CHAPTER I

INTRODUCTION

This chapter presents a discussion related to background of the study, research problems, purpose of the study, the significance of scope and limitation of the study, definition of the key terms.

A. Background of Study

Writing is the one of the English skills and as the one of way of communication, writing demands of our current society continue to increase. For second language learner, it is undoubtedly believed that to master the four language skill like a native is such a great challenge to do. Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

In addition, Tchudi and Yates (1983) state that writing is a practical skill, one of the most useful a student can learn, but it is valuable for more than classnotes, 2 examinations and research reports. However, as the practical skill, the skills involved in writing are highly complex. Richard & Renandya (2002) point out that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower

level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak. Richards (2002:303) states that writing, one of the skills seem to become the most difficult skill for L2 learner. He also argues that the difficulty lies not only in generating and organizing idea but also translating those idea in a readable text. Whereas, In learning English, writing is one of the language skills which need to be mastered by the learners. It is underlined by Harmer (2004) who states that writing is one of the four skills that should be mastered by students and has always formed part of the syllabus in the teaching of English. In senior high schools, students have to learn different genres of writing like narrative, descriptive, and argumentative based on the prescribed syllabus from the Ministry of Education.

The reason why writing is difficult task to do rather than other skills is not only they have to critical thinking to send their argue, but also they must organize the structure of text and it more difficult if they have to create a text which can persuade someone, as many other school-relevant genres, academic persuasive essays are expected to fulfill expectations characteristic of more academic registers. Moutlana (2007:3) argues "the problem of students writing is exacerbated by lecturers and tutors who are not adequately prepared to provide the appropriate support to under-prepared students".

According Niven (2005:787) argues that lecturers and tutors need to consider the possibility of their own under-preparedness to address the

specific writing problems of the diverse student body that they are required to teach each year in the first year classroom. In order to address academic writing difficulties, lecturers or tutors should also see themselves as active participants in the process by making sure that they are fully equipped and trained to help students improve their academic writing skills. When they want to try create a text, they will feel doubt about their grammar.

For second language, foreign language or even first language teachers, teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing, teachers can not show it up in a short period. It needs process in which a learner will learn to think about the topic, bridging their experiences, making outline, setting main idea, developing sentences into a good paragraph, unite paragraphs into a readable text, until they come to a final version of their writing. That is why when students learn to write, in the same time, they also learn to think. Along with this, Tchudi and Yates (1983) state, "Learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation." It is clear that teaching writing does not only focus on how to write, but also concerns how to maximize the brain capacity to think.

A good writing is one that is cohesive and coherent. Cohesion and coherence are esential textual components to create organized and comprehensive the texts. Coherence here refers to the quality of being

meaningful or we can say that coherence is when a text hangs together. Discussing coherent paragraph writing, it cannot be separated from the paragraph development. The ability of the students in developing the paragraph contributes to the coherency of the paragraph. Not only about grammar, cohesion and coherent, but also argument is a point of view which we can not separate from writing especially writing argumentative text. The purpose of argumentative text is to defend a position on a particular issue with the ultimate goal of persuading readers to accept the argument.

Based on the explanation above the researcher wants to apply teaching method which can help the students get arguments from other person and then develop those arguments in the paragraph analytical exposition, In school based on curriculum K13, one of writing competence which should be learnt by students is to produce analytical exposition text. Analytical exposition text is one of genres stated in English curriculum for the second grade of SMA students in first semester, when the students start to write the analytical exposition they must have ideas and opinions which can influence the reader, the characteristic of analytical exposition almost same like argumentative essay, because analytical exposition is one of kinds of argumentative essay. According to Educational Unit-Oriented Curriculum, senior high school students are expected to be able to write well, especially in writing analytical exposition text. They should be able to convey their ideas into convincing paragraphs by using appropriate and

suitable words, then form them into one unity so that the writings hold the meaning as they intend to. For that purpose, they should be able to elaborate their ideas into details clearly and arrange the paragraphs skillfully. Mastering grammar and punctuation as the aspects of writing are also the standards that must be achieved so that the paragraphs have a good structure. By meeting those competencies, students should be able to create good writings.

Futhermore, The method that can help students get ideas to write analytical exposition is cooperative learning. Quinn (2006) argues one method of instructions that has been shown to increase student motivation is cooperative learning. (Kagan and Kagan, 2009) state that the reasons of using cooperative learning among students are to get a more enjoyable learning experience and motivate students to learn. Joyce, Weil & Calhoun (2009) claim that the students can learn from each other without any students who discriminate them in cooperative learning classroom. and one of the types of cooperative method is talking chips.

Talking chips is one of the teaching technique of cooperative learning which was developed by Kagan in 1992 for the first time. According to Kagan (2009:636) talking chips is one of the teaching technique of cooperative learning which the students participate in a group discussion, giving a token when they speak. The purpose of this technique is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even

participation from all the members, this method encourages passive students to speak out and talkers to reflect. Because of that talking chips useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members. Jacobs *et al* (1993:43) states that talking chips is a cooperative learning technique that encourages equal 5 participations. In this technique the students do speaking activities cooperatively. It is good technique to encourage all students to participate. In application of talking chips students demanded to speak their argument about a topic, it is similar like if they write analytical exposition text. But the differences there is in the structure, in the students write the analytical exposition they have to attention the structure of analytical exposition, but if they transfer their argument orally they must not attention the structure. Related to the demand of a writing product, L2 learner must also pay attention clearly on some aspects built up a writing product such as sentence organization, the generating of idea, and the translation which are considered by Richard (2002), its means that to create writing product we not only focus on sentence organization but also the main point is the generating idea, because idea can build a sentence become text which can influence other person. In this case the application of talking chips can help the students generate the idea through speaking in the group about a topic.

In some previous studies talking chips often used to improve students' speaking ability, one of the study by Hendrawan (2013)

conducted and the result of t-test was 7.561 with the critical value of t-test is 2.000 for df=78. So, there was positive effect of students who were taught by using talking chips strategy in the speaking class. And then is Syafryadin (2013) he implemented talking chips on the implementation of this technique, he conducted three cycles in the class, and each cycle really gained good improvement towards students' speaking ability. Next is the research which conducted by Purwanti (2015) the result of study shows that the mean score before and after being taught by using talking chips technique is different. There is improvement of mean score. It can be seen in variable 1 (pretest) the mean score is 56,2195. It means that most of students got enough score. Thus, variable 2 (posttest) shows that the mean score is 66.2195. Another study was conducted by Sari, Sudirman, and Deddy Supriyadi (2017). The data collecting techniques used were test technique. The finding shows that T-value (13.951) is higher than T-table (2.039) with the level of significance below 0.05. It can be concluded that there is a significant increase of students' speaking ability after being taught through Talking Chips Technique.

Based on the previous study many studies that prove talking chips effective applied to increase students speaking, but still little study which apply talking chips to others skills and after the students disscuss use talking chips there is no continuous after they discuss. So, in this research, the researcher wants to continue the beneficial talking chips in students' communicative and critical thinking to the writing ability. Beside that the

students not only can increase one skill ability use this method mean speaking ability, but also in the other skill mean writing skill, which after the students disscuss with other students they can produce text as the result of the disscussion before. Moreover, based on the previous study showed that talking chips is effective to increase students communicative skill, it used reason in this research to use talking chips as the way to share opinion about the topic which it can use as main idea in their text.

Futhermore, the researcher wants to apply talking chips technique in different achievement and different steps, talking chips in this study used to stimulus students to get ideas or point of view about an topic from other students and then they develop those ideas in a text. Furthermore, Joseph *et al* (1993:43) states that talking chips technique can ensure all students in a group share their ideas. So, if in previous study talking chips only used to improve student's speaking ability, in this study the reseacher wants to know effect of disscusion using talking chips on students' achievement in writing.

In this research has the differences with previous study because conect two abilities in the process apply talking chips, those are speaking and writing. Writing mostly connected with reading and speaking with listening, but actually there is a relationship between writing and speaking. According Arifin (2012:6) he states that speaking and writing are a productive ability, by the mean people express ideas by producing language in oral form or written form. Arifin (2012:6) states speaking and

writing may have some similar characteristics, such as consideration of grammar, organizing idea, and some otherlanguage features (pronunciation and intonation in speaking, or punctuation and capitalization in writing). The diference is that writing is more detail than speaking. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence.

Based on the explanation above, the researcher will work within a study entitled "The Effectiveness of Talking Chips on the Students' Achievement in Writing Analytical Exposition Text at MAN 1 Tulungagung".

B. Formulation of the Research Problem

Based on the background of the study above, the problems can be formulated as follows:

Is there any significant effect of using talking chips on the students' achievement in writing analytical exposition text at MAN 1 Tulungagung ?

C. The Objective of the Research

The purposes of this study are:

To find out if there is the significant effect of using talking chips on the students' achievement in writing analytical exposition text at MAN 1 Tulungagung.

D.   Significance of this Study

The result of this research, practically, is expected to give contribution both for English teachers, students of English department and next researchers.

a. English Teachers

The results of this research are hopefully useful for teachers of English they may also find it easier to develop the materials through talking chips technique which are interesting to the students so that teachers will be more creative in teaching and the students' English ability more increase again. Not only that hopefully with the effect of talking chips in teaching writing the students will accustom to write well early.

b. Students of English Department

Through the result of this research, the researcher is hopefully can help the students of English department to get more knowledge about kinds of cooperative learning which can apply in English teaching learning.

c. For the next researchers

This study concerns on the one types of teaching method and analytical exposition, which it one of requirement in academic writing. Having known this result, I as the researcher

hope can motivate another researcher to conduct another research about talking chips method and analytical exposition, it can combine with other teaching method or can use the same teaching method to know the effect of it in different language skills. Thus, the result may become a source in design of a technique for the teaching learning process.

E. Scope And Limitation

1. Scope

   In this research, what will be involved in is the discussion related to writing in analytical exposition text and it will combine with cooperative teaching method especially use talking chips.

2. Limitation

   There are factually too many kinds or types of writing proposed based on the purpose of the writing. In this research, however, the researcher will focus only on analytical exposition text. Meanwhile, the researcher also focus on teaching method and in this study that is cooperative teaching method in here the researcher focus on one types of cooperative teaching method talking chips.

F. Research Hypothesis

a. Alternative Hypothesis (Ha)

There is a significant effect of using talking chips on the students' achievement in writing analytical exposition text at MAN 1 Tulungagung.

b. Null Hypothesis (Ho)

There is no significant effect of using talking chips on the students' achievement in writing analytical exposition text at MAN 1 Tulungagung.

G. Definition of Key Terms

To avoid the misunderstanding of the terms used in this present study, there are a number of words or phrases need to be explained.

1. Analytical exposition text

Analytical exposition text is one of genres in text purposed to persuade the readers towards a certain debated issue or topic in the senior high school level. It is urged that a writer necessarily states their argument accompanied by some evidence supported their topic.

2. Cooperative Learning Method

Cooperative Learning refers to a systematic instructional method in which students work together in small groups to accomplish shared learning goals.

3. Talking chips

Talking chips is one of the cooperative learning methods which the students demand to speak their argument about a topic in the group disscussion using media chips.