CHAPTER I

INTRODUCTION

In this chapter, the research focuses on the background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. **Background of the Study**

Speaking is one of language skill that has to be mastered by students besides listening, reading, and writing. It is the macro-skills of language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, and monologue. Chaney in Kayi, (1998:13) states, "Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Speaking is a productive skill; it consists of short, often fragmentary utterances, in a range of pronunciation (Brown and yule, 1983:26). Furthermore, Byrne, (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who said that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as listening. While productive aspect of speaking referred to as saying. Receptive and productive participation usually happen in conversation. In other word, speaking is interactive and requires the ability to cooperate in the management of speaking turns (Scott, 2005:1).

Therefore, speaking is crucial part of foreign language that have to be mastered by students in order that they can communicate with others.

Based on standard competence and basic competence of KTSP (school based curriculum) for second grade at Junior high school, especially for speaking skill, there are some aspects which are used as basic in teaching and learning process such as; (1) reveal meaning in transactional and interpersonal conversations. (2) reveal meaning in oral functional text and simple short monolog in the form of recount text and narrative text to interact with surrounding environment. (1.1) reveal meaning in oral functional text and simple short monolog to interact with surrounding environment in the form of asking, giving, refusing help, asking, giving, refusing thing, asking, giving and refusing information, asking, giving, and refusing opinion. (2.1) reveal the meaning in simple monolog by using variety of oral language accurately, fluently, and appropriately to interact with the surrounding environment.

Standard competence and basic competence are the basic which are used to develop material, arrange learning activities and competence indicator for assessment. In other word, the teacher should arrange teaching and learning activity based on it. In which, the students should be able to use language in transactional, interpersonal, and functional competences. Nunan, (2003:56) stated that transactional speech involves communicating to get something done, including the exchange of goods and or services. Then, interpersonal communication is the process that used to communicate our ideas, thoughts, and feelings to another person. Interpersonal communication skills are learned

behaviors that can be improved though knowledge, practice, feedback, and reflection.

In addition, teaching and learning English in Junior high school level have to reach literacy level. Literacy level is one of theoretical and practice consideration in application of KTSP (School Based Curriculum). In other word, literacy level is used as attainment priority in every stage of education. Wells in Depdiknas (2004) determine 4 types of literacy; performative, functional, informational, and epistemic. In junior High school level the teaching and learning English is targeted to reach functional level in which the students learn language as communication tool. It is line with teaching and learning purposes in junior high school that is develop communication competence in the form of written or oral in order to achieve literacy level of functional competence. Therefore, it is clear that teaching speaking in junior high school should be able to reach interpersonal, transactional, and functional functions in which students can use language as communication tool in their daily life.

To achieve interpersonal, transactional, and functional competences in speaking is not easy for students and English teacher. Based on the result of interview with some students of VIII B Class at MTs N Tunggangri, most of them felt that speaking is the most difficult skill. They felt afraid of making mistakes, shy and having lack of confidence when they speak English. Harmer (1998: 62) stated that all students make mistakes at various stages of their language learning. It is part of natural process they are going through and occurs for number of reasons. In the first place, the students might haven't quite grasped the new

information and so continue make errors. Perhaps their own language gets in the way because the way English expresses an idea or uses grammatical construction is very different with their first language (Harmer, 2005:96). The main point is all of those mistakes can happen if the students are lack of knowledge about language component.

The students' problems in speaking made the students were afraid and not motivated to speak. As a result, this situation made the students passive in the learning process. Considering the facts, it is necessary to convince the students that speaking will not be the difficult skill to master if the teacher gives interesting strategies in the teaching and learning process which facilitate their needs to practice speaking. Besides that, the technique should make students take much participation during the learning process and provides students to create positive classroom activities.

There are a lot of interesting techniques to make students enjoy the speaking activity as well as a suitable technique for teaching speaking in which the students are able to explore their mind to achieve their speaking competence. Lie (2002 : 4) distinguish some technique in teaching speaking such as, make a match, think fair share, numbered heads together, two stay two stray, paired storytelling, and talking chips. In this research the researcher uses talking chips technique. Talking chips is one of the teaching strategies of cooperative learning which was developed by Kagan in 1992 for the first time. Jacobs *et al* (1993:43) states that talking chips is a CL technique that encourages equal

participations. In this technique the students do speaking activities cooperatively. It is good technique to encourage all students to participate.

Furthermore, Joseph *et al* (1993: 43) states that talking chips technique can ensure all students in a group share their ideas. Since this technique emphasizes full and even participation from all the members, this technique encourages passive students be able to speak out confidently. In this technique the students are given plastic chips. One of student begins the discussion; placing one of his/her chips in the center of the table. A student with a chip continuous discussion using his/her chip. When all chips are used, teammates each collect their chips and continuous the discussion using their talking chips. According to lie, (2002:63) talking chips technique is suitable for all lesson and age. Therefore, this technique can be used for all school level and subjects.

Moreover, talking chips technique have some advantages that useful in teaching speaking such as; it give chance for every student to participate equally. In group work usually there is student that tends to be more dominant or active than other students. Besides that, there are also students that tend to be passive and silent in the class. This technique will ensure every student to participate (Lie, 2010:56). In addition, Kagan *et al* (2015:03) states other advantage of using talking chips technique that is develops students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills.

Based of the explanation above, the researcher is interested to use talking chips technique in teaching speaking. Moreover, the researcher found that the

implementation of talking chips in the teaching and learning process of speaking is believed to improve the students speaking ability. It is known from the result of previous study which conducted by syafryadin (2013) from Indonesia University of Education which showed that there was improvement of the students' speaking ability at grade X of Senior high schools in Bandung after taught by using talking chips. Therefore, the researcher want to prove that talking chips technique is effective in teaching speaking but in different research design and level of school. In which the research uses experimental research design. Then, it will be conducted in Junior High School level especially in second grade of students.

Because of the reason above, the researcher is intended to investigate the effectiveness of using talking chips in teaching speaking. This study is expected to have some contributions to the language teaching learning process, especially for teaching speaking in Junior High School. Through this technique hopefully students will be more active and enjoy the speaking activity. Therefore, the researcher conducted the research under the title "The Effectiveness of Using Talking Chips Technique in Teaching Speaking of Second Grade Students at MTs N Tunggangri Kalidawir Tulungagung"

B. Research Problems

Based on the background of study, the problem of this study is formulated as follows:

1. How is the students' achievement in speaking skill before being taught by talking chips technique?

2. How is the students' achievement in speaking skill after being taught by talking chips technique?

3. Is there any significant difference before and after being taught by using talking chips technique?

A. Objectives of the Research

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

1. To investigate the students' achievement in speaking skill before being taught by talking chips technique?

2. To investigate the students' achievement in speaking skill after being taught by talking chips technique?

3. To find out the significant difference of students' speaking achievement before and after being taught by using talking chips technique?

B. Research Hypothesis

1. Null hypothesis (Ho)

There is no significant difference in speaking achievement between the students before are taught by talking chips technique and after are taught by talking chips technique

2. Alternative hypothesis (Ha)

There is significant difference in speaking achievement between the students before are taught by talking chips technique and after are taught by talking chips technique

C. Significance of the Research

By conducting this study the researcher hopes that this study will be useful for readers especially:

For the teacher, the result of this research is expected to give contribution to the teaching of speaking, particularly at MTs N Tunggangri Kalidawir where the research is conducted. The teacher can use the result of this research as reference in teaching speaking. Besides that, the teacher can motivate students to increase their ability in speaking through talking chips technique.

For the students, the researcher hopes that talking chips can be used as good technique in motivating them to be more active in speaking class. Moreover, by using that technique hopefully the students will be able to increase their speaking ability and more attractive in learning English without under pressure feeling.

For the further researchers, they can use the result of this study as reference to conduct a further research that is related to talking chips technique

D. Scope and Limitation of the Research

The researcher limits the scope of this research in order to avoid misunderstanding about this research. The scope of this research is conducted at

MTs N Tunggangri Kalidawir Tulungagung, focused on the effectiveness of using talking chips technique in teaching speaking. Then, the material that will be taught to students is about recount text. The materials are taken from instructional books and other relevant sources.

E. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the terms used, the researcher gives the definition of the terms as follows:

1. Effectiveness

Effectiveness is the extent to which an activity fulfils its intended purpose or function (Analytic Quality Glossary)

2. Talking chips

Talking Chips Technique is a technique in teaching speaking which make the students interested in speaking English. It is because this technique encourages the students to be active in the classroom and learns about cooperation in group (Kagan, 1992: 17). In this technique the students are given plastic chips. One of student begins the discussion; placing one of his/her chips in the center of the table. A student with a chip continuous discussion using his/her chip. When all chips are used, teammates each collect their chips and continuous the discussion using their talking chips (Joseph *et al,* 1993: 43)

3. Speaking for junior high school

In standard competence of speaking skill of KTSP 2006 explain that the students should be able to reveal meaning in the simple interpersonal and

transactional conversation and reveal meaning in oral functional text and simple short monolog to interact with surrounding environment.

4. Teaching speaking

What is meant by "teaching speaking" is to teach ESL learners to; 1) Produce the English speech sounds and sound patterns. 2) Use word and sentence stress, intonation patterns and the rhythm of the second language. 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. 4) Organize their thoughts in a meaningful and logical sequence. 5) Use language as a means of expressing values and judgments. 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan in kayi, 2003: 1)