

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Most of language learners, in the world, study English in order to master speaking ability as cited in Widiati and Cahyono (2006). According to the English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skill. While, According to Ur (1996: 120) "from the whole skill (listening, speaking, reading and writing), speaking is the most important skill that should be mastered by the students in order to be able to communicate in English fluently. Moreover, students of second or foreign language education programs are considered successful if they can communicate effectively in the language. So, speaking is one of the skills that have to be mastered by the students in learning English.

Teachers need some strategies to help them in teaching learning process especially in speaking skill. Learning will have meaning if the learners do it by themselves, not only get the information from their teacher. That is why it needs a strategy which can bridge the students to learn naturally and fun.

The researcher conducts this research in the SMP Muhammadiyah 8 Benjeng, the researcher knows that the teacher has a problem about speaking ability in the classroom. In teaching learning process in the seventh graders, the teacher still uses traditional way in delivering the material, thus, the teacher as the speaker and the students as the listener. The teacher takes the dominant role in the

classroom. Hence, the teacher has tried some strategy to create speaking class truly but she couldn't find it yet.

While related to the descriptive text, the teacher explains what the components about descriptive text are. Then, she gives the example and task to the students. She asks the students to speak descriptive text based on the example. The teacher realizes that her method is less effective to improve speaking ability which is related to descriptive text. She finds the difficulties in the method of speaking ability which is appropriate with the students' condition and their ability.

The average students get poor score in speaking ability; most of them get under 65 actually the standards of the score should be upper 65 or minimum 65. It can be shown that the students who have reached learning mastery are only several students, while the others have not reached it yet. Students also have less confidence to speak in front of their friend.

From the information above, the researcher and English teacher find that there are some obstacles faced the seventh graders related to speaking ability on descriptive text. They are as follows: (1) The students' interest in speaking is still low, because they are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. (2) The lack of books relates speaking descriptive ability. (3) The students are less to communicate their thought effectively. (4) The lack of students' vocabulary and grammar mastery in English.

All of the problems in teaching learning English relates to speaking descriptive ability have to find the best solution. Dealing the discussion above the

researcher offers strategy by using the combination of talking stick and darts game. That strategy can be the best solution to overcome that problem.

According to Salen and Zimmerman (2004), a game is a structured set of rules that create a space (the magic described) in which the playing mode of experience is possible to adult. Games enable the students to laugh, compete, and also interact with others. So that, almost all teachers use games in order to motivate the students in learning English. Games that used to overcome the problems relate to speaking ability on descriptive text is darts game. This game combines concentration and entertainment. Darts game is also interesting because there are rewards and punishment. Meanwhile, darts game is a kind of game which is made of Styrofoam board (color Styrofoam) that sticks on the board. Inside of it there is picture and word or phrase related to descriptive text. Then, the students have to shoot on the Styrofoam board. The students who shoot, they have to describe a picture and a word or phrase. In this study the topic is focused on describing someone. There is also a price for the students who can shoot in the middle of Styrofoam board.

Talking Stick has been chosen in this study as a strategy to solve that problem above. Talking stick is a kind of learning method in which the students make a circle and then listen to the songs prepared by the teacher. Before playing the song, the teacher gives the stick to one of the students. When the song comes to the end and when there is a student who holds the stick, she or he has a power to speak. Then, the stick goes around again from one student to another.

Actually, the use of talking stick and darts game can be done separately but here the researcher combines it to be simple and more beneficial because (1) students have more opportunity to speak up (2) The students can increase the students' concentration (3) those game are very entertaining and interesting for students in junior high school. So, the students can be motivated and their speaking ability will be significantly improved. The researcher uses talking stick as only in the beginning, in order the students get chances to play the darts game. Based on the background above, the researcher is interested in conducting classroom action research under the title "Improving Students' Speaking Ability on Descriptive Text through the Combination of Talking Stick and Darts Game for the Seventh Grade at SMP Muhammadiyah 8 Benjeng".

1.2 Problem Statement

Dealing with the background above, this study is conducted to give an appropriate answer to these problem statements as follows:

1. How does the use of the combination of talking stick and darts game improve students' speaking ability on descriptive text for the seventh graders at SMP Muhammadiyah 8 Benjeng?
2. How are the students' response toward the use of the combination of talking stick and darts game improve students' speaking ability on descriptive text for the seventh graders at SMP Muhammadiyah 8 Benjeng?

1.3 Objective of The Study

In conducting the study, the researcher can set up the following objectives:

1. to improve speaking ability on descriptive text to the seventh graders at SMP Muhammadiyah 8 Benjeng by using the combination of talking stick and darts game.
2. to know the students' responses about the use of the combination of talking stick and darts game to improve speaking ability on descriptive text to the seventh graders at SMP Muhammadiyah 8 Benjeng.

1.4 Significance of the Study

The researcher hopes that this research will have some benefits in the English teaching learning, especially in teaching speaking. There are two kinds of benefit in this research; theoretical and practical.

Theoretically, this study can contribute to find strategy in teaching speaking ability on descriptive text. Secondly, the result of the study is expected to give contribution in the development of TEFL and this study will contribute to the development of teaching strategy especially for English teaching.

Practically, the result of the study is useful for teacher, students, and readers. First, this study can be used by the teacher to provide a better technique for teaching speaking in junior high school. Second, it is hoped that the combination of talking stick and darts game can help the students in speaking ability on descriptive text. The last, the result of the study will be useful for the

readers who are interested in analyzing English teaching especially in teaching speaking.

1.5 Scope and Limitation of the Study

In this research, the researcher limits the problem to make this research feasible. In this research, the researcher only focuses on using the combination of talking stick and darts game to improve speaking ability on descriptive text to the seventh graders at SMP Muhammadiyah 8 Benjeng. The researcher gives limitation of the problem in teaching speaking descriptive text by using the combination of talking stick and darts game because it can make the students enjoy in learning descriptive text. The topic of descriptive text which teacher uses is people. The researcher conducts an action research in a cycle. If the first cycle is successful, the researcher does not need to conduct second cycle.

1.6 Definition of Key Terms

It is necessary for the researcher to define the terms to avoid misinterpretation among the readers. The researcher tries to clarify the terms as follow:

1. Teaching Speaking in this research is activity from the use of the combination of talking stick and darts game in that the students speak about descriptive text based on the curriculum in junior high school.
2. Talking stick is a kind of cooperative learning method in which the students make a circle and then listen to the songs prepared by the teacher. Before

playing the song, the teacher gives the stick to one of the students. When the song comes to the end and when there is a student who holds the stick, she or he has a power to speak. Then, the stick goes around again from one students to the other every students has opportunity to do that.

3. Darts Game is a kind of game which is made of Styrofoam board (color Styrofoam) that sticks on the board. Inside of it there is picture and word or phrase related to descriptive text. Then, the students have to shoot on the Styrofoam board. The students who shoot, they have to describe a picture and a word or phrase. In this study the topic is focused on describing someone. There is also a price for the students who can shoot in the middle of Styrofoam board.
4. Combination of the strategies in this research is mixing of talking stick as strategy in cooperative learning and darts game in teaching speaking descriptive text.
5. Descriptive text is a text that describes someone, something or certain places. The purposes are to describe a particular place or thing and give detail description about certain object.
6. Junior High School is education program which is done during three years after graduated from elementary school.