ABSTRACT

INTEGRATED TALKING CHIPS WITH THINK PAIR SHARE TO PROMOTE STUDENTS' SPEAKING ACHIEVEMENT AND SELF-EFFICACY

By

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The study aimed to (1) determine whether there was a significant difference in students' speaking achievement between those taught by using the Talking Chips strategy and those taught using the Integrated Talking Chips strategy with Think-Pair-Share (TPS), (2) identify which aspect of speaking improved the most in the experimental class, and (3) examine students' self-efficacy in speaking after the implementation of integrated strategy in the experimental class. The research used a true-experimental design with a pre-test and post-test, involving 72 tenth-grade students at SMKN 1 Bandar Lampung. The students were divided into a control group (Talking Chips) and an experimental group (Integrated Talking Chips with Think-Pair-Share). Data were analyzed using SPSS 16.0.

The results showed that (1) the difference between the two groups was not statistically significant ($p = 0.497$). However, both groups improved significantly in speaking achievement. The control group's mean score increased from 56.50 (pre-test) to 64.69 (post-test), resulting in a gain of 8.19 points with an N-Gain% of 18.83%. Meanwhile, the experimental group's mean score increased from 59.42 (pre-test) to 65.75 (post-test), with a gain of 6.33 points and an N-Gain% of 15.60%. (2) Among the five speaking aspects, comprehension showed the highest improvement, while fluency improved the least. (3) The self-efficacy questionnaire revealed that most students had moderate to high self-efficacy, though some still lacked confidence. These findings suggest that while the integrated strategy enhanced all speaking aspects—particularly comprehension and self-efficacy—it did not demonstrate a significant advantage over the original strategy in overall speaking achievement.

Keywords: **Talking Chips, Think-Pair-Share, Speaking Achievement, Self-efficacy**