CHAPTER I

INTRODUCTION

A. Background of Study

As human beings, individuals usually communicate with others by speaking. It can happen everywhere, every time, and with everybody. Speaking has become the part of their daily activity, because they have to communicate with others by speaking. When someone interacts with others, he uses language to express his ideas, feeling, and thought.

Speaking is one of the language skills besides writing, reading and listening. Someone who is good at communication has developed in speaking skill. According to Hutabarat (2009) considered that "speaking skill is the aims of second or foreign language learning." Therefore, it is important to learn speaking from basic, especially for students, to be able to communicate fluently and learn second language or foreign language.

Generally, when someone speaks, there is a message will be informed, and it is purposive. Gert and Hans (2008, pp. 207) claimed that "through speaking, the speakers formulate their utterances with the goal of having intentions recognized and recipients process the speakers' remarks with the goal of recognizing those intentions". These intensions occur from a speaker to listener. However, giving intentions in other

language is not easy. Students need to be able to speak foreign language because the ability to speak is measurement students master a language.

Speaking skill is the most commonly used in communication, because it is an effective way to get and give information from and to others. According to Harmer (2008, p. 343), if students want to be able to speak fluently in English, they need to be able to pronounce phoneme correctly, use appropriate stress and intonation patterns and speak in connected speech, as well as practice frequently in order to have such aspects. If they have done it well, they also can communicate fluently. It means that speaking is an interactive process for producing, receiving, and processing information.

In learning context through speaking the learners believe that the structure of English language is an essential component of learning. Speaking becomes one of the important skills for the students who take English study program. They are expected to be able to speak well. But in the reality speaking is not an easy task to do. It is because of learning to speak is not only learning about grammar, vocabularies, pronunciation, but also rather how to use all the components in a real communication context.

Speaking should be taught effectively to students because the frequently face some problems in speaking. The common problems faced by students are difficulty to pronounce words, speaking in their mother tongue structure, boring, less confidence and being afraid of making mistakes during the teaching learning process. Another difficulty is caused by the lack of English vocabulary. In order to help the students to cope with the problems, the teacher should have an appropriate technique in teaching

speaking in order to make them more active in learning English speaking. One of the suitable techniques could be Talking Chips.

Kagan, (as cited in Syafryadin, 2013) explained that talking chips technique is a technique that is used in teaching speaking to make the students active in the class. In implementing this technique in the class, the students are divided into several groups and all members in each group are given chips. These chips are given to the students when they want to speak. Every time the student has spoken, he/she has to put the chips in the middle of the table. If the chips are over, he/she is not allowed to speak until all members' chips are also over. The students will be given the chips again if the discussion in the class is not finished yet.

Estiningrum (2015) who conducted a research entitled "*Using talking chips to improve vii a students' speaking skill at smpn 1 trucuk in the academic year of 2013/2014*" reported that Talking Chips gave positive effect in improving students' speaking skill at SMP N 1 Trucuk in the academic year of 2013/2014. There were two data the researcher collected namely quantitative and qualitative. The qualitative data were collected through observations and interviews, and the quantitative data were collected through pre-test and post-test. The findings were the students' pre-test score was 2.042 and the mean of post-test was 3.535. This research was conducted in 2 cycles, which consisted of 3 meeting in each cycle. This result indicated that there improvement in implementation of Talking Chips technique.

In the same study related to Talking Chips technique, Mukadimah (2014), after applying Talking Chips technique, also reported that there was improvement in

speaking. The data were obtained from observations, tests, interviews, and discussion with collaborator and English teacher. The data were in the form of vignettes, interview transcript, students' score, and photographs. The validity of data was gained through democratic, outcome, process, catalytic, and dialog validity. From the reports above, it can be concluded that Talking Chips technique is effective technique in improving students' speaking skills.

B. Problem Statement

The problem of this research was formulated as:

"Is there a significant effect of using talking chips technique on the eleventh graders' speaking development at SMA Angkasa 1 Halim Perdana Kusuma, Jakarta? "

C. Objectives of the Research

The research was conducted to see if talking chips technique significantly affected the eleventh graders 'speaking development at SMA Angkasa 1 Halim Perdana Kusuma, Jakarta.

D. Significance of the Study

Hopefully, the findings of this research are expected to be useful for:

1. To teachers at SMA Angkasa 1, Jakarta providing contribution to English teacher at SMA Angkasa 1, Jakarta to teach speaking through the use of Talking

Chips Technique, since the report of this research would be provided as one of the collections in the library.

2. To other researchers providing new knowledge and experience in teaching speaking by using talking chips technique, beside fulfil of the requirements for completing Research in ELT Class at English Teaching Study Program of the Christian University of Indonesia.

E. Scope of the Study

To make the study focused, the population of the study was limited only to the whole students of eleventh graders' of SMA Angkasa 1 Halim Perdana Kusuma, Jakarta in 2018/2019 academic years. The sample was purposively taken by choosing the students involved in the activities of using Talking Chips as an additional component in speaking skills development.