

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an interactive meaning-making process that involves the production, reception, and processing of information. Through speech, a person can express himself to other people, so that they can find out someone's personality through the way he speaks. Good speaking is when the message or information can be conveyed clearly and effectively using appropriate language that is easy for the speaker to understand. Students need to know that speaking is not only saying something correctly based on grammar, vocabulary, and pronunciation, but also how to produce language appropriately according to the function, place, situation, who, and social conventions in the language.

Meanwhile, speaking skills are defined as skills that enable someone to communicate effectively. They provide an opportunity to convey information verbally and in a way that the listener can understand. The ability to speak to students is an important skill to develop in education. By facilitating open discussions, presentations, and speaking practice, teachers can help students present their ideas and arguments clearly and persuasively.

Then, teaching speaking is a series of interactive exercises that help teachers develop students' speaking skills. Teaching speaking involves creating an environment where students feel comfortable expressing themselves orally, providing ample opportunities to practice and providing constructive feedback to

improve students' communication skills. This can include activities such as role-playing, discussions and debates, as well as focusing on pronunciation, fluency and vocabulary acquisition. For example, using the talking stick learning method, so students can hone their speaking skills by learning while playing, so they are more enthusiastic.

As well as, the talking stick learning method is a technique that uses a stick or similar object as a communication tool. According to Rahayu (2021), the Talking Stick method can reduce public speaking anxiety for shy or introverted students. By knowing that it is their turn to speak, they can prepare better and feel more comfortable sharing their opinion. It is passed clockwise to the next person, who may choose to speak or to remain silent. Then, the talking stick is passed to each person for getting a chance to speak.

Based on the statement above, researcher can illustrate that in practice, the person holding the baton is allowed to speak, the others must listen carefully. To create students' reading skills, this strategy can also be used in various ways. For example, the instructor or group leader may allow one student at a time to read a portion of the content, thereby encouraging inclusion of all students in the reading guide. It can also offer students help to sharpen their skills and react to the writing read by their classmates. This strategy encourages dynamic collaboration in learning and creates a comprehensive environment where every student has the opportunity to contribute.

On this occasion, the researcher observed during the pre-observation conducted from July 23 to August 6, 2023, revealed some problems related to speaking skills at SMPN 2 Padang. This observation was carried out to determine

students' difficulties in speaking. Based on the results of observations, there are many problems related to learning English, especially speaking skills. For example, many students cannot speak English well. This happens because many factors influence it.

First, many students cannot speak english well. This happens because many factors influence it. such as lack of opportunities for students to learn and practice their speaking skills, lack of self-confidence, inadequate curriculum or teaching methods in developing students' speaking skills, and so on. Overcoming this problem requires a holistic approach, including increased opportunities for practice, motivation provided both from within and without, and a teaching approach that supports the development of students' speaking skills.

Second, students also have limited vocabulary. Due to the lack of student vocabulary, this makes it difficult for students to produce and compose English sentences. This of course inhibits students from expressing their ideas. So students tend to have low interest because they think English is a very complicated lesson. they are afraid of making mistakes related to pronunciation, structure, and vocabulary.

Lastly, students' speaking anxiety can have a significant impact on their performance. Anxiety can interfere with a student's ability to think, remember information, and communicate effectively. It can also affect students' self-confidence and make them feel uncomfortable in class or in other social situations.

Based on the observation above, the researcher is motivated to use the talk stick method to improve the speaking skills of second grade students at SMPN 2 Padang, so that students have good speaking skills, interact well, and do not feel

bored when learning English. Using the speaking stick method can make it easier for students to face some speaking difficulties.

B. Identification of the Problem

Based on the background problem, the researcher found that there were several problems faced by students. Namely, the lack of students' speaking skills because currently students' knowledge is still limited by their limited vocabulary knowledge. Moreover, students afraid to speak in English because students are confused about articulating inappropriate words, and this will make them feel embarrassed, which can be called speaking anxiety. Thus, they cannot communicate well and find it difficult to convey messages. For example, when they need to speak English, but when the pronunciation is not correct, they will laugh at each other. This makes students feel anxious about speaking English before the subject because they are worried about making mistakes.

C. Limitation of the Problem

Based on the many problems in the speaking process that have been identified above, the researcher limited this research problem to the use of the talking stick method to improve students' speaking skills in class 2 of SMP N 2 Padang. Researcher assume that using the talking stick method can help students speak spontaneously and be more enthusiastic in learning English, especially in speaking because the talking stick method is not boring and makes students enthusiastic because they can learn while playing.

D. Research Questions

Based on the problems above, the researcher will provide the following research problem formulation:

1. How does the talking stick method improve students' speaking skills in the second grade at SMPN 2 Padang?
2. Does the talking stick method influence improving students' speaking skills in the second grade of SMPN 2 Padang?

E. Purpose of the Research

Based on the research questions above, the objectives of this research are as follows:

1. To find out whether the talking stick method improves students' speaking skills in the second grade of SMPN 2 Padang.
2. To find out whether the talking stick method influences improving students' speaking skills in the second grade of SMPN 2 Padang.

F. Significance of the Research

The significance of the research is expected to be a useful contribution to partial academic development.

1. Theoretically

The research results are expected to be useful in the following areas:

- a. Teacher

This research also helps teachers convey information about the talking stick learning method and can be a good alternative method for learning speaking.

b. Students

The results of this research may be important for student learning because they support theories regarding teaching and learning methods.

c. Researcher

Assist researcher in developing a conceptual framework about talking stick learning. and build arguments based on the theory studied.

2. Practically

The research results are expected to be useful in the following areas:

a. Teacher

The results of the research will be useful for teachers because they will support the teaching and learning process to improve students' speaking skills, and make students more confident in speaking English.

b. Students

This research can improve the speaking skills of second grade students at SMP N 2 Padang. Also as a tool to help students learn English correctly and more effectively.

c. Researcher

The findings of this research can be used as a reference to support other authors who are interested in conducting research with the same theme or aim.

G. Definition of Key Terms

To avoid misunderstanding in this research, the researcher provides the following key terms:

1. Speaking

Speaking is a language skill that involves using words to communicate with other people in the language being studied.

2. Speaking skills

Speaking skills are a person's ability to express thoughts, ideas, and information orally clearly and according to context in a language.

3. Effectiveness

Effectiveness is the degree to which something achieves its intended purpose or produces desired results efficiently.

4. Improvement

Improvement means making something better or increasing the quality of performance and effectiveness through various methods, such as practice and learning.

5. Talking stick

The talking stick learning strategy used in this research is a short stick made of wood with a blunt shape. The researcher only needed one stick to do this research.