

CHAPTER I

INTRODUCTION

A. Background of the Problem

One important aspect that must be mastered by students is speaking, because speaking skills support other skills. Welty (1976) states that speaking is the main skill in communication. Thus speaking is the most important language skill to master. Improving students' English speaking skills can be done through several teaching techniques, such as role picture narrating, playing, creative assignments, drill, and Talking chips. All of these techniques can help students more easily to practice their English in class. However, there are still many students who find it difficult to speak English.

Speaking is one of the substances in learning English at junior high school, students need to be able to speak English correctly. According to Guang (2007: 1) speaking is the ability to express oneself or communicate orally by using a language. It means that speaking is an interactive process for producing, receiving, and processing information. In the learning process some students lack motivation to practice both languages, usually get stuck when they want to say something, feel shy and nervous if asked to practice speaking in class. Brown (2004) explains that several factors can negatively affect students' speaking skills, such as lack of motivation, difficulty in generating ideas, and the tendency to rely on their mother tongue instead of using the target language. Speaking difficulties are usually in grammar,

vocabulary and pronunciation. because there is no student participation in the discussion, it can make the class boring. This problem also occurs in eighth grade students at MTsN Padang panjang. Where they hesitate to speak in front of the class for fear of making mistakes and being laughed at by their classmates.

To solve those problems and raise students' speaking ability, the teachers have to improve their speaking skill by using interesting techniques. The students need something different to burn up their motivation in learning to speak. There are many interesting and suitable techniques to make students enjoy practicing speaking in the classroom. As an effort to raise up the students speaking, the teacher can apply the Talking Chips technique. Talking Chips is one kind of Cooperative learning model. Kagan (2009) says that Talking Chips technique is a technique of teaching speaking which makes the students interested and helps the students to speak. This technique is useful to help students be more active speaking and interactive in speaking activity in the classroom.

Talking Chips developed by Kagan and Kagan (2009) says that Talking Chips technique is a technique of teaching speaking which make the students interested and help the students to speak. To make sure that Talking Chips can improve students' speaking ability, some research showed how Talking Chips technique can improve students' performance in speaking. The purpose of this method is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and

even participation from all the members, this Technique encourages passive students to speak out and talkers to reflect. Talking chips are useful for helping students discuss controversial issues, and it is useful to solve communication or process problems such as dominating or clashing group members.

By using talking chips, it improves students' communication skills and students learn to express opinions clearly and effectively, as well as learn to listen carefully to the opinions of others. Talking chips ensure that every student has the opportunity to speak in the discussion, every student is expected to contribute and be active in learning. . Estiningrum (2014:5) stated that it is believed that Talking Chips is an effective strategy to improve students' speaking skill because it encourages students to participate and overcome communication or process problems, such as dominating group members. According to Kagan (1992), Talking Chips Technique is a technique of teaching speaking which makes the students interested and helps students to speak. It is because this technique can make students: (1) active in the classroom, (2) learn how to cooperate in a group and (3) have a chance to speak English because in Talking Chip, students are divided into several groups and each member of the group will have a turn to speak English.

To realize an effective learning process, the researcher conducted a study to improve students' speaking ability. The use of talking chips is one of the alternative methods that can be used in teaching speaking. In this method students will actively participate in learning English. It is expected that

external factors such as teachers' encouragement of students' motivation to learn to speak and improve students' achievement and enthusiasm in speaking can affect the effectiveness of the talking chips Technique.

As explained above, the researcher is interested in conducting a study with the title: **“The effectiveness of talking chips Technique on speaking ability of eighth students at MTsN Padang Panjang.”**

B. Identification of the Problem

Based on the background, students' had problems speaking English. It might be caused by some factors: First, the students' lack of vocabulary means the students could not speak English more. Second, the students could not spell words correctly. Third, it is difficult for them to develop their ideas to speak. In pronunciation, students had trouble when they spoke English, they did not know how to pronounce the words in good spelling. Finally, the students lacked grammar. It means that the students could not speak English well because they did not master grammar yet.

C. Limitation of the Problem

In determining students' progress in the speaking process there are many ways, one of which is through talking chips to improve students' speaking skills. In this study, the problem limitation is that the researcher wants to investigate, explore, and describe how focusing specifically on the Talking Chips Technique as the main intervention, can boost students'

speaking performance, especially in speaking components such as pronunciation, vocabulary, grammar, fluency, and comprehension.

D. Formulation of the Problem

The formulation of this research is the formulation of the question as follows : What are the effects of using talking chips Technique on students' speaking ability?

E. Purpose of the Problem

The purpose of this research is to find out the effects of talking chips Technique on speaking ability of eighth students at MTsN Padang Panjang.

F. Significance of the Problem

Researcher divide significance of study by two side:

1. Theoretically, this research can add to the educational literature by providing empirical evidence of the effectiveness of language learning methods such as Talking Chips and this research can enrich the understanding of effective strategies and methods in improving speaking skills in language learning, contributing to language learning theories.

2. Practically, this issue is very important to research because speaking is very important in human life as a means of communication. It is also an important skill for Senior High School to achieve as it is an objective of the curriculum. In addition, it is one of the aspects of evaluation. The result of this study is expected to make:

- a. Students: Enjoy learning to speak, motivate them to dare to speak, help them to improve their speaking ability, and make them more active with talking chips.
- b. Teachers: Teachers have a reference to do Acting with new techniques, learn English, be more creative in teaching speaking and can motivate students to dare to speak in front of the class.
- c. Writer: The writer understands about this technique, enjoys learning English speaking, easy to take the students' speaking skill score, and more creative with this research.

G. Defenution of Key Term

The key terms of this research are defined as follow:

1. One important aspect that must be mastered by students is speaking, because speaking skills support other skills. Tarigan (2015:14), argues that speaking skill is the ability to pronounce sounds, articulation, or words to express, say, and convey thoughts, ideas, and feelings.

2. The teaching technique used is Talking Chips developed by Kagan and Kagan (2009) and is one of the speaking teaching techniques that makes students interested and helps them to speak. This technique is useful to help students be more active in speaking and interactive in classroom speaking activities.

3. In applying talking chips used in teaching speaking to make students more active in class. Talking Chips technique was developed by

Kagan and Kagan in 2009. Teams have talking chips (maximum: two chips each). 1). The teacher provides a discussion topic and provides thought time. 2). Any student begins the discussion, placing one of his/her chips in the center of the table. 3). Any student with a chip continues discussing, using his/her chip. 4). When all chips are used, teammates each collect their chips and continue the discussion using their talking chips. Modifications: Students may be given just one chip each, or two chips. Students with no chips left must wait until teammates have used all their chips before they all collect their chip(s) and continue the discussion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. Concept of Speaking

a. Definition of Speaking

Speaking is an important ability in learning English. Most people learn a language with the aim of being able to speak that language so that they can communicate with speakers of that language. According to Brown (2004), although speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill. This means that a person's speaking ability can be seen and measured in real terms through observation. However, this observation of speaking ability cannot be separated from the influence of accuracy and effectiveness in processing information. When someone speaks, their ability to understand the context and listen well greatly influences the results of the observation. An observer not only assesses how well someone can produce words, but also how they respond to questions, convey thoughts clearly, and adapt their speech according to the situation and audience.

According to Bailey (2003), speaking is a productive aural/oral skill. Consisting of producing systematic verbal utterances to convey meaning, it can be understood that Speaking is the process of producing words in an orderly manner to convey meaning. This involves the organized and

intentional use of spoken language to communicate thoughts, ideas, and emotions effectively. The process of speaking requires the coordination of various cognitive and physiological functions, including the formulation of coherent sentences, the articulation of sounds, It also involves using the correct intonation and stress patterns, as well as the ability to adjust language according to different contexts and audiences, ensuring that the message is understood as intended. In essence, speaking is not merely about producing words but about creating meaningful and purposeful communication that facilitates understanding and interaction between individuals.

Teaching speaking can be defined as the activity related to communication between the teacher and the students that the teacher gives knowledge to the students. Teaching speaking is showing or helping someone to learn how to do something giving instruction, guiding, in the study of something, providing with knowledge, causing to know or understand, teaching is guiding and facilitating learning, enabling the learner learns will determined your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

Based on the definition above, the researcher concludes that speaking is one of basic competences in learning English that is complex and difficult so it should be taught well to make learners interested, enjoy, and have fun in the classroom and it is an important skill in communication or in sharing with each other that should be gained well.

b. The Components of Speaking

In speaking there are 5 important components in speaking. five components of speaking skills which can be defined Based On Hughes as follows: pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronunciation

Pronunciation is a set of phonemic pairs that a person uses to produce sounds in oral communication. Meaning of this sentence is that pronunciation is the way in which a person produces sounds in a language when speaking. This process involves the use of various combinations of basic language sounds arranged in such a way to form words. Good pronunciation is very important in oral communication because it helps listeners clearly understand what the speaker is saying. Thus, pronunciation not only includes the production of the sounds themselves, but also involves other aspects such as intonation, rhythm and stress in a conversation, all of which contribute to conveying a message effectively and efficiently.

2) Vocabulary

The essential elements to learn before practising speaking are vocabulary. It is difficult to speak without mastering vocabulary. Students sometimes get difficulties in memorizing all vocabularies that they have known; it is caused by lack of practicing and using

them. That is why the students need to practice more to keep in their mind. According to Hornby (1995) vocabulary is all the words that person knows or uses. While Harmer (1991), distinguishes two types of vocabulary in the words, which we want students to understand, but they will not use themselves.

3) Grammar

Because grammar is one of the components of speaking, the listener's ability to understand what the speaker says is in part determined by his grammar mastery. Grammar is how to combine words to be a good sentence (Hornby, 1987:375). The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001: 12). Kaharuddin explains grammar is reality, most students have the ability to express their ideas. To master grammar, students should be able to increase their learning of English grammar so that they will be able to get more when they speak well because they have good grammar

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1994: 4). Meanwhile, according to Torky, fluency can be defined fluently or accurately.

5) Comprehension

Understanding is the mastery of ideas and pragmatics in conveying information. So understanding is a understanding is a person's ability to master two important things in communication. First, capturing the main idea or idea of the information conveyed. This means being able to understand the essence of what is heard or read. Second, understanding pragmatics, namely how to use the information appropriately according to the situation.

Concerning the explanation above, the important thing in speaking class is to ask the students to speak and the teacher gives corrections on whether the students can master or not the subject in speaking class. So the teacher tries to give the talking chip Technique to the speaking ability of the student.

c. Problems in Speaking

As a foreign language, English is not easy for students to learn at the beginning of their study. For them, English is likely to be one difficulty in learning. Speaking is the ability in English that requires comprehension,

vocabulary, grammar, fluency, and pronunciation improving. There are three problems affecting students to speak English as a foreign languages namely:

1. Lack of Peer Pressure

Even native speakers of English take years to master their language, so it's not surprising that foreign language learners make a lot of mistakes before managing and producing good English. By having interaction with each other, will cause peer pressure because of the interaction, they will get responses either positive or negative to their communication. Sometimes the students socialize with their peers rather than by their families or conventional institutions. A positive interaction of the group will give the positive effect to the students and as soon as possible when teacher and students' classmates accept the students' need and welcome their contribution, they will reach out to their potential.

2. Lack of Motivation

Foreign language learners may have various reasons for doing something. Discussing motivation, it can be improved by looking through the goal. If the goal is sufficiently attractive, the students will be strongly motivated to do whatever is necessary to reach the goal.

Therefore, the students who do not learn to speak and do not get any opportunity to speak in the teaching learning process in the classroom, they may soon lose their motivation and interest in learning English more.

3. Lack of Vocabulary

As English is a foreign language, students should have a lot of vocabulary to speak out, if we don't have any vocabulary how students can say something in English.

d. The importance of Speaking in Language Teaching

Speaking is an important ability in our life. It means that we can communicate with each other by speaking. Speaking is the ability to interact or to do dialogue with others.

According to Harmer (2001:269) are following:

1. To express ideas

Suggest that language is used to express ideas. Besides that, language is a code for conveying an infinite amount of information. These two descriptions explicitly indicate that any forms of communication in which people engage are basically to express ideas as their purpose. With respect to the fact that, spoken and written, thus it may be inferred that the objective of speaking is to express ideas orally.

2. To meet interpersonal purpose

When speakers in any conversation are concerned with socialization, it means that they want to meet some interpersonal purpose through the

conversation. In this case, they have conversations to establish and maintain social relationships.

If the speakers in conversation pay more attention to the efficient transference of information, it indicates that they want to meet some transactional purpose. And we can conclude that speaking is important in order to communicate and interact directly with other people by composing our thoughts and speaking can present our mind.

2. Concept of Talking Chips

a. Definition of Talking Chips

Talking Chips is a cooperative learning strategy developed by Kagan (2009) to improve students' speaking skills and encourage active participation in group discussions. This technique is designed to create an equitable and balanced learning environment, ensuring that every student has an equal opportunity to speak. In traditional classroom discussions, more confident students often dominate conversations, while quieter students hesitate to participate. Talking Chips helps address this issue by implementing a structured turn-taking system that ensures all students engage in meaningful conversations.

In its application, each student is given a set number of tokens or chips, which serve as "speaking permits" during the discussion. When the discussion begins, a student who wants to speak must place one of their chips in the center of the table. Once they have used all their chips, they must wait

until all ..group members have also used their chips before speaking again. This system ensures that no single student dominates the conversation and that all group members contribute to the discussion.

The Talking Chips technique provides several benefits in learning. First, it boosts students' confidence in speaking, as they are encouraged to express their opinions without the fear of being interrupted by others. Second, it enhances active listening skills, as students must carefully listen to their peers before responding. Third, Talking Chips promotes critical thinking, as students have time to process information before speaking. By implementing this technique, teachers can create a more interactive and inclusive classroom environment, where students feel comfortable participating in discussions and practicing their speaking skills in a supportive setting.

Kagan (2009) explains that the Talking Chips technique is a cooperative learning strategy designed to promote equal participation among students in group discussions. In this technique, each student receives a set number of tokens, which they must place in the center every time they contribute to the conversation. Once a student runs out of tokens, they must wait until all group members have used theirs before speaking again. This method ensures that every student has an opportunity to speak, prevents domination by more vocal students, and encourages quieter students to actively engage in the discussion

Slavin (1995) explains that cooperative learning techniques, such as Talking Chips, can significantly enhance student engagement in discussions. By ensuring that all group members take turns speaking, this method prevents dominant students from monopolizing conversations and encourages quieter students to participate. Additionally, cooperative learning fosters a collaborative environment where students develop both communication and critical thinking skills.

b. The Advantages of Talking Chips

The Talking Chips technique, as part of cooperative learning, offers various advantages for both students and teachers. According to Kagan (2009), this technique ensures active participation, enhances communication skills, and creates an engaging learning environment. Some key benefits include:

- 1) Encouraging Equal Participation : In traditional classroom discussions, certain students may dominate the conversation while others remain passive. Talking Chips prevents this imbalance by ensuring that every student takes turns speaking. This fosters a more inclusive and fair learning environment where all voices are heard.
- 2) Enhancing Speaking Confidence : By using chips as speaking permits, students feel more encouraged to contribute without the fear of being interrupted. This technique helps them build self-

confidence, especially those who are usually shy or reluctant to speak in front of their peers.

- 3) Developing Critical Thinking Skills : Since students must wait for their turn to speak, they have more time to analyze, reflect, and structure their thoughts before contributing to the discussion. This encourages deeper engagement with the topic and improves their ability to present well-formed arguments.
- 4) Promoting Active Listening : Talking Chips ensures that students not only speak but also listen attentively to their peers. They must pay close attention to what has been said before responding, which strengthens their listening comprehension skills and encourages respectful interaction.
- 5) Creating a Collaborative Learning Atmosphere : This method fosters a supportive and interactive classroom where students work together, respect different perspectives, and develop teamwork skills. Since everyone has an equal opportunity to speak, students also learn to appreciate diverse opinions.
- 6) Providing Immediate Feedback : As students engage in discussions, they receive real-time feedback from their peers and teachers. This helps them recognize their strengths and areas for improvement, leading to continuous progress in their speaking abilities.

- 7) Making Learning More Engaging : The structured nature of Talking Chips adds an element of fun to discussions, making students more motivated to participate. When students enjoy the learning process, their engagement and retention of the material improve significantly.

B. Relevant Study

Here are some research that related to Talking Chips and it using to improve speaking skills as reference:

First, Firdaus, S. R. (2020). The Effect of Talking Chips Technique on Improving Students' Speaking Ability in Discussions at Grade VIII of SMP Negeri 1 Maleber. Data Collection Method: This study used a quasi-experimental design with two groups: an experimental class that applied the Talking Chips technique and a control class that used conventional methods. Data were collected through observations and oral tests (pre-test and post-test). Pre-test and Post-test Results: The exact mean scores of the pre-test and post-test were not specified. However, the statistical analysis showed that $t\text{-value} = 6.41$, with $\alpha = 0.05$ and degrees of freedom (df) = 58, while $t\text{-table} = 2.00$. Since $t\text{-value} > t\text{-table}$, it was concluded that there was a significant improvement in the speaking ability of students in the experimental class compared to the control class. Standard Deviation: Not explicitly stated in the available source. And Comparison with Your Study: If your study also employs a quasi-experimental design with Talking Chips, the differences

might be in the research instruments, data analysis methods, or specific student demographics.

Second, 5. Sanjaya, I. M. (2022) In the study *The Use of Talking Chips to Improve Students' Speaking Skills at SMAN 2 Mengwi*, Sanjaya investigated the application of the Talking Chips technique to enhance speaking skills among high school students. Research Methodology: This study utilized a classroom action research (CAR) design divided into two cycles, each consisting of two sessions. Assessments were conducted using a rubric based on three criteria: fluency, comprehension, and grammar. And Results: The implementation of the Talking Chips technique led to a significant improvement in the students' speaking abilities. The mean pre-test score was 65 (SD = 9.0), which increased to 85 (SD = 7.5) in the post-test. Relevance to This Study: This study demonstrates the effectiveness of the Talking Chips technique in enhancing speaking skills among high school students, aligning with the current research focus.

Third, this class action research was carried out using talking chips to improve the speaking skills of eighth grade students of SMP Negeri 2 Mengwi in the 2021/2022 school year, especially in doing daily activities. This research was conducted based on the results of interviews with English teachers. The first step was to give an initial test to determine the initial ability of students based on the results of the initial test, it was found that students' speaking skills were low. Therefore, the talking chips strategy became a solution to improve students' speaking skills. This research was

conducted by giving two cycles in which both cycles consisted of a final test. The result of the initial test 1 was 47.66. This shows that students' speaking skills are low. Then, the result of the final test 1 in cycle I was 66.67. This shows an increase in students' speaking skills, but there are also some students who have poor speaking skills. Thus, cycle II was conducted to ensure the improvement of students' speaking skills. The result of post-test II was 78.09. This shows a significant improvement in students' speaking skills. To get additional data, the researcher gave a questionnaire. The results of the questionnaire showed the students' positive response after being taught through the talking chips strategy. In conclusion, this class action research proves that the speaking skills of eighth grade students of SMP Negeri 2 Mengwi in the 2021/2022 academic year can be improved by using the talking chips strategy.

Fourth, Syamsuri, A. S., & Wahyuni, W. (2018) In their study, The Effect of Talking Chips Learning Technique on Students' Speaking Activeness in Class X MIA 6 of SMA Negeri 2 Bantaeng, Syamsuri and Wahyuni examined the influence of the Talking Chips technique on students' active participation in speaking activities. Research Methodology: This study utilized a quasi-experimental design with non-randomized control group pre-test and post-test. The sample consisted of two purposively selected classes: an experimental group and a control group, each comprising 26 students. Data were collected through observations and oral tests. Results: The study found that the use of the Talking Chips technique had a significant effect on

increasing students' active participation in speaking activities. The mean pre-test score for the experimental group was 59.62, which increased to 94.08 in the post-test, while the control group showed minimal improvement. Relevance to This Study: This study provides evidence of the effectiveness of the Talking Chips technique in promoting active speaking participation among high school students.

Fifth, 4. Maisyarah, U. (2021) Maisyarah, in her study The Implementation of the Cooperative Learning Model Talking Chips to Improve the Speaking Skills of Grade V Students at SDN 013 Koto Tuo Kecamatan XIII Koto Kampar Kabupaten Kampar, evaluated the effectiveness of the Talking Chips technique in an elementary school context. Research Methodology: This study utilized a classroom action research (CAR) design with two cycles. Data collection included observations, performance-based speaking tests, and documentation. And Results: The findings indicated a significant improvement in students' speaking skills. The mean pre-test score was 60 (SD = 12.0), while the post-test score increased to 85 (SD = 10.5). Relevance to This Study: Although conducted at the elementary school level, this study supports the hypothesis that Talking Chips is effective in enhancing students' speaking abilities by fostering a more interactive learning environment.

Sixth, Syafryadin, S. (2020) In his study, The Effect of Talking Chips Technique Toward the Improvement of Students' Speaking Achievement at One of the Senior High Schools in Bandung, Syafryadin examined the role of

Talking Chips in improving students' speaking achievement. Research Methodology: This study employed a time series design involving one class of 36 students. Data were collected through field notes, participant observations, and speaking tests (pre-test and post-test). Results: The study found a notable improvement in students' speaking performance after implementing the Talking Chips technique. While specific pre-test and post-test scores were not mentioned in detail, statistical analyses confirmed a significant increase in speaking fluency and confidence. Relevance to This Study: This research supports the hypothesis that Talking Chips effectively enhances students' speaking skills, aligning with the objective of this study to explore its impact on junior high school students.

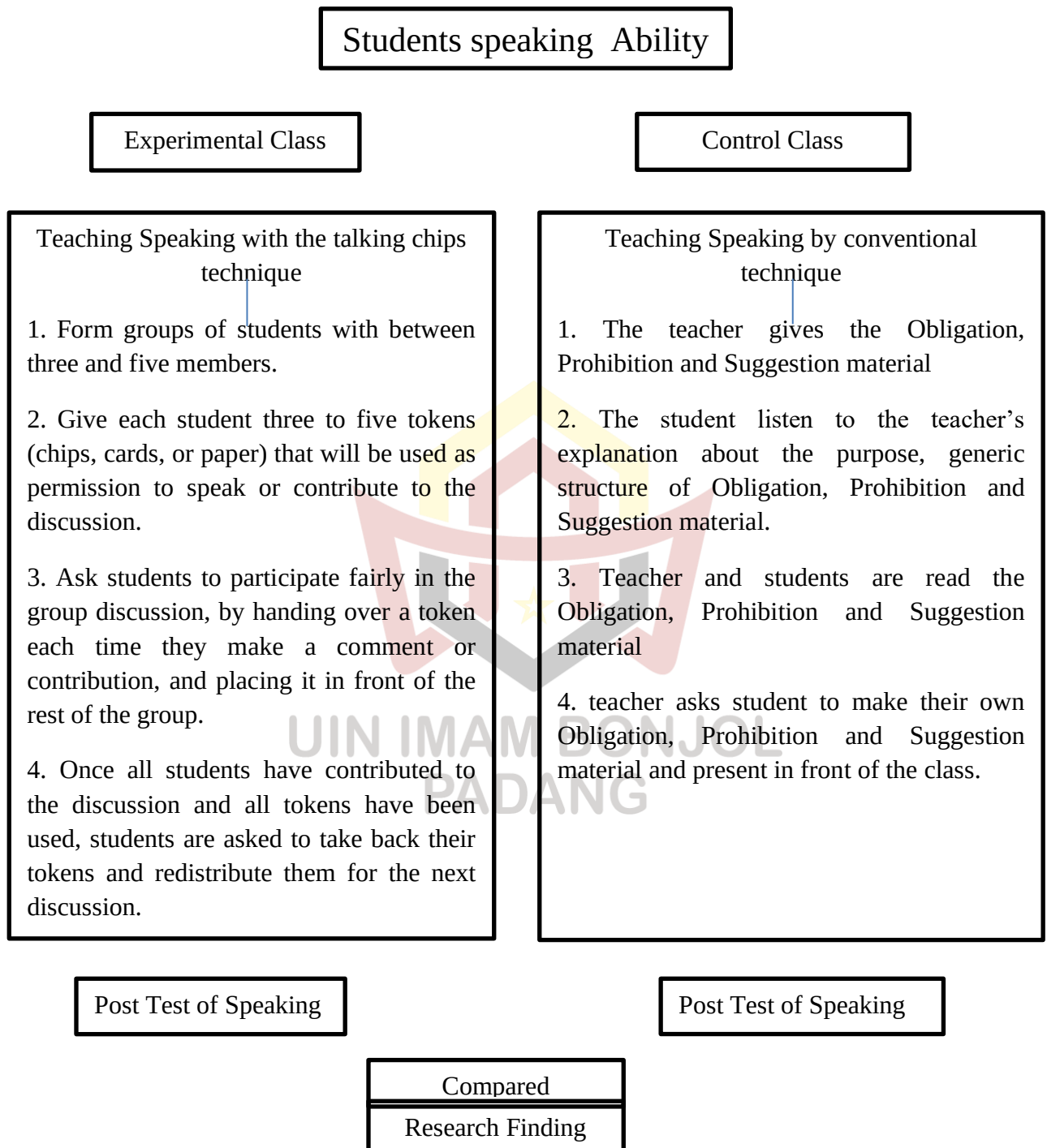
C. Conceptual Framework

Speaking is one of the most essential skills in English learning, yet many students struggle with fluency and accuracy due to a lack of confidence, vocabulary limitations, and poor pronunciation. These challenges hinder their ability to communicate effectively in English. To address this issue, this study applies the Talking Chips technique, a cooperative learning method that promotes structured participation and equal speaking opportunities among students. In the learning process, students in the experimental group are taught using the Talking Chips strategy, where each participant is given a set number of chips representing their turns to speak. A student may only contribute to the discussion when placing a chip in the center, ensuring that all group members actively participate. This structured approach reduces speaking anxiety,

encourages vocabulary expansion, and enhances pronunciation through peer interaction. In contrast, the control group is taught using conventional methods, where students passively receive material from the teacher and engage in unstructured discussions without enforced participation.

To measure the effectiveness of the Talking Chips technique, both groups undergo a pre-test to assess their initial speaking ability, focusing on vocabulary, pronunciation, and fluency. After a series of lessons, a post-test is administered to evaluate improvements. The results of both tests are compared to determine whether students exposed to Talking Chips show significant gains in their speaking skills compared to those taught through conventional methods. By incorporating Talking Chips into classroom discussions, students are expected to develop greater confidence, improved pronunciation, and a richer vocabulary, ultimately enhancing their overall speaking proficiency. This research contributes to understanding how cooperative learning strategies can be effectively utilized in English language teaching to foster a more engaging and inclusive learning environment.

table 2.1 Conceptual framework



D. Hypothesis

In this research, the researcher formulates the hypothesis of the research as the following.

Ho : There are no significant differences in speaking ability between the students who are taught using Talking Chips Technique and the students who are not taught using Talking Chips Technique.

Ha : There are significant differences in speaking ability between the students who are taught by using Talking Chips Technique and students who are not taught using Talking Chips Technique.



UIN IMAM BONJOL
PADANG