

CHAPTER I INTRODUCTION

A. Research Background

Nowadays, students' problems that occur in learning English are the lack of student motivation in learning English. Motivation plays a very crucial role in increasing the effectiveness of teaching English to students.¹ Motivation can be interpreted as a force or driving force to do something or display a certain behavior. Motivation is an impulse or desire that can support someone in doing something. Motivation is defined as something or something given by one party to another so that the

other party is moved, influenced, or challenged to do or not do something.² Therefore, motivation plays a very important role in increasing the effectiveness of teaching in English. Motivation can be interpreted as a driving force or a desire that can help you do or not do something, in this case learning English (Matveeva & Arziva, 2020; Duha, 2020).

The lack of innovation in the learning process is one factor contributing to students' lack of enthusiasm for learning English. The teacher's methods are not interesting when the learning process is taking place. The teaching and learning process uses a teacher center in delivering lessons. Most of the material comes from the teacher so during teaching and learning activities students do not have full concentration and do something useless. Students feel less confident in class, students have difficulty understanding the material presented and tend to feel bored with the learning techniques used. However, it would be better if you use a new method to add a pleasant atmosphere.

¹ Matveeva Irina Aleksandrovna Arziva Dilvuza Tashlanovna, "Motivation In Learning English," *International Journal of Scientific & Technology Research* volume 9, no. no 3 (2020): 3323.

² Timotius Duha, *Motivasi Untuk Kinerja* (Yogyakarta: Deepublish, 2020), 43.

As a result, teachers should pay attention to students who collaborate and interact with one another more effectively. The educational process is greatly influenced by the process of creating engaging teaching and learning activities. Teachers face a challenge in creating an engaging learning environment, even though they can employ a variety of novel teaching strategies. To get the most out of their students' learning, teachers need to be creative and use the right teaching methods.³

Some teachers are involved in the learning process at school. It is not easy to become a teacher because it requires pedagogical skills so that students comprehend what is being taught. The best method for teaching the learning process must be available to teachers.

The researcher used cooperative learning to assist students in developing their motivation for learning in light of the preceding issue. Group emphasizes working together with other students. It is based on the idea that when discussing problems together, students find it easier to problem solve in learning and easier to comprehend the lessons.

Based on the problems above, students should be given new methods that can meet their needs to develop students motivation during the learning session. The talking stick method is one of the approaches. Cooperative learning with sticks is the focus of the talking stick method. Stuck students must answer questions not only to teach them how to speak but also to make the classroom fun and active.

One of the cooperative learning methods teachers use to achieve the expected learning objectives is the talking Stick method. Obediently, the goal of this study during the classroom teaching and learning process was to focus on creating learning through the use of a stick game that students provided for students.

³ Lukman Nulhakim Ahmad Zaki, Suparno, "The Role of Teachers in Improving Students Learning Outcomes in Thematic Learning Trough the Use of the Environment as A Learning Resource," *Jurnal Ilmiah Sekolah Dasar* Vol 5, no. No 1 (2021): 62.

In the learning process, the talking stick method can encourage students to be brave and express their opinion. Everyone is free to talk about what concerns him, so no discussion is needed on a particular topic. The teacher can explain the material and give opportunities for students to discuss and understand the material in the group. After that, ask questions from one to the other student. The talking stick method can be used for shy students who know the answer but are reluctant to raise their hands, but their body language shows they know the questions. So, using the talking stick method can optimize students' skill participation in the lesson.⁴

From the depiction above, it tends to be perceived that the talking stick technique pretty much makes understudies generally prepared to participate. Because everyone has a chance to be appointed and answer questions.

Based on the results of an interview with Mr. Jamaluddin Moh Toha, M.Pd a teacher in MTs Mazroatul Huda Wonorengo Demak has not achieved satisfactory results. Motivation plays a crucial role in teaching and learning activities because motivation is one of the determinants of understudy outcomes in learning. The learning method used by Mr. Jamaluddin is usually a lecture method, discussion, and there is also ice breaking. However, the 8th-grade students' motivation to learn English is low. This may be due to the monotonous learning model that makes students feel bored in class so students' learning motivation is reduced. Naturally, the teacher's crucial role cannot be separated when it comes to motivation. Students' enthusiasm and motivation for learning must be increased by teachers.⁵

According to Mr. Jamaluddin, students' motivation in learning English is very low. Therefore, there is a need for innovations in learning, such as the application of effective and

⁴ Hartati, "Using The Talking Stick Method to Improve Vocabulary Mastery of The Eight Grade Students of MTs An Najah Petaling," *The Journal of English Literacy Education* Vol 6, no. Number 2 (2019): 95.

⁵ "Interview With Mr. Jamaluddin Moh Toha," (*English Teacher at MTs Mazroatul Huda Wonorengo Demak*), February 14, 2022.

fun learning methods so that students are enthusiastic about learning. Based on the results of the observations above, the researchers chose to use the talking stick method to develop students' motivation in learning English.⁶

The talking stick method was chosen because it encouraged students to learn while playing so that the learning flow is interesting for the students. The method is similar to a relay race, with the question coming from the student who gets a stick from the teacher, while the rest of the question is determined to whom the stick was given by a friend who first received a question from the teacher.

The purpose of this study is to determine if there is a significant difference in motivation between students taught using the speaking stick method and students taught without it.

In learning activities, motivation can be said to be the overall driving force on students who lead to learning activities, which influences the individual to lead to learning activities, so that the goal desired by the subject learning can be achieved. The Problems above have identified that some students have problems learning English. Researchers want to try to research “*The Influence of Using Talking Stick Method to Increase Students Motivation In Learning English at The Eight Grade of MTs Mazro’atul Huda Wonorengo Demak*”

B. Research Questions

Based on the research background above, some of the problems are formulated as follows:

1. How is the effect of the talking stick *method* to develop students' motivation in learning giving instruction topics at MTs Mazroatul Huda Wonorengo Demak ?
2. Can the *talking stick* method develop students' motivation in learning giving instruction topics at MTs Mazroatul Huda Wonorengo Demak ?

⁶ “Interview with Mr Jamal Moh Toha,” (*English Teacher at MTsMasroatul Huda Wonorengo Demak*), February 14, 2022.

C. Research Objectives

The following are the goals of this study that are based on the research question:

1. To determine the effect of the talking stick method on student motivation in learning giving instruction topics
2. To find out whether the talking stick method can develop students' motivation in learning by giving instruction topic.

D. Research Significances

The researcher hopes that the findings of this study will be of use to educators, particularly those who teach and learn English. The following are the advantages:

1. Theoretically

The findings of this study can be used to expand the literature on English language education, particularly in teaching using the talking stick method.

2. Practically

a. For the students

- 1) This research is expected to provide a new atmosphere in learning activities to increase students' enthusiasm for learning.
- 2) This method will be a good experience for learning English in an easy and fun way.

b. For the teachers

- 1) The teachers can use this method as an alternative strategy to create interactive and interesting learning.
- 2) This study is an input for teachers to implement creative and innovative methods and models.
- 3) This study is a motivation to improve skills in choosing a variety of learning methods and models so that it can improve the learning system which of course also affects students' learning outcomes.

- c. For the researcher
 - 1) For future researchers interested in this study to get information about learning English with a talking stick method.
 - 2) Improve skills as experience for researchers in applying the talking stick Methods.

E. Organization of Thesis

The organization of the thesis is stated as follows:

1. The Complementary Pages

This section includes a cover/title page, approval pages, declaration, abstract, *abstract*, motto, dedication page, acknowledgments, preface, table of contents, list of abbreviations/ table/ figures/ illustration/ appendices.

2. The contents of the research

This section is divided into five chapters which are as follows:

CHAPTER I : INTRODUCTION

This chapter explains the research background, research questions, research objectives, research significance, and organization of the thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE.

This chapter presents a theoretical description, a review of the previous study, a theoretical framework, and a hypothesis.

CHAPTER III : RESEARCH METHODOLOGY

This chapter will describe the research method, research population/sample, research setting, research participants/subjects, instruments, data collection technique, research data validity,

data analysis techniques, and research ethical considerations.

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

This chapter describes the research results and discussion.

CHAPTER V : CLOSING

This chapter consists of conclusions, implications, and recommendations.

3. The closing page

The final section contains references, appendices, and curriculum vitae.

