

CHAPTER I

INTRODUCTION

1.1 The Background of the study

Language is a system of communication with people. It means that the language is so important in daily activity. When someone speaks, he or she interested and used the language to express his or her ideas, feeling and thought. And also he or she shares information, suggestion, and comment to another through communication

In English there are four skills, namely listening, speaking, reading and writing. One of the language skills the must be mastered by the students in learning English is speaking skill. According to Guang (2007:1) “Speaking is the ability to express oneself or communicate orally by using a language”. It means that speaking is an interactive process for producing, receiving, and processing information.

Day by day, people need not only speak using their mother tongue but also using a foreign language, especially the international language which most people of the world use it, English. So, as the key to communication, English speaking skills must be very important. In this study, before Covid-19 came the writer’s choose Nommensen Hkbp university Medan as the location research. According to Munjayanah (2004:17), 3 problems that make students difficult to speak well 1) Inhabitation, 2) Nothing to say, 3) low or uneven participation. And also based on the experience when the writer did an observation at Nommensen HKBP universities Medan the fourth semester. The writer found that the students were not being able to speak well When the writer asked some questions to the students, they still could not pronounce well, not able to formulate the sentences, less vocabulary, and also doesn’t speak fluently

Table 1.1 The student's score in pre-observation

No	Name	Pronunciation	Vocabulary	Grammar	Fluency	Speaking Score
1	AES	3	3	3	3	75
2	YJPS	3	2	2	3	62.5
3	JPN	2	2	1	1	37.5
4	AAP	2	2	2	2	50
5	RJCT	1	2	1	2	37.5
6	ODG	3	2	2	2	56.25
7	MIS	2	2	2	3	56.25
8	FJP	2	2	2	2	50
9	BGS	2	3	3	2	62.5
10	DHH	2	2	2	2	50
11	EPS	2	2	3	3	62.5
12	FMS	2	3	3	3	68.75
13	LENB	3	3	2	3	68.75
14	CH	2	3	3	2	62.5
15	KAP	3	2	2	3	62.5
16	RAS	3	3	3	2	68.75
17	LP	3	3	3	3	75
18	HD	2	2	2	2	50
19	NAM	2	3	2	2	56.25
20	DS	3	3	3	2	68.75
21	KRP	2	2	2	2	50
22	HDS	3	3	3	3	75
23	AP	2	2	2	1	43.75
24	JAS	3	2	2	3	62.5
25	TMP	3	3	2	2	62.5
26	SS	2	3	2	2	56.25
27	UWP	3	3	3	3	75
28	HS	2	2	2	2	50
29	AH	2	2	2	2	50
30	APS	2	3	3	2	62.5

Each students score

$$= \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

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s get 75 score, another students just in 37.5-68.75 Score. This is the writer reason why the writer wants to do this research. In this case, the writer focused on the students' speaking skills. Here the writer use the Talking chips technique and finds out there was an effect by using talking chips. Talking chips is a technique in teaching speaking which makes the students work in the group. Talking chips ensure the students to have equal participation by requiring each speaker in

the group and also this technique makes the students in the group to speak without one student dominating

Based on the explanation above. The writer interested to use talking chips techniques to help the students in learning speaking skills. Because talking chips technique could build a sense of responsibility to join, care and get committed together in a group. Therefore, before Covid-19 the writer choose to research “ The Effect Of Talking Chips Technique On Students Speaking Skill In Fourth Semester Of English Department In The Academic Year 2019/2020 Nommensen HKBP University” After covid-19 came because it was imposible to did research for fourth semester of english department in the academic year 2019/2020 Nommensen HKBP university The writer changed the location and sample in this research become “ The Effect Of Talking Chips Technique On Students Speaking Skill at Tenth Grade Of senior High School In Kampung Karo Sidikalang Village”

1.2 The Problem Of the Study

Based on the background of the study above, the problem of the study is formulated as the following: “Does the use of talking chips techniques have significant effect on the students speaking skill at tenth grade of Senior High School in Kampung Karo Sidikalang Village”?

1.3 The Scope of the Study

In the scope of the study, the writer made the limitations of the study in this research. Some techniques could be for speaking skill, they are storytelling, three-step interview, role play, Information gap, talking chips, debate, etc. But in this research, the writer focuses on the implementation of talking chips techniques on the students speaking skills. And according to Brown (2001) there are 6 types of speaking skill,they are imitative, intensive,

responsive, transactional interpersonal, extensive. In this study will scope in responsive speaking skill.

And also in students speaking skills, there are some parts that should be assessed. In speaking skill, the researcher made limitation and focus 4 parts from 6 elements of speaking skill, Harmer (1991) namely: pronunciation, grammar, vocabulary, and fluency

1.4 The Objective of the Study

Based on the problem above, the objective of the study was to find out whether talking chips technique affect the students' speaking skill

1.5 The Significance of the study

The result of the study were expected to be useful

1.5.1 Theoretically

This research was useful especially to enrich the English speaking theory

1.5.2 Practically

a) For English teachers especially in teaching speaking It was
useful to apply this talking chips technique in teaching speaking skill

b) For the students

It can motivated them to try to speak English and they can speak English well by practicing talking chips in their life

1.6 Hypothesis

The hypothesis in this study was a tentative answer for the research problem stated previously. Therefore the writer proposed hypothesis as follow:

Ha: There was a significant effect of using talking chips technique on students' speaking skill at tenth grade of senior high school in Kampung Karo Sidikalang Village

Ho: There was no significant effect of using talking chips technique on students' speaking skill at tenth grade of senior high school in Kampung Karo Sidikalang Village

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This research is planned to investigate the effect of talking chips techniques on students' speaking skills. It is important to clarify the term in this study to avoid interpretation among the readers in understanding the analysis that will be presented. Some terms need clarification as follow:

2.2 Speaking

2.2.1 Definition of Speaking

There are some definitions and perspectives of speaking by some experts. To start with, Nunan (2004:48) states that “speaking is the productive or oral skill, it consists of producing systematic verbal utterances to convey meaning”. Similar to the explanation of the expert above, according to Tampubolon (2018) “speaking is the systematic oral skill to convey meaning utterances through interactive discourse”. It means speaking as oral activity in producing a sound that expression opinion and construct the meaning.

“Speaking is the process of building, sharing meaning, expressing ideas through the use of verbal-non verbal symbols, in a variety of contexts” (Kayi 2006:13) It is means speaking is important in our life because through speaking we can deliver our ideas, feeling, expression, give information to other people, etc. Furthermore, according to Louma (2009:10) “ speaking is a process of person who uses their voice to speech meaningfully speaking”. It is means speaking is the key of communication.

The word speaking has many different meanings on linguistics views. According to Tarigan (1990:15) “Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, and feeling”. Speaking is so complex because it includes many people such as grammar, pronunciation, fluency, and vocabulary. And it will not easy to get speaking skills because we should master this aspect.

So, Speaking is the most natural way to communicate and also speaking is one of the English skills it’s very important that has to be mastered by students in English learning. Because by speaking we can communicate with each other, sharing arguments, express our ideas and feeling.

2.2.2 The Elements of Speaking

According to Harmer (1991), Here there are some elements of speaking that have speakers component in the speaking, They are:

1. Vocabulary

“Vocabulary is all about words, When we use language we use words all the time, thousand of them. If we know a language well, we know how to write its words and how to say its words” (McCarty 2010). Therefore this element is somewhat essentials to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack practicing and used them. They need to practice more to keep them in mind because vocabulary it’s very important when the students want to speak English and also it is important to speak well without mastering

2. Pronunciation

It is the manner of pronouncing something articulate utterance. Certainly, we all realize that pronouncing is one of the speaking elements that have a strong relation with vowel and consonant, stress and intonation. Kosasih (2017) explained that “Pronunciation is essential for speaking and understanding spoke English well”. It means pronunciation it’s very important to speak English well. It can be learned by way of imitating and repeating. Therefore, teacher of English should have a good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process

3. Grammar

It concerns how to arrange correct sentences in conversation. It is line with the explanation given by Heaton (1998:5) that “the students’ ability to manipulate the structure and to distinguish appropriate grammatical forms from inappropriate ones”. The utility of grammar is

also to learn the correct way to gain expertise in a language, both in oral and written form. Grammar in this study includes the suitability of using words correctly in sentences orally.

4. Fluency

Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary. Fluency is often compared with accuracy. According to Richard (2009), "Fluency is natural language use occurring when a speaker engages in meaningful interaction in his or her communicative competence". It can be seen that fluency as the maximal effective operation system so far acquired by the students.

5. Comprehensibility Comprehensibility is an ability to understand, know or get the speaker's point (message) to other or partner

6. Self-Confidence

Self-confidence becomes an important factor in the speaking learning process. A student with good grammatical and vocabulary master usually has big confidence to express an idea, suggestion or answer the question

2.2.3 The Problems Of Speaking

As we know speaking is one important skill in English and speaking it's not easy like we see. Because so many problems make students difficult to speak well. So, the following are the problems of speaking Munjayanah (2004:17):

1. Inhabitation

Unlike reading, writing or listening activities. Speaking requires some degree of real-time exposure to an audience. Learner is often inhibited about trying to say a thing in a foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract

2. Nothing to say

Even they are no inhibited, they often hear learner complain that they cannot think of

anything to say: they have no motivation to express themselves beyond the girly feeling that they should be speaking

3.Low or uneven participation

Only one participant can talk time if he or she is to be heard- and in a large group, this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while others speak very little or not all

4.Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process

Based on the explanation above, the researcher concluded the problem comes from the students. The students rarely practice in English and don't have a confident self to speak English with others. As we know English as a second language because the first Language is a mother tongue. So as a second language here, the students must be always practiced to speak English.

2.2.4 Classroom Speaking Activities

There are many kinds of classroom speaking activities that can be implemented in the teaching and learning process. Harmer (2001) states that classroom activities as follows:

1.Acting from a script

In this section, the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue in front of the class

2.Communication games

Games that are designed to provoke communication between students frequently depend on information. So that one student has to talk a partner in order to solve a puzzle, draw a

picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between the picture. According to Gozcu (2016), “Games are generally performed by the teacher to be used as warm-up activities or the end of the lesson time left”. It means the teacher can use games to make the students don't feel bored in lesson

3. Discussion

The problem in conducting the discussion is the students' reluctance to give an opinion in front of their friends particularly when the students are not mastering the topic of discussion. Therefore to encourage students is to provide activities that force the students in expressing the ideas through the topic which is familiar with the student's world. For instance are their daily activities, the situation of their class and describes

4. Prepared talks

Prepared talks to happen where the students make a presentation on their own choice. Prepared talks represent a defined and useful speaking game and if properly, can be extremely interesting for both speaker and listener

5. Questionnaire

Questionnaires are useful because, by being pre-planned, they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do, so the teacher can act as a resource, helping them in the design process

6. Stimulation and role play

A popular way of the aspect of speaking activities are to use simulations and role play. This is where the students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters

Based on the explanation above, for the conclusion to make the situation of the class being fun and not monotone, the teacher or

educator can use some activities like acting from a script, communication games, discussion, prepared talks, questionnaires, and stimulation role play, especially in speaking class. So with the teacher make some activities in class the students will interest to learn. And also the students can follow the learning process well

2.2.5 Types of Speaking

According to Brown (2001), there are six types of speaking:

1. Imitative Imitative speaking is
a kind of practicing animation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose meaningful interaction, but for focusing on some particular element of language from the activity is usually performed in form of drilling

2. Intensive In Intensive
speaking goes one step beyond to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity, where learners are “going over” certain form language

3. Responsive Responsive speaking
means by being able to give replies to the questions or comments in meaningful in an authentic one

4. Transactional Transactional
speaking is merely done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language. According to Siumarlata (2017) “transactional make relation more friendly and transactional use to serve in an expression of content”. Its means transactional speaking is the conversation between two or more people, to

ask something or exchanging specific information”.

5. Interpersonal

Interpersonal is also carried in dialogue. It is purposed for maintaining a social relationship than for the transmission of facts and information. Hartley (1993) states “Interpersonal communication happens between persons, not between roles or masks or stereotypes”. The conversations are a little for learners because they can involve some factors such a casual register, slang, ellipsis, sarcasm, etc

6. Extensive

that extensive

speaking here mostly in the form of a monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches

2.2.6 Teaching Speaking

According to Brown (1994) states there are seven principles for designing speaking techniques in teaching speaking:

1. Use techniques that

cover the spectrum of learner needs, from a language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. This principle concerns how to make meaningful activities without throwing away the learner’s needs. It means that the teacher should maintain balance among accuracy, fluency, and meaning.

2. Provide

intrinsically motivating techniques

It is very often that the students don’t

understand the objective of doing tasks giving and benefit of achieving linguistic competence.

The teachers should give them an understanding of them in order for the students are interested

and motivated to learn better. It means that the teacher should think about the students’ interest

and their need for knowledge to achieve competence

3. Encourage the use of

authentic language in a meaningful context

Teaching and learning activities will

be more interesting if the teacher provides students with authentic context and meaningful

interaction. Teachers should give his students the materials which are relevant to the students' knowledge, interest, and experience. It means that meaningful interaction is important to encourage the student's willingness to speak in the target language

4. Provide appropriate feedback and correction

Since most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give it appropriately at the moment

5. Capitalize on the natural link between speaking listening

As the teacher perhaps focusing on the speaking goals, listening goals may naturally precede. Skills in producing language are often initiated through comprehension

6. Give students opportunities to initiate oral communication

It means that the activities should give a lot of opportunities for the students to initiate the target language

7. Encourage the development of speaking strategies

It means that the students don't have to worry about their low level of proficiency since they will build their personal speaking strategies for accomplishing oral communication purposes

Based on the explanation above we can see the principle for designing speaking techniques it's very necessary for us. We can use the principle in teaching speaking and from the communicative purpose, speaking is closely related to listening. The interaction between two skills show in the conversation

2.2.7 Technique of Teaching Speaking

There are some techniques can use in teaching speaking to the students:

1. Storytelling

Storytelling is to retell the story having read or heard by using the storytelling own words based on their understanding of the story. According to Gere (2002) “storytelling as the act of using language and gesture in colorful ways to create scenes in a sequence”. Based on the definitions, it can be inferred that storytelling is the sharing of ideas and experiences through words and actions to communicate and make meaning about our life and the other life

2. Role-play

Role-play is a technique of acting out particular ways of behaving or pretending to be other people who deal with a new situation. According to Krebt (2017) “Roleplay is simply required to play the other roles, in the same way, they think about how other roles may behave”. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitude of the person in the same

3. Debate

Iman (2017)

says that “debate is the process of presenting ideas or opinions in which two opposing try to defend their idea or opinion”. Its means debate is one good technique in teaching speaking because in the debate the students will deliver their idea or opinion. In the debate, the students must be able to defend their ideas or opinions.

4. Three-Step Interview

In the three-step interview, students pairs take turns interviewing each other about the transactional conversation and report that they have learned. According to Barkely (2005), “this technique makes students have the opportunity to improve specific communication skills”. So, the three-step interview technique in teaching speaking can motivate and enhance speaking skill

5. Information Gap

Information gap is one technique in teaching speaking skill. According to Rosalinah (2019) “Information gap is an activity to exchange information or convey information to opponents, based on the source or object that people get”. In the information gap technique students are able to convey information to their friends and this technique it’s easy to do

6. Talking Chips

Talking chips is a technique developed by Spencer Kagan. And one of the interesting techniques that can be applied in speaking class. Because in talking chips technique the students will work together in a group and also the students will group must speak up without one student dominating the group

2.3 Talking Chips

2.3.1 Definition of Talking Chips

In the teaching-learning process, the teacher or educator should have some techniques to make the students interested to learn, one of the interesting techniques that can be applied in speaking class is talking chips technique. Talking chips technique developed by Spencer Kagan. According to Kagan (2010:17) cited in Syafrydin (2011) “Talking Chips is a technique in teaching speaking which makes the students work in the group”. It means in talking chips technique the students must work in a group together, the teacher will provide a discussion topic and provides think time in the group.

After that, all the students in the group must speak up to deliver their opinion. And this technique makes the students interested in speaking English, because this technique stimulates the students to be active. Furthermore, According to Dave (2010:217) “Talking chips make the

value of everyone's contributions tangible and give everyone a chance to speak". It means all the students have the same opportunity to deliver her opinion.

And also makes the students in the group to speak without one student dominating group discussion. This technique can make the students should be active in the class because in implementing this technique in the class, the students are divided into several groups and all members in each group are given chips. These chips are given to the students to be used every the student wants to speak.

2.3.2 The Procedure of Talking Chips

According to Kagan (2009:6,36). there is some procedure of talking chips:

1. The teacher provides a discussions topic and provides think time

2. Any students begin the discussion, placing one of his/her chip

It's mean anyone in the group could star the discussion related to the topic by placing his/her chip in their center of the team table

3. Any students with a chip continuous discussing, using his/her chip

It's mean Any students could continue the discussion by using his or her chip. However, they need to wait until the first speaker is done speaking

4. When all chips are used, teammates collect all their chips and continue the discussion using their talking chips

2.3.3 The Advantages of Using Talking chips

Lie (2002:63) states that the advantage of using a talking chips technique is to give chance dor every student to participate equally. In group work usually, there are students that tend to more dominant or active than other students. This technique will ensure every student to participate

Other advantages of using talking chips technique that 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

2.3.4 The Disadvantages of Using Talking Chips

Millis and

Cottle, (1998:98) state that Talking Chips Technique has some disadvantages, they are:

- 1.This technique can inhibit the natural flow of conversation since the procedures of this technique controls participations. But, this condition would make a chance for all the students to speak in the classroom
- 2.This situation makes discussion feel stilted and artificial. But, in this case, feel stilted and artificial would not disturb students' learning process since the discussion is going well

2.4 Previous Study

Several

previous types of researches have been conducted by the former researcher telling about the use of talking chips in teaching English. Firstly by Faza Adyaksa (2018) "*The Use Of Talking Chips Technique To Improve Students Speaking Skill*". This research used classroom action research. He implemented talking chips technique to X grade students of senior high school in Gubug in the year of 2017/2018. The result of the research showed that there was an improvement in the students' speaking skills at grade X of senior high school in Gubug after being taught by using the talking chips technique. It was proved by the mean score from cyle to cyle. The similarity of researches was in using the Talking Chips technique. The difference of research is the writer use experimental quantitative and this research used classroom action research. Hence, based on the result of this study, the writer concluded that talking chips technique effective and innovative

techniques in teaching English, especially in speaking. Knowing the effect of talking chips technique, motivate the writer to make study at Nommensen HKBP University Medan in the fourth semester.

Furthermore, Devi Purwanti (2015) “*The Effectiveness Of Using Talking Chips Technique In Teaching Speaking*”. The research was a pre-experimental design with one group of students because this research cannot ensure the homogeneity between the two groups. The result of her study showed that teaching speaking by using talking chips has a good effect on the students. Because the score of the students has increased after using the talking chips technique. The similarity of research was in using the talking chips technique. The difference of research was the writer using experimental quantitative and this research used pre-experimental. It implies that the talking chips technique is appropriate to be applied in speaking skills.

Based on the explanation above, the writer believe talking chips technique have good effect for the students especially in speaking skill and the writer interested to conducted the research that is titled “ *The Effect Of Talking Chips Technique On students Speaking Skill In Fourth Semester Of English Departments In The Academic Year 2019/2020 Nommensen Hkbp University*” which is this research never done yet by the other researcher.

2.5 Conceptual Framework

Speaking is one of the most important skills speaking that the students need to know. Speaking is an activity of delivering the message, it occurs between speaker and listener orally. In other words, the main point of the speaking activity is that the speaker communicates their message to the listener. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sound that involved the message and the listener. In speaking According to Brown (2001) there are 6 types of speaking, they are: Imitative, intensive, responsive,

transactional, interpersonal, extensive. And in the classroom, Harmer (2001) states that there are some activities that can be implemented in the teaching and learning process speaking like acting from a script, communication game, discussion, prepared talks, questionnaire, simulation, and role play. To make the situation of the class being fun and not monotone, the teacher or educator can use some activities in speaking class

Munjayanah (2004:17) said there are some problems of the speaking as follows: inhabitation, nothing to say, low or uneven participant, and mother tongue use. Based on the problem most of the students difficult to learn speaking skills, sometimes they got bored and uninterested in the lesson. In here the teacher or educator must solve the problem of speaking and make the students interested to learn especially in speaking skill subjects. There some techniques that can be applied in the teaching-learning process like storytelling, debate, role-play, Three-step interview, information gap, talking chips, etc. But here the researcher chooses one of them is the Talking chips technique. Because Talking chips is a good technique to solve the problem of the students in speaking skills. Talking chips make the students be active in class to speak without one student dominating the group discussion.

Types of speaking:

1. Imitative
2. Intensive
3. **Responsive**
4. Transactional Interpersonal
5. Extensive

Classroom speaking activity:

1. Acting from a script
2. Communication games
3. **Discussion**
4. Prepared talks
5. Questionnaire
6. Stimulation and role play

Problem of speaking:

1. Inhabitation
2. Nothing to say
3. Low/uneven participation
4. Mother tongue use

Technique in teaching speaking :

1. Storytelling
2. Role play
3. Debate
4. Three-step interview
5. Information gap
6. **Talking chips**

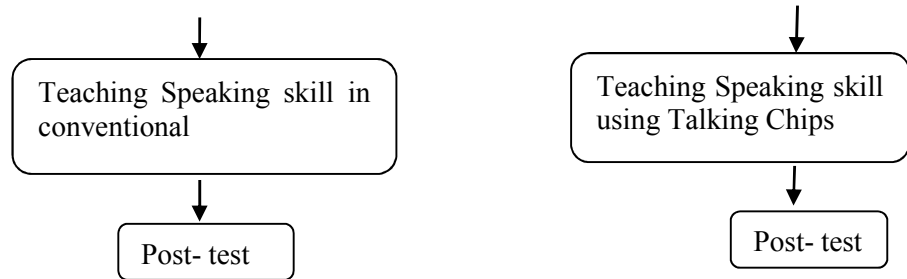
Teaching speaking skill in Experimental Quantitative Research

Control Group

Experimental Group

Pre-test

Pre-test



Figures 2.1 Conceptual Framework Of “ The Effect Of Talking Chips Technique On Students Speaking Skill In Fourth Semester Of English Department In The Academic Year 2019/2020 Nommensen HKBP University”. (Reni Rahel Mendrofa: 2020)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research method used in this research was Experimental quantitative research. The researcher applied this method because there were two kinds of variables such as independent and dependent variables. The independent variable is the Talking Chips Technique and the dependent variable is Students’ Speaking Skill.

There were two have been divided into two groups namely experimental class and control class. The experimental class was a class that has been given the treatment by using the talking chips technique, while the control class has been not given treatment. The effect of the technique was known after knowing the significant difference between the students before and after being taught by using the talking chips technique.

Table 3.1

Design

Group	Pre-test	Treatment	Post-test
Experimental class	√	Using Talking Chips Technique	√
Control Class	√	In conventional	√

3.2 The Population and Sample

In here the writer explained the population and sample of this research

3.2.1 Population

According to Arikunto (2010), the population is a set or collection of all element processing or more attributes processing. In this research the writer determined the population of the study, it was tenth grade of Senior High School In Kampung Karo Sidikalang village

3.2.2 Sample

Simply a subset of the population that the writer was more focused on research. So the sample of this research has been taken from students tenth grade of senior high school in Kampung Karo Sidikalang village. Which consisted of 10 students of experimental class and 10 students of control class. So the total of the sample is 20 students.

3.3. The Instrument of Collecting Data

The writer was applied an instrument, it was test especially a speaking test. The test was used by the researcher to examine the result of the subjects by using questions. In this research, the researcher used two times that contained pre-test and post-test in each class. The formulation to analyze the test were:

a. Students' score

In speaking test Harmer (1991) categorized elements of speaking into six skills, they were vocabulary, pronunciation, grammar, fluency, comprehensibility, and self-confidence. But the researcher made limitations and focus 4 parts as in the scope of the study mentioned. And those were the rubrics of speaking skill

Table 3.2 Rubric Assessment of speaking

Aspect	Point	Description
Pronunciation	4	Phonemically accurate pronunciation throughout
	3	Occasional phonemic error, but generally comprehensible
	2	Many phonetic errors: Very difficult to perceive the meaning
	1	Incomprehensible or no response
Vocabulary	4	Using more varied Vocabulary to express ideas and feelings
	3	Using sufficient Vocabulary to express ideas and feelings
	2	Using basic Vocabulary to express ideas and feelings
	1	Using Very limited Vocabulary to express ideas and feelings
Grammar	4	No error of morphology or syntax
	3	Making few grammatical errors which obscure meaning
	2	Making some grammatical errors which obscure meaning
	1	Virtually no correct grammar or no response
Fluency	4	Speech is natural and continuous; any pauses correspond to those which might be made by a native speaker
	3	Speech is generally natural and continues occasional slight stumbling or pauses at unnatural points in utterance
	2	Some definite stumbling, but manages to rephrase and continue
	1	Long pauses, utterances left unfinished, or

		no response
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$$\text{Each students score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

b.Observation

The observation was the activity that was done by the researcher to view people’s behavior. After the researcher applied the pre-test to both of the class, then applied the treatment to the experimental class and gave the students a post-test.

3.4 Procedure for Collecting Data

The class divided into two groups, they were experimental group and control group

3.4.1 Pre-Test

In pre-test the

researcher asked the students to tell about their unforgettable experience based on their own idea or experience. Pret-test was used to know the students’ speaking skill.

3.4.2 Treatment

The

experimental group and control group taught by using the same topics but different instrument. In the experimental group, students taught by using Talking Chips technique and the control group taught by using conventional technique. The researcher taught the experimental group and control group by the following procedure.

3.4.3 Post- Test

After

conducting the treatment, The researcher gave post-test to the students. The questions of post-test was the same as the pre-test. It was intended to know the mean scores of experimental and control group.

Tabel 3.3

Teaching procedure of Experimental and Control group Activities

No	Step	Control Group	Experimental Group
1	Pre-test	<ol style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance 2. The teacher explained the topic that they would learn 3. The teacher explained what the students would do 4. The teacher gave a pre-test to the students after that the students did it. 5. The teacher gave the score for the students' test 	<ol style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance 2. The teacher explained the topic that they would learn 3. The teacher explained what the students would do 4. The teacher gave a pre-test to the students after that the students did it. 5. The teacher gave the score for the students' test
2	Treatment	<p style="text-align: center;">Without Talking Chips Technique</p> <ol style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance 2. The teacher asked the students to opened their book and gave topics about holiday and experience 3. The teacher explained briefly about the topic 4. The teacher asked them to chose one of the topics that the teacher have explained 5. After that, The teacher asked the students to develop the topic become story 	<p style="text-align: center;">By using Talking Chips Technique</p> <ol style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance 2. The Teacher prepared the chips and explained the rules of talking chips to the students 3. The teacher divided students into 2 groups. Every group consists of 5 students. every student got two chips 4. The teacher gave 2 topics about holiday and experience , and asked the students to chose one topic that they were interested, and also the topic of the 2 groups must different 5. After that, the teacher gave times to the students to discuss about the topic that the have chosen 6. From the topic, the teacher gave question from the topic to the students

			<ul style="list-style-type: none"> 7. Every students who want to speak, must put the chips in the center of table 8. If one of students have used all of their chips, he/she can't talk until all of member also used all their chips 9. If all the chips have used, where the task not yet finish, The group can take chance to share their chips again and countinue to speak
3	Post test	<ul style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance 2. The teacher gave a topic to the students and asked them did it 3. The teacher gave speaking test to the students 4. Teacher gave the scores students' speaking test 	<ul style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance 2. The teacher gave a topic to the students and asked them did it 3. The teacher gave speaking test to the students 4. Teacher gave the scores students' speaking test

3.5 Validity of The Test

According to Arikunto (2010:168), Validity is a measurement that shows the levels of instrument validity. An instrument could be said valid if it could measure what is supposed to be measured. Arikunto said there were four types of validity, they were content validity, construct validity, and concurrent validity. The writer applies the content validity, it was about was the test can measure the speaking skill of students or not. And the specification test in content validity was pronunciation, vocabulary, grammar, and fluency.

3.6 The Technique of Analyzing Data

Quantitative data is a technique to analyze and count the data. It means that the technique of quantitative data analysis is the process of data shaped by numbers. In this study, the writer used the quantitative data to know the students in speaking skills after they were taught by using the talking chips technique in teaching speaking. The researcher conducted a test to the students before and after they were taught by talking chips technique. The test result was compared, after that the researcher took the percentage of students' score

To analysis the data, the writer also used the procedure as follow :

1. Interpretation

The writer commentate two possibilities when before doing the research.

2. Tabulating

Tabulating was classifying the score categories into a table using numbers. It hoped the data could be simple in writing and understanding.

3. Analyzing

The last, the researcher gave the post-test to the students after the treatment was done by both of class. After that the researcher gave post-test through gave them some questions such as in the pre-test before to know was there an effect of talking chips technique

1. T-test formula

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

T = total effect

M_x = the mean of experimental group

M_y = the mean of control group

$\sum dx^2$ = the sum square of standard deviation of experimental group

$\sum dy^2$ = the sum square of standard deviation of control group

N_x = the total sample of experimental group

N_y = the total sample of control group

2. Mean score of the group/class formula:

Where: $m = \sum \frac{x/y}{n}$

M = Mean of the group/class

$\sum x/y$ = Total score of the x (experimental class) / y (control class)

n = Number of students