

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international Language; it means that everyone in this world should be able to speak English well. As Indonesian people, there are so many advantages when able to speak English well, such as easy to get a job, sharing information, and easy in communicating with all people around the world. Students in Indonesia expected to have a good speaking skill because they want to get a job which is hiring a professional employee. With a good English-speaking skill in doing a job, it will make students easy to communicate with people in the company. Therefore, fluency in speaking English really help students or all people in find a job.

There is four skill that should be learned by the students in the school. One of the language skills which also plays an important role in our daily life is speaking. To communicate with everyone in the world we should be able to speak. Speaking is really used to convey information and what you are thinking on your mind. Brown (2004: 267) states that someone can speak a language it's mean that he can carry on a conversation reasonably competently. The author wishes that students will be more responsive in speaking English in daily activities. Speaking English in every situation and condition will help students to improve their speaking.

Speaking can be categorized as a productive skill that is an effective and efficient way to transfer information from the speaker to the listener in order to express their ideas. In learning to speak, the learning process must be set up as well as possible for learners' daily life and future. Harmer (2007:345) stated that

getting students to speak in the class can sometimes be extremely easy. In a good class atmosphere, students will often take part freely and be active if the teacher gives them a suitable topic and task. The teacher should know what the students want and what the students need.

Speaking is a productive skill that can be directly and empirically observe (Brown, 2004:140) it means that the learners' ability in speaking can be seen directly by other people because if they are mastering speaking skill they might speak with no hesitation. By learning and mastering speaking skill, the students might be able to communicate with their friends, encourage themselves using the language skill in the classroom, expressing their feeling, and ideas directly.

According to Syafryadin (2011) as cited in Mukadimah (2014:18) most the Indonesian students could not speak English well due to several reasons. The reason such as lack of knowing the vocabulary, lack of grammar, mispronounce words, and still nerves when speaking English. Students are lack in speaking English is because their environment is not used English as their communication. A good environment will help students learned English easily. One benefit that will students get if they are in a good environment is easily practice English with other people. Therefore, stayed in a good environment really help students to more able in speaking English.

Based on the researcher's observation of the eighth-grade students of SMP Negeri 2 Mengwi, it was found that the students had low speaking skill because they said that speaking was the most difficult skill. The students were difficult to pronounce and remember words in English. Besides that, the students were also less confident to speak and they were shy to show their ideas, it makes them

inactive during the teaching-learning process. Their teacher usually teaches them by giving some material on the book, then asking them question orally, but the students could not answer the question further. Sometimes it would be easier to forget what they have learned in several minutes after the teaching-learning process is done. As the result, the teacher did not know whether the students understood or not about the material. However, they were not confident when the teacher conducts games or group activities.

Moreover, according to on the explanation above the teacher in the eighth-grade students of SMP Negeri 2 Mengwi did not provide an additional technique for students and did not explain briefly what speaking skill is, the teacher still uses the grammar translation method (GTM) in teaching-learning process. The grammar-translation method (GTM) is an old-fashioned method or classical method that has been applied by teachers in teaching-learning process for many years. The role of this method is very traditional. In this method teacher only focused on the book which is used as learning source. However, the kind of speaking should not only focused on the book; the teacher should take the topic from the other sources. In addition, the topic also could from the teacher itself. The teaching technique which is used by the teacher could be changed or modified with other techniques. The technique could be adopted from the expert or the teacher could also use the same technique with add variation or different media. It made students more interested to learn English especially in speaking. Because the purpose of teaching and learning in the classroom is not just to make the students clever, it is also to increase students' interest in learning.

Based on the problem above, here the researcher introduced the technique which is applied in the eighth-grade students of SMP Negeri 2 Mengwi. This technique helped students to improve their English especially in speaking. Talking Chips Technique was a strategy which allows students to free in speaking about a topic that is given. Talking chips strategy was one of the teaching strategies of cooperative learning which was developed by Kagan in 1992 for the first time. The students were given chips and the chips are used every they want to speak; they must put the chips in the middle of the table. When the chips of one member are over, other members of the group could not speak until all the chips of all members in the group are over. It was a good technique to encourage all students to participate.

Therefore, based on the explanation above, the technique that the researcher used might bring a good impact on the students. The researcher was interested in making an effort to know whether the use of talking chips strategy can improve students' speaking skills and conduct the research "The Use of Talking Chips to Improve Speaking Skill of The Eighth Grade Students of SMP Negeri 2 Mengwi in Academic Years 2021/2022"

1.2 Research Problem

Based on the background of the study above, the students speaking skill was still low. The lack of interaction in speaking activity and passive class atmosphere become one of the most factors which influenced the students' speaking skill. Therefore, the problem of the present study can be formulated as follows: can the speaking skill of the eighth grade students of SMP Negeri 2

Mengwi in the academic year 2021/2022 be improved through a talking chips strategy?

1.3 Objective of the study

The objective of study was the goal or the purpose of the researcher plan on what researcher conducted after the study conduct. Objective study helped researcher to focus on the observation on class. Objective study also helped researcher to answer the questions or find solution on the research problem. To find the answer in this research is not the most important goal of research studies. The title of this research is the use of talking chip to improve speaking skill of the eighth grade students of SMP Negeri 2 Mengwi in academic years 2021/2022. According to on the research problem, the objective of this study intends to find out whether or not the Talking Chips Strategy can improve the students' speaking skill of the eighth-grade students of SMP Negeri 2 Mengwi in academic years 2021/2022.

1.4 Limitation of Study

It has been mentioned in the background that speaking is one of the important skills that must be mastered by the learners. The features of speaking are an absolutely too broad and complex study in single research. In this study, the research would like to limit this study on focusing the use of talking chips strategy to improve the speaking skill of the eighth-grade students of SMP Negeri 2 Mengwi in academic years 2021/2022. This study used 2013 curriculum. In this study, the researcher focused on telling simple present tense in form of short

monologue. The scoring criteria focused on three aspects of speaking such as; fluency, grammar, and comprehension.

1.5 Significance of the Study

The researcher expects that this study can help both teachers and students in their teaching-learning process especially in improving speaking skill. The researcher is concerned with teaching speaking skill by applying the taking chips strategy to improve students' speaking skill in the form of a monologue by seeing some aspects, such as; grammar, comprehension, fluency, vocabulary, content and meaning. A teacher can use this references strategy to teach the students in the class. This strategy also can be a weapon to the teacher to give the students motivation in improving their speaking skill. Moreover, by using this strategy students will improve their speaking skill.

The findings of this study were expected to give feedback to English language teachers, who teach at the eighth grade students of SMP Negeri 2 Mengwi. For students, this study was expected to increase their motivation and desire in improving speaking English. Besides, this study was expected to help other researchers to take the effectiveness of talking chips in teaching speaking skill.

Theoretically, the finding is beneficial as theoretical evidence about the implementation of the talking chips strategy based on the problem faced by the students. Moreover, the result of this study was expected to enrich theories and can be used as references for future studies related to the talking chips strategy in improving students' speaking skill.

Practically, the finding of this present research study was expected to give feedback to English language teachers. Especially those who teach eighth-grade students at SMP Negeri 2 Mengwi. For the students, this study is expected to increase their motivation, interest and desire in speaking English. Besides, this study was expected to help other researchers to take the effectiveness of the talking chips strategy in teaching speaking skill.

1.6 Definition of Key Term

In this study, the researcher used two key terms related to the research. Therefore, there is some definition of key term that are defended as follow

1. Speaking Skill

Speaking skill in this study refers to the ability of the eighth-grade students of SMP Negeri 2 Mengwi in constructing and performing short monologues about simple present tense that will be assessed based on fluency, grammar, and comprehension.

2. Talking Chips Strategy

The talking chips strategy is a strategy that is used in teaching speaking in order to make students more active in the class. When implementing this technique, the students were divided into small groups. The teacher tells students the material that is going discussed. The discussion was held on through an online platform (Zoom), when the students want to speak, they should raise their hand; this method is used because the discussion is held by using an online platform. Here the teacher should count how much every student could speak. If all members of the group already got the

same number in speaking, the discussion is over. The talking chips strategy is a strategy that will be applied to eighth-grade students of SMP Negeri 2 Mengwi This strategy will improve students speaking skill.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

The main point of this study is to improve students speaking skill through Talking Chips Strategy combine with pictures. In this chapter, researcher present the theoretical description and conceptual framework related to speaking skill and Talking Chips Strategy.

2.1 Theoretical Review

The theoretical review refers to the literature-based statements that are included in the topic being discussed. This study can allow the reader to understand the foundation of the research problem. There are some important points written by the researcher in this chapter which include a lot of relevant theoretical reviews from many related to this study. The theory will be conducted some the relevant theoretical review from much related literatures to support this study. A scientific investigation is expected to contribute practical significance and will be conducted on the basis of some relevant theory and empirical evidence as follows; they are the conception of speaking skill, the implementation of talking chips strategy, and the assessing speaking.

2.1.1 Speaking Skill

Speaking is a productive skill in the oral mode. Speaking skills are the skills that give us the ability to communicate effectively. Brown (2004:140) states that speaking is a productive skill that can be directly and empirically observed. To be a good speaker, we need to know the skill that should require such as vocabulary, grammar, pronunciation, and fluency. That is why learning English is very

important for junior high school. Speaking is a tool for how language is delivered. By speaking, people can easily deliver what they want from someone or what they need to do.

Louma (2004: 9) said that speaking is interaction and as a social and situation-based activity. It can be said that speaking is a part of daily activity. Speaking is really need for interacting with other people such as giving and asking information and expressing ideas. Every situation and condition needs speaking as a weapon to finish. Without speaking people could not do anything in their live. It is because speaking is used to do an interaction with everyone.

Speaking is really important in our daily life because everything needs to speak. According to on Bailey and Savage stated in Murcia (2001: 163), for most people the ability is to speak the language is synonymous with knowing the language since speech is the most basic means of human communication. What someone what to say they will convey it by speaking something. It is also used to make clear misunderstandings which need a discussion.

Brown (2001: 267) stated that the term speaking is an interactive process of constructing meaning that involves producing, receiving, and producing information. Speaking is generally the basis of human behavior that is never stopped to analyze. Besides, speaking is used as social communication for both speaker and listener. As a speaker of course people should speak to convey what they want to speak.

Pollard (2008:33) states that speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything this is involved when speaking such as ideas, how to use grammar and

vocabulary, pronunciation as well as listening to and reading to the person when communicating. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often so spontaneous open-ended and evolving but it is completely unpredictable. Many learners of a foreign language can confirm difficulty.

According to Harmer (2001: 12) grammar of a language is the best description of the ways in which words can change their forms and can be combine into sentences in that language. In assessing speaking there are some components that influenced the speaking performance, there are some aspects that used in assessing speaking skill, such as grammar, fluency and comprehension. Grammar is the structure of the sentence which is combine to present a good meaning. Grammar also can describe as the system of the language.

The purpose of speaking is to seek or express opinions, to persuade someone about something or clarify information, furthermore; speaking is used for giving instruction or getting things done, describe things, complaining about people's behavior, making polite requests, or entertain people. Thornbury (2003:1) states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousand words a day, although some people like auctioneers may produce even more than that. So natural and integral is speaking that we forget how to do it all over again in a foreign language.

The ability to speak determines the success of learners' social and daily life interactions. There have been numerous attempts made to classify the function of speaking in human interaction. Richards (2008:21) distinguish the function of speaking into three categories which are quite a district in terms of form and

function require different teaching approaches. Those functions are categorized into talk and interaction refers to what we normally mean by “conversation” and describes an interaction that served a primarily social function Richards (2008:22).

Thornbury (2003:90) states that in order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, the following conditions will be met: productivity, purposefulness, interactivity, challenges, authenticity, and safety. Productivity means a speaking activity needs to be maximally language use. Purpose fullness means that it is often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. Interactivity means that activities should require learners to take into account the effect they are having on their audience. Challenge means that tasks should stretch the learners so that they forced to draw on their available communicative resources to achieve an outcome. Safety means while learners should be challenged, they also need to feel confident when meeting those challenges and attempting autonomous language use, they can do so without too much risk. The last condition is authenticity which means that speaking tasks should have relation to real-life language use.

From the definition above, it could be concluded that speaking is a productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers have purposes on doing an activity which is to convey meaning and share the speaker's ideas to the listeners. Moreover, the students are expected to be able to understand the simple present

tense and able to construct simple sentences orally. At last, they are expected to be highly motivated to develop and improve their speaking ability by taking part in an active oral interaction both inside and outside the classroom. Furthermore, they can create a fun and interesting teaching and learning process which are related to real and social life.

2.1.2 Talking Chips Strategy

Talking chips strategy is a strategy that conducts students in a small group discussion. Talking chips require students to have equal participation in the group conversation. Every student was given some chips when they want speak, they should spend their chips by putting in the middle of table. When the one student don't have any chips, s/he should wait for other students to use their chips. When all chips are over it means the game is done and students should wait for the teacher or group member to refill the chips.

Kagan (2010: 17) stated that talking chips is a strategy in teaching speaking which makes students work in a group. In talking chips students participate in a group discussion, giving a token they speak. The aim of this strategy is to ensure equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all member, this technique encourages passive students to be able to speak out confidently. Talking chips is useful to help students discuss controversial issues, and it is useful to solve communication or process problems such as dominating or clashing group members.

The talking chips strategy 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 groups member are given chips. These chips are given to the students to be used every the student wants to speak. Every student who have spoken, she/he has to put the chip in the middle of the table. If they are over, she/he is not allowed to speak until all the member used their chips. The student will be given the chips again if the discussion in the class is not finished yet.

According to Gullies (2007:1) states that cooperative learning involves students working together in a small group to accomplish share goals. It meant cooperative learning can construct the learning situation because, in the learning process, the students are stimulated to make discussions in a team in order to solve the problem which is given by the teacher. Inline to the idea of the cooperative, students' team learning methods emphasize the use of team goals and team success, which can be achieved if all members of the team learn the objectives which are being taught. In the other words, the students' task is not to do something as a team, but to learn something as a team.

Based on Gray (2010:217) inspired by Byron Reeves's taking chips is the strategy that makes the value of everyone's contributions tangible and gives everyone a chance to speak. It means all students have the same opportunity in the classroom if one student has two times for speaking. The other students also have two times for speaking in the classroom. This strategy makes all students to speak, so there is so different value between the students.

Joliffe (2007:3) states that cooperative learning requires pupils to work together in a small group to support each other to improve their own learning and that of others. In relation to the speaking skill, cooperative learning is an

appropriate method to arouse the students; activeness to construct their own concept to express their idea or even their knowledge in verbal communication. Cooperative learning with another member of the class. One of the strategies is the talking chips strategy.

This strategy is very effective to be used by the teacher in the class because this technique can make students taught in the class action in a speaking activity. The technique can be successfully applied if the teacher followed the instruction above. To make student ready of what they will talk, the teacher should prepare the topic before the subject start to play. The material is taken from the textbook that is used for eighth-grade students of SMP Negeri 2 Mengwi.

2.1.3 Assessing Speaking

The purpose of classroom interaction is to help students achieve the desired set of learning outcomes. Students learning progress is evaluated by using tests and other evaluation tools. The last step in the learning process is to determine the extent to which the eighth-grade students of SMP Negeri 2 Mengwi speak English by applying assessment.

Learning a language cannot be separated from evaluation, because it helps students to know and understand how far the students' ability in using language, whether the achievement or goal of the teaching-learning process is achieved or not. Assessment is an ongoing process that encompasses many wider domains. A good teacher never cases to assess students, whether those assessments are incidental or intended. Whenever a student to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment

of the students' performance. Therefore, assessment is the most important thing that teachers could not avoid during the teaching and learning process.

According to Thornbury (2003:125), there are two main ways of assessing speaking. There are holistic and analytic scoring. Holistic scoring is scoring by giving a single score of an overall impression and it has the advantage of being quicker and probably adequate for informal testing progress. Analytic scoring is scoring in which giving separated scores for different aspects of the task. It takes a longer time to be scored but the subjects can take a lot of variety of scored. The analytic scoring is more fair and reliable.

Moreover, Richards (2008:39) states that the issue involved in planning speaking activity is determining the expected level of performance on a speaking task and the criteria that will be used to assess the students' performance. For any activities which are used in the class, whether it is the one that seeks to developed proficiency in using talk as interaction, transaction, or performance, we need to consider what successful completion of the activity involves.

Assessment is needed to monitor the students' progress, a teacher has to be constantly aware of the knowledge that the students know, what the difficulties that they may experience during the lesson, and provide the best way to help them to overcome it. Besides, it is also important to monitor the teacher performance and plan future work. The data that the researcher got from assessing the students could help the teacher to evaluate the teachers' work and effort himself, to find out whether the material has been effective or not for the students. Teachers are then able to make a plan, modifying or developing the technique and method in teaching to response the students' individual needs in learning.

Related to this study, the researcher only takes three components to assess the speaking skill of the subject under the study because according to Brown (2004:12), the students speaking level is responsive basic speaking. The researcher would be better assess the students in three criteria, there are grammar, pronunciation, and fluency. This can be explained briefly as follows:

1. Fluency

Fluency refers to the speaker's ability to continue the speech without too much hesitation or there is no doubt and stop because of limited language use.

2. Comprehension

Expression and understanding of the conversation and the content is clear. The scope is very limited language experience, the speaker can understand the statement if it is delivered slowly. In addition, the student's comprehend the whole conversation without any repetition.

3. Grammar

Grammar is also a very important aspect of speaking which should be measured and assessed in language. Grammar rules should be studied in order to certainly help students to speak more accurately and acceptably by paying attention to grammar.

In conclusion, in relation to this study, the speaking skill is measure after the researcher applied the talking chips strategy in teaching activities. The students speaking assessment was scored based on the basic speaking categories such as grammar, comprehension and fluency. The best that is used by the researcher in this study is a short monologue performance test.

2.2 Empirical Review

Empirical review is really important to support the research. It can be evident when the study is applied in the class. Empirical review is reviewing studies that have been conducted by the previous researcher who has a similar title with this research to show the use of the Talking Chips strategy to improve students' speaking skill. There are some studies related to use the talking chips strategy to improve students speaking skill. Every researcher has their own setting to set the strategy in the class. In this chapter, the researcher provided two previous researchers who implement Talking Chips Technique.

The first research which is done by Faza Adyaksa 2018 entitled "The Use of Talking Chips Technique to Improve Students Speaking Skill". She implements the talking chips technique to grade X in one of the senior high schools in Jawa Tengah in the year 2018. In one implementation of this technique, the researcher conduct two cycles in the class, and each cycle really good improvement towards students speaking ability. Before the researcher applied this technique to the students, the researcher first reviewed about present tense. Then the researcher started applying the technique in the class. Every cycle in the class, the students got improvement even though they still had a problem on speaking. The problem can be lessened from the first cycle to the second cycle.

The second research which is done by Indrian Try Meliwardani 2018 entitled "The Use of Talking Chips Technique in Speaking at The Eighth Grade of SMPN 2 Sarudu". The researcher showed that the talking chips strategy could improve students speaking skill, it could be seen form the mean score of pre-test

and post-test. The student's score on the post-test was higher than the students' score on the pre-test. It happened because the talking chips strategy is a fun, interesting and enjoyable ways in learning speaking so that students were active and more confidence in speaking in the class.

From those researchers that had been explained through talking chips, the students' speaking skill in English could be improved. The result of each research explained than after giving treatment, the students' speaking skill was much better. In this research, the researcher tries to give the different roles to minimize the time because the teaching and learning process is conducted online. The researcher in this study used a short monologue related to the syllabus. It makes the students express their own ideas. The researcher conducted the strategy in Junior High School at SMP Negeri 2 Mengwi, the result of the study by using talking chips is expected to improve the speaking skill of the eighth-grade students of SMP Negeri 2 Mengwi.

