CHAPTER I

INTRODUCTION

1.1 Background

Speaking English is still a difficult skill for senior high school students. It was based on an observation and interview with the teacher and the students in the tenth grade in one of the senior high schools in Bandung on 9th of October 2012. . It was found that most of the students had low ability in speaking English. Furthermore, most of the students got stuck because they did not know what they wanted to say. They made many mistakes in speaking English like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. They also pronounced words incorrectly and so many pause when they were speaking English. In addition, they were lack of motivation in speaking because the teacher just taught them by using asking and answering questions. Therefore, the students were not enthusiastic in speaking English.

In line with the facts mentioned above, Ur (1996), students have problems in speaking activities, such as inhibition, low motivation, mother tongue use, and nothing to say. Those problems were often occurred when students spoke English. Harmer (2007) also says that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency. Those elements are very important for students in speaking English. They have to consider about those elements when they are speaking English. It is because without considering those elements, our speaking will not be good. Then, the problems of fluency and accuracy also

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cause misunderstanding between speaker and listener, if the speaker cannot speak fluently and accurately. In brief, students should pay attention to elements of speaking. Harmer (2007) says that if students want to speak English fluently and accurately, they need to be able to pronounce the words correctly and speak without mistakes in grammar.

Teaching speaking needs innovation to improve students' speaking fluency and accuracy. Thus, this research attempts to apply Talking Chips technique in teaching speaking in to see whether this technique could help students to speak fluently and accurately. According to Kagan (1992), Talking Chips Technique is a technique of teaching speaking which make the students interested and help students to speak. It is because this technique can make students: (1) active in the classroom, (2) learn how to cooperate in a group and (3) have a chance to speak English because in Talking Chip, students are divided into several groups and each member of the group will have a turn to speak English. Related to Talking Chips Technique, Furyanto (2011) had conducted this technique in teaching speaking using action research. This study is going to investigate know whether Discussion Using The Talking Chips Technique can improve the speaking skill of the XI IPA 1 students of SMA Negeri 1 Bantarujeg or not, and to know the strength and the weaknesses of the implementation of Discussion using the Talking Chips Technique when it is used to teach speaking. The finding of the study shows that the Talking Chips Technique could improve the students' speaking skill.

The Talking Chips technique also applies three functions of speaking which are stated by Richard (1990:2). The first function is that speaking can be used by people to communicate with

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others in order to be more interactive or try to interact for other people. The Second function is that speaking can be used for transaction purposes because in speaking, a human can deliver his or her meaning and making other people understand clearly about the transaction. The Third function is that speaking can be seen as the consideration in our performance. It means that if someone speaks well in front of many people, someone will have good performance in speaking. Based on those functions, speaking is very important for students as Bailey and Savage (1994) point out that speaking is an activity which involve other language skills

However, studies on teaching speaking by using Talking Chips technique are rarely conducted in Indonesia because it is not known well by most of the teachers. Thus, this research is expected to reveal some advantages of the use of the technique, so that it will help teachers in teaching speaking.

1.2 Research Question

The research questions of this study are as follows.

1.   How is Talking Chips technique applied in teaching speaking?
2.   Can Talking Chips technique improve students' speaking skill?

1.3 Objective of the Study

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The objective of this study is to find out how to teach speaking by using Talking Chips Technique and whether Talking Chips Technique can improve students' speaking achievement

1.4 Significance of the Study

The significance of this study will be explained as follows.

1. This study is expected to improve teachers' knowledge about various techniques in teaching speaking especially Talking Chips Technique.

2. This study could improve students' interest in learning speaking by using Talking Chips Technique.

3. This study would be useful for the school because this technique contributes to fulfill the school's target in improving students' speaking achievement

4. This study would be useful for other researchers as their reference in conducting their research.

1.5 The Coverage of the Study

The coverage of this study is implementing of Talking Chips technique and describing pictures in teaching speaking which focus on two elements of speaking namely fluency and accuracy. Fluency is related to the flow, speed, and pause, while the accuracy is related to the pronunciation, grammar (simple present tense), and vocabulary.

1.6 Hypothesis

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The hypothesis of this study is "Talking Chips Technique can improve significantly students' speaking skill"

1.7 Definition of Terms

To avoid misunderstanding related to the title of this study, so, there are some definitions of terms that will be explained below.

1. Accuracy in this study refers to the use of correct utterances do not contain errors relating to the phonological, syntactic, and semantic or discourse features of a language (Bryne, 1988). In the other words, accuracy refers to grammar, pronunciation, and vocabulary. Accuracy is one of elements in speaking which will be observed during Talking Chips technique is applied in the classroom. In evaluation test, accuracy will be assessed well to students.

2. Fluency is the ability to produce written or spoken language easily and ability to speak well (Richards, 1992). Fluency is one of the elements in speaking which will be observed during Talking Chips technique is applied in the classroom. Then, in evaluation test, fluency will be assessed.

3. Speaking achievement is related to the expected targets which used to measure the students' speaking achievement.. In this case, the fluency and accuracy can be measured by using a band score of speaking from Cauldwell (2005) and Hughes (2003).

4. The Talking Chips Technique is one of the techniques in cooperative learning which used in teaching speaking in which the students are divided into groups. Then, they are given chips

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which used when they are speaking. And also, each member is given a chance to speak (Kagan, 1992).