CHAPTER I

INTRODUCTION

1.1 Background of the Research

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of daily activities. Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". They also shares information, suggestions and comments to other through communication. It can be show that speaking is the important skill that should be mastered in learning English because through speaking people can communicate and share their idea with others. Nunan (2003) stated that speaking is the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Guang & Liang (2007)stated that speaking is the ability to express oneself or communicate orally by using a language. It means that speaking is an interactive process for producing, receiving, and processing information. Furthermore, the students are expected to use language proficiency well. Through speaking, learners need intonation, stress, pronunciation, grammar, and expression

1

to express their idea or opinion. While speaking is important, many students have to master this skill as well as they can. They do many ways to be better in speaking. In fact, speaking is not easy to be mastered because learning to speak is not only learn about grammar but also learn the knowledge of how to use the language. Therefore, there are some students still have problems in speaking.

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. 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, therefore this technique will ensure every student to participate. 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 on the explanation above, the researcher tried to apply one technique that could give a chance to every student to be more active in the classroom. Thus, this research was attempted to apply Talking Chips Technique in

teaching speaking since this technique can give a chance to the students to speak in the classroom. A previous research was conducted by Fitri, et. all (2016) entitled "The effect of applying talking chips technique on the students' achievement in speaking ability". They found that there was effect of applying Talking Chips Technique on first grade students' in SMA Harapan Mekar. 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.

Based on the explanation above, the researcher is interested to conduct aresearch about "The Effect of Talking Chips Technique Toward 8th Grade Students Speaking Ability at SMP Islam Ambulu".

1.2 Problem of the Research

Based on the background, the researcher is formulated the research question as follow:

"Is there any differences in students speaking ability who are taught using Talking Chips Technique and students taught using the lecture method?".

1.3 Objectives of the Research

Relating to the research problem above, the objectives of study is to know whether or not there is differences in students speaking ability who are taught using Talking Chips Technique and students taught using the lecture method.

1.4 Operational Definition of the Terms

Operational definition is needed to avoid misunderstanding or different interpretation between the writer and the readers about the concepts used in the research.There are some key terms consists which relates with this research such as *speaking ability and talking chips technique*.

1.4.1 Speaking Ability

Speaking is a verbal communication which produced of language by using of human. Speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. Speaking ability is an ability of person to process words that are used to communicate effectively and based on understanding to fit the expected. Speaking ability in English is related with students' how the students will improve their capability in speaking English by using some ways or techniques which can improve the students' speaking ability in English become well.

1.4.2 Talking Chip Technique

Talking Chips is a technique which is consists of a group participation that uses several chips in the procedure.Talking chips ensures the students to have equal participation by requiring each speaker in group to submit the buttonswhen sharing thoughts concerning topics. Talking chips strategy provides opportunity for every student to talk, so there is no gap between students who are active to speak and those who are not.

1.5 Significance of the Research

The results of this research is expected to be useful for:

1. To the students, hopefully this research will help to solve their problem in English speaking skills both in the learning process or in other occasions.

2. To the teachers of English, the result of this research is expected to give contribution to the teaching of speaking, particularly at SMP Islam Ambulu 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.

3. To the school, hopefully this research can be used as a conceptual contribution. So, it can improve the quality of education and innovation for learning and teaching English at SMP Islam Ambulu, especially in speaking ability.

4. To the researcher himself, by conducting this research, the researcher expects he will improve his knowledge about English teaching in Indonesia and raise his creativity in the teaching world.

5. To other researcher, hopefully it can be an inspirational reading to do similar research or even develop this research for the better.

1.6 Scope of the Research

       To avoid the disorientation and misinterpretation in this experimental research, scope and limitation of the research are provided. The scope of the research is focused an implementation of Talking Chip Technique. The subjects of this research are limited at the 8th grade students of SMP Islam Ambulu in the 2019/2020 academic year.