

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of Study**

In the context of curriculum, the term refers to the academic subjects and content taught in a school or in a particular program or course. From a researcher's perspective, curriculum is generally understood to be the set of subjects offered by a school, but in practice this language convention is rarely used in the general context of schools. Depending on how broadly educators define or use the term, curriculum typically includes the knowledge and skills that students are expected to master, including the learning standards or objectives to be achieved; the units and lessons taught by the teacher; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in the course; and the tests, assessments, and other methods used to evaluate student learning. A typical example is that a teacher's curriculum should include the specific learning standards, lessons, assignments, and materials used to structure and teach a particular course. Speaking as a productive skill involves the speaker's use of words to convey meaning to others (Spratt, Pulverness, and Williams 2005). Some people assume that in order to speak English fluently, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in coherent sentences. However, speaking is more than that. Speaking involves thinking about what we want to convey, choosing the right words from our vocabulary, placing

words in the correct grammatical structure, and expressing the feelings we have, and so on. In general, students in schools have difficulty in speaking English.

They usually face various obstacles when speaking. Many students do not know the vocabulary that should be used. In addition, they are also less confident in expressing words or phrases. This is due to limited vocabulary and lack of proper preparation to use the words. In communicating, it is very important to memorize or know more common vocabulary. River (1968: 32) stated that teachers need to provide many opportunities for students to practice speaking skills. This shows that sufficient practice is needed to overcome the speaking problems faced by students who learn a foreign language. Related to this statement, it is expected that English teachers can create an effective teaching and learning process to improve students' ability to speak English. One of the strategies used is the application of the Ice Breaking method in teaching speaking. Dixon et al (2008) explained that ice breaking is an ungraded activity, designed to help teachers get to know students and students get to know each other. It is clear that ice breaking activities are made to make it easier for students to establish relationships, feel more relaxed, and prepare them for learning materials. Eva and Herbert (1997: 19) stated that language is a communication tool that is carried out through human activities, namely speaking. In speaking, we express our ideas in the hope that others will respond. Therefore, these two activities cannot be separated from each other. Both are inseparable parts of language. This means that when we learn a language, we also consider how people speak and understand each other. In addition, speaking is considered a basic tool in language action. Speakers

speaking to influence their listeners, so the nature of the speaking act must play an important role in the pronunciation process. Rasyid (1992: 15) explained that speaking is more direct, social, and has more prestige than other language skills. Most of the communication that occurs through speaking takes place face to face, where speakers can directly convey their messages, add information, and negotiate with listeners. People tend to value certain languages more, and the ability to speak them can enhance one's dignity or status. Paul (2003) stated that most teachers who teach young children have difficulty finding the right techniques to attract students' attention, help them get rid of distracting thoughts, and prepare them to focus individually or in groups on the next activity. For teachers who can joke with students, it may be easier to attract their attention, but for other teachers, the situation may be the opposite. An activity is needed that can make students concentrate and focus on the learning process. Language is one way to communicate with others and speaking ability is the most frequently used skill in language behavior, because this is how humans interact (speak). Speaking skills are a means for students to improve their ability to speak and convey information to listeners as good speakers. According to Mc Candlish (2012: 1), "Social function is very important for human existence and is one of the main reasons for developing spoken language. " Therefore, the ability to communicate effectively can help individuals to exchange and share ideas, opinions, feelings, even build relationships and interact with people around the world. According to Brown and Yule (2000), speaking is one of the basic skills that is a benchmark for language learners to find out whether they are successful in learning a language or not. In addition, some of the functions of speaking are that a speaker can

convey his opinions or feelings, ask for something, and share knowledge or information directly, and so on. The ability to master speaking skills is a measure of the extent to which a student has mastered the language. Speaking skills are used to express their ideas and communicate with others. The goal is to eliminate stiffness among participants so that they can get to know each other, understand each other, and interact well with each other. In general, the ice breaker method is very important for teachers in delivering material in class. In the learning process, students often quickly feel tired, bored, and have difficulty understanding the material well. This indicates a decrease in students' memory and makes them feel bored with the lessons delivered by the teacher. The research that has been explained previously provides a basic theoretical framework that emphasizes the importance of interaction between learners, which can motivate students to learn the target language as well as develop social or work skills and increase cultural awareness. Previous research also shows the use of Ice Breaking to students outside Diski as a research location. Researchers have also not found any studies on ice breakers that mention the limitations in the speaking process.

Ice breaking is tools that enable the group of leader to foster interaction, stimulate creative thinking, challenge basic assumptions, illustrate new concepts, and introduce specific material. Ice breaker activities also help in creating a bond between students and teachers. Classroom ice breaker activity on new class or school can help newcomers to mix with the old students and also help to make them feel comfortable and settle in. The researcher ever did pre observation at the ten year s tudents” of

YPK Don Bosco KAM in SMA Swasta RK Deli Murni Diski, the researcher found many problem in teaching speaking English from this school. The problem were first, the students had low motivation to spoke English. The second, the students difficult to find ideas, third, the students always ashamed because they lacked of vocabulary. Thus, made the students had not self-confidence to spoke in English. One method that is used to create a classroom atmosphere is not dull, drowsy, saturating and can increase the confidence of students is an ice breaking.

### **1.2. The Problems of the Study**

Based on the foregoing, the concerns that can be addressed are as follows:

1. Is there any significant effect of using talking chip on students speaking competence?
2. Is there any significant effect of ice breaking on the students' speaking competence?
3. Is there any effect talking chip and ice breaking on students "speaking ability and speaking competence?"

### **1.3. The Objectives of Study**

This study aims to investigate new phenomena related to students' cognitive processes in speaking ability. This study specifically attempts to objectively explain students' cognitive processes in speaking interactions and the reasons behind these actions. Based on the research problems that have been explained previously, the

purpose of this study is to determine whether the use of Talking Chip and Ice Breaking can improve students' speaking ability at SMA Sw RK Deli Murni Diski.

1. To analyze talking chip learning models on ice breaking action for speaking competence.
2. To analyze the manners of talking chip learning models on ice breaking action for speaking competence
3. To analyze the ways talking chip learning models on ice breaking action for speaking competence

#### **1.4. The Scopes of Study**

The scope of this study is limited to the use of talking chips in ice breaking activities and focuses on speaking competence, especially in the aspects of accuracy in speaking clearly (pronunciation and intonation) and fluency. From the researcher's perspective, talking chips are considered the main variable, while ice breaking functions as a secondary variable that leads to support, and speaking competence as a moderate variable that supports both variables to improve students' speaking ability.

This research was conducted on eleventh grade students of social and science classes at SMA Sw RK Deli Murni Diski. The results of this study are expected to provide important meanings both theoretically and practically. Theoretically, it is hoped that the results of this study can be a valuable contribution for other researchers who will conduct studies in the field of students' speaking ability, especially those related to the cognitive process of talking chips in ice breaking and improving students'

interactive speaking competence at SMA RK Deli Murni Diski. Practically, first of all, the results of this study are useful for the ice breaking method by using talking chips as an interactive way for students to improve their speaking competence. In addition, students can apply good learning activities as an ice breaking method. Finally, this study also provides valuable contributions for students and researchers as a good way in teaching classroom interaction to improve students' speaking competence at SMA RK Deli Murni Diski. It is expected that this study can provide benefits for: 1. Students It is expected that this study can provide information about the talking chip process in ice breaking. Thus, students will better understand and realize the importance of the talking chip method in ice breaking. 2. Researchers For researchers who also act as teachers, this study provides information about teaching and learning techniques. 3. Further Research This study is expected to provide new knowledge for further research so that research in the field of teaching and learning can be carried out better. 4. Teachers this study provides new experiences in the teaching process and also contributes to teacher professionalism.

The application of speaking techniques using chips in ice breaking activities to improve speaking skills consisting of (1) analysis and (2) application will be combined with the application to investigate the cognitive process of using chips in ice breaking activities for speaking skills in student interactions at RK Deli Murni Diski Senior High School.



### **1.5. Significance of the Research**

The scope of the research limits to the use talking chip on ice breaking and limit to speaking competence especially in accuracy (pronunciation and intonation) and fluency. From researcher talking chip is the first variable and ice breaking as a second variable then speaking competence as a moderate variable to support both of variables applied for researcher to increase students for speaking ability. It is implementation in speaking ability at the nine of class Senior High School specially SMA Sw RK Deli Murni Diski. Findings of this study were strongly expected to have the theoritically and practically indispensable significances.

Theoritically, the reseacrh findings were expected to be valuable contributions for other researcher who will conduct the studies in the field of speaking ability students, particularly about the cognitive processes of talking chip on ice breaking an interactive students speaking competence at RK Deli Murni Diski Senior High School.

Practically, first the research findings are benefical for the ice breaking ways on talking chip an interactive students for speaking competence then how students can apply the good learning activities as an ice breaking ways, then finally this study also give some valuable contributions for students and researcher as a good way for teaching applying in the classroom interaction for students speaking competence at RK Deli Murni Diski Senior High School.