INCREASING STUDENTS' SPEAKING ABILITY THROUGH TALKING CHIPS TECHNIQUE AT SMA NEGERI 1 GUNUNG SUGIH

(Script)

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ABSTRACT

INCREASING STUDENTS' SPEAKING ABILITY TROUGH TALKING CHIPS TECHNIQUE AT SMA NEGERI 1 GUNUNG SUGIH

By

RIMA KARUNIA SARI

Speaking is the productive skill of a language to express the idea or to send message to the hearer. When they spoke in English they did not explore their ability to speak up because they lacked of knowledge in speaking. Therefore, in order to minimize the students' problem, the researcher applied Talking Chips Technique to improve the students' speaking ability. The objective of this researh is to find out whether there is an improvement or not in students' speaking ability after being taught through Talking Chips Technique. The subject of this research is one class consists of thirty students of the first grade at SMAN 1 Gunung Sugih. The study employed one group pretest and post test design by giving pretest, three treatments, and posttest. The speaking test applied asking and giving arguments to collect data. There were two raters to score students' speaking performance. The result of this research showed that the average score of pretest score was 57.4 and the average score of posttest was 71.67. Based on the result, it can be concluded that Talking Chip Technique can improve students' speaking ability.

Keywords: TCT, speaking ability.

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By:

Rima Karunia Sari

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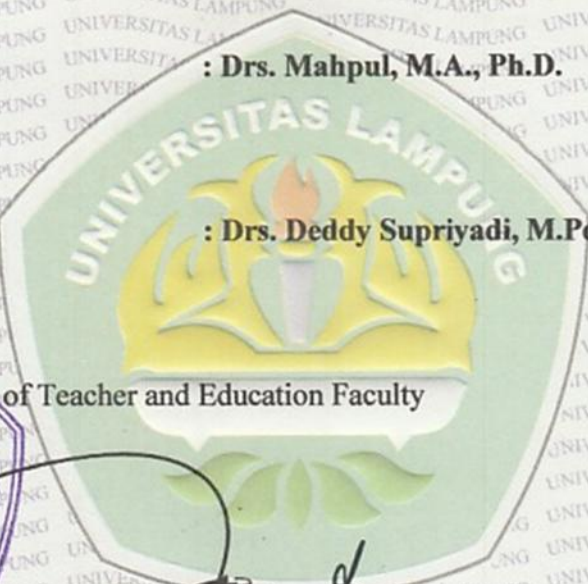   Examiner : Drs. Mahpul, M.A., Ph.D. ....

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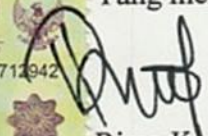|		
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CURRICULUM VITAE

The writer's name is Rima Karunia Sari. She was born in Bandar Lampung, on September 11th, 1992 as the third daughter of a happy Muslim family Mr. Safe'i and Mrs. Erna Tiara

She joined Alkautsar Kindergarten in 1996. Then she entered Elementary School in SD Alkautsar in 1999 and graduated in 2005. She continued her study at SMP Alkautsar and graduated in 2008. Three years later (2011), she graduated from Senior High School of SMA Alkautsar..

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Motto

"I believe I can get what I want, because I have so much love from family. If I fail, I know God has the best plan for me ."

-Rima K.S-

ACKNOWLEDGMENTS

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I. INTRODUCTION

This chapter introduces the proposed research, discussing background of the research, research questions, objectives, uses, scope, and definition of terms.

1.1 Background

As a foreign language in Indonesia, English is taught at senior high school as a compulsory subject. The students in senior high school are hoped to master English to have good English ability especially for communication. By having good communication, the students are expected to be able to access knowledge by using English. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. Communication orally comes out through speaking.

Speaking is the productive skill of a language to express the idea or to send message to hearer. It means that when one speaks he/she produces the expressions that should be meaningful. In the process of communication, he/she can find the speaker, the listener, the message and the feedback.

In English learning, students have to master the four basic language skills, namely listening, speaking, reading, and writing. Of the four language skills being taught, speaking might be the skill that must be emphasized. This is like what Weltys (1976:47) states that speaking is the main skill in communication. The teacher

should promote the students to be able to communicate well since speaking is the main skill of communication. But in fact, students are still difficult to speak.

From the previous research of Safryadin (2011: 1) who conducted his research on the use of Talking Chips Technique (TCT) in Improving Students' Speaking Achievement, there were some findings that there were some problems happened in students' speaking ability. Most of the students got stuck and did not know what they wanted to say. Then, they had many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. Furthermore, they pronounced words incorrectly and so many pauses when they were speaking. In addition, they were lack of motivation in speaking because the teacher just taught them by using asking and answering questions.

Besides, Jisda (2014: 2) who had made Talking TCT research before stating that there were many problems in learning English. First, some students were difficult to speak English well and they could not produce some words in English. This was because they did not know how to say it. Second, students were afraid of being criticized by other students and the teacher. Third, they did not know how to use grammar effectively in speaking. Fourth, the students did not get opportunities to train their speaking skill in the classroom. Harmer (2007: 121) also declares that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency because in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to

pronounce certain words, is the potential problems that can hinder the students to speak.

Besides the problems already stated, the researcher did pre-observation at SMA N 1 Gunung Sugih to determine the problems of students' speaking ability. Based on the interview between the researcher and the teacher, the researcher found some problems in students' speaking ability. They are (1) some students did not want to speak up in classroom because they were afraid of making mistakes. (2) There was domination member in group discussion so that some students did not have any chance to share their ideas. (3) There was less teamwork skill in discussion activity. In grammar, most students were confused how to arrange the sentence correctly. Because of that they thought too much about the correct sentence, this made students not concentrate in pronouncing the words. The lack also happened in their vocabulary. Students only remembered some words in delivering ideas. Looking at these problems, the researcher tried to apply one technique that could give a chance to every student to be more active in the classroom. Thus, this research was attempted to apply TCT in teaching speaking since this technique can give a chance to the students to speak in the classroom. By giving a chance to every student to speak, the researcher believed that the students' speaking ability will improve because they have to practice speaking every meeting in the classroom.

Kagan (2010: 17) points out that TCT is a technique in teaching speaking which makes the students interested in speaking English. It is because this technique encourages the students to be active in the classroom and learns about cooperation

in group. Next, this technique makes the students have chance to speak English because in TCT, students are divided into several groups and each member of the group has a role to speak English.

Based on Kagan's opinion, the writer wanted to teach speaking using TCT. Since this research concerned with teaching speaking, the researcher who applied TCT taught the students about argumentative dialogue through TCT to improve students' speaking ability. This technique was applied because this dialogue could attract the students to speak up in the classroom to argue their friends' arguments with the topic that they choose.

1.2 Research Problems

Related to the background stated before, the researcher tried to formulate the research problem as follows:

Is there any improvement in students' speaking ability after being taught through Talking Chips Technique at the first grade of SMAN 1 Gunung Sugih?

1.3 Objectives

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

To find out whether there is improvement or not in students' speaking ability after being taught through Talking Chip Technique at the first grade of SMA N 1 Gunung Sugih.

1.4 Uses

This research is hopefully useful both theoretically and practically:

1. Theoretically, this research is useful for supporting the theory about Talking Chips Technique in teaching speaking skill.

2. Practically, this research is useful for English teachers to improve their students' speaking ability by teaching through Talking Chips Technique.

1.5 Scope

The researcher intends to find out whether there is improvement of students' speaking ability in form of score from pretest to posttest after being taught through TCT. In this research, the researcher focuses on speaking ability in forms of argumentative dialogue which is about asking and giving opinion. The criteria for evaluating students' speaking covers five aspects of speaking namely: pronunciation, vocabulary, grammar, fluency, and comprehension based on the rating scale by Harris (1974: 84). The technique used in this research is Talking Chips Technique since it gives many opportunities to improve the students' speaking abilities. This study was conducted to intermediate students class XI SMA N1 Gunung Sugih.

1.6 Definition of Terms

In order to avoid misunderstanding, some terms used in this research are operationally defined as follows:

1. Speaking

   Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that, when

students speak, they do not only produce the message or information but also receive and process that information.

2. Teaching speaking

Teaching speaking is a process to make the students to be able to communicate effectively, and they should be able to make themselves understand. They should try to avoid confusion in the message due to the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Talking Chip Technique

This is one of techniques in cooperative learning which is used in teaching speaking in which the students are divided into groups. Then, they are given chip as a chance for the students to speak in the discussion which is used when they are speaking. And each member is given a chance by getting a chip with the same number.

4. Argumentative dialogue

Argumentative dialogue is a conversation which consists of special sense, referring to the giving of reasons to support or criticize a claim that is questionable. And in this dialogue, it gives a good reason, or several reasons, to support or criticize a claim.

II. LITERATURE REVIEW

This chapter is concerned with several points related to the theories used in this study, such as concept of speaking, teaching speaking, Talking Chips Technique, procedures of talking chips technique, advantages of talking chips technique, theoretical assumption, and hypothesis.

2.1 Concept of Speaking

Speaking skill is very important in daily activities. This is because people can react to other people, situation and they can express their ideas, thought, and feeling through spoken language. In speaking process, people try to communicate with each other and use their language to send message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other one as a listener who receives information (Byrne, 1984: 8).

Another definition proposed by Hornby (1995: 127) who defines speaking as making use of words in an ordinary voice. And Widdowson (1984: 58) adds that communication through speaking is performed in face to face interaction and occurrence as art of a dialogue or other forms of verbal exchange.

Wherever people intend to learn or to understand a spoken language, they use the language by speaking in order to express their idea, feeling, and experience and so on. Therefore, Lado (1977: 240) says that speaking is described as an ability to

converse or to express a sequence of idea fluently. Weltys (1976: 47) also says that speaking is the main skill in communication. Furthermore, Irawati (2003: 7) states that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotion to others using oral language.

In another way, Brown (2001: 270) says that spoken language is easy to perform, but in some cases it is difficult. In order that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

3. Language is an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.

From the statements above, it can be inferred that in communication people do not only speak but also try to understand the message which is said or delivered by the speaker. Since the researcher will teach argumentative dialogue to improve students' speaking ability this is important for the students as a speaker to make sure first that the hearer understands what is being said or delivered before speaking so that their friends can give argument to what the speaker said.

2.2 Aspects of Speaking

In relation to the aspects of speaking, Haris (1974: 75) says that speaking has some aspects as described below:

1. Pronunciation refers to be the person's way of pronouncing words. Brown (2004: 157) also states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker.

2. Grammar is the study of rules of language in inflection. This idea has the same opinion with Lado (1969: 221) who says that it is a system of units and patterns of language.

3. Vocabulary refers to the words used in a language. Phrase, clauses and sentence are built up by vocabulary. Wilkins (1983: 111) also states the same idea that in short, vocabulary is very important because without words we cannot speak at all.

4. Fluency refers to the one whose expresses quickly and easily. This is also stated by Ekbatani (2011: 34) that fluent speaker is someone who is able to express oneself readily and effortlessly.

5. Comprehension denotes the ability of understanding the speakers' intention and general meaning. And Heaton (1991: 35) also says so. It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

Syakur (1987: 3) states that there are five aspects of speaking as follows:

1. Pronunciation

For oral communication, it certainly requires the ways of saying every word based on the language itself.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form appropriate one. This utility of grammar is also to learn to the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

Vocabulary refers to the words used in language. Phrases and clauses are built up by vocabulary. One cannot communicate effectively or express ideas in oral form well if they do not have sufficient vocabulary.

4. Fluency

Fluency is defined as the ability to speak with speed, accuracy and proper expression, in order to understand what they speak about.

5. Comprehension

Comprehension is the ability to completely understand and be familiar with a situation, facts, and many more. It refers to the ability of people understanding the speakers' intension and general meaning.

Based on the ideas of Haris (1974: 75) and Syakur (1987: 3), the researcher argues that in communicating people need to have substantial knowledge of language aspects in order to become a good speaker. Therefore, the teacher should help students to be able to speak well relevant to the characteristics that are suggested as stated by the experts. Based on the explanation of speaking aspects

before and related to the purpose of this research, the researcher will use Haris'
statement of speaking aspects as the guidance of this research since Haris
statements is more clear which are completed by some experts' ideas.

2.3 Types of Speaking Performance

Brown (2004: 271) describes six categories of speaking performance based on
skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focus on some
particular elements of language form. That is just imitating a word, phrase or
sentence. The important thing here is focusing on pronunciation. The teacher uses
drilling in the teaching learning process. The reason is by using drilling, students
get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological
and grammatical aspects of language. It usually places students doing the task in
pairs (group work), for example, reading aloud that includes reading paragraph,
reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the
somewhat limited level of very short conversation, standard greeting and small
talk, simple request and comments. This is a kind of short replies to teacher or
student-initiated questions or comments, giving instructions and directions. Those
replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. This kind of speaking performance more focus on transaction activity such as selling good or service.

e. Interpersonal (dialogue)

Interpersonal dialogue refers to the dialogue which more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

Besides, according to Welin-Goos (1978: 37) that interpersonal dialogue is the process of exchanging messages between people whose lives mutually influence one another in unique ways in relation to social and cultural norms. This involves two or more people who are interdependent to some degree and who build a unique bond based on the larger social and cultural contexts to which they belong.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. This is monologue of speaking performance.

From the views above, there are types of speaking performance; imitative, intensive, responsive, transactional, interpersonal, and extensive. In this research, the researcher focused on interpersonal dialogue. The researcher gave treatment in

discussion form, argumentative dialogue, to improve students' speaking ability through TCT.

2.4 Argumentative Dialogue

The term "argument" is used in a special sense, referring to the giving of reasons to support or criticize a claim that is questionable, or open to doubt. To say something is a successful argument in this sense means that it gives a good reason, or several reasons, to support or criticize a claim. In every claim that should be supported by some reasons because the claim is open to doubt. This observation implies that there are always two sides to an argument, and thus that an argument takes the form of a dialogue.

On one side, the argument is put forward as a reason in support of a claim. On the other side, that claim is seen as open to doubt, and the reason for giving the reason is to remove that doubt. In other words, the offering of an argument presupposes a dialogue between two sides. There are three goals of critical argumentation are to identify, analyze, and evaluate arguments (Walton, 2006: 1)

The other theory comes from Eemeren and Grootendorst (1992: 108) who state that when people discuss ideas with others, they often fall into exchanges arguments that include making assertions, agreeing to others assertions, asking for justification, and refuting others assertions or justification.

In short, argumentative dialogue is the appropriate material to encourage students to speak. By teaching argumentative dialogue through Talking Chips Technique, every student will get a chance to give his/her argument based on the topic or

issue that he/she has choosen. Teacher will encourage students to improve their speaking ability by giving some interesting topics that can be argued by the students. Before giving treatment, the researcher will teach the students how to ask and give argument in form of dialogue.

2.5 Teaching Speaking

Refering to teaching speaking, Kayi (2006: 1) mentiones that teaching speaking is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns.

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking is important in language learning especially EFL in class room. In this case the teacher needs to encourage students' participation by making teaching learning condition full of interest and motivation and the teacher should support the students to practice English as a habit. This is to make their English speaking ability that can be used to interact with others in daily life. Since the goal of teaching speaking is to make the students to be able to communicate effectively, students should be able to make themselves understand. The teacher

should guide the students try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998: 2).

Furthermore, Cameron (2001: 40) states that it is crucial for teacher to take the responsibility for checking the students' understanding to language being used and the purpose of the activities in being carried out. It means that this is really important for the teacher to make the students understand in learning. The teacher have to consider that students understand about the objective of learning process. Therefore, the teacher must give the students opportunity to provide input to all phases of classroom activity.

Besides, according to Nunan (2003: 40), teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. This is because speaking is totally natural. Teaching speaking involves providing students with the components of language, it is hoped that they would eventually put them all together and speak.

Moreover, Flohr and Paesler (2006: 6) state that teaching speaking is one of teaching models that focus on four issues. First, the variety of spoken language which we know that in every country there are several differences of world's language. So, we must understand it before speaking. The second is input, and input's providing. This session the teacher and the students divide the input of the material and how to provide something to support the input. Third, issue, in this case, issue is what idea or topic that is suitable with the material to be studied and how to create sentences or statements that related to the material. The last, there

are the design and the use of tasks. This issue focuses on the design of tasks and how to use it. And the tasks must be suitable with the input of the issue.

Based on the theories explanation above, the researcher concludes that teaching speaking is a process to make the students to be able to communicate effectively, and learners should be able to make themselves understand. They should try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation. This is a crucial for teacher to take the responsibility for checking the students understanding to language being used and the purpose of the activities in being carried out. In this research, the researcher wants to teach speaking by teaching argumentative dialogue. Students will argue their friends' arguments to one another supported by some reasons.

2.6 Technique in Teaching Speaking

The content of teaching will necessarily make some techniques more suitable than others, but teacher can make intentional use of transformative learning theory. Below, some techniques are considered for each process involved in transformative learning which is implemented in classrooms (McGonigal, 2005: 2) as follows:

a. The Activating Event

The activating event can be anything that triggers students to examine their thinking and the possible limitations of their understanding.

b. Identifying Current Assumptions

The best strategy for helping students is identifying their current assumptions that students explain their thinking.

c. Encouraging Critical Reflection

Transformational learning is both a social and solitary process. The most solitary part of transformational learning is critical reflection, which requires that students privately examine their current assumptions. Critical reflection is likely to occur outside of the classroom, as the student absorbs and integrates what happens in the classroom.

d. Encouraging Critical Discourse

Critical discourse is the most social aspect of transformative learning. It can create opportunities for students to reflect through conversation.

e. Giving Students an Opportunity to Test a New Paradigm or Perspective

For transformational learning to move from thought to action, students need opportunities to apply new knowledge. Create activities and assignments that empower students to apply new approaches with a high likelihood of success.

From the explanation, the researcher concludes that activating event, identifying current assumption, encouraging critical reflection, encouraging critical discourse, and giving students an opportunity to test a new paradigm and perspective are the steps to make an appropriate technique of teaching speaking.

2.7 Talking Chips Technique (TCT)

Talking Chips is a technique which consists of a group participation that uses of several chips in the procedure.

According to Dave (2010: 217) TCT is a technique that makes the value of everyone's contribution tangible and gives chance to speak. It means all students

have the same opportunity in the classroom to speak. If one student has two chances for speaking, the others also have the same opportunity to speak two times in the classroom.

Moreover, Kagan (2009: 3) says that each student receives one more "talking chip". Talking chip here means a chip. The chips which are used in this technique can be any kind of game token, or a pen, pencil, eraser, slip of paper, or any other tangible item. Every student in the team can begin the discussion by placing his or her chip in the center of the team's desk and keeping his or her hand on the chip while speaking. In teaching speaking, the teacher encourages reticent students to participate and have communication or process problems such as dominating or clashing group members.

Furthermore, Bowers and Keisler (2011: 138) state Talking Chip Technique is a technique that ensures everyone has an opportunity to share in a discussion. So, there is no gap between students who are active to speak and those who are not. This extends students speaking practice and students will have an equal opportunity to speak in the classroom. This explanation makes the researcher argues that Talking Chips Technique is one of collaborative learning which can attract students to involve in learning process.

According to the theories above, the researcher tries to use this technique to improve students' speaking ability. The researcher applies this technique in teaching speaking of argumentative dialogue. Argumentative dialog was chosen because it can cover students' need in asking and giving questions.

2.8 Talking Chips Technique in Teaching Speaking

In teaching language, teacher should have some techniques to make students interested in learning, and one of the techniques is TCT. Turville (2008: 91) states that Talking Chips Technique is the technique for speaking skill. This technique gives different way in teaching speaking. There are some chips as tools in this technique. Every student gets some chips in the same number. This condition makes each student have the same opportunity to speak in the classroom. This is like what Bowers and Keisler (2011: 138) state that Talking Chips Technique ensures everyone has an opportunity to share in a discussion.

Besides, Kagan (2010: 17) points out that Talking Chips Technique is a technique in teaching speaking which makes the students work in group. Then, in holding Talking Chips Technique, students are given chips and the chips are used for every time they speak. They must put the chips in the center of the table. It is done until all the students' chips are used. If there is one student has already used all his chips, that student may not speak until the chips of all members of the group have been used. If all chips have been used, while the task has not been finished, the students can be given the chips again. Since the researcher teaches argumentative dialogue in teaching speaking to improve students' speaking ability, the researcher uses the chips in Talking Chips Technique as the opportunity to give argument. So, one chip here means a chance for the student to give one argument.

By giving some chips as the students' opportunities to speak in the classroom, the students who are ashamed or afraid to speak and give their arguments in the classroom forced themselves to speak up. So, all students participate in learning process and there are no dominating group members in learning process.

These are some reasons why the researcher chooses Talking Chips Technique as the treatment of this research to improve students' speaking ability.

2.9 Procedure of Talking Chip Technique

There are some experts who propose about the procedure of talking chips technique. The first one is from Bowers and Keisler (2011: 138). They state that talking chips technique has 4 steps. There are:

1. Teacher assigns students to discuss the material of discussion in a group and gives each student a designated number of chips to use during the discussion. For example, teacher gives some articles to be discussed by the students. After that, the teacher asks the students to choose one article to be discussed in a group consisting of 4 students. Then every member in the group gets the same number of chips to use as a chance to speak in the discussion.

2. Teacher asks questions or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas. For example, the teacher shows some article with different topic in front of the class. Then, every group chooses one article to be discussed. During the discussion, the teacher records the process.

3. Teacher tells students that the chips that they get are a minimum number of chips they must use during the discussion.

4. Teacher asks students to discuss. They place a chip in the center of the table when it is their turn to speak. As the example, the teacher asks the students to start the discussion. After that, the teacher asks directly about the article that is chosen by the group. The members of that group one by

one gives their argument by placing the one chip for one argument in the center of the table.

Another statement comes from Kagan (2010: 17) that the procedures of talking chips technique are:

1. Teacher provides a discussion topic.

2. Any student begins the discussion, placing his or her chip in the center of the team table.

3. Any student with a chip continues discussion, using his or her chip.

4. During the students speak about the topic, accuracy and fluency of the students are observed. Besides, in evaluation, the students are assessed either their fluency or accuracy.

Barkley, Cross, and Major (2005: 20) also add that the procedures of Talking Chips Technique are:

1. Create a question for a group discussion.

2. Collect items that can be used as tokens. You should have enough items to give each student 3 to 5 tokens. Tokens can be paper clips, poker chips, or any other small item.

3. Place students in groups.

4. Each student are given 3 to 5 tokens.

5. Give students the question or topic to be discussed.

6. When each student responds to the question or topic, they surrender one token. The tokens are placed as to be visual to all in the group.

7. Specify that discussion is over when all tokens have been surrendered.

According to the theories above, the researcher uses Bowers and Keisler statement as a guide of this research since their procedures are simpler and clearer. Those procedures are applied in teaching speaking. The conversation that is focused on by the researcher in teaching speaking through TCT is argumentative dialogue.

2.10 Procedure of Teaching Speaking through Talking Chips Technique

In this research, the researcher who was being the teacher taught speaking in form of argumentative dialogue to improve students' speaking ability with the procedures as follows:

1. Pre Activities

   a. The students are asked to remember the previous lesson.

   b. The students are motivated to ask and give opinion.

   c. The students are informed the goals of the lesson.

2. Whilst activities

   a. The students are given some issues which are familiar.

   b. The students are given some expressions that are commonly used completed with the meaning related to the expressions of asking and giving opinion.

   c. The students are showed some articles in front of the class.

   d. Every student is given one chip as a chance to speak in the classroom.

   e. The students are given one statement and then the students have to continue by giving their arguments.

   f. After all students' chips have been collected, they are divided into some groups of discussion consisting of 4 students.

   g. The students are asked to choose an issue from the teacher.

h. The students are given one chips which was consist of two sides as two chances for each member in a group to speak.

i. The students are asked to discuss with their friends to give some arguments about the article.

j. After finishing, every group is asked by the teacher to give their arguments related to the issue of that group and all members have to give their arguments until all the students' chips are collected.

3. Post activities

a. The students are asked what they have learnt.

b. The students are asked by the teacher if they still have question about the material.

c. Teacher closes the meeting.

Those are the procedures of teaching speaking through TCT based on the Barkley, Cross and Major statement as a guide of this research procedure.

2.11 Advantages of Talking Chips Technique

Based on Gray (2010: 217) and Millis and Cottell (1998: 98), Talking Chips Technique has some advantages:

1. Talking Chips Technique provides students' opportunity to talk and give a challenge to the students.

2. This technique requires challenge in group work and manages discussion. Thus, every individual has a chance to contribute and no individual dominates the meeting.

3. Talking Chips Technique helps students to see how they participate during group work.

4. This technique also develops teamwork skills and self-awareness.

This technique is probably best used to give students insight into effective teamwork and to solve problems of inequitable participation.

2.12 Disadvantages of Talking Chips Technique

Millis and Cottell, (1998: 98) state that Talking Chips Technique has some disadvantages, they are:

1. This technique can inhibit the natural flow of conversation since the procedure of this technique controls participations. But, this condition will make a chance for all the students to speak in the classroom.

2. This situation makes discussion feel stilted and artificial. But, in this case feel stilted and artificial will not disturb students' learning process since the discussion is going well.

Although this technique has some disadvantages, the researcher believes that this technique has more advantages that can improve students' speaking ability.

2.13 Theoretical Assumption

From the frame of theories and explanation before, it can be assumed that Talking Chips Technique is an appropriate technique to teach speaking skill. By using this technique in teaching speaking, students' speaking ability will improve since this technique gives the same opportunity to speak for all students in classroom. Besides, this technique can improve students' speaking aspects especially in comprehension. This is because Talking Chips Technique gives responsibility for

every student to speak. Students can speak or give respond after understanding the idea that they receive first. In this way, the most improvement of students' speaking aspect is predicted to be on comprehension.

2.14 Hypothesis

In this research, the researcher found out the answers of the hypothesis below:

1. There is an improvement in students' speaking ability after being taught through Talking Chips Technique at the first grade of SMA N 1 Gunung Sugih.

2. The aspect of speaking which improves the most is comprehension.

III. METHOD

In this research, the writer discusses about design, data source, instruments, procedure, data analysis, and hypothesis testing as follows:

3.1 Design

The objective of this research is to find out whether there is an improvement or not of students' speaking ability after being taught through Talking Chips Technique. One group pretest and post test design was used since there was one class experiment which got treatments and also got pre-test and posttest. The research design can be presented as follows:

$$T1 \quad X \quad T2$$

where:

T1: Pre-Test (Speaking test)

X : Treatment (Talking Chips Technique)

T2: Post-Test (Speaking test)

(Setiyadi, 2004: 40)

This is the design that was used by the researcher to find out the result.

3.2 Population and Sample

The population of this research was first grade students of SMA N 1 Gunung Sugih in 2016/2017 academic year. There were 11 classes of second grade in this

school. These classes were classified into MIA class and ISOS class. There were 7 MIA classes and 4 ISOS classes. Their ages ranged was from 16-17 years old.

From the population above, there was one class taken as experimental class that got treatments (teaching speaking through TCT) that is ISOS 3. This class consisted of 30 students. In determining the sample, the researcher used random sampling technique by using a lottery so that all the second grade classes got the same chance to be the sample in order to avoid subjectivity and to guarantee that every class had the same opportunity.

3.3 Data Collecting Technique

In collecting the data, the researcher used pretest and post test:

1. Pre-test

   Pre-test was given before treatment. It was aimed at knowing the students' speaking ability before being given the treatment using Talking Chips Technique. In administering the pre-test, some topics were provided to the students and let them choose one topic. Then, the students had a discussion group consisting of 3-4 students. They had to prepare some arguments about the issue that they had chosen in 10 minutes before the researcher started scoring their performance. The form of the test was subjective test since there was no exact single answer. The speaking aspects scored were pronunciation, grammar, vocabulary, fluency, and comprehension. Pre-test was similar to the posttest. The researcher recorded the oral test by using voice recording.

2. Posttest

The researcher did posttest after the treatments. It was aimed at seeing the difference of students' speaking skill after they have been taught by using Talking Chips Technique in speaking class. The form of the test was subjective test. The aspects of speaking that were scored were pronunciation, grammar, vocabulary, fluency and comprehension. In administering posttest, the researcher provided some issues to the students and let them choose one issue. Then, the students had a discussion group consisting of 3-4 students. They had to prepare some arguments about the issue that they had chosen in 10 minutes before the researcher started scoring their performance. During the test, researcher recorded their voice by using voice recording.

3. Scoring

Since this research used two raters to score the speaking test, the researcher filled the scoring sheet of first rater (R1). After that the researcher gave the scoring sheet also to the second rater (R2) to fill the score of R2 in the scoring sheet.

There were some steps of this research for gaining the data in this research. They were pre-test, treatment, posttest, and recording.

3.4 Instrument

In getting the data, the researcher used speaking task as the instrument.

Speaking Task

In this research, the researcher used speaking test to find out the students' speaking ability. This oral test was in term of argumentative dialogue. The

researcher gave speaking test to the students by giving some instructions and topic that was chosen by the students. The researcher asked the students to work in group consisting of 3-4 students. And then, from some topics, every group had to choose one topic. After that, they had to make some arguments about the topic that they had chosen consisting of agree and disagree arguments with a limited time. Then, in the end, the students had to record their argument by using their gadget and collected it through bluetooth to the researcher's gadget. Since it is a subjective test, there were two raters in judging. The two raters were the researcher and English teacher at SMA N 1 Gunung Sugih. In the intention to increase the reliability of the test, the two raters worked collaboratively to judge the students' speaking ability and used the oral English Rating sheet proposed by Harris (1974: 84). Based on the oral rating sheet, there were five aspects scored: pronunciation, grammar, vocabulary, fluency, and comprehension. Here is the rating sheet.

Table 1. Aspects of Speaking which is Scored

Aspects	Score	Qualifications
Pronunciation	5	If speech is fluent and effortless as that of native speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to repeat.
	1	Shows that pronunciation problem so serve as to make conversation unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Refers to that speed and fluency are rather strongly affected by

		language problem.
	2	Means that a student usually doubt and often forces into silence by language problem.
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.
	4	Indicates that sometimes a student uses inappropriate terms and or must rephrase ideas because inadequate vocabulary.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that misutilizing of word and very limited vocabulary make conversation quite difficult.
	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	If that speech is fluent and effortless as that native speaker.
	4	Refers to speech speed rather strongly affected by language problem.
	3	Make frequent errors of grammar or order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to basic pattern.
	1	Errors in grammar and word order to reserve as to make speech virtually unintelligible.
Comprehension	5	Appear to comprehend everything without difficulty.
	4	Comprehend nearly everything at normal speed although occasionally repetition may be necessary.
	3	Comprehend most of what is said at lowers that normal speed with repetition.
	2	Has great difficult following what is said.
	1	Cannot be said comprehend even simple conversation in English.

The score of speaking skill based on the four elements can be compared in

percentage as follows:

    a. Pronunciation ……………………………………………………20%

    b. Grammar……………………………………………………20%

    c. Vocabulary…………………………………….…………….. 20%

    d. Fluency……………………………………………………20%

    e. Comprehension……… …………………………………………...20% +

        Total percentage……..………………………………….…… 100%

The researcher used this percentage because the researcher tried to find out the

most improvement of speaking aspects. The score of each aspect was multiplied

by four, so the total score is 100. Here is the identification score of students'

speaking ability:

    If the student gets 5, so 5 x 4 = 20

    If the student gets 4, so 4 x 4 = 16

    If the student gets 3, so 3 x 4 = 12

    If the student gets 2, so 2 x 4 = 8

    If the student gets 1, so 1 x 4 = 4

For example: Student A gets 3 in pronunciation, 4 in grammar, 3 in vocabulary, 4

in fluency, and 4 in comprehension. So the total score of that student would be as

follows:

Pronunciation	3 x 4= 12
Grammar	4 x 4=16
Vocabulary	3 x 4= 12
Fluency	4 x 4=16
Comprehension	4 x 4=16
Total	72

The student that has been tested will get score 72. It means he or she gets 72 for speaking. The score of speaking based on the five aspects can be compared in the percentage that has been described.

Table 2. English Speaking Test Sheet

Ss' code	Pronunciation		Vocabulary		Fluency		Comprehension		Grammar		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
APY	2	2	3	3	3	3	3	2	2	2	52	48
ACW	4	3	3	3	4	3	4	3	3	3	72	60
AKY	3	3	3	3	3	3	3	3	3	3	60	60
…												

3.5 Criteria of Speaking Test

The form of the test is subjective test since there is no exact single answer. In this test the researcher used inter-rater to assess the students' performances. The performances were recorded and then given score by the researcher. The raters gave the score by recording the students' performances. The researcher recorded the students' utterances because it helped the raters to evaluate more objectively.

Validity

Validity of the test is the degree to which it measures what is intended to measure (Gage, 1960: 111). And a test is valid if it measures what it has to measure. To measure whether the test has good validity, it has to be analyzed from content and construct validity. In the content validity, the material and the test are composed

based on the indicators and objective in syllabus of KTSP curriculum. The materials that were taught based on the students' handbook for Senior High School. While, the construct validity focuses on the kind of the test used to measure the students' ability.

Reliability

Reliability of the test is consistency which a test yields the same result in measuring whatever it does measure. So a test cannot measure anything well unless it measures consistently (Haris, 1974; 14). And the reliability of language test is concerned with the degree to which it can be trusted to produce the same result upon repeated administration to the same value of a learning variable being measured. The score from both of the researcher and English teacher is combined and divided by two to get the final score. In determining the reliability of the test, the researcher used Rank Order Correlation with the formula as follow:

$$r = 1 - \frac{6 \sum D^2}{N (N^2 - 1)}$$

Where:

r = coefficient rank of correlation

D = different of rank correlation

1 and 6 = constant number

N = numbers of students

After the coefficient between raters was found, the coefficient of reliability was analyzed based on the standard of reliability bellow:

0.80 – 1.00 = very high

0.60 – 0.79   = high

0.40 – 0.59   = average

0.20 – 0.39   = low

0 – 0.19   = very low

(Slameto, 1998)

Statistical computation of SPSS 17 was used to measure the inter rater reliability in this research. The result shows that the realibility of pre test is 0.82 which is included in very high reliability. And for the post test, the result shows that the reliability is 0.70, that is incuded in high reliability.

3.6 Data Treatment

According to Setiyadi (2006: 168), using T-Test for hypothesis testing has 3 basic assumptions, there are:

1. The data is interval or ratio.

2. The data is taken random sample in population.

3. The data is distributed normally.Therefore, the researcher used the following procedures:

1. Random Test

    This is to make sure that the data is random. The researcher used SPSS version 16 to help processing the data. The researcher used mean as the cut point. And the hypothesis is formulated as follows:

    Ho: the data is random

    H_1: the data is not random

H is accepted if sign > @. In this research, the researcher used the level of significance 0.05.

2. Normally Test

The researcher used normality test to know whether the data is distributed normally or not. The hypothesis is formulated as follows:

H_0: the data is distributed normally

H_1: the data is not distributed normally

The criteria for the hypothesis is that H_0 is accepted if significance (2-tailed) > L_{table} (significant level) and H1 is accepted if significance (2-tailed) < L_{table} (significance level). In this research, the researcher used the level of significance 0.05.

3.7 Data Analysis

In analyzing data, researcher computed students' score in pre-test and posttest by using formula from Arikunto (1997: 68) as follows:

$$M = \frac{\sum x}{N}$$

Where:

M   = Mean (the average score)

x   = Students' score

N   = Total number of students

After that, mean of pre-test would be compared to mean of posttest to see whether Talking Chips Technique gives any improvement in students' speaking ability or not. In order to determine whether the students got an improvement, the researcher would use following formula.

$$I = M2 - M1$$

Where:

I   = the improvement of students' speaking ability

M1   = the average score of prêt-test

M2   = the average score of posttest

After collecting the data, the researcher treated the data by using the following procedures:

  1. Put students' score in pretest (T1) and posttest (T2) on the table below:

Table 7. Scoring Sheet of Speaking Aspect

Ss'	Pronun.		Vocab.		Fluency		Comprehen.		Grammar		Total	
Code	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
APY	2	2	3	3	3	3	3	2	2	2	52	48
ACW	4	3	3	3	4	3	4	3	3	3	72	60
…												
Mean											X1=	X2=

Where:

R1   : Rater 1

R2   : Rater 2

XI   :   R1

X2   :   R2

2. Finding the reliability of pretest and posttest.

Table 8. Scoring Sheet of the Raters

No.	Students' Code	Pre-test		D	D²
		R1	R2		
1	APY	52	48	4	16
2	ACW	72	60	12	144
3	AKY	60	60	0	0
	…				

Note:

R1   : rater 1

R2   : rater 2

D   : the difference between R1 and R2

D² : the square of D

In order to find the reliability of pretest the researcher used the following formula:

$$R = 1 - \frac{6.(d^2)}{N.(N^2 - 1)}$$

Shohamy (1985; 213).

Notes:

R   : Reliability

N   : Number of the students

d   : The difference of the rank collection

1-6 : Constant number

The Standard of Reliability

A. a very low reliability   ranges from 0.00 to 0.19

B. a low reliability   ranges from 0.20 to 0.39

C. an average reliability   ranges from 0.40 to 0.59

D. a high reliability   ranges from 0.60 to 0.79

E. a very high reliability   ranges from 0.80 to 1.00

(Slameto, 1998: 147)

3.8 Hypothesis Testing

The hypothesis testing is used to prove whether the hypotheses proposed in this research are accepted or not. The hypothesis was tested by using Repeated Measures T-test of Statistical Package for Social Sciences (SPSS) windows version 16. The writer used the level of significance 0.05 in which the hypothesis is approved if sign <p. It means that the probability of error in the hypothesis is only 5%.

H_0: There is no improvement in students' speaking ability after being taught through Talking Chips Technique.

H_1: There is a significant improvement in students' speaking ability after being taught through Taking Chips Technique.

H_0: The aspect of speaking which improves the most is not comprehension.

H_1: The aspect of speaking which improves the most is comprehension.

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hypothesis were as follows:

If $T_{value} > T_{table}$ H_1 is accepted

If $T_{value} < T_{table}$ H_0 is accepted

The researcher used SPSS to calculate the result whether it is significant or not based on the hypothesis.

V. CONCLUSION AND SUGGESTION

This chapter focuses on some points relating to the result and discussion after conducting the research. These are some conclusions and suggestions by the researcher.

5.1 Conclusion

The researcher conducted the research at the second grade of SMA N 1 Gunung Sugih and analyzed the data, the researcher would like to give the conclusion as follows:

1. There is a significant improvement of students' speaking ability after being taught through Talking Chips Technique. Thus, it can stated that the working hypothesis is accepted. It means that Talking Chips Technique can be used to improve students' speaking ability.

2. The highest improvement is on comprehension followed by vocabulary, pronounciation, fluency and grammar. This is showed from the result of this research. The researcher find that the improvement score of each aspect, ponunciation from 11.6 in the pre-test up to 14.4 in the posttest, vocabulary from 11.4 in te pre-test become 14.6 in posttest, fluency from 11.73 in pre-test up to 14.27 in the posttest, comprehension from 11 in pre-test up to 15.07 in the posttest, and the last grammar 11.07 in pre-test up to 13.2 in posttest. While, the maximum possible score for each aspect is 20.

5.2   Suggestion

Some suggestion that the researcher would like to propose based on the conclusion are as follows:

1. In reference to conclusion 1, the English teachers are suggested to use Talking Chips Technique in teaching as variation of technique in teaching speaking. In using this technique, the teacher are suggested to use more than one chip, so the students will have more chance to speech.

2. For the English teachers who want to use Talking Chips Technique are suggested to be able to make some variations topic in teaching which interest for the students. So, the students do not feel bored and hard to follow the learning process. Besides, the teacher should pay attention to the token or chips that will be used as a tool in learning process. That should be matched the amount of students multi the number of chances for the students to speak in the classroom.

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