

CHAPTER 1

INTRODUCTION

A. Problem Background

One of the objectives in foreign language teaching in Indonesia is to improve speaking skill accurately and fluently. To reach the target of teaching speaking, the educational institution from secondary to higher education should implement appropriate strategies to produce good outcomes of foreign language learners. Therefore, the teaching of English on speaking skill in the classroom should be interesting and vary that can cause students to be actives and enjoy to learn English. Unfortunately, there are some problems of English education in Indonesia.

In learning process of speaking ability students must speak English to express their idea. In fact, many students still have problem and difficulties to speak English. Order to be able to speak English well, students have to feel comfort and confident in practicing their English. By feeling comfort and confident students never be afraid of making mistakes when speaking English. On the other hand, many students always fell uncomfortable, unconfident, and afraid of making mistakes when they are speaking English. The students are shy to speak English in front of the class because they do not master about vocabulary and grammar. Their vocabulary mastery still low make them confuse when they want to speak and improve their ability.

Table 1: Pra Survey Data of Students' Speaking Ability of Second Year MAN 1 Poncowati Lampung.

No	Category	Grade	Presentation
1	Very High	90-100	1%
2	High	70-80	3%
3	Enough	60-70	9%
4	Low	50-60	25%
5	Very Low	00-50	62%
Total			100%

Source: The Result of English teacher's at MAN 1 Poncowati Lampung.

The data above mentions the student's speaking ability score and from the data the researcher knows the conditions of the student's score in the second year at MAN 1 Poncowati Lampung. The presentation of very low grade is 62% and presentation of very high grade only 1%. The presentation of students who get high grade as much as still 3% and the students who get enough grades is 9%. The students who get low grade is 25%. The students who get very low score more than dominant 62% than the students who get very high score. It means that the students' speaking ability in MAN 1 Poncowati Lampung very low and still under from the target, and from the data above can be said that the students' speaking ability is still very low. So the students' speaking ability must be increased. Therefore, technique for teaching English is very important to increase student's speaking ability.

B. Problem Identification

There are some problems usually found in speaking teaching learning process. There are many factors can affect the problems emergence. Problems that usually found are students get difficulties in expression in speaking such as;

1. Students still confused about grammar and pronunciation.
2. Students still have low vocabulary mastery
3. Students cannot explore their English creatively.
4. The use of inappropriate teaching method.
5. Students speaking ability is low.

C. Problem Limitation

Based on the identification problem above the researcher is going to limit the research as follows: the effect of TCT to the speaking ability especially in giving asking opinion and suggestion expression.

D. Problem Formulation

Based on the problem background above, the problem formulations as follows:

1. Is there any influence of using Talking Chips Technique to the speaking ability giving asking opinion and suggestion expression at the eleventh grade of MAN 1 Poncowati Lampung?

2. Is there any significant difference of students' speaking ability giving asking opinion and suggestion expression before and after being taught by using Talking Chips Technique in teaching speaking?

E. Research Objectives

Related to the research problem, the objective of this research was as follows:

1. To find out the influence of using Talking Chips Technique (TCT) for students' speaking ability giving asking opinion and suggestion expressions at the eleventh grade of MAN 1 Poncowati Lampung.
2. To find out whether there is significant difference of students' speaking ability giving asking opinion and suggestion expressions before and after being taught by using Talking Chips Technique in teaching speaking.

F. Research Scope

The scope of the research is as follows:

1. The research was quantitative study.
2. The subjects of this research were the eleventh grader students of MAN 1 Poncowati Lampung.
3. The object of this research was students' speaking ability and learning activity through TCT (talking chip technique).
4. The time of research is in the Academic Year 2020/2021.

G. Research Benefit

1. **For the Students:** For student, this research is useful for students because improving students' motivation to speaking.
2. **For the Teacher:** For teacher, this research is useful for English teachers to improve their students' speaking ability by teaching through Talking Chips Technique.
3. **For the other Researcher:** For other researcher, this research is useful for supporting the theory about Talking Chips Technique in teaching speaking skill.