

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss the background of the research, problem identification, problem statement, objective of the research, significant of the research, hypotheis and significant of the study.

1.1. Background of The Research

English as a global language which is needed by people around the world to communicate with other people. As international language, English is something important to learn including in Indonesia. As one of subject in Indonesian education, English is taught from kinder garden, elementary school, senior high school and university. Brown (2001:232) in (Permanasari, 2014:1) stated there are four skills namely listening, reading, speaking, and writing. In learning English students needs all those skills to be mastered. All of those skills are integrated each other and become the important substances in learning English (Estiningrum, 2014:1).

Speaking is one kind of four basic language skills. Speaking is the productive skill of a language to express idea or send message from the speaker to the hearer. In Welty (1976) states that speaking is the main skill in communication. Thus speaking is the most important language skill to master. It means that when someone speak they produce of expression, that should be meaningful (Purwasih, Vianty, & Sitinjak, 2016:766).

Speaking is one of substance in learning English at junior high school. In junior high school, students need to be able to speaking English correctly. However in fact, most of students in junior high school have problems to speaking English. For example, because the students believe that English is difficult to understand and they have low motivation to learning English, the students usually get stuck when they want to say something. The other difficulties of speaking English are usually in grammar, vocabularies and pronunciation. Some students also feel shame and getting nervous if they are asked to practice speaking in the classroom.

In addition, the teachers usually give not chance to the students to share their ideas. In learning process, teacher just explains the material, ask and answers the questions. So when the teacher ask to the students to speak up, students just keep silent. Since there is no participation from the students in discussion, it can make the classroom activity is bored. Those condition can make the students not interested in learning speaking or trying to speak up.

To solve those problems and raise up students speaking ability, the teachers have to improve their speaking skill by using interesting technique. The students need something different to burn up their motivation in learning speaking. There are many interesting and suitable technique to make students enjoy practice speaking in the classroom. As an effort to raise up the students speaking, the teacher can apply Talking Chips technique. Talking Chips is one kind of Cooperative learning models. Kagan and Kagan (2009) says that Talking Chips technique is a technique of teaching speaking which makes the

students interested and help the students to speak. This technique is useful to help students more active speaking and interactive in speaking activity in the classroom (Purwasih et al., 2016:768).

Related to the explanation, Talking Chips developed by Kagan and Kagan (2009) says that Talking Chips technique is a technique of teaching speaking which make the students interested and help the students to speak. To make sure that Talking Chips can improve students speaking ability, some research showed that how Talking Chips technique can improve students performance in speaking. Estiningrum (2014:5) stated that it is believed that Talking Chips is an effective strategy to improve students' speaking skill because it encourages students to participate and overcome communication or process problem, such as dominating group member.

From the explanation above, the writer was interested in writing experimental research study entitled The effectiveness of applying Talking Chips technique in teaching speaking (An experimental study at eighth grade of SMP N 1 Pakis Aji year of 2018/2019).

1.2. Problem Identification

Based on the background above, in learning speaking the students usually find some problems. Those problems happen to most of students in learning process. The students speaking problems was different one and other. Based on the writer observation on SMP N 1 Pakis Aji, the English

teacher said that, most of students have problems in speaking. They need to improve their speaking and to build up their motivation in learning speaking.

The first problem is related to the students. The teacher said that the students still get stuck when they tried to speak up, felt shy and does not know how to express their idea. To solve the students problem, the writer want to apply Talking Chips technique to eighth grade of SMP N 1 Pakis Aji because it is proved that Talking Chips technique can improve students skill.

1.3. Problem Statement

The problem statements of this research is:

“How significant is the difference in speaking ability of students who are taught by using Talking Chips technique and those who are not?”

1.4. Objective Research

The objective of the research is to examine the differences in speaking ability of students who are taught by using Talking Chips technique and those who are not.

1.5. Significances of Study

The result of the present study is expected to give benefits both of theoretically and practically. Theoretically, it can be used as reference for other researcher to conduct the research by using Talking Chips technique. And this study can increase information in teaching speaking skill.

Practically, for the teacher this technique can to be used of reference that Talking Chips can be used to teaching speaking in the class room . For the students, they will get new interesting and suitable technique in learning

speaking. So, this technique can become solution to the students problems in learning speaking.

1.6. Hypothesis of Study

Ho : There is no significant differences in speaking ability between the students who are taught using Talking Chips Technique and the students who are not taught using Talking Chips Technique.

Ha : There is significance differences in speaking ability between the students who taught by using Talking Chips Technique and students who are not taught using Talking Chips Technique.

