

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

Hornby (1995: 127) defines speaking is making use of words in an ordinary voice. And Widdowson (1984: 58) adds that communication through speaking is

performed face to face interaction and occurred as art of a dialogue or other form of verbal exchange.

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

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

1. Pronunciation

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

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1991: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form appropriate one. This utility of grammar is also to learn to the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

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

4. Fluency

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

## 5. Comprehension

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

Based on the theories of Haris (1974: 75) and Syakur (1987: 3), the researcher argues that in communicating people need to have substantial knowledge of language aspects in order to become a good speaker. Therefore, the teacher should help students to be able to speak well relevant to the characteristics that are suggested as stated by the experts. Based on the explanation of speaking aspects before and related to the purpose of this research, the researcher would 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 test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

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

e. Interpersonal (dialogue)

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

Besides, according to 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.

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

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

In short, argumentative dialogue is the appropriate material to encourage students to speak. By teaching argumentative dialogue through Talking Chips Technique, every student 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**

According to Kayi (2006: 1), teaching speaking is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking is important in language learning. In this case the teacher needs to encourage students' participation by making teaching learning condition full of interest and motivation and the teacher should support the students to practice English as a habit. This is to make their English speaking ability can be used to interact with other in daily life. Since the goal of teaching speaking is to make the students to be able to communicate effectively, students should be able to make themselves understand. The teacher should guide the students try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation (Bunkart, 1998: 2).

Furthermore, Cameron (2001: 40) states that it is crucial for teacher to take the responsibility for checking the students understanding to language being used and the purpose of the activities in being carried out. It means that this is really important for the teacher to make the students understand in learning. The teachers have to consider that students understand about the objective of learning

process. Therefore, the teacher must give the students opportunity to provide input to all phases of classroom activity.

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

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

Based on the theories explanation above, the researcher concluded that teaching speaking is a process to make the students to be able to communicate effectively, and learners should be able to make themselves understand. They should try to avoid confusion in the message due the faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation. And teaching speaking is really important to make the

students understand in learning since teaching speaking. This is a crucial for teacher to take the responsibility for checking the students understanding to language being used and the purpose of the activities in being carried out. In this research, the researcher would teach speaking by teaching argumentative dialogue. Students would argue their friends' arguments to one another supported by some reasons.

## **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**

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

In addition, Dave (2010: 217) adds that Talking Chips Technique is a technique that makes the value of everyone's contribution tangible and gives chance to speak. It means all students have the same opportunity in the classroom to speak. If one student has two chances for speaking, the others also have the same

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

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

According to the theories above, the researcher tried to use this technique to improve students’ speaking ability. Researcher would apply this technique in teaching speaking of argumentative dialogue.

## **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.

Turville (2008: 91) states that Talking Chips Technique is the technique for speaking skill. This technique gives different way in teaching speaking. There are some chips as tools in this technique. Every student will get some chips in the same number. This condition makes each student has the same opportunity to speak in the classroom. This is like what Bowers and Keisler (2011: 138) state that Talking Chips Technique ensures everyone has an opportunity to share in a discussion.

Besides, Kagan (2010: 17) points out that Talking Chips Technique is a technique in teaching speaking which makes the students work in group. Then, in holding Talking Chips Technique, students 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.

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

1. Create a question for group discussion.
2. Collect items that can be used as tokens. You should have enough items to give each student 3 to 5 tokens. Tokens can be paper clips, poker chips, or any other small item.
3. Place students in groups.
4. Each student will be given 3 to 5 tokens.
5. Give students the question or topic to be discussed.
6. When each student responds to the question or topic, they will surrender one token. The tokens will be placed as to be visual to all in the group.

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

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:

### 1. Pre Activities

- The students were asked to remember the previous lesson.
- The students were 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 were 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 were 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 was 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 were asked what they have learnt.
- The students were asked by the teacher if they still have question about the material.
- Teacher closed the meeting.

These were 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 would find out the answer of the hypothesis below:

1. There is an improvement in students' speaking ability after being taught through Talking Chips Technique.

This is the hypothesis of this research.