

CHAPTER II

REVIEW OF THE 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 writing and talking chips technique

A. Writing

1. The Nature of Writing

In language teaching and testing to categoriez instances of language use into four skills: reading, writing, listening, and speaking (Weigle.2002:14). The ability to write becomes important in global community, especially in both second and foreign language education. There are so many explanation about writing. The first definition of writing is from Pulverness *et al.* (2005). According to them, writing is one of productive skills which involve communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message. Writing as well as its difference from other skill should be known deeply by educators in writing pedagogy. Writing is a process which needs several steps. However, still there are some learners who ignore this process.

They only write once without paying attention to the process. Whereas, In learning English, writing is one of the language skills which need to be mastered by the learners. It is underlined by Harmer (2004) who states that writing is one of the four skills that should be mastered by students and has always formed part of the syllabus in the teaching of English. In senior high schools, students have to learn different genres of writing like narrative, descriptive, and argumentative based on the prescribed syllabus from the Ministry of Education. Mastering writing skill is very essential as it is used especially after students graduate and are involved in their work fields. Consequently, their writing often still has some errors related to either the content or the grammar. Mastery of a number of aspects can be used as a means of assessment of the activity of writing.

Katrina, Yulia Esti. and Farikhah (2015) states to be able to write a text, the students must be able to master some elements of rethorical structures of the text, such as mastering the social function, language features and schematic structures of the texts. Septiana, Rina (2016) states the process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process, there is no one good result of writing produce for the first time. It must be revised and edited until the good writing is produced. In addition to that, the students must also be able to master some competencies such as organization, logical development of ideas, grammar, punctuation,

spelling, mechanics, style and quality of expression. Writing is an activity which can not produce the text immediately. The writer must think about topic, try to know about topic, find some information about topic. In addition Langan (2005:13) states that in learning how to write well, learners may get difficulty because someone who write such text must be active to think.

2. Purpose Of Writing

Process writing is particularly valuable for helping adult English language learners to transition to community college or other academic contexts, this writing approach need not be focused only on academic subjects. According to Center for Adult English Language Acquisition (2007) the topics selected for writing can relate to practical issues relevant to language learners' daily lives, such as completing forms for immigration, banking, insurance, credit cards, or driver's licenses; taking phone messages; and writing thank you notes, lists, letters, and resumes. The topics can also reflect the personal side of learners' daily lives and provide them an opportunity to write about their past and current experiences, ideas, and memories. Making texts and topics such as these the focus of process writing is another way of providing the language practice desired by adult learners, while also linking writing to the social aspects of their daily lives.

O'Malley and Valdez (1996: 137) divide the purpose of writing into three categories; (1) informative writing, (2) expressive/narrative writing, and (3) persuasive writing. Informative writing is commonly used if the writers want to share knowledge and give information, directions or ideas. Example of purpose of writing which related with this research is persuasive writing, in this writing the writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. Writers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing may include evaluation of a book, movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

1. Aspects of Writing

In writing needs some sub skills like understanding how to explore the contents of the idea, understanding essay organization, mastering vocabulary, mastering language knowledge, and understanding the mechanics. In writing, students have to consider what to write and how to write (Jacobs et. al, as cited in Weigle, 2002). There are some aspects of writing According Jacobs *et. al* (1981:90) the aspects of writing includes some aspects as follow:

a. Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

d. Language Use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

e. Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer applies those aspects of writing stated by Jacob et al. in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students'.

4. Writing Problems

According Bryne (1979) writing is a difficult activity for people both in their mother tounge and their foreign langauge. It means that not only in Indonesian language but also English language writing is difficult skill for people or students. Based on the problem mention above there

are some problems which are clasified into there kinds by Bryne (1979), those are:

a. Psychological Problem

Writing essentially is a solitary and the fact that we are required to write to our own, without the possibility of benefit of feedback, and it makes the act of writing difficult.

b. Linguistic problem

In writing, we have a compensate for the absence of these features: we have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are liked together and sequenced, that the text we procedure can be interpreted on its own.

c. Cognitive Problem

Writing is learnt through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn to organize our ideas in such a way that they can be understood by a

reader who is not present and perhaps by reader who does not know.

Based on explanation of writing problems above, it concludes that something makes writing is difficult is there is no feedback when we write the text to our own, and next problem is we have to ensure that our choice of sentence structure and sequence must be can interpreted on its own. The last problem based on above and as the reason of this research use talking chips to help this problem is when we produce a text we have to organize our ideas that can understood by a reader, role talking chips in this problem is help the students to easy get ideas which it can help them to develop the text.

5. Teaching Writing

In teaching writing the teacher must control the class activity. Katrina (2015) states that teaching writing is the activity to teach students how to communicate their ideas in the form of written text. Once students want to write, they have to choose a topic, then extend the idea in order to know what is actually elaborated.

A writing process is done through some stages. On each stage, students are engaged in a certain activity to construct their writing. There are some good methods that can be applied to improve students' proficiency in writing, they are:

- a. Discussion. It is a technique in which the students generate their ideas while interacting with the rest of the group.
- b. Mind mapping. It is a technique that relies on brain power to convert any random thoughts generated that related to topic into linear thoughts. The ideas are represented from a single topic.
- c. Guided Writing Technique. This technique emphasize on creating paragraphs through writing process.

From the methods above, method which the researcher used in this research is through discussion. Discussion in here used as the facilitation to the students to get ideas which and then the idea develop to the argument paragraph.

In teaching writing, not only must consider the method that can be applied in teaching writing, but also must consider the process of writing, so that the students can produce the text appropriatly. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their

texts as they prepare the final draft for evaluation by the teachers. Basically, the process of writing according Hung and Young (2015:250) consists of prewriting, writing, revising, editing, and publishing. Almost in line with (Langan, 2005) that's process of writing include pre-writing, drafting, revising, and editing. The following explanation of each point will make us clear about each process until students come to their final product:

a. Planning (Pre-writing)

Planning or pre-writing is any activity in the classroom that encourages students to write (Seow, 2002). Along the same line, Raimes (1985) defines prewriting as all the activities (such as reading the topic, rehearsing, planning, trying out beginnings, making notes) that students engaged in before they wrote what was the first sentence of their first draft. It stimulates thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. In talking chips planning do when the students are discussing, in here they make a brainstorming and then they also write the points that they have gotten from their friends in outline, point-point that they have write used as supporting sentence in their argument paragraph to support main idea in each argument paragraph.

b. Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience.

c. Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. The failure of many writing programs in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students' finished texts, thus giving students the impression that nothing more needs to be done.

d. Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger (Langan,

2005: 33). Revising process is an important step in which it allows the writers to look back at their papers three or four times after they finished first drafting. There are three stages to the revising process:

- a. Revising content
- b. Revising sentences
- c. Editing

e. Editing

After the writers have revised their papers for content and style, they are ready to edit (check for and correct errors in grammar, punctuation, and spelling (Langan, 2005: 34). Students often find it hard to edit a paper carefully. They have to put so much, or so little, work into their writing that it's almost painful for them to look at the paper one more time. The students may simply have to will themselves to perform this important closing step in writing process. Remember that eliminating sentence-skills mistakes will improve an average paper and help ensure a strong grade on a good paper. Further, as the students get into the habit of checking their papers, they will also get into the habit of using the sentence skills consistently. They are an integral part of clear and effective writing.

From explanation above, the researcher concludes that in teaching writing the teacher must guide the students and make sure that the important point of writing is not only the result but also the process to produce the text. In this study the researcher focus on the aspect teaching writing by Langan, those are planing which the student make brainstorming about the main ideas each paragraph and write down the points which can support the main ideas, then drafting which the students develop point-point that they have gotten through disscussion to the analytical exposition text, after that is revising and the last is editing. In process of writing, talking chips give contribution in planning (pre-writing) which has a reole to stimulate the students to get many ideas and supported points which and then it developed to the argument paragraph.

Based on the aspects involved in the writing process, learners can have low motivation if there is no trigger from the teachers. It is generally known that teachers play important roles in determining the success of learners in improving their writing achievement. Further, various approaches are adopted to make teaching writing interesting and effective. Khatijah (as cited in Syafini & Rizan, 2012, p. 407) proposes two approaches that teachers can adopt in teaching writing: the product approach and the process approach. The first approach is the product approach which focuses on the end result of the act of writing. It emphasizes on the different part of the text, words, sentences, paragraphs

but there is not much focus on ideas and meaning (Zamel, as cited in Syafini & Rizan, 2012:407).

The role of the teacher is to examine the finished product focusing more on linguistic accuracy (McDonough & Shaw, as cited in Syafini & Rizan, 2012:407). Since it focuses on the final result of students' writing, the students do not have an opportunity to have the feedback to improve their essays. Flower and Hayes (as cited in White, 1988) believe that this approach is insufficient in enhancing the students' writing performance. The second approach to writing is the process approach which focuses on how learners actually write. Kroll (as cited in Akhand and Hasan, 2010:79) describes that the process approach serves today as an umbrella term for many types of writing courses. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers from the teacher, followed by revision of their evolving texts. Thus, writing is a process which needs variety of learning activities.

6. Analytical Exposition

According to Depdiknas (2009), there are four major skills in English; they are listening, speaking, reading and writing. Each holds the same importance. There is none that most important than the others. In this study, the writer will discuss about writing. There are many kinds of

texts can be used in writing, such as narrative, descriptive, explanation, recount, report, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. In this study, the text taught will be analytical exposition text.

In school based on curriculum K13, one of writing competence which should be learnt by students is to produce analytical exposition text. The analytical exposition text is one of genres stated in English curriculum for the second grade of SMA students in first semester. According to Educational Unit-Oriented Curriculum, senior high school students are expected to be able to write well, especially in writing analytical exposition text. They should be able to convey their ideas into convincing paragraphs by using appropriate and suitable words, then form them into one unity so that the writings hold the meaning as they intend to. For that purpose, they should be able to elaborate their ideas into details clearly and arrange the paragraphs skillfully. Mastering grammar and punctuation as the aspects of writing are also the standards that must be achieved so that the paragraphs have a good structure. By meeting those competencies, students should be able to create good writings.

Futhermore, According to Anderson and Anderson (1997: 2 - 3), analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of

spoken or written text that is intended to persuade the listeners or readers that something is the case. Yulia (2015) states in her research that analytical exposition is a factual text or factual genre. Factual texts are those which present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Wahidi (2009:10) also adds that analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding us to convince the reader that something is the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomenon surrounding, to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

According to Anderson and Anderson (1997:124) analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow;

a. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is

constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

b. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express feeling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

c. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually

used for restating the writer's position and to conclude the whole argument.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/ purpose, language features, and generic structure/ text organization.

B. Cooperative Learning Method

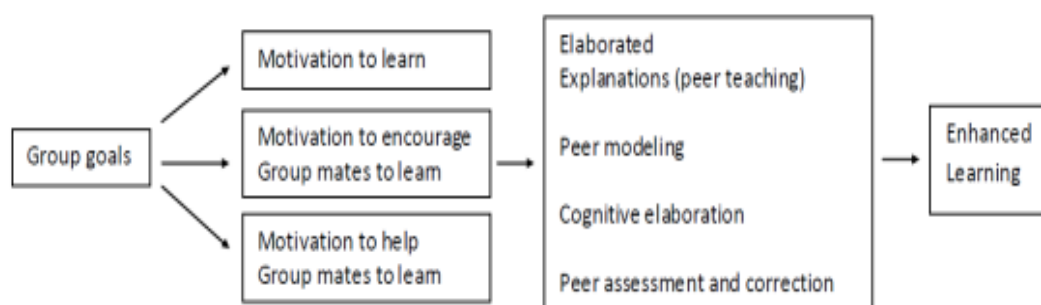
1. Definition of Cooperative Learning Method

Cooperative learning is more than just groupwork. A key difference between cooperative learning and traditional group work is that in the latter, students are asked to work in groups with no attention paid to group functioning, whereas in cooperative learning, groupwork is carefully prepared, planned, and monitored (Jacobs, 1997; Johnson & Johnson, 1994 & Lee, 1996). The traditional mode of organization is a teacher –centered one with native speakers sitting in rows facing the teacher. The students spend most of their time repeating and manipulating models provide by teacher, the text book and the tape and develop skills in choral speaking and repeating. Change is necessary in order for students to become creative students in the learning language.

Sewell (2002) stated “learning is active process that allows students the opportunity to construct understanding through empirical

investigation and group interaction. In his well-known book about cooperative learning, Slavin (1995) listed over 90 experimental studies about cooperative learning. He concluded that the reason cooperative learning succeeds as an educational methodology is its use of convergent tasks: Group goals based on the individual responsibility of all group members leads to increased learning achievement, regardless of subject or proficiency level of students involved (see Figure 2.1). For educational instructors, the most important result of the voluminous research into Cooperative learning is that it is possible to create conditions leading to positive achievement outcomes by directly teaching students structured methods of working together with each other (especially in pairs) or teaching them learning strategies closely related to the instructional objectives (Slavin, 1995:48)

Figure 2.1 Principles of Cooperative Learning Method



The principles of cooperative learning in figure 2.1 show that factors influencing learning gains (Based on Slavin, 1995:45) cooperative learning has the goal to motivate the learners in their achievement, it line with according Olsen and Kagan (1992:8) define Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

2. The Elements of Cooperative Learning

Johnson and Johnson (1999) identified elements that teachers need to carry out effective cooperative learning. They identified these five elements of cooperative learning as: positive interdependence, individual accountability, structures that promote face-to-face interaction, social skills, and group processing. With advancements in technology, Johnson and Johnson (1996) linked the element of face-to face interaction with promotive interaction. Teachers should explicitly integrate these elements into cooperative learning opportunities (Johnson & Johnson, 1999). Johnson and Johnson argued that not applying these elements in practice has inhibited learning processes.

a. Positive interdependence

Individual working together towards a common goal in supportive and caring ways as each member's effort is

required for group success. To implement the element of positive interdependence, Marzano et al. (2001) said that goals need to be structured because whole-group success depends on each individual's success.

b. Individual accountability

Each student in a group is responsible for his or her own learning as well as the learning of others in the group (Ontario Education, 2006). According (Frey et al., 2009). Individual accountability makes each student in the group responsible for his or her own learning while encouraging students to motivate and support others in the group (Bennett & Rolheiser, 2008). A teacher including individual assessment, supports students in understanding that each individual in the group needs to contribute for overall success (Marzano et al., 2001)

c. Promotive interaction (also known as face-to-face interaction)

Individuals encourage and facilitate each other's efforts to reach the group's goals. Bennett and Rolheiser (2008) wrote that promotive interaction involves the teacher

setting up the physical environment so that students can successfully speak with one another in discussion.

d. Social/collaborative skills

The social communication and critical thinking skills that individuals in a group use in order to effectively work together. It line with Bennett and Rolheiser (2008) add that collaborative skills not only include social skills but also encompass communication skills and critical thinking skills. Boaler (2016) stated that it is important at the beginning of the school year for teachers to spend time instructing students how to work well in groups.

e. Group Pocessing

Group processing allows students to reflect on both academics and group interactions. This is crucial so that groups can develop effectively (Bennett & Rolheiser, 2008). Teachers need to dedicate time for students to engage in reflecting on their individual growth and group effectiveness (Bennett & Rolheiser, 2008)

3. Types of Cooperative Learning Method

Activities in cooperative learning require each individual within a group to have specific roles and responsibilities during the group effort, ensuring a high level of cooperation and achievement by all members in the class. Actually there are many types of cooperative learning and some of the types of cooperative learning describe as below:

a. Write-pair-switch

Three basic techniques of CL that use the basic four-person group pattern include “Write-pair-switch,” “Heads Together,” and “Traveling Heads Together” (Kagan, 1994). For the “Write-pair-switch” technique, each learner begins the cooperative learning activity by working alone at his or her seat. This first step often asks the learner to write answers to specific questions. The second step, “pair,” involves each learner sharing answers with the shoulder partner, the person sitting next to him or her. In the final step, “switch,” learners change partners and talk to their face partners seated in front of or behind them. During this step, the learners summarize in their own words what they learned from their shoulder partner. An alternative to doing the “write” portion of the technique within class time is to assign homework to be done alone outside class; the following class time can begin

immediately with the “pair” part, as students compare answers from their homework.

b. Numbered Heads Together-Traveling Heads

Numbered Heads Together (Kagan, 1994) expands on the basic fourperson group pattern. First, the instructor puts learners into groups of four to work on a task, and then gives each student a number. After working on a task together, the instructor calls out a number. Each student with that number must stand up and give a brief report of his or her group’s work to the whole class. Traveling Heads is a variation of Numbered Heads Together, which uses the same numbering system but instead asks the students who stand up to move to a different group. After the students move, they then present their previous group’s report to the new group rather than to the class as a whole. This technique has the advantages of involving more students actively participating in the report while at the same time lowering the risk of anxiety brought about by making a potentially face-losing oral report in front of the entire class.

c. *Jigsaw*

Another version of Traveling Heads Together called “Jigsaw” involves all students of each group making new groups (Jacobs, Power, & Loh, 2002:32). As in the Numbered Heads Together, the instructor gives students numbers within their respective “home team” groups. In the home group, each student works on a different question or aspect of the task. After a certain time period, the learners will make new groups with those who have the same number. Learners with the number 1 will make a new “expert” or “ad hoc” group of four with other “number 1” learners, and so on (Shimo & Apple, 2006). For classes with larger numbers of learners, the instructors may need to make two or three “expert” groups per number, to ensure that learners maintain the four-person group pattern. After comparing answers to the same items with members of their “expert” group, students return to their “home team” groups and relay the information they learned to the original group members. This technique is an effective way for learners to share information and to work on convergent tasks that require learners to work towards the same answer.

d. Carousel

Carousel (or “Merry-go-round” a reference to the spinning wheel of wooden or plastic horses often seen at carnivals and amusement parks) can be used with group presentations such as posters. Each group creates a poster and attaches it to a wall of the classroom. Other groups take turns walking around the room, looking at their classmates’ posters and assessing them. There are many variations of Carousel, including different ways that groups make presentations (oral, written, video recorded, on paper or on computer) and alternate ways for commenting or assessing (simple notes, lengthy summaries, special forms for assessment, etc.).

e. Think Pairs Share

Think Pairs Share is a strategy designed to provide students with "food for thought" on a given topic, enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

f. Talking Chips

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. In application of talking chips the students demand to share their opinion about a topic and when the students want to give their argument they have to put the chips on the center of table.

In teaching language, teacher should have some technique to make students interested to learn, as the focus of this research is the teacher should choose the appropriate technique to help the students get many ideas and after that develop the ideas in argument paragraph. The appropriate 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 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 times 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 chips 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.

4. Procedures of Using Talking Chips

There are some general 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. This helps teachers monitor student interaction and ensure all group members have equal opportunity to share their thinking while enhancing communication skills. 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.
(Kagan, 2009: 6.26)

Futhermore, the procedure of talking chips, Bowers and Keisler
(2011:138) states that:

- a. Teacher assigns students to disscussion a group and gives each student a designated number of chips to use during the disscussion.
- b. Teacher asks a question or provides a text to the groups and gives students time to gather their thought and record some of their ideas.
- c. Teacher tells students that this is a minimun number of chips they must use during disscussion.
- d. Teacher asks students discuss, they place a chips in the center of the table when it is their turn to speak.

5. Procedures of Using Talking Chips in Teaching Writing

Besides there are so many general proceudures of using talking chips as the explanation before, the application talking chips in this research is not different, but only there are continuous activity after the students doing disscusion using talking chips that is writing activity, especially writing analytical exposition text. So, the procedures of using talking chips in teaching writing as follow modified by Kagan model of Talking Chips (2011):

- a. First, the researcher divides the students into some groups, which at least each group consists of four students.
- b. Next, the researcher gives topic in each group, then give outline, and give the token/chips to each student, it is the paper colour which has circle shape and each button divide into four side like pizza, which it means that each student in the group has four opportunities to give opinion.
- c. And then, the researcher tells the rules that each student only has maximum 2 minutes every give opinion.
- d. After that, the students start to discussion, when they want to give opinion they have to put the token/chips on the center of table. After their friends in group give the opinion, the students have to write down the point that they have gotten in outline.
- e. When the discussion time is up, the students start to develop the point that they wrote in outline to the analytical exposition text.

Actually, the procedure of talking chips which applied in teaching writing not different from general procedure as before, but in the application in teaching writing add an activity, it is when they doing discussion the students must write down the point that they have gotten during discussion. The steps of talking chips, actually it is same like the group discussion else but in this method makes media like chips which

used by the students when they want to start to speak up or give opinion. The role of talking chips in teaching writing is to help the students to get many ideas, and then those ideas develop to the argument paragraph in analytical exposition text.

6. 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. 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, leadership skills, patience, respect, responsibility, sharing. Many of these skills are naturally acquired in the process of working together.

c. Communicative 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. Talking chips also improve the students' higher level thinking skills since it consists of some steps in which the students have to evaluate someone else opinion or arguments, it will increase the students' level thinking skill. To make it effective, they must know what to look for and be able to justify their comments.

There are so many advantages that must be known from applying talking chips in teaching learning. In this research, the researcher consider the advantages of talking chips on some aspects discussion use talking chips in teaching writing analytical exposition text, those are thinking skill and building skill, which it can give benefit to help the students develop ideas which they have gotten from discussion using talking chips to the argument paragraph. And then is Acknowledgement of individual differences, this aspect will ask the students to understand the differences opinion of everyone about the issue. The differences of opinion can help the group create more complete and comprehensive result as reflects all the member's opinions.

C. Review of Related Literatures

There are some relevant studies related to the use of talking chips in teaching speaking skill. Actually, talking chips is effectively improving students' speaking performance. The studies conducted in different settings in which English is regarded as a foreign language. The studies are described as follows

First study conducted by Syafryadin (2013) whose article entitled "The Use of Talking Chips Technique in Improving Students' Speaking Achievement". He implemented talking chips technique to the grade X in one of senior high schools in Bandung in year 2013. In every cycle, the students' got improvement even though they still had problems on the speaking. The problems can be lessened from the first cycle to the third cycle. To show the last result of the researcher after implementing this technique, the writer wants to include the result in score on every cycle done in the class. In cycle one, the mean score of fluency was 61.1 and 62.81 for accuracy. In cycle 2, the mean score of students in fluency was 67.207 and accuracy was 68.05. In cycle 3, the mean score of fluency was 71.451 and accuracy was 74.69. The result finding 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 means H1 was accepted.

Hendrawan (2013) conducted a study entitled "The Effect of Talking Chips Strategy on Students' Speaking Ability at Grade XI of

SMAN 8 Kota Jambi". The researcher gave different treatments in the experimental group and the control group after the pre-test. In the experimental group, talking chips strategy was used to teach speaking, while in the control group the researcher used the lecturing method. The result of t-test was 7.561 with the critical value of t-test is 2.000 for $df=78$. So, there was positive effect of students who were taught by using talking chips strategy in the speaking class.

Third previous study conducted by Hardiyanti, Rochsantiningsih, and Setyaningsih (2013) whose article under title Using Talking Chips to Improve Students' Participation in EFL Classroom. They implemented this technique in State Senior High School 5 Surakarta at class X-5 in the academic year of 2012/2013. To know the result of the implementation done by them, the researchers try to include the improvement gained by the students by comparing the pre-observation and post-observation on the fifth meeting toward the implementing talking chips technique. *Natural desire to participate*, this aspect improves from 54.2% to 83.3% on the post-observation. *Confidence*, this aspect improves from 63.3% to 88.3% on the post observation. *Enjoying discussion*, it improves from 68.3% to 90.8% on the post-observation. *Spontaneity*, it improves from 38.3% to 53.3% on the post-observation. *Focus*, it achieves from 68.3% to 82.5% on the post-observation. This result can be concluded that talking chips technique really helps the improvement of students' speaking ability.

Fourth previous study conducted by Purwanti, Devi (2015) the result of that research shows that the mean score before and after being taught by using talking chips technique is different. There is improvement of mean score. It can be seen in variable 1 (pretest) the mean score is 56,2195. It means that most of students got enough score. Thus, variable 2 (posttest) shows that the mean score is 66.2195. It means that most of them got good score. If based on the data analysis, the Sig. (2 tailed) is 0.000. It means that the significance level is less than 0.05 ($0.000 < 0.05$). Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore there is significant difference in students' speaking achievement before and after taught by using talking chips technique. In other word, talking chips technique give significant effect to the students' speaking ability

Another research studies was conducted by Sari, Sudirman, and Deddy Supriyadi (2017) The subject of this research was the second year students of SMA Negeri 1 Gunung Sugih in even semester of 2016/2017 academic year. The data collecting techniques used were test technique. The result of the pretest showed that the mean of students' speaking score in the pre-test is 57.4. It happens because many students got low scores in pre-test. The highest score is 76, and the lowest score is 48. The mean of students' speaking score in posttest is 71.67, the highest score is 86 and the lowest score is 64. It improves from the pre-test because many students got better score in speaking after being taught by using TCT so they could

have high score in posttest. From the data that the researcher got, it shows that T-value (13.951) is higher than T-table (2.039) with the level of significance below 0.05. It can be concluded that there is a significant increase of students' speaking ability after being taught through talking chips technique.

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 it will make the students tend to interact and communicate to other students. Moreover, talking chips is helpful to develop their creative thinking skills and creativity.