

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consist of speaking and talking chips technique

A. Speaking

1. Definition of speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown *et al*, 1997). According to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of nonlinguistic symbols such as facial expressions and body language in order to make the meanings more clear. Speaking is a two-way process between producing language and receipting it. Byrne (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who says that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as “Listening”. While productive aspect of speaking

referred to as “saying”. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker.

In the same respect, Nunan (2003: 48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. They may want to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something. Speaking is a productive skill. As stated by Spratt, *et.al.* (2005) speaking involves the speaker to use speech to express meanings to other people. In the same line, Nunan (2003:48) says that speaking is a productive oral skill. It involves the production of verbal utterance to comprehend meaning. Chastain in Castillo (2007: 78) declares that speaking is a productive skill which involves many components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analyzing the messages of their speaking. In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002: 206). Therefore, to speak a language, one should know how the language is used in social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts the verbal language.

2. The basic types of speaking

Brown, (1994, 141- 142) cites five categories of speaking's types such as; imitative, intensive, responsive, interactive, extensive.

The first type is imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation" no inferences are made about test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

The second is intensive. It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker must have been aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

The third is responsive. It include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and

small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

The next is interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

The last is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

3. The principles of speaking

There are some principle of speaking as follows;

- a. Be aware of the differences between second language and foreign language learning contexts

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use target language outside classroom.

A second language (SL) context is one where the target language is the language of communication in the society. Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many progress to a certain proficiency level and then go no further. Their speech seems to stop developing at point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking,

b. Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must

provide students with fluency building them to correct their oral errors. Teacher must provide students with fluency building practice and realize that making mistakes is natural part of learning language.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of talking in the classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be taking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

- d. Plan speaking tasks that involve negotiation for meaning

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

When we talk with someone outside classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and or services.

Most spoken interactions “can be placed on a continuum from relatively predictable to relatively unpredictable.” Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. According to Nunan, interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings

4. Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983:09) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are three-part version of Brown and Yule’s

framework (after Jones, 1996, and Burns, 1998); *talk as interaction*; *talk as transaction*; *talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. It usually occurs on casual or more formal situation.

Thus, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The third type is talk as performance. It can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers’ pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a

rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Speaking or oral communication is typified as an activity involving two or more people in whom the participants are both and speaker having to react to have what they hear and make their contributions at high speed. Each participant has an intention or sets of intentions goal that they want to achieve in the interactions.

5. Obstacles In speaking English

Students sometimes do not have enough courage to speak English in front of the class or public even in their own language. They always feel nervous and afraid of making mistakes because they are worried if other people will laugh at them. Actually, feeling some nervousness is natural and healthy. It shows people care about doing International. Too much nervousness can be detrimental. Students should believe that the ability to speak in front of people is not innate but skill that can be learned. The last reason was the common situation, which happened in general speaking class. Students usually say 'I am shy' and 'I cannot do that'. On the other hand, even they did what the teacher's instruction but their voice is softer than usual, so the teacher cannot hear their voice clearly.

There are many obstacles in mastering English. Soceath, (2010:63) find the fact that some students feel shy to talk in English as they are afraid of making

mistakes. They usually use their first language more than English when speaking. In conversation, some of them find it hard to speak out or to respond, but they can understand the messages. These problems happen to ESL learners because they have low level of the language (vocabulary, skills and grammar), they have lack of motivation, the learning environment discourage them, they have less student-talking time (STT), the lessons don't interest them and teachers do not either use appropriate techniques or prepare suitable activities to the right level of the students.

Zhang (2009:93) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996:121), there are many factors that cause difficulty in speaking, and they are as follows:

- a. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
- b. Nothing to say. Students have no motive to express themselves.
- c. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, Rababa'h (2005: 24) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some

of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually, motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he perseveres (Littlewood, 1984:53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981:24).

6. Mastering speaking

According to David, (2010:06) there are three key areas to focus on to improve speaking skill; focus on vocabulary, sentence structures pronunciation. The first key area is focus on vocabulary where the learner should develop their active vocabulary. Well, there are several things that we can do to resolve these problems. The first thing we need to begin doing is set aside time to learn new vocabulary words often. We must set aside time in their studies to add new words to our vocabulary. Now this doesn't mean that we have to just start randomly memorizing words from a dictionary. That would be rather pointless. There are

approximately 550,000 words in the English language, but many of those are not used very frequently.

In addition the learner should try to learn the meaning of the words implicitly. In speak English. We can't stop in the middle of talking with someone to try and remember a word. It needs to come quickly and automatically. That is why we need to train and practice your English a lot. We need to make it a part of our active vocabulary. As we observe how the word is used, we will grasp it implicitly. That is the best way to learn words, just like children learn their mother-tongue. They hear those words used most frequently and assimilate them well. Then they begin to use them.

And last but not least, use the dictionary. It is a great tool. We can't take our English teacher everywhere we go, but we can take our dictionary. This is a very easy way to learn new words every day. We can look up the meaning of words we want to learn. We can find sample sentences that will help us understand how the word is used in context. And it can also help us learn how to pronounce the words we are learning correctly. Obviously, it's not as practical as learning words 'live' and it does take a little work, which is why many English students don't like to use their dictionary.

The second key area is sentence structures. Here, the learners need to learn English grammar implicitly. Now, don't confuse learning sentence structures with learning grammar. Although essentially they are one and the same, since sentence structures are part of the English grammar we don't necessarily need to focus on the explicit grammar rules. We can learn the sentence structures implicitly without

having to focus solely on memorizing the grammar rules. Sure, we can look up the rules and go over them briefly so we are aware of what they are and have a general idea of how they work.

However, if all we do is memorize the rules, then we will have to stop and try to remember the rules while we are talking which means that you will have to pause a lot. When we do this, we will not be able to speak English quickly and automatically. So, the best thing to do is observe them being used in the language and then use those sentence structures as frequently as possible. The more we train and practice these structures we are learning, the better we will learn them. And then they will become almost instinctual and automatic. Sure, we will make some mistakes in the beginning. It's okay to make mistakes.

The last is the science of learning English. It's like science. We have to become a language scientist. We have to observe how things work in the language. Then we create a hypothesis of how it would work in a particular way to express yourself. Then we create an experiment. We say a sentence with those new words and structures we are learning. If you we are correct, than we know that our hypothesis is right. If we make a mistake and someone corrects us, than we know how it works in that situation. So, then we create new hypothesis about the language and test it out too. These way children learn to talk. This is the way learn to speak use our mother tongue.

The third key area is pronunciation. There are many way in improve our pronunciation. Firstly is learning English like we learn to sing. When we sing English song, it's the same with developing our pronunciation, when you are

learning a new language. First we hear someone saying a particular word or phrase several times. Then we begin to repeat the same phrase by mimicking them. We hear it, then you mimic it, and then you hear it again. Each time we mimic the word or expression, we try to say it just like we heard it. This way you improve our pronunciation and sound more like a native speaker. This is because there are certain sounds in the language we are learning that don't exist in mother tongue.

The second is talking like a native speaker. Once that happens, we can begin producing these sounds naturally and automatically just like a native speaker. We won't be limited to plain old repetition and imitation. We will be able to reproduce these sounds easily and automatically whenever we want to. We will soon be able to pronounce these words easily and automatically any time we need to. It is useful to improve our pronunciation gradually.

The last is become a much more efficient speaker. Don't ever stop focusing on pronunciation. Whenever we hear someone speak, listen to music, or watch a movie. Pay close attention to their pronunciation. Use these opportunities to improve our skills and abilities in the language. Better yet, don't just pay attention to them, actually go out and look for new opportunities to practice our pronunciation. Be proactive; take the initiative in developing our language learning skills. Don't be like many students who only study in the classroom. Studying in the classroom is good, but then we need to go out and practice it. Learning the theory is one thing. Learning some new words, structures and

pronunciation is good too. Create the habit of using the language and developing your skills. Then it will become almost automatic.

7. Teaching speaking in Junior High School

Teaching speaking in Junior High School should be based on standard of competence and basic competency as stated in the standard of graduate competency . Mulyasa (2008: 109) asserts that related to the school-based curriculum, National Education Department has prepared standard of competence and basic competency for every subject, which is used as a guide for the teachers in developing the school-based curriculum in every school.

Table 2.1 The Standard competence and Basic Competence of VIII grade of Junior High School in second semester for speaking skill

Standard competence	Basic competence
1.Reveal meaning in transactional and interpersonal conversations.	1.1 reveal meaning in oral functional text and simple short monolog to interact with surrounding environment in the form of asking, giving, refusing help, asking, giving, refusing thing, asking, giving and refusing information, asking, giving, and refusing opinion 1.2 reveal meaning in oral functional text and simple short monolog to interact with surrounding environment in the form Asking, giving agreement, response statement, giving attention to speaker, beginning conversation and end the conversation
2. Reveal meaning in oral functional text and simple short monolog in the form of recount text and narrative text to interact with surrounding environment	2.1 Reveal the meaning in simple monolog by using variety oral language accurately, fluently, and appropriately to interact with the surrounding environment

	2.2 Reveal the meaning in simple monolog by using variety oral language accurately, fluently, and appropriately to interact with the surrounding environment in the form of recount text
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Based on standard competence above it can be seen that there are some points which students should learn that is reveal meaning in transactional and interpersonal conversation and reveal meaning in functional short monolog. According to Nunan, (2003:56) transactional speech involves communicating to get something done, including the exchange of goods and or services. Then, interpersonal communication is the process that used to communicate our ideas, thoughts, and feelings to another person. Interpersonal communication skills are learned behaviors that can be improved though knowledge, practice, feedback, and reflection.

In addition, teaching and learning English in Junior high school level must be reaching at literacy level. Literacy level is one of theoretical and practice consideration in application of KTSP (School Based Curriculum). In other word literacy level is used as attainment priority at stage of education. Depdiknas in wells (1987) determine 4 types of literacy; performative, functional, informational, and epistemic. In perfomative level, students are hoped will be able to read, write, and speak by using symbols which is used. In functional level, the students are hoped will be able to use language to fulfil their daily need such as read newsletter. In level informational, students are hoped to access knowledge by using their language ability. Then, in level epistemic the students are hoped will

be able to transform knowledge by using English. In junior High school level the teaching and learning English is targeted to reach functional level in which students learn language as communication tool. It is line with teaching and learning purposes in junior high school that is develop communication competence in the form of written or oral in order to achieve literacy level of functional. Therefore, it is clear that teaching speaking in junior high school should be able to reach interpersonal, transactional, and functional function in which students can use language as communication tool in their daily life.

8. Testing Speaking

Lado, (1961: 242) explains some ways in testing speaking as follows;

a. General technique

There is no difficulty in formulating a general technique to test oral production. The general technique is simply to give student sufficient clues to produce certain utterances that contain the problems we wish to test. Complicating factors lie in the need to elicit it without giving the student the very information we are wish to check, and to make sure that students will attempt to produce that problem and not some utterance that may be correct but is of no interest to us at time. Also complicating the testing problem is difference between producing an utterance with the attention chiefly on its form and producing the same utterance in the normal flow of speech where the concentration is on content. Because of the practical impossibility of observing the student in varied situations in which he

uses the language we try to devise test items that will as nearly as possible duplicate the essential stimuli and conditions of actual speech

b. Specific stimuli to elicit the key utterances

Pictures, the native language of student, and the foreign language being tested are the practical stimuli that can be used in production tests. Pictures are probably the most valid medium if properly devised and edited, and as we have seen in previous chapters they can be used to test entire system of segmental phonemes, a sample of a given vocabulary, and at least some of structures of the language. the various ways to use pictures with pronunciation, grammatical structures and vocabulary need not to be repeated here; it is only necessary to add that since total production is being tested, the items checking vocabulary, pronunciation and grammatical structure should be alternated, preferably in such way that student is not aware of what is being tested in each particular item. When we are preparing a test that will range over the entire list of problems of the speakers of a particular language learning to speak another we will usually have to use more than one type of stimulus. Pictures alone, desirable and valid as they may be, will not elicit all the problems; they certainly will not elicit them in the most economical manner. We will need to combine the stimuli to achieve completeness.

c. Improving the objectivity of scoring

Unless we list specifically what the examiner is to listen for in the responses, we cannot expect dependable scoring: one examiner will notice

vocabulary matters, another, pronunciation; and some may be led astray by halo effect, or personality characteristics of the students.

Rating scales such as the one quoted above, and rating scales of sample responses at each rating level are of course an improvement, but unless the rating scale tells the examiner exactly what elements to consider right and what to consider wrong, he is still left to his own opinions and listening habits at the moment of scoring.

The best solution to this problem is to list for the examiner the specific point in the problem which decides whether the response is right and wrong to instruct the examiner to disregard everything else. For example, if the tests a grammatical problem depending on word orders, the examiner is instructed to disregard pronunciation, vocabulary, and fluency. This solution is dictated by the limitations if the power of observation is dictated by the limitations of the powers of observation of human beings. If the responses are recorded, it is possible to score several problems in each item. This would reduce the number of items necessary for a reliable test, but it would not reduce the scoring time, since the examiner would want to listen to the responses perhaps as many times as there are problems in each item. It might be possible to score accurately combinations of problems such as pronunciation and vocabulary at once. This might profitably be explored and if found satisfactory would theoretically cut the scoring time in half.

The item should be tried with native speaker of the language to eliminate those items that do not elicit the key responses. The examiner's scoring sheet should contain the standard response expected and obtained from native speaker

and non-crucial variations, that is, variations that do not eliminate the problem being tested.

d. Group testing of oral production

If a number of recording machines are available as in many language laboratories now in use, the test of oral production described can be administered as a group test. Group administration has a number of advantages that make it more desirable than individual testing, e.g., avoiding the exchange of information, simplifying the schedule of administration, etc.

e. Objective, partial production techniques.

Even with highly efficient speaking tests, the time it takes to score them and to administer them militates against their use on a wide scale as a routine part of the testing program of educational institutions. Objective, partial production separate language elements might eventually provide a practical solution for wide, routine testing of production. Meanwhile, the ability to speak a foreign language, though it is the most highly prized of the integrated skills, will go largely untested.

B. Talking Chips Technique

1. Definition of talking chips

In teaching language, teacher should have some technique to make students interested to learn, one of the technique is talking chips technique. Talking chips technique is developed by Spencer Kagan. According to Turville, (2008: 91), "Talking Chips technique is technique for speaking skill" It is line with Kagan *et al*, (2015:03) who stated that talking chips are able to develop students'

speaking and listening skill. In addition, Gray, et al (2010: 217) adds that talking chips is the strategy that make the value of everyone's contribution tangible and give chance to speak. Its means all students have the same opportunity in the classroom if one student has two times for speaking. Besides that, Donohoo, (2013: 71) stated that the purpose of this activity is to draw conclusions from participants; it is used as a way to manage the discussion so that every participant has a chance to contribute.

Talking chips can be used in large or small group activities as a concentrate procedure for turn taking. They are useful tool for allowing students to have an opportunity in sharing their idea. Talking chips are effective because they provide a specific structure and method for how, when, and how long to talk. The teacher gives students a certain number of talking chips. The chips represent how many tomes a student can talk. Chips can be small squares of construction paper, coins, plastic shapes, poker chips, etc (Harris, 2013: 66).

Furthermore, Bowers *et al* (2011: 138) stated that talking chip is ensures that 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. Furthermore, it extends students speaking practice and students would have an equal opportunity to speak in the classroom.

2. Procedures of using Talking chips

There are some procedures of talking chips technique, according to Kagan in cooper (2011: 281) first, each person is given a number of markers.

Second, each time a person wants to talk, a chip is placed in the center of the table. Third, when an individual's chips are all in the center of the table, she/he cannot talk again until everyone's chips are all in the center. Last, the chips are then retrieved and tribute to begin again. a variation of talking chips called colored chips, the chips usually made of a set of colored chips or markers. In talking chips activity the teams have talking chips maximum two chips each (Kagan, 2009: 6.26)

3. The advantages of using Talking Chips

Lie, (2002:63) states that the advantages of using talking chips technique is to give chance for every student to participate equally. In group work usually there is student that tends to more dominant or active than other students. Besides that, there are also students that tend to passive and silent in the class. This technique will ensure every student to participate. Moreover, Kagan *et al* (2015:03) states other advantage of using talking chips technique that is develops students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills.

In addition, talking chips also useful in building on other's idea, contributing idea, elaborating, encouraging contribution, encouraging others, negotiating, and working together (Kagan, 2009: 6.24). Kagan's chart in the book of Cooperative learning also show there are some skills or abilities that can be developed by using talking chips as follows:

a. Team building

Through team building, teammates get acquainted, create a team identity, promote mutual support, value individual differences, and develop synergistic relationship.

b. Social skill

Students require a variety of social skills to be successful in cooperative learning and in life. These are the very skills students practice daily in the cooperative classroom; Active listening, appreciating others' idea , caring, conflict resolution skills, cooperation, Diversity skills, encouraging others, leader ship skills, patience, respect, responsivity, sharing. Many of these skills are naturally acquired in the process of working together.

c. Communication skill

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. Developing out communication skills can help all aspects of our life, from our professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked.

d. Thinking skill

Thinking Skills are mental processes used to do things like: solve problems, make decisions, ask questions, construct plans, evaluate ideas, organize information and create objects

e. Knowledge building

Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas. These pursuits should advance the current understanding of individuals within a group, at a level beyond their initial knowledge level, and should be directed towards advancing the understanding of what is known about that topic or idea.

Besides that, According to Dutro, (2013: 1) talking chips technique also helpful teacher for monitoring small group interactions, monitoring pacing for thinking, reading, or writing time, quietly asking for help. Firstly, monitoring small group interactions. After students have learned sufficient language patterns and vocabulary to hold a purposeful conversation about the topic at hand, talking chips support democratic and accountable participation in small group interactions. Distribute a set number of talking chips to each student in the group. Each group member must “spend” his or her talking chips during the collaborative session. This helps teachers monitor student interaction and ensure all group members have equal opportunity to share their thinking while enhancing communication skills.

Secondly is monitoring pacing for thinking, reading, or writing time. Provide each student one talking chip. During quiet time, each student turns the

chip's red side up, and then turns the chip to white when ready to talk. To emphasize the purpose, teachers sometimes refer to them as reading chips, thinking chips, or writing chips, depending on the task.

The last is quietly asking for help. Provide each student one talking chips to have on hand as needed. Students can signal the teacher that they need assistance or guidance by placing the red side up on the upper right hand corner of their work space.

4. Talking Chips in Teaching Speaking

Kagan *et al*, (2015: 03) stated that talking chips technique useful to develop speaking and listening skill. The use and applying talking chips technique will be very helpful to improve students' speaking ability because talking chips technique is one of teaching techniques that can make the students' speaking skill improve. It can improve students' speaking ability because when the teachers apply this technique in the class, the students' are monitored to be active in the class, not only a student that dominates the speaking activity in the class. In addition, this technique forces the students to be active in the speaking activity in the class.

The main point of this technique usage is the teacher should know first how to apply this technique in the class because this technique has several procedures. The procedures that are on this technique will really help the students' active to speak in the class activity. On the other words, the teacher's role in implementing this technique is very important to gain successfulness whether to

make the students monitored as long as the teaching activity or to gain good result in improving students' speaking ability in the end of implementing the technique.

5. Review of Previous Study

There are some relevant studies related to the use of Talking Chips in teaching speaking skill that had been conducted by the previous researchers.

The first, the research that had been conducted by Syafryadin (2013) entitled "The Use of Talking Chips Technique in Teaching Speaking". He used classroom action research as research design. The result of the study showed that there was improvement of the students' speaking ability at grade X of Senior high schools in Bandung after taught by using talking chips. It indicated that there was significance improvement of students' speaking in terms of fluency and accuracy. It is proved by t-test for fluency was 7.05 and t-test for accuracy was 8.31 with t critical or table was 2.031 which mean H1 was accepted.

Another studies was conducted by Purnamantari (2013) which entitled "Teaching Speaking Ability through Talking Chips Technique to the Eight Grade Students of SMPN 2 Sukawati in Academic Year 2012/2013". The research findings showed that there was a different mean between two cycles conducted in the research. It can be concluded that teaching speaking through Talking Chips Technique was effectively enough in helping class VIII B of eight grade students of SMPN 2 Sukawati to improve their speaking ability.

The studies above prove the effectiveness of talking chips activities to improve students' speaking ability in educational settings and professional

areas. Talking chips encourages the students to be more confident to speak with others, and make the students tend to interact and communicate to other students. Based on the previous study above, it can be seen that both of researchers use same research design that is classroom action research. Therefore, to differentiate this research with another research, the researcher uses pre-experimental as research design. Besides that, the previous study conduct the research in different students' level and location that is one of senior high school in Bandung and one of junior high school in Bali. Here the researcher wants to conduct research at MTs N Tunggangri Kalidawir Tulungagung. Therefore, the researcher concluded that this study has difference on place, school level and research design.