CHAPTER I

INTRODUCTION

In this chapter, the researcher explores about the introduction of this research. This relates to the following matters: research background, research problem, research objective, hypothesis, scope and the limitation, research significance and definition of key term.

1.1 Research Background

English has been the important language in international communication because English is a universal language and it has been used in international events such as sport, conference, meeting between countries and education. English can help student to get overseas scholarship, student exchange that will improve student’s knowledge and experience. English as foreign language involves four skills, they are speaking, writing, reading and listening. One of those skills which actively influence the language ability is speaking. Teaching speaking is considered to be difficult among the four skills. Based on Chastain (2010), learning to speak is obviously more difficult, it means that teacher require more effort and interesting activities to increase student’s motivation in learning. It is not enough for student to listen to speech only because student needs more opportunity from teacher to train and improve their speaking skill. Speaking is the way of desire translation to convey the information to other people who speak to us. According to Florez (1999), Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.
Speaking also can build relationship between individual and other and share what they want in their lives. Fulcher (2003), states that speaking is the verbal use of language to communicate.

In Indonesia English has been taught from junior high schools and MTs (Madrasah Tsanawiyah). There is no significant difference between MTs and Junior high school. MTs is an institution that established under the guidance of KEMENAG while Junior high school under the guidance of KEMENDIKNAS. The difference between MTs and Junior high school only in curriculum which is the number of lessons. In general, there are several lessons taught in junior high school such as mathematics, English, religion and so forth. The lessons are also taught in MTs, but in MTs there are some kind of subjects about Islam which the Koran hadith, aqidah akhlak and Fiqh. The researchers write the difference between MTs and junior high school to clarify that there is no significant difference between MTs and junior high school. In MTs, the number of Islamic religious lessons more than Junior high school because MTs is a school that devoted to Islamic students. The researcher chooses MTs Surya Buana because the researcher had an internship there.

Teacher is the key of learning process. Teachers have a role to motivate students to be active in the learning process. There are many strategies can be used for speaking learning, one of them is cooperative learning. Slavin (2009) mention that cooperative learning refers to various kind of teaching method in which students work in small groups to help each other in process of studying the material. A professional teacher of course have a supply of learning techniques. Teacher who wants to develop the student need to prepare learning techniques in
doing teaching and learning activities. One of technique that can be used by
teacher in class activity is talking chips. Talking chips is a technique of group
working. Talking chips provide opportunities for each member of the group to
listen and give opinions in their respective groups. By using talking chips not only
smart student can give an opinion but each student in the group has the same
chances. Utomo (2007), states that talking chips technique is one type of
cooperative learning. The researcher want to know how is the implementation of
talking chips in speaking learning. The advantages of this technique are to
overcome the problem of equal opportunities that often occur in work groups.

The previous study of using Talking Chips technique has been made by
Rafia’ah (2014) at 8th B grade in SMP Muhammadiyah 06 DAU. She found that
student provide a good responses to talking chips. The result of study from
Rafia’ah is the implementation of talking chips was implemented 97.5% and
strengthened by the good responses of class VIIIB as research subjects in SMP
Muhammadiyah Malang 06 DAU. She also founded that 96.5% of students happy
and agrees with the implementation of talking chips. Researcher used the thesis of
Rafia’ah as a reference and guide in designing this research.

From the phenomenon above researcher designed a research with the title
“The Implementation of Cooperative Learning Method by Using Talking Chips
Type in Teaching Speaking” because the researcher wants to know how the
implementation of talking chips in teaching English speaking.
1.2 Research Problem

How is the implementation of talking chips strategy as English speaking teaching technique in MTs Surya Buana Malang?

1.3 Research Objective

To describe the implementation of talking chips strategy as English speaking teaching technique in MTs Surya Buana Malang.

1.4 Research Significances

a. For the teacher, to improve student’s skill in speaking is significant. Talking chips strategy needs participation of all students to speak up, because in this strategy each student has to make an interaction with the other members in the class. In addition this situation can help the teacher to measure and find out the weakness of the student easily.

b. For the students, cooperative learning method type talking chips model will give a way for student to find the topic that they will learn and the limitation of the topic that they will talk. In addition it can help the students to focus on one problem and will try to discuss it specifically.

c. For the researcher, the result of this research is expected to give an alternative source and references to other researchers in their attempts to study cooperative learning method model talking chips especially in teaching speaking.
1.5 The Scope and Limitation

In order to give a clear description of this research, it is necessary to make the scope and limitation. The scope of the research focused on the implementation of talking chips in teaching English speaking. The researcher chooses class VII B and one teacher at MTs Surya Buana Malang as the limitation of research. The research of implementation talking chips spent 3 meetings in 2 weeks on January 2016.

1.6 Definition of the Key Terms

a. Cooperative learning

Cooperative learning is a term used in the procedure of interactive learning where students learn together in small groups to solve problems. Each student not only completes their individual tasks, but also obliged to assist their friends group until all members understand the concept (Kagan, 2000).

b. Talking chips

Talking chips is one of model cooperative learning that emphasizing equal opportunities for each member of group to give their idea. According to Lie (2008) talking chips is one of cooperative learning model that each member of group get an equal opportunities to make contribute and listen to other members.

c. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is the most essential way in which the speaker can express himself through a language.