

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer provides some sub chapters, such as background of the study, problem statement, objective of the study, significance of the study, scope and limitation and definition of the terms.

### **1.1 Background of the Study**

Language is the means of human communication, either spoken or written, consisting of the use of words in structured and conventional way. Language is a way how people transfer or share their feelings to other people. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students. English, as the most popular worldwide language in the world, has certain role in every country. In many countries where English is regarded as the foreign language not as a second language, it may be an important school subject and necessary to pass the examination of it to enter a higher school or university. According to Richards, Platt and Weber (1985:93), as a foreign language, English has a role as a subject in schools but used as a medium of instruction in education not as a language of communication in government, business, or industry within the country.

In Indonesia, English has been taught in schools, it is not used as an instruction in the daily communication but just a subject. English is one of the compulsory subjects to be taught junior high school students. The English subject

consists of four skills, such as listening, speaking, reading and writing. All of these skills are the important substances in learning English. Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking might be the skill that must be emphasized of the four language skills being taught.

Speaking is productive skill of a language to express the idea or send message to the hearer. It means that when one speaks he/she produces the expression that should be meaningful. In the process of communication, he/she can find the speaker, the listener, the message and the feedback. According Burns & Joyce (1997) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking form and meaning depend on the context in which it occur and the purpose of the communication. Some people think that when we speak we need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speech in connected speech. However, speaking is more than it. In this case, students have to have the ability in speaking. The writer finds in many real life people are afraid to speak English they think that speaking English is very difficult thing. In school, many students do not have the willingness in learn how to speaking English. They even don't have enough vocabulary and good grammar in speaking English. Therefore, it is good to apply the technique to improve students' speaking skill. There are a lot of interesting techniques that might be used to help student to learn English. The writer finds an interesting technique/strategy that can help student in learning especially in speaking English. Talking chips is one of the good ways that can make students enjoy speaking activity. As stated by Kagan (2011) asserts that talking chips as one of teaching

strategy in cooperative learning plays significant role in teaching and learning process of speaking. It is believed that Talking Chips is an effective strategy to improve students' speaking skill because it encourages students to participate and overcome communication handicaps, unable to speak fluently and grammatically. For such a reason, the researcher attempts to carry out a study entitled **“The Use of Talking chips to Improve Speaking Skill at The Eighth Grade Students of SMPN 5 Kota Kupang in the School year of 2017/2018”**.

### **1.2 Problem Statement**

Based on the background discussed earlier, this study is conducted to answer the following questions:

1. Is talking chips technique effective to improve speaking skill of the eighth grade students of SMPN5 Kota Kupang in academic year 2017/2018?
2. To what extent is the improvement of speaking skill of the eighth grade students of SMPN 5 Kota Kupang in academic year 2017/2018 after being taught using talking chips technique?

### **1.3 Objective of the Study**

1. To know the effectiveness of talking chips in improving speaking skill of the eighth grade students of SMPN 5 Kota Kupang in academic year 2017/2018.
2. To know extent the improvement of speaking skill of the eighth grade students after being taught using talking chips technique.

#### **1.4 Significance of the Study**

This study is hoped to bring significance for all the readers in general. It offers them sufficient information about talking chips technique and it is applied in a classroom situation, specifically in speaking. And it is also very important for the English teacher and students of SMPN 5 Kota Kupang and for the writer herself.

##### **1. English Teacher**

The result of this study can be an input and reference to the English teachers in teaching speaking. They can get an appropriate technique in delivering teaching in group discussion so that they can enhance their students' speaking skill and make the students speaking achievement be better than before.

##### **2. The students**

The students will get motivation, awareness to speak the language. They will also understand that there is nothing wrong with making mistakes in learning language, especially in speaking it out.

##### **3. The writer**

Through this study the writer can improve her speaking and as one of the English program students, who will be an English teacher, the study helps her learning more through several techniques in teaching speaking especially talking chips technique

#### **1.5 Scope and limitation of the study**

There are some activities to promote speaking, they are: acting from script, communication games, discussion, prepared talks, questionnaires, simulation and

role play. This study will only focus on how well the talking chips to help students speaking English. The aspects that will be analyzed are pronunciation, grammar, vocabulary. The material speaking is oral test in asking and clarifying the existence of people, things and animal and asking and clarifying unspecified things.

### **1.6 Definition of the Terms**

There are some terms that should be defined dealing with the study to make everything clear for the readers.

#### **1. Speaking**

Speaking is a language art, which involves the selection and organization of ideas and the ability to communicate the ideas orally (Grolier: 1981 in Hebi: 2014). In this study, speaking is organization of ideas orally done by the eighth grade students of SMPN 5 Kota Kupang through talking chips technique about the topic chosen.

#### **2. Discussion**

Discussion is one of the method that can help students and also practice to delivering ideas (Cannon, 2000). The term “discussion” in this study indicates the students’ ability to practice their speaking with giving opinion about the top

#### **3. Talking Chips**

Talking chips is one of the good way that can make students enjoy speaking activity. As stated by Kagan (2011) asserts that talking chips as one of teaching strategy in cooperative learning plays significant role in teaching and learning process of speaking. 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 members.

#### 4. SMPN 5 Kota Kupang

SMPN 5 Kota Kupang is located at Frans Seda street in Kelapa Lima -Kupang - East Nusa Tenggara Province.