

**THE IMPLEMENTATION OF TALKING CHIPS TECHNIQUE
IN IMPROVING STUDENTS' SPEAKING ABILITY
AT MAN 2 BANDAR LAMPUNG**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

ABSTRACT

THE IMPLEMENTATION OF TALKING CHIPS TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT MAN 2 BANDAR LAMPUNG

By

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This research was aimed at finding out whether there were a significant improvement in students' speaking ability after being taught through Talking Chips Technique and which speaking aspect improved the most. This research used quantitative approach and was conducted to 27 students in class XI IIS 1 of MAN 2 Bandarlampung. The researcher administered speaking test to collect the data. The result showed that there was an improvement in students speaking ability after being taught through Talking Chips Technique. It could be seen from the increase of students' mean score from pre-test to posttest, 43.68 to 67.34. Besides, the most improvement of each speaking aspect was comprehension. This could be seen from the mean score of comprehension from pre-test to posttest, 7.34 to 14.83. The T-test revealed those results were significant because $p < 0.05$, $p = .000$. Thus, Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability.

Keywords: Talking Chips Technique, speaking ability, improvement.

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A Script

**Submitted in a Partial Fulfillment of
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**In
The Language and Arts Education Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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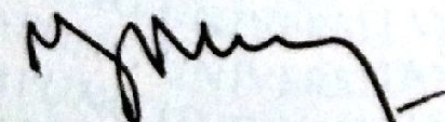
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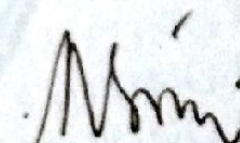
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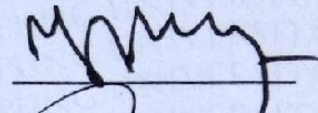


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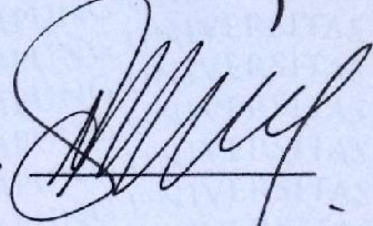
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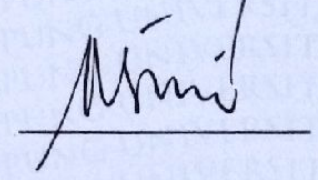
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is E. Lilis Yulisa. She was born on July, 5th 1997 in Bandar Lampung. She is the third child of Agus Dayat and Siti Rukiah. Her father is a teacher and her mother is a full time housewife. She has two brothers named Agus Rusthamy, and Agus Nauval Alfath. She has also one sister named E. Nurul Fisqiyah.

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In July to August the writer did *PPL (Program Pengalaman Lapangan)* at SMAN 1 Pekalongan, East Lampung. To accomplish her study, she undertook a research related to students' speaking ability through Talking Chips Technique at MAN 2 Bandar Lampung.

DEDICATION

I dedicate this script to:

1. My beloved parents: AgusDayat and SitiRukiah
2. My beloved sister: E. NurulFisqiyah, S.Kom.
3. My brothers: AgusRusthamy, and AgusNauvalAlfath
4. My sister in law : Rosdiana
5. My friends in English Education Study Program
6. My Almamater, University of Lampung

MOTTO

“The most complete bounty is life based on knowledge”

-Ali bin AbiThalib-

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Finally, I realize that this paper still has some weaknesses. Therefore, constructive critics and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give benefit to the readers as well as those who want to do further researches.

The Author,

E. LilisYulisa

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I. INTRODUCTION

This chapter indicates some points. They are background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

As an international language, English becomes a very important language that needs to be mastered in order to be able to communicate with people around the world. Communication is very important in this day. Indeed, many companies requires their employees to be able to speak English well. By having a good capability in using English language, they will be able to communicate with international clients. Therefore, English language is very important to be learnt by students.

In learning English the students have to master the four basic language skills: speaking, writing, reading and listening. From the four basic skills, speaking might be the skill which must be emphasized. This is as what Weltys (1976:47) states that speaking is the main skill in communication. Since speaking is the main skill of communication, the teacher should promote the students to be able to communicate well. But in fact, students are difficult to speak. It means that more effort is required by the students and various interesting activities are also required by the teacher.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997). Its form and meaning

depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking.

Since the ending of learning English is the learners are able to use it as a means of communication either by spoken or written form, the students should practice English till they master the language. In this case the researcher focused on speaking skill mastery. Richard (1990) says that the mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of English course on the basis of how well they think that they have improved in their spoken language proficiency.

Moreover, it is a teacher's duty to teach speaking in such a way. By having a good and appropriate technique to be taught, students can participate the lesson eagerly. The teacher also needs to give the students ample opportunity to practice their speaking, so they will frequently use English language. By using English language frequently, the students will be capable to use the language in a communicative way. As we know that the ending of learning English is the learners are able to use it as a means of communication, so the students should practice as much as possible until the students master English language.

Nunan (1991) states that for most people, mastering speaking skill is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

However, it is difficult for some language learners to have a good communication in the language they are learning, especially English language.

Jisda (2014: 2) states that the students sometime faced many problems in learning English especially in speaking for example some students were difficult to produce some words in English, they were afraid of being criticized, they also did not get opportunities to train their speaking skill in the classroom.

Other idea comes from Ghassanie (2015) who involved one of senior high school in Palembang showed that eleventh grade students found it hard to speak. For example, they were not confident in speaking and did not know how to express what they wanted to say.

Beside the problems, the researcher had done pre-observation at MAN 2 Bandarlampung 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 do not want to speak up in the classroom because they are afraid of making mistakes, (2) there are dominations from some students so that some other students do not have any chance to share their ideas, and (3) there is less teamwork skill in discussion.

In order to enable students to express their ideas in speaking, teacher must create varieties methods in teaching. One of the alternative methods is using Talking Chips technique which is developed by Kagan (1992). It is a group study that students interdependently learn from one other. Bowers and Keisler (2011:138) state Talking Chips 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 to practice speaking, and students will have an equal opportunity to speak in the classroom. Talking Chips Technique has a good impact to overcome students' speaking problems. It is good for teachers who want to improve

students' speaking ability, because this technique will force the students to speak up their mind, and practice their speaking with an equal portion one to another. By having a good frequency in practicing English, it also can be hypotesized that the students' fluency will be improved the most.

Based on the background above, researcher used a technique that could be taken consideration in improving students' speaking ability by applying Talking Chips. This technique gives motivation to the students in teaching and learning process exactly in speaking class, because Talking Chips would give all students chance to speak up. It will motivate the students to practice their speaking without feeling afraid of making mistake. Talking Chips also gives an equal oportunity for students to speak. Bowers and Keisler (2011: 138) state Talking Chips technique is a technique that ensures everyone has an opportunity to share in a discussion. By giving chance to every students to speak, the researcher assumed that students' speaking ability would improve because they had to practice speaking every meeting in the classroom.

1.2 Research Questions

The research questions of this research are formulated as follow:

1. Is there any significant improvement in students' speaking ability after being taught through Talking Chips technique?
2. Which aspect of speaking improves the most after the implementation of Talking Chips technique ?

1.3 Objectives

It is expected that the objectives of this research are:

1. To find out whether there is any significant improvement in students' speaking ability after being taught through Talking Chips technique.

2. To find out what aspect of speaking that improves the most after the implementation of Talking Chips technique.

1.4 Uses

The result of this research can be used as follows:

1. Theoretically, It is expected that the findings of this study may contribute to further understanding of the use of Talking Chips technique in improving students' speaking skill especially in senior high school.
2. Practically, it is expected to make more teachers using this method as a very good technique in increasing students' speaking ability especially in improving students' comprehension. It also can be used as alternative technique in teaching and learning process.

1.5 Scope

The study is limited to teaching and learning process of improving students' speaking ability, especially in aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension based on the rating scale of Harris (1974:84). To support this study, the second grade students of senior high school were taken as the subject. Many techniques could help teachers in teaching learning process to reach the goal of it. In this case, the researcher used Talking Chips in teaching speaking. The text which is used in this research is argumentative dialogue. It is hoped by using Talking Chips, the researcher would find what aspect of speaking which improved the most. The subject of this study were one class of the second grade students of MAN 2 Bandarlampung that is XI IIS 1 class.

1.6 Definition of Terms

To avoid misunderstanding about this study, the researcher will give definition of the key terms in this study as follows:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

2. Talking Chips technique is a technique that is used in teaching speaking to make students active in the class. In implementing this technique, the students are divided into several groups and all students in each groups will be given Chips. This Chips are given to the students to be used when the students want to speak (Kagan, 2010).

3. Argumentative dialogue

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

Those are all the researcher covers in this chapter such as background, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the definition of speaking, aspects of speaking, teaching of speaking, the techniques in teaching speaking, teaching speaking by using Talking Chips technique, procedures of teaching speaking Talking Chips technique, theoretical assumption, and hypothesis.

2.1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified and charted (Burns & Joyce, 1997).

Wherever people intended 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 idea fluently. Weltys (1976:47) also says that speaking is the main skill in communication. Futhermore Irawati (2003:7) states that speaking is one

of the central elements of communication in an interactive process in which an individual alternately takes the role 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 successfulness of 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 talks or pauses.
2. Motivation is high. Learners are eager to speak because they are interested in the topic and have something 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 was said or delivered by the speaker. Since the researcher used argumentative dialogue, it is important for speaker to make sure that the listeners understood what was being said or delivered, so their friends could give argument to what the speaker says.

2.1.1 Aspects of Speaking

Harris (1974: 75) says that speaking has some aspects as described below:

1. Pronunciation

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

2. Grammar

It 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

It 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

It 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

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

2.2. Teaching of Speaking

Teaching speaking is important in language learning. In this case the teacher needs to encourage the 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 can be used to interact with others in daily life. Since the goal of teaching speaking is to make the students are able to communicate effectively, students should be able to make themselves understand the language. Furthermore, the teacher should guide the students try to avoid confusion due to the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998:2).

Moreover, Douglas (1987:7) defines that teaching is showing or helping someone to learn how to do something which provides with knowledge, causing to know or understand. Related to the teaching foreign language, Lado (1959:125) states that simply the goal of teaching foreign language is the ability to use it, to understand the speech and its native and target culture in terms of their meaning as well as their great ideas in achievement.

In teaching speaking there are some principles of teaching speaking. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.

2.3. Techniques in Teaching Speaking

There are several techniques in teaching speaking, such as:

1. Role-playing

Role-playing is the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role.

2. Group Discussion

It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

2.4. 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 students active in the class. In implementing this technique, the students are divided into several groups and all students in each group will be given chips. The chips which are used in this technique can be any kind of game token, a pen, pencil, eraser, slip of paper, or any other tangible item. These chips are given to the students to be used when the students want to speak. By using these Chip, it will make the students have the same opportunity to speak in the classroom. If one student has two chances for speaking, the others also have the same opportunity to speak. Every time the student has spoken their ideas, he has to put the Chip in the middle of the table. If the chips are over, he is not allowed to speak until the other students' chips are also over. The students will be given the Chip again if the discussion in the class is not finished yet. This technique is good to

make sure that there will no be domination of one students to speak, meaning that all of students have the same portion of speaking up their mind in the class.

2.5. Teaching Speaking using Talking Chips Technique

In teaching activity, the teacher will gain successfulness towards the students when the teacher can know what technique can be appropriate and helpful for the students. Students will never get improvement, and they will not pay more attention to the teacher and lesson if teacher cannot decide what the best and suitable technique to be used in the class. Especially in speaking ability, speaking is one of difficult skills in English that the improvement feels difficult to be gained by the students. Knowing this problem, the teacher should be sensitive in deciding and using the appropriate technique in teaching activity.

The researcher tried to take up Talking Chips technique to know what aspect of speaking that improves the most after being taught by using Talking Chips technique. By using this technique, the students were monitored to be active in the class, not only a student who dominates the speaking activity, but all students had an equal portion to speak. In addition, eventhough this technique may not trigger the students to speak up their mind, but this technique forces the students to be active in the speaking activity in the class. In this case, to make the students are triggered to speak up, the researcher used argumentative dialogue in teaching speaking through Talking Chips technique. Argumentative dialogue will provide the students to give their arguments, and Talking Chips technique will give them opportunity to share their ideas without feeling shy or afraid of making mistakes because all of the students will be speaking in the classroom.

There are some previous researches which are done by the researchers. The first is *The Use of Talking Chips Technique in Improving Students' Speaking Achievement* (Syafryadin, 2013). He implemented Talking Chips technique to the grade X in one senior high school in Bandung. The researcher concludes that the finding of this study has significant impact in improving students' speaking ability.

The second is *Using Talking Chips to Improve Students Participation in EFL Classroom* (Hardiyanti, Rochsatiningsih, and Setyaningsih, 2013). They implemented this technique to the students of state senior high school 5 Surakarta at class X-5. The researchers concluded that the finding of the study really helps the improvement of the students' speaking ability.

The last is *The effect of Talking Chips Strategy on Students' Speaking Ability* (Hendrawan, 2013). He implemented this technique to the grade X of SMAN 8 kota Jambi. After conducting the research, the researcher concluded that Talking Chips technique gives a significant progress toward the students' speaking ability. The students can give and share their ideas in front of the class bravely. This explanation makes the researcher argues that Talking Chips Technique is one of collaborative learning which can attract students to involve in learning process.

Based on the previous researches above, it has been approved that Talking Chips can be implemented successfully to teach speaking in the class.

2.6. The Procedures of Talking Chips technique

In applying Talking Chips technique, teacher should know the steps and procedure. According to Kagan (1992), there are 4 steps in applying this technique, those are:

1. Each group will be given a topic for the discussion.

2. Student who wants to start the discussion should put the Chip that have been given to them on the center of the group table.
3. When a member of the group has already used all Chips, he is not allowed to speak till the other member's Chips are also over. The other member should continue the discussion till their Chips are over.
4. As long as the discussion is going on, the speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension) of the students will be viewed and evaluated.

Another statement comes from Bowers and Keisler (2011:138) who state that the procedures of Talking Chips are:

1. Teacher assigns the students to discuss the material of discussion in group and gives each student a designated number of chips to use during the discussion.
2. Teacher asks a question or provides a text to the groups and gives the students time to gather thoughts and record some of their ideas.
3. Teacher tells students that the chips that they get are a minimum number of Chip they must use during the discussion.
4. Teacher asks the students to discuss. They place a chip in the center of the table when it is their turn to speak.

According to the theories above, the researcher will use Bowers and Keisler statement as a guide of this research since their procedure are more simple and clear. Those procedures will be applied in teaching speaking. The researcher will focus on argumentative dialog in teaching speaking through Talking Chips technique in order to trigger the students to give their argument about certain topics.

2.7. Procedures of Teaching Speaking through Talking Chips Technique

In this research, the researcher will teach speaking in form of argumentative dialogue to improve students' speaking ability with the procedure as follows:

1. Pre Activities

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

2. Whilst Activities

- The students will be given some issues which are familiar.
- The students will be given some expression that are commonly used complete with the meaning related to the expression of asking an giving opinion.
- Every students will be given one chip as a chance to speak.
- After all students' have their own Chip, they are divided into some groups of discussion which consists of 3-5 students.
- The students will be given several topics to be chosen
- The students are asked to choose an issue from the teacher.
- The students are asked to discuss with their friends to give some arguments about the topic.
- To start the dialogue every group should choose one of the members to be the *starter* who firstly start the conversation.
- After they discuss the topic, every group needed to start their dialogue starting from the *starter* to ask and give their arguments related to the issue until all the students' Chip are over.

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.
- Students are given feedback.
- Teacher closes the meeting.

2.8. Advantages and Disadvantages

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 domination in 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.

Besides the advantages, this technique has also some disadvantages. 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 the students' participations. But, this condition would make an equal 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.

Even though this technique has some disadvantages, but the researcher believes that this technique will improve students' speaking ability, since there are more advantages than the disadvantages.

2.9. Theoretical Assumption

Talking Chips technique is an effective way to teach speaking in class, since Talking Chips can make the students active in the class. This technique also makes the students have an equal portion in sharing their ideas. There will be no a student who dominates the speaking activity in class, because all students have the same chances. This technique also forces the students to speak up their mind, so the students will be more active to participate in the learning activity. Besides, this technique may not trigger to speak up, it just forces the students to speak. In order to make the students are triggered to speak, the researcher will use argumentative dialog in teaching speaking through Talking Chips technique. Argumentative dialogue will trigger the students to share their ideas, and Talking Chips technique will give them chance to speak up their ideas in a discussion.

From the explanation above, the researcher assumes that Talking Chips technique can improve students' speaking ability because the students will always have chances to speak in every discussion.

2.10. Hypothesis

Based on the theoretical assumption above, the researcher formulates hypothesis as follows:

- Talking Chips will improve students' speaking ability because Talking Chips forces the students to be active to speak up their mind. There will be no domination from a students, so students can enjoy the learning process.
- After the implementation of Talking Chips technique it can be hypothesized that fluency is an aspect which will improve the most.

This chapter has explained about the definitions of speaking, teaching of speaking, the techniques in teaching speaking, teaching speaking by using Talking Chips technique, procedures of teaching speaking Talking Chips technique, theoretical assumption, and hypothesis.

III. METHODS

This chapter explains about research design, data sources (population and sample), data collecting technique, instrument, validity and reliability, data collecting procedure, data treatment, and data analysis.

3.1 Design

In this research, the researcher conducted quantitative research. The researcher tends (1) to investigate whether there is significant improvement of students' speaking ability after the implementation of Talking Chips technique, and (2) to investigate what aspect of speaking that improves the most after implementing Talking Chips technique.

To answer the questions, the researcher used a quantitative approach. This study applied one-group pretest-posttest design of pre-experimental design. In this study, the students were given the pre-test in order to know the students' initial ability. Moreover, they were given treatment that was Talking Chips technique to teach speaking. After that, the teacher gave the posttest in order to obtain the aspect of speaking that improved the most after implementing Talking Chips technique in the class. The researcher used one class as the sample of the research. The research conducted five meetings. First meeting was for pre-test, second, third and fourth meeting were for the treatments, and fifth meeting was for posttest. Each meeting took two lesson hours (2x45 minutes).

In the *one-group pre-test – posttest design*, a single group was measured or observed not only after being exposed to a treatment, but also before the treatment. The design of this research described as follows:

$$T_1 \quad x \quad T_2$$

Note :

T_1 :Pre-test

X : The treatment (Talking Chips technique)

T_2 : Posttest

(Setiyadi, 2004)

Based on the explanation above, the research conducted quantitative approach to find out the answers of the research questions in this study.

3.2 Data Sources

Data sources were from population and sample which were necessary in a research. The research was done in Madrasah Aliyah Negeri (MAN) 2 Bandar Lampung; it is Senior High School level, where the population and sample of this research was the students of XI IIS 1 in the school. The detail explanation of the population and sample is as follows:

3.2.1 Population and Sample

The population of this research was the second grade of students in Madrasah Aliyah Negeri (MAN) 2 Bandar Lampung in 2018/2019 academic year. There are 9 classes of the second grade of this school. These classes are classified into MIA class and IIS class. There are 4 MIA class, and there are 5 IIS class. The researcher took one class

of the second year students which was taken purposively. In taking the class, the researcher asked the teacher for help. The English teacher chose one class for being the research's object. After asking the teacher for choosing the research's object, the teacher finally choose clas XI IIS 1, because based in the explanation of the teachers students of XI IIS 1 got the highest average score in the last final exam compared with another classes in the school. Because of that reason, the researcher assumes that the class could be a representation of students in the school. In this research the experimental class got pre-test, treatment and posttest. Pre-test was held in the first meeting. This test focused on speaking. Treatment will be given for 3 times. Those were in the second, third, and forth meeting. Posttest was held in the last meeting. The pre-test, treatment, and posttest would be applied to all students in the class.

3.3 Data Collecting Techniques

To support this research, the researcher completes the data collecting procedures by using pre-test, treatment and posttest.

a. Pre-test

The aim of pre-test is to obtain the students speaking ability before getting the Talking Chips technique as a treatment in their learning. Meanwhile, before giving the pre-test to the students, the researcher will explain the topic and information which will examine. The test focuses on speaking test since the aim of this research is to find out what aspect of speaking that improves the most.

b. Treatment

Treatment is done after pre-test to teach speaking through Talking Chips technique. There will be three times of treatment. The teacher will teach the students until they reach the objective.

c. Posttest

Posttest is administered after the students got Talking Chips technique or after the treatments process. Posttest will be given to investigate the students' development after getting the treatments.

Those are the description of the activities that researcher did to collect the data in the research. Doing the activities, the researcher could obtain whether there was improvement or not on students' speaking ability, and which aspect of speaking improved the most after the implementation of Talking Chips technique.

3.4 Instruments

To figure out whether the objective of the research had achieved or not, the researcher used research instruments. Instrument is the tool to collect data (Arikunto, 2006). The instrument of this study was speaking test. This speaking test was in term of argumentative dialog. The researcher gave a speaking test to the students by giving some instructions and topics which should be chosen by the students. The students were asked to make a group consists of 3-5 students. From the topics that they had chosen, the students should make some arguments. Each group should consist of pro and contra students, so they should give their agree and disagree arguments with a limited time. Since they were allowed to bring a gadget/smartphone, the students should record their voice by using their gadget and sent it to the researcher's gadget.

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 in order to help the raters to be easier to evaluate the

students' speaking ability more objective. In the intention to increase the realibility of the test, the three raters work collaboratively to judge the students' speaking ability and used the oral English Rating sheet proposed Harris (1974: 84). Based on the oral rating sheet, there are five aspects will be scored: pronunciation, grammar, vocabulary, fluency, and comprehension. Here is the rating sheet.

Table 3.1. Aspects of speaking which are 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 concertrated listening and occasionally lead to misunderstanding
	2	Indicate that it is very hard to understand because of the 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 words order
	4	Occasionnaly make 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 students 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 of native speaker.
	4	Indicates that sometimes a student uses inappropriate terms and or must rephrase ideas because of 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 speech is fluent and effortless as that of 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 the extent 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 lower than normal speed with repetition.
	2	Has great difficulty 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 uses this percentage because the researcher tried to find out the most improvement speaking aspects. The score of each aspect is multiplied by four, so the total score is 100.

3.5.1 Validity

A test can be said valid if the test measures the object and suitable with the criteria (Hatch and Farhady, 1982:250). According to Hatch and Farhady (1982:251), there are two basic types of validity. They are content validity and construct validity. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material and the test are composed based on the indicators and objectives in syllabus of K13 curriculum. Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more construct. In measuring the validity, the researcher will also use *inter-rater*. The ideal presentation to measure the validity of the test is at least 80%. So, the test is not valid if the presentation is less than 80%.

3.5.2 Reliability

A test will be considered reliable if the test have a consistent result. Hatch and Farhady (1982:243) establish that reliability of a test could be defined as the extent to which a test produces consistent result when it administers under similar conditions. Reliability of speaking test is examined by using stastical measurement proposed by Shohamy (1985:213). Furthermore, in order to ensure the reliability of the scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. It is important to make sure that the two or more raters use the same criteria for scoring the students' speaking test. In this research, the researcher will use three raters. They are the researcher, and two teachers of the school. The ideal score to measure that the reliability of the test is considered as good is 0.80. It was calculated by SPSS 16.0 with the standard of reliability testing as follows:

1. A very high reliability testing ranges from 0.80 to 1.00
2. A high reliability ranges from 0.60 to .79
3. A medium reliability ranges from 0.40 to 0.59
4. A low reliability ranges from 0.20 to 0.39
5. A very low reliability ranges from 0.00 to 0.19

(Shohamy, 1985:82)

In order to know the reliability of students' score in the pre-test and posttest, SPSS 16.0 was used to calculate the reliability. After calculating the score, the researcher got the reliability score as follows:

Table 3.2 Reliability of Students' Score in the Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.811	3

The table above showed the reliability of students' score in the pre-test which was scored by 3 raters and calculated by SPSS 16.0. The reliability in the pre-test is 0.811 as showed in the table. The score indicates that there is no subjectivity in scoring students' speaking ability.

Table 3.3 Reliability of Students' Score in the Posttest**Reliability Statistics**

Cronbach's Alpha	N of Items
.857	3

The table above showed the reliability of students' score in the posttest which was scored by 3 raters and calculated by SPSS 16.0. The reliability in the posttest is 0.857 as showed in the table.

In line with the standard of reliability testing above, both of the reliability of students' score in pre-test and posttest was considered as very high reliability which ranges between 0.80-1.00. It can be concluded that there is no subjectivity in scoring students' speaking ability.

3.6 Data Collecting Procedure

The procedures of the research are as follows:

1. Determining the population and samples

The researcher chose Madrasah Aliyah Negeri (MAN) 2 Bandar Lampung as the population and sample of this research. The researcher took one class that was the second grade students as the sample of the research.

2. Deciding the materials to be taught and tested

The researcher provided some topics to be discussed in each meeting.

3. Selecting speaking materials

In selecting the speaking materials, the researcher used syllabus of class XI of SMA students based on K13 curriculum. The topics were giving and asking opinion. Based on these topics, the researcher will teach argumentative dialogue.

4. Giving treatment

In this step, the researcher explains the procedure in sharing their ideas by using Talking Chips technique. Then the students are asked to make groups discussion consist of 4 to 5 students.

5. Recording

The researcher will record the students speaking ability during pre-test and posttest by using audio recorder as recording tool.

6. Transcribing

Researcher will transcribe all of the students' voice recording both of pre-test and posttest.

7. Scoring

Since this research uses three raters to score the speaking test, the researcher who is as a teacher of this research fills the scoring sheet of first rater (R1). After that the researcher gives the students' voice recording with the scoring sheet also to the second rater (R2) and third rater (R3) to fill the score of R2 and R3 in the scoring sheet.

Those are the procedures of this study which was used by the researcher for gaining the data.

3.7 Data Treatment

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

1. The data is interval or ratio.
2. The data is random sample in population.
3. The data is distributed normally.
- 4.

Therefore, the researcher used the following procedure:

3.7.1 Random Test

The random test will be conducted to find out whether the students' data in the sample class fits the criterion of randomization or not. The samples will be tested by using SPSS 16.00.

The hypothesis of random test is:

H_1 : The data is random

The level of significance used is 0.05. H_1 test is higher than 0.05 is accepted if the result of the random test is higher than 0.05 ($p > q$).

3.7.2 Normality Test

The purpose of composing the normality test is to find out whether the data is from the population with normal distribution or not. The researcher uses SPSS 16.00 to analyze the data in order to fit the value.

The hypothesis of the normality test is:

H_1 : The data distribution is normal

The level of significance used is 0.05. H_1 test is higher than 0.05 is accepted if the result of the normality test is higher than 0.05 ($p > q$). To find out whether the data is distributed normally or not, the normality test was used as follows:

Table 3.4 Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
aspects		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test	.161	27	.185	.921	27	.102
	posttest	.124	27	.200*	.975	27	.854

a. Lilliefors Significance Correction

From table 3.4, it can be seen that the value of normality test in the pre-test was 0.102 and the value of normality test in the posttest was 0.854 which were higher than 0.05. It could be concluded that H_0 was rejected and H_1 was accepted. In other words the data of the pre-test and the posttest were distributed normally.

3.8 Data Analysis

In order to get the result of this research, the researcher analyzes the data using some step as follows:

1. Computing 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

2. After that, mean score of the pre-test will be compared to mean score of the posttest to see what aspect of speaking that is improved the most after Talking Chips Technique is being implemented.
3. Draw the conclusion based on the result of the pre-test and the posttest score.

Those are the steps of analysing the data research. There are computing the students' score, comparing the data, and drawing the conclusion

3.9 Hypothesis Testing

Talking Chips technique is an effective way to teach speaking in class, since Talking Chips can make the students active in the class. This technique also makes the students have an equal portion in sharing their ideas. There will be no a student who dominates the speaking activity in class, because all students have the same chances. This technique also forces the students to speak up their mind, so the students will be more active to participate in the learning activity. The more they practice their speaking in the class, the better the fluency is. In formulating the hypothesis testing, it should be based on theoretical assumption. Based on the theoretical assumption the hypothesis can be formulated as follows:

- 1) $H_1(1)$: There is significant improvement of students' speaking ability
- 2) $H_1(2)$: Fluency will improve the most

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis would be analyzed by using repeated measure T-test of Statistical Package for Social Sciences (SPSS) version 16.00. The researcher used the level of significance 0.05 in which the hypothesis is approved if $\text{sign} < p$. It means that the probability of error in the hypothesis testing is only 5%.

According to Hatch, and Farhady (1982: 111), the criterion for accepting the hypothesis is as follows:

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

This chapter has explained about design, population and sample, data collecting technique, instrument, validity and reliability, data collecting procedure, data treatment, and data analysis.

V. CONCLUSION AND SUGGESTION

This chapter focuses on some points related to the results and discussion after conducting the research. There are some conclusion and suggestions by the researcher.

5.1 Conclusion

After conducting the research at the XI IIS 1 which is in the second grade of MAN 2 Bandar Lampung, and analyzing the data, the researcher would like to draw the conclusion as follows:

1. There is a significant improvement of students' speaking ability after being taught through Talking Chips Technique. It means that Talking Chips Technique can be an alternative technique to improve students speaking ability, especially in argumentative dialogue.
2. The highest improvement is on comprehension, followed by fluency, vocabulary, grammar and pronunciation. It was easy for the students to understand what the speaker said because they focused on the message more than on the form or the structure. This was relevant with Heaton's statement (1991) which said that if a person can answer or express their ideas well without focusing on the form or the structure, it shows that she or he can comprehend the conversation. Furthermore the pronunciation was the lowest

gain (3.44). Even though the gain of pronunciation was the lowest, but the score was not really different. In the posttest, the students sometimes still mispronounced some words, because of their accent of mother tongue. It was not likely as native, even though it still could be understood. That was relevant with Avery and Ehrlich's statement (1992) which claim that sound pattern of the learners' first language is transferred into the second language and it likely caused foreign accent. Mispronunciation of words which produced by nonnative speakers reflect the influence of the sounds, rules, stress, and the intonation of their native language. It made the pronunciation got the lowest gain.

5.2 Suggestions

After conducting the research, the researcher proposes several recommendations for the students, English teacher, and the other researchers. They are presented as follows.

1. Students of Senior High School

The students as the subjects in the teaching and learning process should involve more and actively participate in the activities during the class. They also need to keep practicing if they want to master the speaking skill.

2. English Teachers

- a. Students rarely had chances to practice their speaking outside the class, so the teacher needs to maximize the students' opportunity during the lesson to practice their speaking skill. The teacher should also be able to create

an atmosphere where it is comfortable and challenging for the students to maintain their motivation on learning.

- b. In implementing this research, the researcher found it a bit hard to divide the students into small group. The researcher suggests further researcher to make a time before the implementation of the technique. This time is used for dividing the students into small group. This occasion can also be a time for the further researcher to explain how the technique runs, and can be a kind of trying out the technique.

3. Further researchers

- a. Before implementing the Talking Chips technique, it would be better if the other researcher explore the students' knowledge related to the topic and give more background knowledge.
- b. In dividing the students into small groups, the researcher suggests that the further researchers divide the students based on the students' ability of speaking. The upper students should be in the same group with the other upper students, and the lower students should also in the same group with the other lower students. The further researchers can divide them based on the result of the pre-test, so the further researchers can know which student belongs to upper and lower.

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