

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Language is a special characteristic of human or it is regarded as a human criterion because only human beings speak a language.<sup>1</sup> Language has a crucial role in humans life used as a means of communication. We can use language to express ideas, feelings, thoughts, and minds.

Our language system is made up of symbols. Those symbols can be communicated verbally (spoken), written, or nonverbally (sign).<sup>2</sup> As its primary function as spoken symbol, human should learn and understand language since there are various of languages. Allah created human in different kinds, so they can interact that make them understand each other. It has been explained in the Holy Quran:

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاٰخْتِلَافُ السِّنِّينَ وَالْوٰنِجِ مَ اِنَّ  
فِي ذٰلِكَ لَآيٰتٍ لِّلْعٰلَمِيْنَ ۲۲

And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors;

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<sup>1</sup> Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 8.

<sup>2</sup> Charles W. Kreidler, *Introducing English Semantics*, (London: Routledge, 1998), p. 19

most surely there are signs in this for the learned (Ar-Rum 22).<sup>3</sup>

From the verse above shows that language plays important aspect for human beings. To know and understand one another, we need a communication, and Language is a media to communicate with other. Especially English Language, it is an important language that is used by people in the world because English is international language. People realize that they need knowledge to survive their lives. The knowledge that is needed is not only from their country but also from other countries. To make relationship with them, people need English for communication because English is one of the international languages that have an important role in the international communication.

Learning a foreign language is not an easy task. Since English is a foreign language for Indonesian students, it will surely cause some problems for them. Learning a foreign language is different from learning a native language because the students' environment in achieving their first language and a foreign language are different.

English as a subject matter in school covers the four basic language skills: listening, speaking, reading, and writing.

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<sup>3</sup> Sofyan Abdul Rosyid, dkk., *Al- 'Alim Al-Qur'an dan Terjemahnya Edisi Ilmu Pengetahuan*, (Bandung: Al-Mizan Publising House, 2011), p. 407.

Speaking seems as one of the most fearing lessons in English classroom. It is assumed that when people are asked to speak in a second or foreign language, they become more apprehensive and tense and thus more unwilling to participate in conversations. More over in Asian, most of studies said that Asian people have silent behavior in second language or foreign language class.

Oral participation provides the opportunity for students to prove themselves as active members of the classroom and improve their language abilities. But many students in Eleventh Grade of Social Program of MAN Kendal in the academic year of 2015/2016 were quiet in language classrooms, they were rarely responding to teachers' questions, or they were not actively taking part in classroom discussions. This problem of course followed by other problems, such as vocabulary they have, shyness, fear of negative evaluation, personality variables and so on. This was proved from result in speaking that was still less as expected from the minimum standard of score (KKM), which is 7.5. Students' average score was 50.4.<sup>4</sup>

Based on that finding, the researcher tried to solve this problem by using Talking Chips technique to cope with students' reticence in speaking activity on second grade of MAN Kendal in the Academic year of 2015/2016. Researcher believed that

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<sup>4</sup> An interview with Mr. Rakhmat Agus W as an Eleventh Grade of Social Program English Teacher in MAN Kendal on Wednesday 19<sup>th</sup> of April 2016.

Talking Chips technique made the learners interested and active in speaking activity in the class. In this technique, the learners were divided into some groups and each member in the group had chance and role to speak. This technique was hoped to improve students' speaking ability fluently and accurately.

## **B. Reasons for Choosing the Topic**

The writer chose the eleventh grade students of social program of MAN Kendal as the subject of the research, because:

1. Many students remained reticence in speaking activity
2. Students found difficulties in speaking English and it could be barriers for students in learning English (Lack of vocabularies, self-esteem, lack of motivation, shyness etc).
3. Speaking activity is needed in order to train students to speak in a communicative language.
4. *Talking Chip technique* is a cooperative learning strategy that engages English language learners. This technique holds all students accountable for having something to say and all the students have equal opportunity to speak.

## **C. Questions of the Study**

The problems investigated in this study are:

1. How is students' response to the implementation of Talking Chip Technique in coping with students' reticence in speaking activities at the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016?

2. How can Talking Chip Technique cope with students' reticence in speaking activities at the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016?

#### **D. Objectives of Study**

The objective of this research as follow:

1. To describe students' response to the implementation of Talking Chip Technique in coping with students' reticence in speaking activities at the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016?
2. To identify whether talking chip technique can cope with students' reticence in speaking activities at the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016?

#### **E. Limitations of the Study**

Research should be limited in its scope, so the problem being examined is not too wide and the research is effective. The writer limited this research as the follows:

1. The research subject of this research is the students in the eleventh grade of social program of MAN Kendal in the academic year of 2015/2016
2. The students' reticence and speaking skill
3. The use of Talking Chip technique in coping with students' reticence in Oral English Classroom.

## **F. Pedagogical Significances**

This study was carried out both theoretically and practically. The theoretically result of this study was intended as a useful result for students, English teachers, readers, researcher and the next researchers.

### **1. For students**

This result of the research is expected to improve their participation in Oral English Classroom by using Talking Chip Technique as follows:

- a. To improve students ability in speaking
- b. To build students confidence and activeness
- c. To give them different atmosphere in learning and improve their interest in learning English language skill.
- d. To give equal opportunity for the students to practice their English speaking skill.
- e. To maintain their motivation on learning since it could help the students to improve their speaking skill in a fun way.

### **2. For English teacher**

- a. To use Talking Chip Technique which is appropriate in coping with students' reticence in Oral English Classroom.

- b. To motivate them to find other techniques in order to develop more creative teaching.
  - c. To help the teacher to improve her ability to create good atmosphere in learning and to be creative on the learning process.
3. For researcher
- a. To improve her knowledge about English teaching in Indonesia and motivate her to be a creative teacher.
  - b. To take and give the benefits of this research to many students.
4. For readers and other researchers
- a. To conduct research dealing with Talking Chips Technique
  - b. To inspire them to use Talking Chips as the technique to Improve speaking skill