

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking skill in English language learning (EFL) is a verbal communication in English in a classroom-learning context within students to communicate with others. The students can tell or convey their information or problems from their mind ideas through speaking. Speaking helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinions to send expression or desire to do something, to solve some particular problem, to increase the proficiency in speaking, and maintain the relationship or friendship. Therefore, speaking is an important skill of language which should have improves for the students.

However, this language skill requires talents that involve body language. It entails the speaker using speech to convey meaning to others (Sprat, Pulverness & Williams: 2005). Students should have the ability to speak, teaching the speaking skill focuses on making students active to speak up when they are involving a speaking activity in the classroom should be dominated by the students. Brown states that monologue is speaking where one speaker uses spoken language for any length of time, such as speeches, lectures, readings, news broadcasts, and the like, then the listener has to process the information without interruption and speech will go on whether or not the listeners comprehend what the speakers mean.

Although speaking is very important, based on preliminary observation at SMK Pariwisata Kertayasa, after interviewed with the teacher, the researcher found that tenth-grade student of SMK Pariwisata Kertayasa still have two problems in speaking. The first problem was there were still many students who cannot say anything when they are asked to say something in English, for example introduce their selves. From 39 students which observed just a few students has a good communicating skill in speaking English. Others were excited and confident when the teacher gives group assignments and it is clear that they were very enthusiastic. The second was student still had problems in vocabulary, grammar and fluency; they were lack vocabulary mastery for learning English. In addition, they were not able to convey their ideas or thoughts during class, they made some grammatical mistake and when they speak, they often stop to think about what would like to say. It was proven when the teacher asked them to speak during the teaching and learning process, most of their spoken language could not be understood. For example, when students are given the opportunity to introduce themselves, only one student has good pronunciation and fluency rather than the others. Thus, this need to be improved again for each student.

The teacher still used grammar translation method (GTM) in learning process. Grammar translation method (GTM) is a method as the old fashioned method or classical method that has been applied by the teacher in learning progress in many years. The role of this method is very traditional. The teacher's role is a holder in the classroom, and the role of the students is accordance with what the teacher teaches, students do what the teacher says, students learn what the instructor knows. The Grammar Translation Method may make the language

learning experience uninspiring and boring, because the method is focused on interaction between teacher and students. This method neither approaches nor encourages the students' communicative competence therefore students might be able to write and reading in English, but would never have the skill required for holding a conversation to improve students' speaking skill.

The teaching technique which was applied by the English teacher was not effective yet to improve speaking ability of the students. This technique gave more opportunity to recitation and memorization rather than an opportunity to speak. The way teacher explained the material only focused on the book, it has been good and clear enough, but the kinds of speaking skill task should not be focused on the book. However, the teacher could take the topic from the other source, or might be made by the teacher. It caused the students feel unconfident in speaking English and they often stopped while doing conversation. Besides, their conversation was not clear and comprehensible. Therefore, it made them speak English with lack in structures, so it becomes hard to understand. At the end of the study teacher did not give appropriate feedback to students' speaking performance. Therefore, they needed an appropriate teaching technique to improve their speaking skill.

Based on the problem faced by the tenth grade student of SMK Pariwisata Kertayasa the researcher would like to apply Talking Chips combined with picture. Using the Talking Chips strategy can be the best solution to solve the existing problem above. Furthermore, it can motivate their student to be brave to express their ideas or feelings and to answer the question in speaking class activity. In this technique the students do speaking activities cooperatively. The

students would be given chips and the chips are used for every time they speak, they must put the chips in the center of the table. When the chips are over, the activity is done and the students may not speak until chips of all the groups are over. It is a good technique to encourage all students to participate. Next, it is not teacher-centered anymore, however, the student is the center of the teaching-learning process. In addition, it can also support the student to be more critical thinking and make the student practice their speaking. It can also increase student participation in the learning process.

To maximize the application of Talking Chips. It can combine by picture. Harmer (2007:330) states that pictures can provide stimulation for speaking ability. By using Talking Chips strategy combined with picture the students can immediately see the picture and speak the identification based on the picture given. They do not imagine all the thing anymore, because there will be picture that is going to be described. Picture as media may help the student in exploring their ideas and motivate them in speaking a good monolog descriptive text. Picture as guidance, will guide students in generating their idea in making a descriptive text. This is important to improve their speaking.

According to the statement above, talking chips is one of interesting strategy to make students enjoy in the speaking activity as well as a suitable strategy for teaching speaking with picture which is an alternative way for teaching English in tenth grade SMK Pariwisata Kertayasa. As state by Kagan (2011), talking chips is an effective strategy to improve students' speaking skill. Raimes (1983) states that pictures are a very valuable resource as they provide a shared experience in the classroom, a need for common language forms to use in

the classroom, a variety of task and focus of interest for students because it encourages students to participate and overcome communication or process problem, such as dominating group members. For such reason, the researcher attempts to carry out a study entitled “Improving Speaking Skill of the Tenth-grade Students of SMK Pariwisata Kertayasa in Academic Year 2022/2023 through Talking Chips Strategy with Picture”

1.2 Research Problem

Formulating research problem in conducting observations and interviews with English teachers is important and useful for researcher before conducting research. There are many factors that can hinder their speaking skills, start a previous teaching technique from the teacher who were less cooperative until the intention of student who are lacking in mastering their speaking skills. Based on the research background discussed above, talking chips becomes an alternative strategy in the speaking class because they encourage students in positive interactions. This gives students motivation to discuss and express their ideas together. In addition, they still need to be taught how to be spoken correctly, fluently and politely with good and correct teaching technique. Thus, the research problem can be formulated as follows: Can the speaking skill of tenth-grade students of SMK Pariwisata Kertayasa in the academic year 2022/2023 be improved through the talking chips strategy with a picture?

1.3 Objective of the Study

The research problem that has been previously formulated is answered by conducting a scientific investigation. Objective of the study is needed to be arranged by the researcher. Thus, the research will run properly and reach the goal of the researcher. Based on the research problem above, the speaking skill of the tenth-

grade students of SMK Pariwisata Kertayasa still need to be improved. Therefore, this study conducted to find the solution for the problem above. The objective of this study is to improve the students' speaking skill through implementing Talking Chips Strategy with picture of students in the tenth-grade students of SMK Pariwisata Kertayasa in academic year 2022/2023.

1.4 Limitation of the Study

It is important to limit the study in order to avoid complicated discussion. Therefore, the present study is limited on improving speaking skill of the tenth-grade students of SMK Pariwisata Kertayasa in academic year 2022/2023 through Talking Chips strategy with picture. It is important for the researcher to know the curriculum and the syllabus that applied in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMK Pariwisata Kertayasa applies the revised 2013 curriculum. According to the curriculum and syllabus of the school, the researcher focuses on the fourth main competency and basic competency.

The fourth main competency is focused on processing, presenting and producing in the realm of concretes and abstract in accordance of what have been learned in school and act effectively and creatively, and able to use methods according to scientific principles. Besides, the researcher focuses on the fourth basic competency 4.4 Construction a simple oral descriptive text about person, thing, and place based on social function, text structure and language feature correctly and contextually. In this present study, the researcher uses the material in the first semester which focusing on making a monologue descriptive text. The subject of this research is class X Akomondasi Perhotelan 3 with 39 students. The focus of this research is to improve students' speaking skill, especially in fluency,

comprehension, grammar with a short monologue.

1.5 Significance of the Study

The significance of the study must be stated in the introduction section of your research paper. While stating the significance, researcher must highlight how your research would be beneficial to the development of science and the society in general. This research is concerned with teaching speaking skill, in order to improve the students' speaking skill to the tenth-grade students of SMK Pariwisata Kertayasa in academic year 2022/2023 by using Talking Chips Strategy. It was expected that by achieving a good response from the student participants, the result may be useful for the teacher in improving speaking skill of the students. In this present study, the result is highly expected to provide meaningful and significant result in the research finding. In addition, the researcher is expected to be able to provide much more advantageous for the teacher, student and other researcher. This is expected to be in theoretical terms as well as have a practical significance in the context of improving speaking skills in the classroom. The researcher of the study is expected to indicate significant theoretical and practical information on the importance of implementing Talking Chips in teaching speaking, as follows:

Theoretically, the findings of conducting a research using Talking Chips are expected to support and contribute to theory in developing speaking skill. Some information and theories provided in this study can be taken to enrich the existing references. The result can be beneficial as theoretical evidence regarding the implementation of the theory based on the problems that are faced with respect to teaching speaking. Furthermore, the results of this study are expected to enrich theories and can be used as a reference for future studies related to Talking Chips

in improving student comprehension of the tenth-grade students of SMK Pariwisata Kertayasa. So that, it can contribute new research with regards to the implementation of new strategies for successful speaking skill in general. The findings are expected to be used as evidence that Talking Chips strategies is one of the most effective strategies in improving speaking skill of the tenth-grade students of SMK Pariwisata Kertayasa in academic year 2022/2023.

Practically, the significance of the present study is expected to give feedback for the teachers, students and other researchers. By applying this strategy, teacher will able to solve the student's problem in improving their competency in speaking skill, especially in finding the ideas, specific information, comprehension and fluency. This research may increase teachers' knowledge related to effective technique for speaking classroom. For the students, it is be useful for the students to improved their speaking specify in understanding and comprehension about the specific information from the text. It improves their confidence in speaking because they know how to spoken the text with fluently. For the other researchers, this research be a reference to overcome the problem which is face in the future. It can also increase and develop their knowledge about new technique that going to be used in future.

1.6 Definition of key term

The definition of key term is very important to define, in order to make a better understanding in the present study briefly. Moreover, the definition of key terms are typical words used in this research and the research should give clear operational definition that are used in this present study. There are two key terms in this study that should be briefly clarified to provide clear insights about what is study concerned. To avoid confusions, the researcher defines about the

operational definition of speaking skill and talking chips strategy with picture.

The definitions of key terms are operationally defined as follows:

1. Speaking skill

In this study, speaking skill refresh to the skill of tenth-grade students of SMK Pariwisata Kertayasa in academic year 2022/2023 in constructing and performing a short descriptive monolog, related to famous person and place attractions.

2. Talking chips combined with picture

Combining talking chips with pictures is a technique for teaching speaking that combines talking chips with pictures as a learning media. There are five steps in Talking Chips. The teacher will present a discussion as the first phase, and a picture connected to the subject will be delivered. The second is when the teacher asks the class to form a group and provide an argument regarding the image. Third, whomever wants to start the discussion should place one of their chips in the middle of the table. Fourth, every student who has a chip uses it to continue the discussion. The final student must wait until all of their teammates have used their remaining chips before collecting their own chips and continuing the discussion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

To give background and support the performance of research, a study of related literature is required. Investigators can use knowledge background theory and empirical data to define field boundaries, place inquiries in context, restrict research topics, and clarify and define research concepts. Researchers can also learn which methodologies have proven to be useful and which appear to be less promising by studying related theories and empirical evidence. This allows researchers to avoid accidental replication from previous studies and puts them in a better position to interpret the significance of the results themselves (Ary et al., 2010: 62).

2.1.1 Speaking Skill

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second languages or foreign-language learners. Its form and format depend on the context. Including the participants themselves, their collective experiences, the physical environment, and purposes for speaking. Learners often evaluate their success in direct learning as well as the effectiveness of their English courses on the basis of how much they feel that they have been improved in their spoken language ability in addition, learners often evaluate their success in language learning as well as the effectiveness of their English courses on the basis of how much they feel they have improved in their spoken language proficiency.

Speaking is often considered as social and situation-based activity since it is seen as an integral part of people's daily life. Richards and Renandya (2008:201) explained the ability to speak a second foreign language is a very complex task if we try to understand the nature of what appears to be involved. Furthermore, they cite that speaking is used for much different purpose, and each purpose involves different skills. In a typical spoken interaction, two or more people talk to each other about things that they think a mutually interesting and relevant in the situation. The purpose of speaking may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time they spend with friends.

Speaking is one of the skills that have to be mastered by students in learning English. According to Louma (2009:10), speaking is a process of person who uses their voice to speech meaningfully. In line with Chaney in kayi (2006) state that speaking is the process of building and sharing meaning with verbal and non-verbal symbols, in a variety of contexts. It can be stated that speaking is a process of communication in order to share information to another person. If students can speak English clearly and fluently it may help them to communicate and sharing information easier. Thus, with clear and understandable information, it means that students can convey well coupled with their good speaking too.

Burns (2003) states that speaking is an interactive process of containing meaning that involves producing and receiving and also processing information. The form and the meaning are dependent on the context in which it occurs, including the participant themselves, their collective experience, the physical environment and the purpose for speaking. It is often spontaneous, open ended,

evolving and unpredictable. Speaking is also productive language skills. It is a mental process and mental process is called as “a process of thinking” people use words, phrases, and sentences to convey it message to a listener. Speaking consist of producing systematic verbal utterance to give the meaning. Utterances are simply things people say that have information (ideas, events, experience).

In addition, speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary structure, pronunciation as well as listening to and reacting to the person is communicating with. Any learners of foreign language can confirm how difficult speaking is Pollard (2008:33). Speaking is a crucial part of speaking language learning and teaching. However, the goal of teaching speaking should improve students' communication skills because students can express themselves and learn how to use language.

Thornbury (2005) states that speaking is a part of daily life that people take it for granted. Every student will produce different words and sentences when they have communicated with each other. In addition, the average person produces tens of thousand words a day, although some people like dictionary of politicians may produce even more than that. Teaching speaking is sometimes considered as a simple process. However, on the implementation, both teachers and students often find some difficulties in teaching and learning process. Speaking skill is the oral mode. It is like the other skills; it is more complicated than it seems at the first and involves more than just pronouncing words.

According to Richards (2008:21) teaching speaking is not only teaching

students to speak in good spelling and pronunciation in the target language, but it is also defined as teaching students to express their ideas in a good organization. In this case, students should be able to speak in an organized way, so that they can share their points of view to others clearly and meaningfully. Speaking is crucial part of teaching and learning language. In addition, teaching speaking has been undervalued and English language teachers have continued to teach speaking just a repetition of drill or memorization of the dialogues.

Meanwhile, Nunan (2003:54) states that speaking is very challenging for students in foreign language contexts because they have very few opportunities to use the target languages outside the classroom, sometimes foreign languages learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. In addition, some second language learners achieve notable speaking skill, but much other progress to a certain proficiency level. In addition, their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems.

Speaking is active use of language that makes learners of language in terms of sharing meaning. In other words, speaking is the active use of language to express meaning so that other people can make sense to interact with each other (Cameron 2001:40). In addition, to construct understanding in a foreign language, learners would be using their existing language resources, built up from previous experience of language use. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct

grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listeners will understand.

Harmer (2001:269) states that speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. It requires the ability to cooperative in the management of speaking turns and non-verbal language. Speaking is crucial ability for the people to be mastered to be able to communicate each other around the world. It is a complex skill as it is a productive skill that produced by the people after getting the receptive skill. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Context, participants, environment, and purpose are the things which affect speaking and form meaning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and every phase of their life. Some experts have been proposed conceptions of speaking in language learning from different points of view, which are described alphabetical order below.

Speaking ability is divided into two groups, according to Brown (2004:140), micro and macro abilities of speaking. The speaker's focus on the larger elements, such as fluency, discourse, function, style, coherence, nonverbal communication, and strategic option, is referred to as the micro skill, whereas the micro skill refers to producing smaller chunks of language, such as phonemes, words, collocations, and phrasal units. Distinguish between polite and impolite expressions, or formal and informal expressions. People speak in order to express their idea, their feeling, or respond to other's talk. When others can understand

what has been talked about it means that the speaker gets the meaning across.

According to Cameron (2001), speaking is the effective use of language to express meaning so that other people can understand a foreign language in order to share understanding with each other. Special attention must be paid to the specific details of the language, such as a speaker's need to find the most appropriate word and grammatical structure to effectively transmit information and the need to organize the discourse so that a listener can understand. According to Brown (2004: 140), speaking is productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of the test takers' speaking skill, which necessarily compromise the reliability and validity of an oral production test. Moreover, Brown divides speaking skills into two which are micro and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collections, and phrasal units. The macro skills of apply to the speakers' focus on larger elements: fluency, discourse, function, style, nonverbal communication and strategic option.

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking is; complex

interaction which sometimes includes multiple exchanges and/or multiple participants. Extensive speaking is oral production; including speeches, oral presentation, and storytelling.

Based on explanation above, speaking ability is very important to be mastered by the students. It is because speaking is a tool used to communicate with other; moreover, speaking ability is also important in making a good relationship between the listener and the speaker. Besides, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. As a result, having a good speaking skill avoid the students misunderstanding of transferring the information in everyday life communication. Therefore, speaking skills should be taught to students since they entered elementary school to allow them to master in speaking especially English speaking skills it is because English is international language.

2.1.2 Talking Chips Combined with Picture

Arends and Kilcher (2010:306) state that cooperative learning is a teaching model or strategy that is characterized by cooperative task, goal, and reward structures, and requires students to be actively engaged in discussion, debate, tutoring and teamwork. Through this method, the student can work in teams to acquire and master new information and to learn social and teamwork skills. Through grouping into small groups, give opportunities to students to interact with their friends in one group and make it easier to elaborate their ideas in the classroom learning activities. In addition, they also learn to be more perspective of diversity and to be more tolerant of differences of each member of the group.

Moreover, Guillies (2007:1) states that cooperative learning involves students working together in small group to accomplish shared goals. It means, cooperative learning can construct the learning situation because in the learning process, the student is stimulated to make a discussion in a team in order to solve the problem which is given by the teacher. In line to the idea of cooperative learning, the study's team learning methods emphasize the use of team goals and team success which can be achieved if all members of the team learn the objectives which are being taught. In other words, the student's tasks are not to do something as a team, but to learn something as a team.

One of cooperative learning is the Talking Chips technique. The Talking Chips technique also applies three functions of speaking which are stated by Richard (2008). The first function is that speaking can be used by people to communicate with others in order to be more interactive or try to interact for other people. The Second function is that speaking can be used for transaction purposes because in speaking, a human can deliver his or her meaning and making other people understand clearly about the transaction. The Third function is that speaking can be seen as the consideration in our performance. It means that if someone speaks well in front of many people, someone will have good performance in speaking. Based on those functions, speaking is very important for students as Bailey and Savage (1994) point out that speaking is an activity which involve other language skills.

Swaray (2012) states that Talking Chips is recognized as effective means of improving the student's speaking skill and promoting cooperative learning. Talking chips is useful for helping students discuss controversial issues, and it is

also useful to solve communication or process problem, such as dominating or clashing group members. Talking chips is a technique in which students participate in a group discussion and surrender a token each time they speak. It is particularly useful for ensuring equitable participation.

According to Gray (2010:217), talking chips are an approach that makes the value of everyone's contributions tangible and gives everyone an opportunity to speak. More definition according Tohilson (2010:164), talking chips is the strategy that makes equal participation in discussion group. Each group member receives the same number of poker chips. They were inspired by Byron Reeve's talking chips. All students are included. If one student has two speaking opportunities in the classroom, it signifies that other students have the same opportunity. In addition, the other kids get two opportunities to speak in the classroom.

Stanley (2010:208) states there is some purpose of the talking chips strategy: allow all students to participate in the discussion while listening to the others, students can share information to one another, and provide structured oral language development for student to practice in speaking. In talking chips, the students sit in a team and each student is given a certain number of chips and they use their chips to speak. Each member of the group should use all of their chips. If all their chips are over, they cannot give their arguments again until others of the members groups are also over. In addition, the goal of this technique is for all students to use their chips, avoiding the risk that only some members of the group participate in the speaking classroom learning activities.

Hilson (2010:164) states that Taking Chips is the strategy guarantees

equal participation in discussion groups. Each group member receives the same number of Talking Chips (or any other markers, such as index cards. Turville (2008:91) claims that Talking Chips technique is the technique for speaking skill. Talking Chips is a group participation that use of several chips in their procedure. Based on the explained above, it can be concluded that talking chips is a technique that gives equal chance to students in the learning process and creates active condition in class.

Barkley et al. (2014:170) also state that with talking chips, students take part in a group conversation and give up a token each time they speak. This technique encourages hesitant students to speak out and talkers to reflect since it stresses full and even involvement from all members. As a result, by implementing the talking chips technique in the classroom, the teacher may ensure that all pupils have the same opportunity to express themselves. Thus, that students' doubts can be overcome with this technique. Through talking in turns they will get a sequence of conveying ideas through the chips given.

Kagan (2010: 17) states that Talking Chips is an approach for teaching speaking that requires students to work in groups. According to Kagan, talking chips are one of the approaches that might be employed for conversation throughout the learning process. By compelling each speaker in the group to give a token while offering ideas on issues, Talking Chips ensures that all students participate equally. This method also allows students in a group to talk without one student monopolizing the conversation. However, it is the way that students and teachers work together in addition, by using cooperative learning, the teacher could help the students learn how to learn more effectively.

In this research, the researcher use talking chips combined with picture. Picture is the most commonly used by teacher in teaching materials in the school. So that the student prefer picture than text, especially if the picture is created and presented with the good of requirements, it will certainly add the spirit of the students in following the learning process in teaching English. Use of picture has important roles. The first role is to help teachers to manage the process of teaching and to use the classroom time wisely. The second, by using picture, students will be more interested and eager to learn the material which is given.

According to Nunan (2003:270), the students learn best when there is visual reinforcement such as chart, pictures, graph, etc. In other to make the learning environment more pleasant, relax, and attract the students to stay focus, the teacher in this case can use the media picture for deliver to the students according the topic covered to facilitate the students to speak descriptive text. Picture is one of Medias that can make the students easier to generate ideas when they want to speak in spoken form. By using visual media like picture, the students can directly see what they are going to describe.

Picture is one of the visual aids that can be used as the guided in teaching learning process. Furthermore, picture as visual aids have a greater impact than word alone (Turk 2003:181). Students will more interest in learning something if it can attract their attention. Students naturally more interested in picture than abstract word. Sometimes students when they speak a descriptive text the often don't know what to speak and difficult to imagine what they are going to describe. Through picture it can help students to get their ideas which are often not thought about. They will immediately speak what they see based on the picture and it can

save more time. The use of pictures media in the class will choose to give the students motivation to speaking class and to help them organize ideas and express ideas easily without burden. Pictures aids for illustration, develop students' imagination, accommodate their interest, and motivate them to express ideas and, also make the learning process more interesting. According to Wright (2009), photographs are more than simply a tool; they are an important element of the total experiences that teachers must assist their pupils cope with through their portrayal of locations, objects, and people.

According to Kagan and Kagan (2009), talking chips is one of the teaching strategies in cooperative learning plays the significant role in the teaching and learning process of speaking. First, talking chips can improve students' achievement and it will also build an interaction among the students to create mutual understanding between the members of the group. The activity in talking chips is by dividing students into group, it makes the student tend to interact and communicate to others students. And then, the students learn how to work with understanding other group members by working in the group. In addition, the talking chips technique is a technique in teaching speaking which makes the students interested in speaking English. It is because this technique encourages students to be active in the classroom and learn about cooperation in groups. According to Kagan and Kagan (2009:6.36), there are fifth steps in Talking Chips combined with Picture:

1. The teacher provides a discussion topic and picture
2. The teacher asks student to give their arguments about the picture

3. Any student to begin the discussion; placing one of his/her chips in the center of the table.
4. Any student with a chip continues discussing, using his/her chips.
5. Students with no chips left must wait until teammates have used all their chips before they all collect their chips and continues the discussion.

In addition, there are five steps of implementing Talking Chips combined with picture in the classroom. The teacher has to tell the student the steps clearly when they want to use Talking Chips combined with picture. This teaching technique is an effective way to encourage the student in learning English in the classroom, especially for developing their speaking ability. According to Kagan and Kagan (2009:6.36), there are fifth steps in Talking Chips combined with Picture. The first step is the teacher provide a discussion and a picture will be delivered related to the topic being discussed. The second is the teacher asks students to form of the group and give their argument about the picture. Third, any students to begin the discussion: placing one of his/her chips in the center of table. Fourth, any student with a chip continues discussing, using his/her chips. The last, students with no chips left must wait until teammates have used all their chips before they all collect their chips and continues the discussion.

2.1.3 Assessing Speaking

The assessment has a crucial role to know whether the student can improve their speaking skill or not by using a particular teaching technique. According to Brown (2004:247), the assessment takes on crucial role in such an approach. The assessment activities are applied to achieve, analyze, and interpret

data about the result of the students' progress in the teaching learning process systematically and continuously. Students are usually assessed by an instrument that is given by the teacher. The instrument can be given in the form of questionnaire and test. Thus, the student can be assessed through that instrument.

McCulloch (2007:4) states that assessment can be used to provide feedback, promote learning, to diagnose, to motivate and to provide a profile of what has been learned. The existence of assessment to let the teacher know the improvement of the learner's as well as to let the learners know the progress of themselves. Furthermore, assessment can be the tool to know how effective the teaching learning process is. Assessing speaking is challenging: however, because there are so many factors that influence the impression of how well the students can speak the language, and because the researchers expect test scores to be 18 accurate. In addition, speaking is also the most difficult language skill to assess in the learning process. A person's speaking ability is usually observed during face to face interaction.

Feedback is important to assess speaking ability. According to Marzano (2006:3), feedback from classroom assessment should give the student a clear picture of their signs of progress on learning goals and how they might improve. This feedback that is given by the teacher should be in the form of positive feedback to encourage the student to practice their English speaking. Therefore, the teacher should carefully assess and give feedback toward their speaking performance by using a scoring rubric which is consisted of a clear indicator. Before the students perform, the teacher should tell the criteria of the assessment so that they can do their best on those part. After the teacher finishes doing an

assessment, the teacher should give some inputs of feedback related to their weakness in speaking that should be improved by student. Meanwhile, for those who already do a nice job in a particular part of assessments' criteria, the teacher can give them positive feedback. Therefore, feedback can make the students learn from their weaknesses to be improved.

Assessing speaking is a hard job for the teacher. According to Louma (2004:1), assessing speaking is challenging; however, because there are so many factors that influence teachers' impression of how well the students can speak language and they expect the score to be accurate. There are many criteria to assess student speaking ability. In assessing speaking the teacher need a scoring rubric of speaking performance to get an accurate score. In the scoring rubric there are many criteria that are used by the teacher to assess their student speaking ability that depend on the needs of the teachers. Moreover, the teacher sometimes feels confused to score the students' speaking performance by considering lot of criteria and indicators that the teacher should be concern about. Therefore, assessing speaking can be categorized as quite a hard job in which the teacher needs an extra effort to do it.

According to Thornburry (2005:127), there are two main ways in assessing speaking skills. There are two main ways in assessing speaking skills. There are holistic and analytic scoring. Holistic scoring is scoring by giving a single score of an overall impression and it has the advantages of being quicker and probably adequate for informal testing progress. Analytical scoring is scoring in which the teacher gives a separated score for different aspects of the task. It takes a longer time to be scored. But the students take a lot of varieties of scores.

The analytical scoring is more fair and reliable. Using these ways, it makes the teacher easier to assess the students' speaking skills because there are some aspects of the task that can help the teacher to give a score of the students' performance.

The assessment has very important role to know whether the students can improve their speaking skill or not by using a particular teaching technique. According to Brown (2004:247), assessment takes on a crucial role in such an approach. The assessment activities are applied to achieve, analyze, and interpret data about the results of the students' progress in the teaching learning process systematically and continuously. Students are usually assessed by instruments that are given by the teacher. The instrument can be given in the form of a questionnaire and test. Thus, students can be assessed through that instrument. From this instrument, students can find out how far their knowledge and performance are in speaking skill.

According to Black et al. (2003:2), an assessment activity can help the students learn if it provides information to be used as feedback by teacher and their students and to modify the teaching and learning activities in which they are engaged in. It means that the teachers should give feedback to the students to know the level of their understanding of the materials. If there is no feedback from the teachers after doing the teaching and learning process, the teachers do not know the level of their students' understanding of the learning material. The assessment is also used to modify teaching and learning material because assessment can be used as guidance for the students to plan and manage the next steps to develop their understanding of learning material in their classroom

learning process

Luoma (2004) states that assessing speaking is a process with many stages. At each stage, people act and interact to produce something for the next stage. While assessment developers are the key players in the speaking assessment cycle, the examinees, interlocutors, raters and score users also have a role to play in the activities. Student's success in school subjects shows general achievements. If students have good achievements in school subjects, they can be considered to have achieved teaching objectives, but if they get very poor performance in school subjects, it means that they have failed to achieve them. Instructional objective tests are the most commonly used way to measure student's achievement levels. Test must be designed and prepared directly related to the teaching objectives to be measured or class test must be closely related to the land covered in class teaching.

The purpose of all assessments is to focus on the right thing. This provides as basis for construct validity. Thus, speaking assessment developers must have a clear understanding of what speech is like and then determine the type of speech they want to test in specific context, develop assignments and assessment criteria that the test informs the exam of what they are testing and ensure that the testing and ranking process is correct completely follow the stated plan. In assessing speaking teacher must know what components will assess. Brown (2004: 172-173) states that the component of oral proficiency scoring categories are grammar, vocabulary, comprehension, fluency, and pronunciation. To assess the students, the teacher must have a rubric.

From the statement above, in the present study, the researcher measures

the speaking ability of the tenth-grade students of SMK Pariwisata Kertayasa in the academic year 2022/2023 to know their level of speaking ability. The researcher assesses the student by assessing the form of descriptive text. The teacher has the student constructs and describes a short monologue about descriptive text and perform it in front of the class. The scoring rubric is used to assess their speaking performance which is adapted from Brown (2004:172) and its focus is on fluency, comprehension, and grammar. In addition, the performance can be recorded for the researcher to have wider time to assess their speaking ability.

2.2 Empirical Review

In conducting this study, the researcher provides the similar studies which has been carried out by other researchers in the past. The empirical review is the review for showing relevant researches that related to the present study. In addition, it can be used as references in conducting the present study which is in the same field. Empirical review can be used as a consideration whether or not the present study could be as successful as the relevant studies. The researcher found two studies that used classroom action research design. In this present study, the researcher wants to improve students' speaking skill through Talking Chips with picture. Some relevant studies are summarized as follows:

The first similar study was conducted by Purwasih (2016) entitled "Using Talking Chips technique to improve speaking achievement of 11th grades of one senior high school in Indralaya utara". This research used Talking Chips technique to improve speaking achievement at SMA in Indralaya Utara in Academic Year 2015/2016. The objective of this study was to find out whether Speaking skill of 11th student of SMA Indralaya Utara can be improved by

Talking Chips. The research showed that there were positive responses concerning the technique in improving the subjects' speaking skills. Thus, the improvement of the students' achievement also could be seen from the two cycles conducted. The results of the cycles showed that the subjects' scores increased. Moreover, the classroom action study proved that talking chips could improve students' students' speaking achievement.

The strength of this research was the students were successful to improve their speaking skills by using talking chips. Besides, the researcher also used a scoring rubric in assessing the students' ability. Moreover, it was taken in five score criteria, which were the scores of grammar, pronunciation, comprehension, and fluency. Each criterion had five criteria of scoring. However, the implementation of talking chips technique was not following the theory of talking chips itself, there were some steps eliminated. So, the learning activities were not clear about the implementation of talking chips. In this present study, the researcher was following the theory of talking chips based on Kagan and Kagan (2009), and the researcher used the picture as a media to support the technique.

The second similar study was conducted by Hendrawan (2017). The research was conducted as experimental research, entitled "The Effect of Talking Chips Strategy on students' Speaking Ability at grade X of SMAN 8 Kota Jambi in Academic Year 2016/2017. The objective of the study was intended to figure out whether or not the speaking skill of Tenth-grade Students of SMAN 8 Kota Jambi in Academic Year 2016/2017 could be improved through Talking Chips. The researcher found that teaching speaking through talking chips was effective in improving students' speaking skills. It can be seen from progressing

mean score of pre-test and post-test. In which, the mean score of the last post-test was higher than the pre-test and previous post test.

The strengths of this study were that the researcher gave a clear explanation of the material about descriptive text and example of descriptive itself. Besides, the researcher also used the procedures of talking chips adapted (Barkley, 2005:117). The researcher gave a clear explanation of all the steps of talking chips. However, in implementing the technique the researcher did not use any media to support the talking chips itself. The used of media aimed to enable the students to get lesson and gave enjoyable in the classroom to encourage the students' motivation. Besides, the picture was very helpful especially to avoid miss understanding the questions since the students can relate the question to the picture given. Pictures have an important role in the understanding of meaning. They gave illustration of something and make it clear. In this present study, the researcher implemented talking chips combined with a picture as media. There, the researcher has prepared a picture and then showed it to the students to make the students interested and focused on learning speaking skill.