

## **I. INTRODUCTION**

This chapter introduces the proposed research, which is concerned with background of the research, research questions, objectives, uses, scope, and definition of terms.

### **1.1 Background**

Speaking is the 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 expressions that should be meaningful. In the process of communication, he/she can find the speaker, the listener, the message and the feedback.

In English learning, a student has to master the four basic language skills, namely listening, speaking, reading, and writing. Of the four language skills being taught, speaking might be the skill that must be emphasized. This is like what Weltys (1976:47) states that speaking is the main skill in communication. The teacher should promote the students to be able to communicate well since speaking is the main skill of communication. But in fact, students are still difficult to speak.

From the previous research of Safryadin (2011: 1) who had done his research, *The Use of Talking Chips Technique in Improving Students' Speaking Achievement*, there were some findings that there were some problems happen in students'

speaking ability. Most of the students got stuck and did not know what they wanted to say. Then, they had many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. Furthermore, they pronounced words incorrectly and so many pauses when they were speaking. In addition, they were lack of motivation in speaking because the teacher just taught them by using asking and answering questions.

Besides, Jisda (2014: 2) who had made Talking Chips Technique research before states that there were many problems in learning English. First, some students were difficult to speak English very well and they could not produce some words in English. This was because they did not know how to say it. Second, students were afraid of being criticized by other students and the teacher. Third, they did not know how to use grammar effectively in speaking. Fourth, the students did not get any opportunity to train their speaking skill in the classroom. Harmer (2007: 121) also declares that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency. And in this research, the researcher more focuses on students' problem of each aspect in speaking and their opportunity to speak.

Besides the problems before, the researcher had done pre-observation at SMA YP UNILA to determine the problems of students' speaking ability. Based on the interviewed between the researcher and the teacher, the researcher found some problems in students' speaking ability. They were; (1) some students did not want to speak up in classroom because they were afraid of making mistakes. (2) There

were domination member in group discussion so that some students did not have any chance to share their ideas. (3) There was less teamwork skill in discussion activity.

Looking at these problems, the researcher tried to apply one technique that could give a chance to every student in the classroom. Thus, this research attempted to apply Talking Chips Technique in teaching speaking since this technique can give a chance to the students to speak in the classroom. By giving a chance to every student to speak, the researcher believed that the students' speaking ability would improve because they had to practice speaking every meeting in the classroom.

Kagan (2010: 17) pointed out that Talking Chips Technique is a technique in teaching speaking which makes 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. Next, this technique makes the students have chance to speak English because in Talking Chip Technique, students are divided into several groups and each member of group will have a role to speak English. Based on that opinion, the writer wanted to teach using Talking Chips Technique. Since this research concerned to teach speaking, the researcher who would be as the teacher of this research would teach the students about argumentative dialogue through Talking Chips Technique to improve students' speaking ability. The researcher used argumentative dialogue in teaching speaking through Talking Chips Technique because this dialogue could attract the students to speak up in the classroom to argue their friends arguments with the topic that they choose.

## **1.2 Questions**

Related to the background stated before, the researcher tried to formulate the problem as follows:

1. Is there any improvement in students' speaking ability after being taught through Talking Chips Technique?

This is research questions that will be proved by doing this research.

## **1.3 Objectives**

Related to the background stated before, the researcher tried to formulate the objective as follows:

1. To find out whether there is any improvement or not in students' speaking ability after being taught through Talking Chip Technique.

This is the objective of this research.

## **1.4 Uses**

This research would be hopefully useful both theoretically and practically:

1. Theoretically, this research will be useful for supporting the theory about Talking Chips Technique in speaking skill.
2. Practically, this research will be useful for the teacher to improve their students' speaking ability by teaching through Talking Chips Technique.

## **1.5 Scope**

The researcher intended to find out whether there is improvement of students' speaking ability score from pretest to posttest after being taught through Talking Chips Technique. In this research, the researcher focused on speaking ability in forms of argumentative dialogue which was about asking and giving opinion. The criteria for evaluating students' speaking would use five aspects of speaking namely, pronunciation, vocabulary, grammar, fluency, and comprehension based on the rating scale by Harris (1974: 84). The technique that used in this research is Talking Chips Technique since it had many opportunities to improve the students' speaking abilities. This study was intended for intermediate students class XI ISOS 3 of SMA YP UNILA Bandar Lampung. One class was taken as the sample. The class consists of 32 students. The researcher would conduct this research in 5 meetings for three weeks.

## **1.6 Definition of Terms**

In order to avoid misunderstanding, some terms used in this research were defined as follows:

### **1. Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that, when students speak, they do not only produce the message or information but they also receive and process that information.

## 2. Teaching speaking

Teaching speaking is a process to make the students to be able to communicate effectively, and learners should be able to make themselves understand. They should try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation.

## 3. Talking Chip Technique

This is one of techniques in cooperative learning which is used in teaching speaking in which the students are divided into groups. Then, they are given chip as a chance for the students to speak in the discussion which is used when they are speaking. And each member is given a chance by getting a chip with the same number.

## 4. Argumentative dialogue

Argumentative dialogue is a conversation which consists of special sense, referring to the giving of reasons to support or criticize a claim that is questionable. And in this dialogue, it gives a good reason, or several reasons, to support or criticize a claim.