

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH  
TALKING CHIPS TECHNIQUE AT THE SECOND GRADE OF  
SMAN 1 NATAR**

**A Script**

By

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BANDAR LAMPUNG  
2018**

## **ABSTRACT**

### **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH TALKING CHIP TECHNIQUE AT THE SECOND GRADE OF SMAN 1 NATAR**

Ariza Yuliska

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. It means that when someone produces the expressions that should influence people's thoughts and can give new information to hearer.

The aim of this study is to find out whether the use of talking chip technique improved the students' speaking ability. The approach of this study was quantitative. The subjects of this study were 70 second grade students of senior high school. This study employed T-Test design by giving pretest, three treatments, and posttest. The speaking test applied asking and giving arguments to collect data. There were three raters to score students' speaking performance.

By comparing the result of pre-test and posttest, it shows that there is an improvement of the students' speaking ability after being taught through talking chips technique in group and talking chips technique in conventional way. The total score increase from 1672 in pretest to 3052 in posttest. It meant that the total score from pre-test to posttest increase 1380 points. It can be reported that mean score of each aspect in speaking were pronunciation 8,8. For grammar the mean score is 8,5. The next is mean score of vocabulary 8,2. For fluency the mean score is 7,8. The last, for comprehension the mean score is 8,5. The results of the computation shows that T-value (12.000) is bigger than T-table (2.039) with the level of significance under 0.05. It can be concluded that H1 there is a significant improvement of students' speaking ability after being taught through Talking Chips Technique.

**Key words:** Talking Chip Technique, Speaking Ability.

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SMAN 1 NATAR**

By  
**ARIZA YULISKA**

**A Script**

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**English Education Study Program  
The Language and Arts Education Department of  
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2018**

Research Title : **IMPROVING STUDENTS' SPEAKING ABILITY  
THROUGH TALKING CHIPS TECHNIQUE AT THE  
SECOND GRADE OF SMAN 1 NATAR**

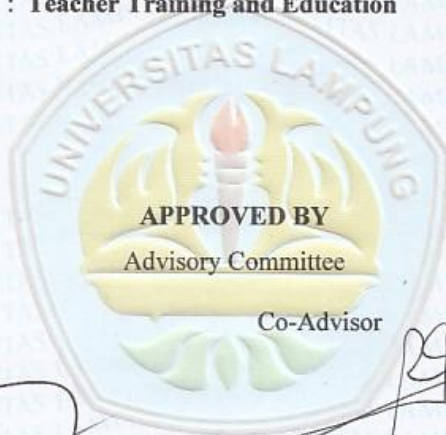
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## **CURRICULUM VITAE**

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## **DEDICATION**

This script is fully dedicated to :

My Beloved Father : Masrial and My Beloved Late Mother : Erliani

My Beloved Siblings : Ardi Rasyid and Arya Lesti juliani

My beloved Almamater, UNILA.



## **MOTTO**

**Never say “No” if you don’t ever try it and  
Don’t put till tomorrow what can you do to.**

**BENJAMIN FRANKLIN**

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All praises are merely rendered to Allah SWT, The Most Beneficent and Merciful God, who has bestowed blessing, inspiration, strength, and everything upon the writer so he could accomplish this script. Then, peace and salutation be always upon our beloved Prophet Muhammad SAW who has brought us out of the dark to the light.

Here, the writer should like to acknowledge that this script would never have come into existence without any help, guidance, suggestion, and encouragement from several outstanding people and institutions. Hence, the writer, in this great opportunity, would like to express his heartfelt gratitudes and appreciations, among others, to:

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In the end, the writer sets hope on this script to be worthwhile contribution, especially for further researchers and English teachers who intend to learn or carry out relevant studies. The writer, nonetheless, makes no pretense to any expertise since he is fully aware that this script has many limitations. Therefore, future researches are considerably expected to extend this study so anyone reading it will have complete understanding in relation to the study.

Bandar Lampung, October 2017

The Writer

**Ariza Yuliska**

## CONTENT

<b>ABSTRACT</b> .....	<b>i</b>
<b>CURRICIUM VITAE</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>CONTENT</b> .....	<b>vii</b>
<b>TABLE</b> .....	<b>ix</b>
<b>GRAPH</b> .....	<b>x</b>
<b>APPENDICES</b> .....	<b>xi</b>

### **I. INTRODUCTION**

1.1 Background.....	1
1.2 Research Questions.....	4
1.3 Objectives.....	4
1.4 Uses.....	4
1.5 Scope.....	5
1.6 Definition of Terms.....	5

### **II. LITERATURE REVIEW**

2.1 Speaking.....	7
2.2 Aspect of Speaking.....	9
2.3 Types of Speaking Performance.....	10
2.4 Argumentative Dialogue.....	11
2.5 Teaching Speaking.....	12
2.6 Technique in Teaching Speaking.....	13
2.7 Talking Chips Technique.....	14
2.8 Talking Chips Technique in Teaching Speaking.....	15
2.9 Procedure of Talking Chips Technique.....	16
2.10 Procedure of Teaching Speaking Through Talking Chips Technique...	17
2.11 Advantages of Talking Chips Technique.....	20
2.12 Disadvantages of Talking Chips Technique.....	20
2.13 Theoretical Assumption.....	21
2.14 Hypothesis.....	21

### **III. RESEARCH METHOD**

3.1 Design .....	22
3.2 Population and sample .....	23
3.3 Data Collecting Technique.....	25
3.4 Instrument .....	25
3.5 Validity and Reliability .....	28
3.5.1 Validity .....	28
3.5.2 Reliability.....	28
3.6 Procedure .....	29
3.7 Data Treatment.....	31
3.8 Data Analysis .....	32
3.9 Hypothesis Testing.....	33

### **IV. RESULT AND DISCUSSION**

4.1 Result.....	34
4.1.1 The Implementation of The Experiment.....	34
4.1.2 Results of Pre-test.....	36
4.1.3 Results of Posttest.....	40
4.2 The Improvement of Students' Speaking Ability.....	43
4.3 Hypotesis Testing.....	47
4.3 Analysis of Interview.....	52
4.3 Discussion of Interview.....	54
4.4 Discussion.....	56

### **V. RESULT AND DISCUSSION**

5.1 Conclusion.....	62
5.1 Conclusion of Interivew.....	63
5.2 Suggestion.....	63

### **REFERENCES**

### **APPENDICES**

## TABLES

### Table Page

1. Harris' Speaking Scoring Scale .....	26
2. Interview Sheet .....	27
3. Distribution of Pre-test IPA .....	39
4. Distribution of Pre-test IPS .....	39
5. Distribution of Posttest IPA .....	42
6. Distribution of Posttest IPS.....	42
7. The Improvement from Pre-test to Posttest in Each Aspect .....	46
8. T-test result of Pre-test to Posttest .....	52
9. T-test result of Comprehension.....	53

## GRAPHS

### GraphPage

1. The Average of Students' Speaking Score in Pre-Test .....37
2. The Average of Students' Speaking Score in Posttest .....40
3. The improvement of Average Score from Pre-test to Posttest .....44
4. The improvement of Students' Speaking in Five Aspects from  
Pretest to Posttest.....44

## APPENDICES

Appendix	Page
1. Pre- Experiment test .....	67
2. Post- Experiment test .....	68
3. Lesson Plan I.....	69
4. Lesson Plan II .....	75
5. Lesson Plan III .....	81
6. Research Schedule .....	87
7. Table of Results score Pre-Test among Three Raters XI @3 .....	88
8. Table of Results score Pre-Test among Three Raters XI \$3.....	90
9. Table of Results score Pre-Test among Three Raters XI @1 .....	92
10. Table of Results score Pre-Test among Three Raters XI \$1.....	94
11. Table of Results score Pretest for each aspect among Three Raters XI @1.....	96
12. Table of Results score Pretest for each aspect among Three Raters XI \$1.....	98
13. Table of Results score Posttest for each aspect among Three Raters XI @1.....	100
14. Table of Results score Posttest for each aspect among Three Raters XI \$1.....	102
15. T-test Computation .....	104
16. Reliability of Pretest .....	106
17. Reliability of Posttest.....	107
18. Frequency Table of Pretest .....	108
19. Frequency Table of Posttest.....	111
20. Trancription of Pretest .....	114
21. Trancription of Posttest.....	116
22. SuratKeteranganPenelitian.....	118
23. SuratKeteranganTelahMelakukanPenelitian.....	119



## **I. INTRODUCTION**

This chapter discusses introduction of the research which deals several points. i.e., background of problem, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background**

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. It means that when someone produces the expressions that should influence people's thoughts and can give new information to hearer.

Based on Competence Based Curriculum speaking is one of the four basic skills that the students should gain well. It has an important role in communication. Speaking can be found in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties. One of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well.

Speaking is a productive skill. It can not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the

feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Beside the problem before, the researcher had done pre-observation at SMA N 1 NATAR to determine the problems of sstudents' speaking ability. Based on the interviewed between the researcher and the teacher, the researcher found some problems in students' speaking ability. they were; (1) some students did not want to speak up in classroom because they were afraid of making mistakes. (2) there were domination member in group discussion so that some students did not have any chance to share their ideas. (3) there were less teamwork skill in discussion activity.

Kagan (2010 : 17) pointed out that talking chips technique 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. Then, this technique makes the students have chance to speak english because students are divided into several groups and each

member of group will have a role to speak english. So each member should be active to think what will she/he say. Based on that opinion, the writer wants to teach using talking chips technique. Since this research concerns to teach speaking, the researcher who will be as the teacher of this research would teach the students about argumentative dialogue through talking chips technique to improve students' speaking ability. The researcher uses argumentative dialogue in teaching speaking through talking chips technique because it can attract the student to speak up in the classroom to argue their friends arguments with the topic that they choose.

From the previous research of Safryadin (2011) who had done his research, *The Use of Talking Chips Technique in Improving Students' Speaking Achievement*, he found some problems at process of teaching speaking using talking chips technique. Then, the previous research of Khairun Nisa (2015) who had done her research, *The Use of Talking Chips Technique in Improving Students' Speaking Ability*, she said that there were many improvement of students' speaking ability after implementing this technique.

From those problem, the researcher tries to apply one technique that could give a chance to every students in the classroom. Thus, this research attempts to apply talking chips technique in teaching speaking since this technique can give a chance to the students to speak in the classroom. By applying this technique, the researcher believes that the students' speaking ability would improve because they had to practice speaking every meeting in the classroom.

## **1.2 Research Questions**

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

1. Is there any significant difference of speaking oral production between talking chips in group and talking chips in conventional way?
2. What perception that students feel after taught by talking chips in group and talking chips in conventional way?

These are research questions that will be proved by doing this research.

## **1.3 Objectives**

Related to the background stated before, the researcher tries to formulate the objectives as follows :

1. To find out whether there is any improvement or not in students' speaking ability after being taught through talking chips technique in group and conventional way.
2. To see out the perceptioint of speaking that felt after taught by talking chips technique in group and conventional way.

These are objectives of this research.

## **1.4 Uses**

Theoretically, the result of this research will be useful for supporting the theory about talking chips technique in speaking skill.

Practically, this research will be useful for the teacher to improve their students' speaking ability by teaching through talking chips technique.

### **1.5 Scope**

The researcher intends to find out whether there is any improvement or not in students' speaking ability after being taught through talking chips technique in group and conventional way and to find out the aspects of speaking that appeared during taught by talking chips technique in group and conventional way. 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 will use five aspect of speaking. They are pronunciation, vocabulary, grammar, fluency, and comprehension based on the rating scale by Harris (1974; 84). This study will be conducted at second grade of SMAN 1 NATAR. Choosing sample for research is random, so all class in second grade can get the chance. The class consists of 40 students. The researcher would conduct this research in 3 meetings for three weeks.

### **1.6 Definition of Terms**

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below :

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 they also receive and process that information.

2. Teaching Speaking

Teaching speaking is a process to make the student be able to communicate effectively, and learners should be able to make themselves understood. They should try to avoid confusion in the message due to faulty

pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Talking chips technique

This is one of technique in cooperative learning which is used in teaching speaking in which the students are divided into groups. Then, they are given chips as a chance for students to speak in 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 consist of spesial sense, reffering to the giving reasons to support or criticize a claims that is questionable. And in this dialgue, it gives a good reason, or several reasons, to support or criticize a claim.

## **II. LITERATURE REVIEW**

This chapter discusses several points related to the theories used in this study, such as concept of speaking, aspects of speaking, types of speaking performance, argumentative dialogue, teaching speaking, technique in teaching speaking, Talking Chips Technique, Talking Chips Technique in speaking, procedures of Talking Chips Technique, procedure of teaching speaking through Talking Chips Technique, advantages of Talking Chips Technique, disadvantages of Talking Chips Technique, theoretical assumption, and hypothesis.

### **2.1 Speaking**

Speaking is the action of conveying information or expressing one's thoughts and feeling in spoken language. It means that when someone produces the expressions that should influence people's thoughts and can give new information to hearer. It implies that speaking is important skill that should have by people to avoid misunderstanding.

Based on Competence Based Curriculum speaking is one of the four basic skills that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

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. Welty (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 listener used to communicate information, ideas, and emotion to others using oral language.

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 was being said or delivered before speaking so that their friends can give argument to what the speaker said.



## 2.2 Aspect 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.

Based on the theories of Haris (1974: 75) , the researcher argues that in communicating people need to have substantial knowledge of language aspects in order to become a good speaker and also to communicate with people , the speaker should know basic knowledge of speaking . Based on the explanation of speaking aspects before and related to the purpose of this research, the researcher will use Haris statement 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 text 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 Osmo (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 theories above, there are types of speaking performance; imitative, intensive, responsive, transactional, interpersonal, and extensive. In this research, the researcher focused on interpersonal dialogue. Based on the explanation before, discussion includes in interpersonal dialogue. In this researcher, the researcher would give treatment in discussion form, argumentative dialogue, to improve students' speaking ability through Talking Chips Technique.

## **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 support 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.

in short, argumentative dialogue is the appropriate material to encourage students to speak. By teaching argumentative dialogue through Talking Chips Technique, every student would get a chance to give their argument based on the topic or issue that they choose. Teacher would encourage students to improve their

speaking ability by giving some interesting topic that can be argued by the students. Before giving treatment, the researcher would teach the students how to ask and give argument in form of dialogue.

## **2.5 Teaching Speaking**

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

## **2.6 Technique in Teaching Speaking**

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

### **The Activating Event**

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

### **Identifying Current Assumptions**

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

### **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.

### **Encouraging Critical Discourse**

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

### **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**

Kagan (2010, as cited in Syafryadin, 2013) explained that talking chips technique is a technique that is used in teaching speaking to make the students active in the class. In implementing this technique in the class, the students are divided into several groups and all members in each group are given chips. These chips are given to the students to be used every the student wants to speak. Every the student has spoken, he/she has to put the chips in the middle of the table. If the chips are over, he/she is not allowed to speak until all members' chips are also over. The students will be given the chips again if the discussion in the class is not finished yet.

In addition, the definition of talking chips technique above, the writer tries to include more definition according to the other experts on this article. According to Gray, inspired by Reeves's (2010, as cited in Herianto, 2013) explained that talking chips technique is a technique to make the students have opportunity to speak. More definition stated by Hilson (2010, as cited in Herianto, 2013) that elaborated that, "talking chips is the strategies guarantees equal participation in discussion groups. Each group member receives the same member of poker chips (or any other markers, such as index cards". Talking chips technique definition is also defined by Turville (2008, as cited in Herianto, 2013) that stated that talking chips is a way to make the students' participation equal in the class by using chips on each group discussion.

From the definition presented by several experts above, the writer comes to a conclusion that talking chips technique is a technique which is applied by the teacher in teaching speaking. This technique is very effective to be used by the

teacher in the class because this technique can make all students taught in the class active in speaking activity. On the other words, this technique tries not to make the speaking activity in the class dominated by a student only.

## **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 Talking Chips Technique.

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 will be 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 already has used all his chips, that student may not speak until chips of all member of the group already have used too. If all chips have been used, while the task has not been finished, the students can be given the chips again. Since the researcher will teach argumentative dialogue in teaching speaking to improve students' speaking ability, the researcher will use 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 were ashamed or afraid to speak and give their arguments in the classroom forced themselves to speak up. So, all students would participate in learning process and there are no dominating group members in learning process. These were 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 Chips 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 student 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 consists of 4 students. Then every member in the group will get the same number of chips to use as a chance to speak in the discussion.
2. Teacher asks question 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 will record 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.



Besides, another statement comes from Kagan (2010: 17) who says 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 will be observed. Besides, in evaluation, the students will be assessed either their fluency or accuracy.

According to the theories above, the researcher would use Bowers and Keisler statement as a guide of this research since their procedures are more simple and clear. Those procedures would be applied in teaching speaking. The conversation that would be focused on by the researcher in teaching speaking Through Talking Chips Technique is argumentative dialogue.

## **2.10 Procedure of Teaching Speaking through Talking Chips Technique**

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

Procedure of talking chips technique in group

### 1. Pre Activities

- The students are asked to remember the previous lesson.
- The students are motivated to use asking and giving opinion expression.
- The students would be informing the goals of the lesson.

### 2. Whilst activities

- The students would be given some issues which are familiar.

- The students would be given some expressions that are commonly used complete with the meaning related to the expressions of asking and giving opinion.
- The students would be showed some articles in front of the class.
- Every student would be given one chip as a chance to speak in the classroom.
- The students are given one statement and then the students have to continue by giving their arguments.
- After all students' chips had been collected, they are divided into some groups of discussion consist of 4 students.
- The students were asked to choose an issue from the teacher.
- The students are given one chips which was consist of two sides as two chances for each member in a group to speak.
- The students were asked to discuss with their friends to give some arguments about the article.
- After finish, every group are 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

- The students are asked what they have learnt.
- The students are asked by the teacher if they still have question about the material.
- Teacher closes the meeting.

### Procedure of talking chips technique in Conventional way

#### 1. Pre Activities

- The students are asked to remember the previous lesson.
- The students are motivated to use asking and giving opinion expression.
- The students would be informing the goals of the lesson.

#### 2. Whilst activities

- The students would be given some issues which are familiar.
- The students would be given some expressions that are commonly used complete with the meaning related to the expressions of asking and giving opinion.
- The students were asked to choose an issue from the teacher.
- The students would be showed an article in front of the class.
- Every student would be given two chips as a chance to speak in the classroom.
- The students are given one statement and then the students have to continue by giving their arguments.
- The students are asked to perform their opinions in front of class
- After finish, every students are asked by the teacher to give their arguments related to the issue and make conclusion about the discussion until all the students' chips are collected.

### 3. Post activities

- The students are asked what they have learnt.
- The students are asked by the teacher if they still have question about the material.
- Teacher closes the meeting.

These are the procedures of teaching speaking through Talking Chips Technique 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 would 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 would 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 is like a game so that the students will be interested in involving the learning process. Besides, this technique gives the same opportunity to speak for all students in classroom so that it gives responsibility for every student to speak.

### **2.14 Hypothesis**

In this research, the researcher will find out the answer of the hypothesis below:

1. There is significant improvement in students' speaking ability after being taught through talking chips technique in group and conventional way.

There is the hypothesis of this research.

### III METHOD

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

#### 3.1 Research Design

The core purpose or objective of this research is to find out whether or not there be any improvement in students' speaking ability after being taught using talking chips technique in two distinct groups which consist of experimental class and control class. This research is a quantitative research based on the experimental class. It could be found by using the pretest before the treatment and the posttest after the treatment.

In line with experimental research within quantitative approach hence, the researcher will use *control group pretest-posttest design*. In this experimental research two classes will be selected, in this case, one class as the control class and the other one will be the experimental class. The research design was as follow referring to Setiyadi(2006:143) :

G1 (random) T1 X1 T2

G2 (random) T1 X2 T2

Where:

G1 : The Experimental class

G2 : The Control class

T1 : The Pretest

T2 : The Posttest

X1 : Treatment using Talking chips in group

X2 : Treatment using talking chips in Conventional

Control class will be used to control the students' progress in the experimental class, whether the progress is affected by the treatment or not. In the control class, the talking chips technique will be given as the treatment, the pretest and the posttest are administered. In the experimental class, the talking chips technique will be given as the treatment; both of the classes will have the same pretest and the posttest. There are three times of treatment. In this case, speaking along with some certain topics will be provided to ultimately be taught through talking chips technique. The pretest treating is aimed at recognizing students' prior knowledge in speaking. Then, the posttest will be administered once after treatment already given to finally be compared with the result of students' workshad collected in the previous time.

### **3.2 Population and Sample**

The population of this research is second grade students of SMA N 1 NATAR in 2016/2017 academic year. There are 11 classes of second grade in this school. These classes are classified into IPA class and IPS class. There are 6 IPA classes and 5 IPS classes. Their ages ranged from 16-17 years old.

From the population above, there will be two class as experimental class that will get treatments ( teaching speaking through Talking Chips Technique) that are IPA 3 and IPS 1. This class consists of 40 students. In determining sample, the researcher uses purposive random sampling technique. It means that the researcher will take two classes to be the sample. One class of these selected classes will be control class and the other will be experimental class.

### **3.3 Data Collecting Technique**

In collecting the data, the researcher used :

1. Pre-test

The researcher administers pre-test before treatment. It aims at knowing the students' speaking ability before being given the treatment using Talking Chips Technique. In administering the pre-test, the researcher provides some issues to the students and let them choose on issue. Then, the students wil have a discussion group consists of 3-4 students. They will prepare some arguments about the issue that they had chosen in 10 minutes before the researcher starts scoring their performance. The form of the test is subjective test since there is no exact single answer. The speaking aspects that will be scored are pronunciation, grammar, vocabulary, fluency, and comprehension. Pre-test is similar to the post test. The researcher will record the oral test by using voice recording.

2. Posttest

The researcher administres posttest after treatments. It aims at seeing the difference of students' speaking skill after they have taught by using Talking Chips Technique in speaking class. The form of the test is subjective test. The speaking aspects that will be scored are pronunciation, grammar, vocabulary, fluency, and comprehension. Posttest is similar to pre-test. In administering the



posttest, the researcher provides some issues to the students and let them choose on issue. Then, the students will have a discussion group consists of 3-4 students. They will prepare some arguments about the issue that they had chosen in 10 minutes before the researcher starts scoring their performance. The researcher will record the oral test by using voice recording.

### 3. Interview

In this technique, the data is taken from the notes about everything happened during teaching learning process which are about how the research treatment to the students goes and how the student's reaction during the treatment. The observation also are about students' response and participation in teaching learning process.

### **3.4 Instrument**

In getting the data, the researcher uses speaking test as the instrument.

#### 1. Speaking test

In this research, the researcher uses speaking test to find out the students' speaking ability. This oral test is in term of argumentative dialogue. The researcher gives a speaking test to the students by giving some instruction and topic that will be chosen by students. The researcher asks students to work in group consists 3-4 students. And then, from some topics, every group should choose one topic. After that, they asks to make some arguments about the topic that they will choose consists of agree and disagree arguments with a limited time. Then, in the end, the students ask too record their argument by using their gadget and collect it through bluetooth to the researcher's gadget. The two raters are the researcher and english teacher at SMA N 1 NATAR, Mr. Safrudin, S.Pd. In the intention to increase the reability of the test, the two raters work 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 are five aspects will be scored; pronunciation, grammar, vocabulary, fluency, and comprehension. This is the rating sheet :

**Table 1. Table of Harris' Scale (1974: 68-69)**

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Have few traces of foreign language, the speech is effortless as that of native speaker.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is as halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty

		<b>4</b>	Understand nearly everything at normal speed although occasionally repetition may be necessary
		<b>3</b>	Understand most of what is said at slower than normal speed without repetition
		<b>2</b>	Has great difficulty comprehend, social conversation spoken slowly and with frequent repetition
		<b>1</b>	Cannot be said to understand even simple conversation.

2. Interview Sheet

### Innterview Sheet

Name :.....

Class :.....

Rules :

- Answer the questions by your self.
- Answer the questions in form essay.
- You have 20 minutes to fill the observation sheet.

1. Do you like English?Why?

.....  
 .....

2. Are the activities in learning speaking provided by your teacher is good?Why?

.....  
 .....

3. On what part do you or do you not like during learning speaking activities?Why?

.....  
 .....

4. Actually with your English, what do yo want to do or to be?why?

.....  
 .....

5. In your opinion, what types of activities should be applied in learning speaking?Why?

.....  
 .....

### **3.5 Validity and Reliability**

#### **3.5.1 Validity**

Validity of the test is the degree to which it measures what is intended to measure ( Kingsbury, 1980 : 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.

##### **a) Content Validity**

Content validity requires the use of recognized subject matter experts to evaluate whether test items assess defined content and more rigorous statistical tests than does the assessment of face validity. Content validity is most often addressed in academic and vocational testing, where test items need to reflect the knowledge actually required for a given topic area (e.g., history) or job skill (e.g., accounting). 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 are taught based on the students' handbook for senior high school.

##### **b) Construct Validity**

While, the construct validity focuses on the kind of the test that use to measure the students' ability. As the result, the kind of test will be used in this research is speaking test within procedural text.

#### **3.6.2 Reliability**

Reliability of the test is consistency which a test field the same results in measuring whatever it does measure. So a test can not 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. Reliability of the speaking test is examined by using statistical measurement proposed Shohamy( 1985 : 213).

### **3.7 Procedure**

The procedures of the research are as follows :

#### **1. Determining Problem**

This research come from some problems which happened in learning process. Some students are difficult to speak English very well and can not produce some words in English because they do not know how to say. This can be seen when the teacher speak English to the students and they only keep silent without any response. And then, some students had less self-confidence because they did not know how to use grammar effectively in speaking. Besides, the students do not have motivation to speak English in front of the class because they do not get opportunities to train their speaking ability.

#### **2. Selecting and Determining the Population and Sample.**

The population of this research will take second grade students of SMA N 01 NATAR in 2016/2017 academic year. The sample will be 40 students of IPA 3 class of second grade in SMA N 01 NATAR. They have different ability in speaking. They will be divided into some groups while the researcher is applying Talking Chips Technique.

#### **3. Selecting Speaking Materials**

In selecting the speaking material the researcher will use syllabus of class XI of SMA student based on school based curriculum or KTSP which is the newest

curriculum used by the school. The topics are giving and asking opinion and responding opinion. Based on this topic, the researcher will teach argumentative dialogue.

#### 4. Administering Pre-test

Pre-test will be given to the students before the treatment (teaching through Talking Chips Technique). In the beginning of this research, the researcher will give pre-test to the students to find out students' speaking ability before being taught through Talking Chips Technique.

#### 5. Conducting Treatment

After giving pre-test to the students, the researcher will give treatment. That is Talking Chips Technique. The researcher will teach speaking through Talking Chips Technique to make all the students had the opportunities to speak. By applying this technique, the teacher will encourage the students to speak and also motivate them.

#### 6. Administering Posttest

This test will be tested when the students are studying through Talking Chips Technique. So, this test will be on going. While teacher is teaching speaking through this technique, the researcher also will record the students' conversation. This recording is the data that will be scored by the researcher and the rater since this test is subjective test.

These are the procedures of this research that will be used by the researcher to find out the data of this research.

### 3.8 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 will use the following procedures:

#### 1. Random Test

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

Ho: the data is random

H1: the data is not random

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

#### 2. Normally Test

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

Ho : the data is distributed normally

H1 : the data is not distributed normally

In this research, the criteria for the hypothesis is that  $H_0$  is accepted if significance (2-tailed)  $> L_{table}(\text{significant level})$  and  $H_1$  is accepted if significance (2-tailed)  $< L_{table}(\text{significant level})$ . In this research, the researcher will use the level of significance 0.05.

### 3.9 Data Analysis

Analyzing data, researcher will compute 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 will 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 get an improvement or not, the researcher will use the following formula involving:

$$I = M_2 - M_1$$

Where:

$I$  = the improvement of students' speaking ability

$M_1$  = the average score of pre-test

$M_2$  = the average score of posttest



### 3.10 Hypothesis Testing

The hypothesis testing is used to prove whether the hypotheses propose in this research are accepted or not. The hypothesis will be analyzed by using Repeated Measures T-test of Statistical Package for Social Sciences (SPSS) windows version 16. The writer use the level of significance 0.05 in which the hypothesis is approved if  $\text{sign} < p$ . It mean that the probability of error in the hypothesis is only 5%.

H0: there is no improvement in students' speaking ability after being taught through talking chips technique in group and conventional way

H1: there is significant improvement in students' speaking ability after being taught through talking chips technique in group and conventional way

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hypothesis is as follows:

If  $T_{\text{value}} > T_{\text{table}}$  H1 is accepted

If  $T_{\text{value}} < T_{\text{table}}$  H0 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 related to the result and discussion after conducting the research. Then, it can be concluded some conclusions and also suggestions by the researcher.

### 5.1 Conclusion

Having conducted the research at the second grade of SMAN 1 NATAR and analyzing the data, the researcher would like to give the conclusion as follows:

Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability. This can be seen from the result of this research. There is a significant improvement of students' speaking ability after being taught through Talking Chips Technique. It means that Talking Chips Technique can improve students' speaking ability. From the result, it can be seen that posttest is higher than pre-test. There is an improvement from average score of pre-test (41,8 and 46,4) to posttest (76,3 and 74,8). I use two different techniques. They are talking chips technique in group and talking chips technique in conventional way. From both of them, talking chips technique in group is better than talking chips technique in conventional way. It because in group students could be more active to talk and participate in group.

It can be concluded that talking chips technique in group is most effective technique to teach speaking for the second grade students of senior high school. The effectiveness of the technique is influenced by the students' level of intelligence.

## 5.2 Conclusion of Interview

Based on the data and observation that done conducted by the researcher, the researcher finds some results. They are students' perceptioint about English is not too bad. Some of them interest in English because many factors. That factors influence students' opinion and perceptioint. From the data also, the researcher concluded that the teacher way of teaching is very influence to students' performance in English especially in speaking. the problem was the teaching method used does not support learning process, thus the researcher proposes to deal with this constraint there should be a specific learning model. Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learners and teachers in implementing the learning activities, Winataputra in Sugiyanto (2008).

## 5.3 Suggestion

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

1. Suggestions for the teacher
  - a. The English teacher are suggested to use Talking Chips Technique in teaching speaking because the researcher found in the field that most of students was interested to study speaking through Talking Chips Technique. And this is proved by the result of students' speaking test score. Thistechnique can be used by the English teachers when they are teaching Argumentative dialogue.

It can make the students enjoy the learning process in Argumentative dialogue and stimulate the students' speaking ability.

- b. For the English teachers who want to use Talking Chips Technique are suggested to be able to make some variations of topic in teaching which interest for the students. This is to make 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.
- c. In implementing this technique, the teacher should give more attention to students awareness in grammar since the result of this research the lowest improvement was grammar.

## 2. Suggestions for further researcher

- a. The researcher implemented Talking Chips technique to improve students' speaking ability and found out that the most improvement aspect of speaking is comprehension. Further researcher should pay attention more to the lowest aspect by developing the technique to make a significant improvement of the lowest aspect.
- b. In this research, the researcher used Talking Chips Technique to improve speaking skill. Further researcher should try to use this technique to improve the other skills.
- c. Besides, the researcher used this technique to improve students' speaking ability of Senior High School. Further researcher should conduct this technique at different levels of students.

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