaching speaking).

In chapterIII, methodology of the research contains of research design, subject of the study, method and instrument of data collection, data analysis, and research procedure.

In chapter IV, finding and discussion contains of research result, the analysis of normality and homogeneity, the results data analysis of test tryout, the result of questionnaire, and the result of video documentation. The last, In chapter V, conclussions and suggestions.