CHAPTER I

INTRODUCTION

A. Background of The Study

Learning media is one of the supports for student learning activities that can attract students to understand lessons in a more enjoyable and interesting way.[1] In order for students to better master the material being taught, it is important to create an effective learning atmosphere.

Effective learning in the classroom can be created by inviting students to be active in the process, so that students become more interactive in the learning process. Therefore, teachers cannot just use the lecture method alone, but need to apply media to make learning more interesting and interactive.[2] Because the application of interesting media can make students more active and participate.

One of the media that offers an active and interesting learning atmosphere is Talking Stick which is a media with the help of a stick, where students who hold the stick must answer questions or speak to convey their opinions and this stick will continue to rotate so that all students have the opportunity to speak.[3]

The application of this media has several benefits, especially in increasing student activeness. Passive students will be encouraged to speak up because they do not know when the stick will be given to them. This makes them more focused and prepare their answers carefully. The interactive and fun learning atmosphere will keep students away from boredom.[4]

One area that requires student involvement is English language learning. In the language learning process, speaking skills are one of the aspects that must

[1] Gerlach, V.G and Elly, D.P, "Teaching and Media: A Systemic Approach. New Jersey Englewood Cliffs," *Prentise-Hall.*, 1980.

[2] Singh Ritakumari, "EDUCATIONAL MEDIA IN TEACHING LEARNING PROCESS," *BHARTIYAM INTERNATIONAL JOURNAL OF EDUCATION & RESEARCH*, ISSN: 2277-1255, Volume 8, no. Issue III, June 2019, (n.d.).

[3] Michael T. Garret, "Walking on the Wind: Cherokee Teachings for Healing Through Harmony and Balance," *New York : Bear & Company Inc.* 22, no. 01 (n.d.).

[4] Martha J. Bradshaw, "Innovative Teaching Strategies in Nursing," *Jones & Bartlett Learning*, 2021.

be mastered by students.[5] However, many students have difficulty in speaking English due to lack of confidence, limited vocabulary, or fear of making mistakes. Through the application of Talking Stick media, students will get more opportunities to speak, thus indirectly helping them to improve their English speaking ability.[6]

Although this media has many advantages, there are still some challenges in its application because not all students feel comfortable in speaking in front of the class, especially for students who are shy and have anxiety in speaking. In addition, teachers also need to ensure that this media is not just a game, but is actually used as an effective learning strategy.[7]

To address this gap, this study proposes a new approach by applying the Talking Stick media to shifts the focus from passive to active learning to the third-grade students at Gontor for Girls campus 3, which shifts the focus from a formal teacher-centered classroom to a more interactive and student-centered learning experience. This study aims to improve the English language skills of third-grade students at Gontor Putri Campus 3 Ngawi through innovative and interactive media that encourages active participation. Then, from all these problems, research was taken with the title 'Talking Stick Media to Investigate Third Grade Students' Speaking Skills: Gontor for Girls Campus 3'

B. Statement of The Problems

Based on the background above, the problem statement is : Is Talking Stick Media Effective to use in Teaching English Speaking of Gontor For Girls Campus 3 Ngawi?

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[5] Kuiper Koenraad, *An Introduction of English Language : Word, Sound and Sentence* (United Kingdom: Palgrave Macmillan, 2010).

[6] Alireza Jamshidnejad, *Speaking English as a Second Language Learners' Problems and Coping Strategies: Learners' Problems and Coping Strategies*, 2020, https://doi.org/10.1007/978-3-030-55057-8.

[7] Clement, R., Major, L, and Gardner, R.C, "Attitudes and Motivation in Second Language Acquisition: An Investigation of Fontario Francophones," *Working Paper on Billingualism* 12 (1977): 18.

C. Research Objectives

The main purpose of this study was to determine the effectiveness of using the Talking stick media in investigating the English speaking skills of students of Third Grade at Pondok Modern Darussalam Gontor Putri 3 Ngawi. The specific objective is to measure the improvement of students English speaking ability after applying Talking stick media.

D. Significance of The Study

1. Theoretical

   The application of this classroom action research is expected to improve students' speaking skills, especially through the Talking stick media, so that it can be used as a foundation and reference for further researchers to improve the quality of English Education.

2. Practical

   Practically, the results of classroom action research can benefit:

   a. For Teacher

      Teachers can increase their knowledge about the role of education learning in speaking to modify and improvise teaching methods suitable for the material and the students' situation.

   b. For Students

      With the Talking Stick media in improving students' speaking skills, it is hoped that it can help students who are very difficult to express or even find difficulties in learning English, especially in improving speaking skills.

   c. For School

      It is expected to improve the professionalism of teachers who play a positive role in the progress of the school and the improvement of student learning processes and outcomes that affect learning in schools.

   d. For Future Researcher

Hopefully, this research can be used as a foundation and reference for Further research that is needed to improve the quality of English education.

E. Scope and Limitations

This research focuses on students of Third Grade at Pondok Modern Darussalam Gontor for Girls Campus Three in investigating students' speaking ability through Talking stick media. The researcher conducted a quasi-experimental design by a T-test in this research to determine the result of the post- and pre-test for the control and experimental classes.

F. Systematical Writing

In this research, the first chapter contains the Background of the study, Statement of the problem, Research objectives, Significance of the study, and Scope limitations.

The second chapter discusses the description of the chapter before discussing the introduction. This chapter discusses the reviewed literature, such as speaking skills, Talking stick media, the context of the study, Previous research, Conceptual Framework, and Research Hypothesis.

Following an introduction in the first chapter and a short explanation in the second chapter, the third chapter discusses the research method used in this research, such as The Research Design, The Hypothesis, The instrument, the Techniques of Data Collection, and the techniques of Data Analysis.

The fourth chapter contain the results and discussion of the Data presentation and Data analysis.

The fifth chapter, the last chapter in this thesis proposal, discusses the conclusion and the suggestion of this research.

CHAPTER II
LITERATURE REVIEW

Based on the essential information in the first chapter, this chapter will discuss the literature review. This discussion is all about Speaking Skills, Learning Media, Talking stick media, Context of Study, Previous Research, and Conceptual Framework that will described below :

A. Learning Media

1. Learning Media Definition

According to Gerlach, the media generally includes people, materials, equipment, or activities that create conditions that allow students to acquire knowledge, skills, and attitudes.[8] Learning Media, according to Romiszowsky, is something that works as a carrier of messages conveyed by sources such as humans or other sources to recipients, namely students.[9] Learning Media consists of two words, namely "media" and "Learning". The word media linguistically means intermediary or introduction. Meanwhile, the word learning is defined as a condition to help someone carry out the status of learning activities.[10] According to Brown, learning media used in learning activities can affect learning effectiveness. According to Singh Ritakumari, media refers to communication channels that send messages with an instructional purpose. They are usually used for the sole purpose of learning and teaching.[11] A different definition was expressed by Kiki Andriani, explaining that media is something that is used to share messages;

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[8] Gerlach, V.G And Elly, D.P, "Teaching And Media: A Systemic Approach. New Jersey Englewood Cliffs," *Prentise-Hall.*, 1980.

[9] Romiszowky, "The Selection And Use Of Instructional Media," *Great Britain : Billing & Son Ltd*, 1988.

[10] Kristanto, *Media Pembelajaran* (Surabaya: Penerbit Bintang, 2016).

[11] Singh Ritakumari, "Educational Media In Teaching Learning Process," *Bhartiyam International Journal Of Education & Research*, Issn: 2277-1255, Volume 8, No. Issue Iii, June 2019, (N.D.).