

CHAPTER I

INTRODUCTION

This chapter presents the general information of the research. It discusses the background of the study, the research problem, the objective of the study, the hypothesis, significance of the study, scope, and limitation, and also the definition of key terms.

A. Background of the study

Learning strategy is one of the studies of language acquisition. Speaking learning strategies are the most frequently discussed among various language learning strategies. This is inseparable from the urgency of speaking in human life. Speaking is a means of communication that is most often done in daily activities because humans need it to establish good relations. Communication is used to convey ideas or ideas. That statement is supported by an opinion from (Rabiah, 2018) besides language as a means of communication between people, language is also a tool to express oneself and show identity as a human being.

Good speaking skills can support all existing activities. The ability to speak is a factor that greatly affects the quality of a person's proficiency in conveying information orally. The quality of a person's speech can be seen in the language, content, and fluency. All aspects of the language can show the quality of one's language mastery if someone uses it to the fullest. The important speaking skill is not only useful for teachers but also useful for students as subjects and objects of learning. Speaking is one of the skills that

students must master. The skill is considered difficult because speaking is a crucial part of the second language and is effective in establishing social interaction.

However, in the fact, some students have difficulty speaking, it could be from students and teachers. Students may lack vocabulary and have low self-confidence. Meanwhile, from the use of old teaching techniques used by teachers. The teacher gives instructions to speak, but only a few students dare to speak, so the teacher must consider the appropriate teaching method. In addition, speaking skills will not develop if it is not practiced continuously. If the students always practice, their speaking skills will get better. On the other hand, if they are shy, doubtful, and afraid to be wrong in practice, then speaking skill is difficult to master. Speaking skill is easier to develop if students get the same opportunities.

One strategy that is considered capable of dealing with the above problems is the Talking Chips Strategy. It is a strategy for students' speaking because each member has the same opportunity to speak and convey their ideas. Talking Chips developed by Kagan (1992) which is a card for talking. The card makes students interested and helps students speak with equal opportunities (Fitri & Sari, 2016). This strategy used the cooperative learning method. This learning is responsive and student-centered learning in increasing interest and social discussion with peers. With the interaction between students, students will get responses and feedback from the activities carried out. Other opinions from Slavin 1995 cited in (Hadyan, 2013) state

that cooperative learning is a teaching method in which students are formed into small groups who help each other to learn, discuss, debate, and access knowledge so that each individual will work together to maximize his own and other achievements. With this strategy, students can have the opportunity to communicate with each other. Students can communicate in real terms in authentic activities, and meaningful assignments that can improve speaking skills. This can happen when students collaborate in groups to achieve speaking skills in completing assignments.

There are various studies related to the talking chips strategy in learning to speak. Research on speaking strategies that have been carried out by (Kartini et al., 2021) at SMP Alok Maumere with a Classroom Action Research research design which aims to develop a talking chips strategy to obtain significant data achievements with differences in results in two cycles. Other research conducted by (Rahmasari & Nurlia, 2022) who used talking chips and scripting on English students at UNIPA Blitar found a difference in grades between students who were taught using talking chips and scripting than students who were taught using the direct method.

Based on the explanation above, the previous studies focused on different levels of education, and research design. The researcher feels the need to gap by finding out about the use of Talking Chips with students' speaking ability towards seventh-grade students with the material is Descriptive text. Because this material is usually used in writing skills, the researcher wants to know the improvement of speaking ability by describing pictures orally by using the

Talking Chips Strategy. Therefore, the researcher is interested in conducting research entitled “The Effectiveness of Talking Chips in Enhancing Speaking Ability of the Seventh Grade Students.”

B. Research Problem

The research problem of the study is formulated as follows: Is Talking Chips strategy effective in enhancing students' speaking ability of the seventh grade at MTs Maarif NU Bacem?

C. The Objective of the study

The objective of this study is to investigate whether or not the use of the Talking Chips strategy is effective in enhancing the speaking ability of the seventh grade at MTs Maarif NU Bacem.

D. Hypothesis

Based on the theoretical assumptions above, the hypothesis is formulated as follows:

- 1) H_0 : There is no significant difference between the students taught by using Talking Chips Strategy and those taught by using Discussion on their speaking ability of the seventh grade at MTs Maarif NU Bacem.
- 2) H_a : There is a significant difference between the students taught by using Talking Chips Strategy and those taught by using Discussion on their speaking ability of the seventh grade at MTs Maarif NU Bacem

E. Significance of the Study

Any research is written to give some significance not only to the writer but also to the English teacher, students, and the readers.

1) The English teacher

The use of Talking Chips can motivate or even the innovations for a teacher to make students understand and easily develop interesting material so that teachers are more creative in teaching.

2) The students

This research can be fun learning, it can be used to improve and develop speaking skills on other occasions. This will provide a new experience in using Talking Chips to speak English.

3) The further researcher

The researcher hopes that this research can provide information, reference, and even a model that one day can be developed for further research. Researchers hope that other researchers can evaluate, revise, and even modify this study and conduct further research.

F. Scope and Limitation of the Study

The scope of this research is to find out the effectiveness of using the Talking Chips strategy on the speaking ability of the seventh grade at MTs Maarif NU Bacem.

This study, only emphasizes the Talking Chips strategy on speaking ability, not other things or not English in general.

G. Definition of Key Term

1. Talking Chips

Talking Chips is a strategy that involves the discussion during learning without being dominated by other students. Students will be given chips every time they speak and have to put chips in the center of the table, when the chips run out they are no longer allowed to speak.

2. Speaking Ability

Speaking ability is the ability of students to present the ideas in their minds orally which are the presented.