

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter consist of the theory that would be explained as follows. First was about the review of the related literature hich consists of prvious study. The second was about review of related literature which consists of teaching speaking (definition of speaking, type of speaking, the importance of learning speaking, teaching speaking, the technique of teaching speaking). The next was about Talking Chips technique (definition of Talking Chips and teaching speaking by using Talking Chip technique) and theoretical framework.

#### **2.1. Previous Studies**

There are some relevant studies related to the use of Talking Chips technique to improve students speaking ability. Some of them also choose Talking Chips. Those study was conducted in different time, setting and different researchers. There are some studies as describe follows:

Fitri (2016) conducted research entitled "*The effect of applying Talking Chips technique on students' achievement in speaking ability*". The researcher gave different treatments in experimental group and control group. This research compared Talking Chips technique and discussion method at first grade. The result of data described that the students who were taught by applying Talking Chips were better than who are taught with discussing method.

Masikem (2016) conducted research entitled *“The Implementation of Cooperative Learning Model Talking Chips and Quick on the Draw to Enhance Motivation and Social Studies Learning Outcome”*. This study is a classroom action research (CAR). The subject is the fourth grade students of SD N Grugu 02 Kawungaten Cilacap year of 2015/2016. The researcher applied combination of Talking Chips and Quick on Draw technique. From the data collected, it was found that this technique can improve students speaking skill.

Another research conducted by Purwasih (2016) entitled *“Using Talking Chips technique to improve speaking achievement of 11th grades of one senior high school in Indralayautara”*. This research used Talking Chips technique to improve speaking achievement at SMA in Indralaya Utara. The data proved that there was significant differences in speaking achievement between the students who were taught by using Talking Chips better than who were not taught. This technique is effective in improving students’ speaking achievement.

The studies above proved that Talking Chips is effective to improve students speaking ability. However this study had some differences with the previous studies. The previous studies about Talking Chips usually used at senior high school. However in this study is applied in Junior high school. Another difference is the writer was add interactive quiz in the last section of discussion.

## 2.2. Review of Related Literature

### 2.2.1. Teaching Speaking

#### 1. Definition of Speaking

Speaking is an event to express opinion, ideas and feeling by the speaker to the hearer. Speaking is important skill that must be practiced communicate orally. In Welty (1976:47) states that speaking is the main skill in communication (Purwasih et al., 2016:766). Estiningrum (2014:9) state people use speaking in aiming at exchange meaning. In addition, the meaning of a speaking is a means communication. By speaking, people are able to know what kind of situations the world.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information (Torkey, 2006:34). People produce speaking to communicate their ideas, feelings by talking with other people involves physical expression, gesture and facial expression. In Chaney (Jondeya, 2011: 28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Estiningrum, 2014:9). Based on the definition above, speaking is productive skill involves sending and receiving information by language can be apart. In Widdowson (1996:59) who says that the skill of speaking involves both receptive and productive participation.

Speaking is defined as an interactive process of build meaning in purpose something that involves producing and receiving information

from someone who are speaker to someone else who are listener. It is form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking (Torky, 2006:34).

We do speaking in order to communicate one people to each other. To produce good speaking we have to know the components and part of speaking. Harmer (2007:269) state that, speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

Munawarah (2017:2) in Harris (1969) state that here are four components used speaking in speaking ability such as:

1) Pronunciation

Pronunciation here refers to the standard of correctness and regional differences. Through pronunciation, it will create misunderstanding toward listeners that invited to speak and the message that will be conveyed, will lose and difficult to be understand.

2) Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well.

3) Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. If the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies.

#### 4) Fluency

Fluency is the speed of the flow while the students speak. The students can be called master of English or have a good ability in English if they can speak fluently.

## 2. Type of Speaking

As cited by in Estiningrum (2014:13) in Brown (2001) stated that there are some classifies oral production as follows:

#### 1) Imitative

Imitating is for focusing on some particular element of language form rather than for the purpose of meaningful interaction. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic problems.

#### 2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspects of language.

### 3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

### 4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

### 5) Interpersonal (dialogue)

It is carried out more for the purpose of maintain and sustaining social relationship than for the transmission and information.

### 6) Extensive (monologue)

Monologue can be in the form of oral reports, summaries, or short speech.

## 3. Teaching Speaking

In the classroom the teachers teach some skills, there are reading, listening, writing also speaking. Teaching speaking is important to learners for understanding information and arrange the opinion. Teaching speaking is important to teachers because when the teachers in the classroom they do not only teach how to say something but they also teach the structure, how to speak correctly and developing the students ability in speaking.

In learning process, students are participating and giving attention to get information. To develops the students skills step by steps from knowing

the functions of the language speaking until the purpose of speaking. The interaction approach sees that learning language is not about learning its surface and deep surface structures only. Meaning was not only inside of the structure of a sentence, but also things beyond the speaking (Nashruddin, 2015:68).

In junior high school students have to accustomed speaking English orally. In teaching English targeted to enable students build up the ability of speaking. Speaking is important part in learning and teaching, so which need more attention. Nunan (2003) in Estiningrum (2014:15) state that there was some nation of speaking is helping learners to able to do the activities:

1. Producing the English speech sounds and sound patterns
2. Using words and sentence stress, intonation patterns and the rhythm of the second language;
3. Selecting appropriate words and sentences according to the proper social setting situation and subject matter;
4. Organizing their thoughts in a meaningful and logical sequence;
5. Using language as a means of expressing values and judgments
6. Using the language quickly and confident

Teaching speaking is something considered of simple process. Speaking activity in the class room should increase the students ability with interactive learning. In order to make students active and communicative in speaking activity, teacher should organize the lesson based on the students

needs. Teacher need technique and strategies to help students learning speaking. Interesting technique can stimulate students motivation to learning speaking. So, the students will successfully improve their speaking skills if the teacher can keep intention communicative and interactive speaking activity in the class room.

Approaching communicative and interactive speaking in the classroom, teacher have to set the interesting learning. Giving brainstorming with short conversation, show the video and ask the students feedback to starting learning process.

## **2.2.2. Talking Chips Technique**

### **1.1 Definition of Talking Chips**

Talking chips is kind of cooperative learning strategies which is developed by Kagan in 1992. This technique is useful for helping students speaking in group. This technique students should participate in a group discussion, every students will has a chance to speak. Barkley, Cross, & Major (2005:177) state that, in talking chips students participate in a group discussion, surrendering a token time they speak. The aims of this technique to ensure equitable participation by regulating how often each other group member is allowed to speak. This technique is useful for helping students discuss controversial issues, also useful to solve communication or process problem, such as dominating or clashing group members.

As this technique points out the full and even participation, it encourages passive students to be more confident in speaking. This technique also helps the students to improve their critical thinking since it is possible for the students to discuss controversial issues which will lead them to engage to one another opinion (Purwasih et al., 2016:768). In this technique students should participate in small group interaction. Inside the group every members should allow the regulation every group often to speak. The aims of this technique is to building their idea from one issues and contracting with other opinion became one.

### **2.1 The Advantages of Talking Chips**

By using Talking chips technique there are some advantages the teacher can get. As cited in Based Education broadcasting corporation (2004) in *What are The benefits of Cooperative ad Collaborative Learning?* by Estiningrum (2014:27) explain that there are also some advantages of Talking Chips technique. They are mentioned as follows.

1. Celebration of diversity

By doing discussion, the students learn how to work with the others. They will learn how to response the differences. Discussion also allows students to add their perspective to an issue based on their cultural and background knowledge differences.

2. Acknowledgement of individual differences

Each student has different response or opinion toward the raising issue. This can help the group create more complete and comprehensive result as reflects all the members opinions.

### 3. Interpersonal development

Students can get benefit from structured interactions with others. By working together in the group, students who have lack of social skill will be helped to interact with others.

### 4. Actively involving students in learning

Each member has opportunities to contribute in talking chips because they have an equal chance to speak up.

### 5. More opportunities for personal feedback

Since there are more exchanges among the students in talking chips, the students receive more personal feedback about their ideas and responses. By using grid sheet in talking chips, the other students have obligation to give respond about their friends' idea.

## 3.1 Talking Chips in Teaching Speaking

Talking chips are make small class discussion that consist of three for five members inside the group. In teaching speaking use talking chips the teacher have to preparing the media and explain the role of plays using Talking chips. Teacher has to determine a question or problem for group discussion. Then bring a chips, playing cards, or number of paper chips, pencils, chalk, and token.

Barkley et al. (2005:117) explain the procedure of Talking chips as followed the activities:

- 1) First, form the students into groups
- 2) Second, give every students three to five tokens that will serve as permission to share, contribute, or debate in the conversation.
- 3) Then, ask students to participate equally in the group discussion, specifying that as they contribute comments, they should surrender a token and place it in view of the other group members.
- 4) Next, when all students have contributed to the discussion and all tokens are down, ask the students to retrieve and redistribute the chips so that the procedure repeats for the next round of discussion if the activity is complete.

For addition the writer was modify the technique with add the interactive quiz for the students after the discussion was complete. The questions is related to the issues and topic in their discussion before. They have to speak on individually. The students who with right answer the question will give a reward.

### 2.3. Theoretical Framework

The theoretical framework is to give understanding about theories used as the basis this study. The writer focuses on students' speaking ability. Referring the previous study that give positive effect to the students speaking ability. The writer will use one of collaborative learning techniques developing by Kagan (1992) it is Talking Chips technique. The writer will use Talking Chips technique to improve students speaking ability.

The positive result of the use of Talking chips technique in teaching speaking ability conducted by (Estiningrum, 2014) impress me. The applying of collaborative learning by Barkley et al. (2005), *Collaborative Learning Techniques*. Purwasih et al., (2016) implemented using Talking chips to improve students achievement and the effect of Talking chips technique on the students achievement students speaking ability by (Fitri et al., 2016). In addition, the study conducted by Permanasari (2014) improving students speaking skill by using three steps interview found that interactive learning can increase students motivation in speaking.

In this study, the writer assumes that there is significant difference in students speaking ability of eighth grade SMP N 1 Pakis Aji year of 2017/2018 before and after taught using Talking Chips Technique.

Based of statement above, the writer will define that the use Talking Chips Technique as a technique can helps the students to improve their speaking ability.

**Table 2.1**

The picture of theoretical framework can be follows:

