

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the four skill areas in learning English is speaking. Speaking-capable individuals will perform better at conveying and picking up signals in information received or obtained from others. When it comes to effective communication, speaking is crucial for those who want to interact socially. Speaking is the capability that enable us to communicate successfully. They enable us to communicate verbally and in a way that the audience can understand. According to Pollard (2008: 33), speaking is also one of the most difficult skills for students to master.

Speaking is a productive skill that can be directly and empirically observed (Brown, 2004: 140). Speaking skills can be used to engage the speaker in using speech to reveal meaning from or to others. Speaking ability is the most important component in learning English because it is a source of communication to obtain information. It is critical for students to have good communication skills in the world of education. Speaking skills are very important for students to improve in order for them to succeed. Richard (2008: 19) argued that the mastery of speaking skill in English is a priority for many second language or foreign language learners it is because English is an international language that should be mastered by the students. The speaking ability of the students is important, by reasons of speaking it allows us to form connections, influence decisions, and motivate change. Speaking ability will help students in their daily English communication.

Syafrayadin (2021: 5) stated that most of Indonesian students could not speak English well due to several reasons. Meanwhile, students have difficulty in

speaking. They struggle with the significance because they are nervous, embarrassed, and terrified of making mistakes and do not know how to pronounce the word. Students must be able to communicate in English in order to participate in group activities. This is difficult for students to do when they are speaking: ideas, what to say, and language how to use grammar, vocabulary, and pronunciation. As an effect to build their ability to speak, teaching the speaking skill can be focused on making the students active to speak up when they are involving a speaking activity in the classroom. Therefore, speaking learning in the classroom should be dominated by students.

Based on the researcher's observation on the tenth grade students of SMAN 2 Mengwi, the researcher found that the students were not able to speak fluently and grammatically in delivering information. The students had a serious problem that made them oftentimes communicate incorrectly. The speaking domain is so hard for many students, students dislike hearing themselves talk out loud; often the speak to little; some they speak too softly and refuse to record again. Speaking was rather hard for the tenth grade students of SMAN 2 Mengwi because many components of speaking skills that were not mastered by the students yet such as, restricted vocabulary, grammar, and pronunciation knowledge that the students had and deficient practice in learning process. Therefore, teachers must have a good technique for teaching speaking skills.

One of the causes of the problem was the teaching strategies applied by the English teacher were not appropriate. The teacher only applied traditional teaching technique in which she only explained the learning material and invited question and answer. Teaching strategy that applied by the teacher did not effective. The

teaching strategies applied by teacher were not suitable with the context. The classroom atmospheres did not reflect the students' speaking activities. Strategy used in teaching-learning process could not make all students speak English actively. The teacher only focused on the text book and asked the students to memorize conversation provided by the teacher. This situation is considered as an old method and it is not suitable to teach speaking. This teaching learning process could not improve the students' speaking skill. As a result, the students at this school had low scores.

One method for students to understand English is through teaching technique. The teacher's technique was individual, so students who were not very good at speaking would struggle with pronunciation. Students must work in groups to share their ideas, knowledge, information, and abilities when using the talking chips technique. The technique must pique students' interest, be presented positively and factually, enthusiastically, and clearly, and students must understand the technique's purpose. Furthermore, they adds that teachers should consider whether this technique can encourage students to discover certain principles or rules on their own rather than simply 'told' and whether it also encourages students in some way to develop or use effective and efficient learning and communication strategies.

Talking Chips was developed by Kagan (1992). Talking is a word taken from English speak means speak, while Chips means card. So, the meaning of Talking Chips is cards to talk. The Talking Chips technique is a speaking teaching technique that makes students interested and help students to speak and in practice can improve speaking skills. During the chip talk, each group member gets the

opportunity to provide their construction and listen to the views and concerns of other members. Talking Chips learning model is a learning model that uses cooperative learning methods. In cooperative learning, students learn together in small groups and help each other. Class is arranged in groups of 4-5 students with heterogeneous abilities. Heterogeneous in this case previous class, gender, religion, race, and so on.

There are some advantages from applying talking chips technique during the learning process. Talking chips technique allows every student to hold accountable for participating. Talking chips regulates discussion where it ensures everyone in the group could participate and contribute during the discussion. Since everyone in the group should participate during the discussion, shy students, low achievers, and less-fluent students are encouraged by the social norms of structure to fully participate and develop their language skills too. The next advantage of applying talking chips is, it develops the students' speaking and listening skills. During the activity, the students need to discuss certain topics in a group. Each student should share their ideas when their turn comes. However, when they already use their opportunity to speak, they need to be patient and turn to listen the other members' ideas. This kind of turn-taking help the student to speak yet at the same time also help them to develop their listening skills.

According to the explanation above, the researcher is interested in implementing Talking Chips Strategy in teaching and learning process in order to improve the students' speaking skill through short descriptive monologue. It is state clearly that the strategy will help the students in facing their problem especially in speaking. In addition, it will be a good solution for them. This strategy also

appropriate to make the students be more active in teaching and learning process. The researcher believes through this strategy will improve their speaking ability and their scores as well. Therefore, the researcher conducted the present study entitled “The Use of Talking Chips to Improve Speaking Skill of the Tenth-Grade Students of SMAN 2 Mengwi in Academic year 2022/2023”.

1.2 Research Problem

Based on the background above, the researcher discovered that talking chips are a strategy that can be used to improve students' speaking skills. Speaking is a very important skill that students should master because it allows them to communicate with others. Students should improve their speaking skills in order to achieve complete comprehension of the content, either through stated information or through strategy. The teaching technique used by talking chips may give a positive effect to the students' learning achievement and keep their motivation in English learning especially in improving speaking skill. One of the techniques that can make students improving speaking ability is by using Talking Chips. The research problem can be formulated as follows: “Can speaking skill of the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023 be improved through talking chips?”.

1.3 Objective of the Study

Thus, the main objective of this study is intended to find out whether there are many strategies that can be used to improve students' speaking skills. Based on the formulation of the research problem above, each research has its own objectives. Research objectives describe briefly what the research is trying to achieve. Certain

investigations are expected to provide scientific solutions to research problems. In addition, the research objectives must be in line with the research problem that has been formulated for the research. By knowing the research objectives, it will help researchers to pay attention to the data collection process. The implementation of every scientific investigation is of course to answer research questions and find scientific solutions to research problems. Many students still have difficulty in speaking skills that are good, correct and polite. Many of them experience fear, nervousness and make mistakes in speaking. This present study is conducted to answer the research question. Based on the research problem on the background, the objective of the study is to figure out whether there is any use of talking chips to improve speaking skill of the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023.

1.4 Limitation of the Study

The limitation of the study is important to make discussion and to get information about research problem. Be aware of the fact that speaking skills need to be researched more specifically. Researchers need to narrow the research area. To avoid overlapping and confusion of readers, the researcher focused on finding the use of talking chips to improve speaking skill. This research was conducted for class X students of SMAN 2 Mengwi in academic year 2022/2023. The researcher limited this research only to the students' vocabulary, grammar and pronunciation mastery to improve the speaking skills of the tenth graders which they had learned from their English teacher. Limitation of student mastery only focuses on several aspects related to proper vocabulary, mastery of structured grammar and mastery

of good, correct and precise pronunciation. There are five indicators used to measure students' speaking skills, namely (1) fluency of speech, (2) accuracy of word choice (diction), (3) sentence structure, (4) logic (reasoning), and (5) communicative or eye contact. In this study, it was stated that the mastery of students' speaking skills was emphasized on the use of training methods, because with practice there would be a process of habituation of children to achieve the expected goals. The descriptive text that students have which is about famous tourist objects and historical buildings. It is these aspects that the researcher wants to identify in this study.

Due to the complexity and breadth of the speaking skill problem, this research is limited to the use of the speaking chip strategy to improve the speaking skills of tenth-grade at SMAN 2 Mengwi in the 2022/2023 academic year. The curriculum that will be used in this research is the Merdeka Mengajar Curriculum. Researchers need to know the syllabus used in schools to make lesson plans. This study will focus on the main competency and the fourth basic competency because the problem is productive skills. Basic competency and Indicator of Competency Achievements is 4.4 Constructing a simple oral descriptive text about person, thing, and place with pay attention to the social function, text structure, and language features correctly and contextually. 1) Performing a monologue descriptive about person, thing, and place correctly and contextually. Therefore, in this study focused on their speaking skill which is about describing people, things, and places and consisted of a generic structure: identification and description correctly and contextually. In addition, it will focus on the grammar, comprehension, and fluency.

1.5 Significance of the Study

This research is focused on the use of talking chips to improve speaking skill of the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023. One of the practical reflections taken into account in conducting this research is the importance of the expected research findings. Mainly because of the importance of research in conducting research. The main practical consideration raised in this study is the importance of the research findings. In addition, this study pays attention to and finds out the extent of the speaking skills of tenth-grade of SMAN 2 Mengwi in the 2022/2023 academic year. The results of this study are highly expected and recommended to provide meaningful and significant results from research findings related to improving good, correct and polite speaking skills. In addition, the researcher hopes that this research can bring more benefits in a theoretical and practical sense. In conclusion, the findings of this study are expected to provide theoretical and practical meaning to improve students' speaking skills properly, correctly and politely which will be carried out in the future. The results of this study are expected to be used theoretically and practically.

Theoretically, the finding will be beneficial as theoretical evidence about the implementation of theory based on the problem that was faced above. Theoretically, the findings of this study are expected to provide contributions, distribution, support and materials for further researchers to examine theories related to improving speaking skills. Furthermore, the results of this study are also intended to strengthen the existing theory. In addition, additional empirical evidence is expected to be used in future research or to provide more empirical evidence for existing findings related to improving speaking skills using talking chips techniques combined with

pictures. The results of this study are expected to expand students' skills in speak well, honestly and politely.

Practically, the results of this study are expected to be useful for English teachers, students and other researchers. English teachers are expected to be able to provide information that can be taken into consideration to get better results for tenth-grade students at SMAN 2 Mengwi in academic year 2022/2023 related to improving students' speaking skills. It also gives teacher results on how to teach reading especially in speaking skills. For students, it is hoped that it can help them overcome these problems by considering better learning strategies in the future so that they can improve their speaking skills and solve their problems in doubts, fears and mistakes in speaking especially when they are not familiar with it. atmosphere in the classroom. Finally, for other researchers, this research is expected to be a reference that can help further research, to improve and develop their research related to the theory taught in improving good and correct in speaking skills.

1.6 Definition of Key Term

It is important to define key terms to give a clear understanding of the topic. In this study, the researcher has several related key terms used in this study. The key terms are based on the research variables in this research process. In addition, the focus of this research is to the use of talking chips to improve speaking skill of the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023. Thus, the key term in this study is improving speaking skills. In order to avoid misunderstanding and confusion on the part of the reader regarding the key terms that are significantly used in the context of speaking skill and talking chips.

Moreover, the key term that were used by the researcher in the present study were operationally and clearly define as follows:

1. Speaking Skill

In this study, speaking skill refers to the ability of SMAN 2 Mengwi tenth-grade students in academic year 2022/2023 to deliver a short descriptive monologue orally and will be assessed based on fluency, comprehension, and grammar.

2. Talking Chips

Talking chips is operationally defined as a teaching technique which used by the researcher to improve speaking skill of the tenth-grade students of SMAN 2 Mengwi in which the students are divided into several groups that consist of 4-5 students and the students will place their chips when they want to speak. When student no longer has chips, he or she must wait to speak until all other students have used theirs, then chips can be refilled by the teacher or redistributed among group members.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a method used by the researchers to explain the research problems. This theoretical review is a look at several theories related to the research. This is used to back up and move this research to be more assertive and fact-based. To be more specific and factual, this research must be supported by theories provided by experts. Several sources support the facts from some related literature and help to build this research. Several important points are explained and discussed based on the relevant theoretical studies conducted by researchers. This study is based on the following theoretical framework discussion: (1) Speaking Skills, (2) Talking Chips and (3) Assessments of Speaking Skill. Several new theoretical points as well as empirical evidence are reviewed for the purposes of this study. The following are some of these points of view:

2.1.1 Speaking Skill

Richard (2008: 19) argued that many second language or foreign language learners prioritize mastery of English speaking skills because English is an international language that students should learn. The most important skill in learning English is the ability to communicate in a foreign or second language. Speaking is considered to be the most important component in improving speaking skills in learning a foreign language or a second language of the four components in learning the main language skills of English. Despite its importance, teaching speaking skills is undervalued, and most EFL/ESL teachers continue to teach them as memorization dialogue or repetition of exercises. However, in today's globalized

world, demanding communication skills for English learners are required, and teachers must teach ELLs as the skills they need to improve their speaking skills and perform well in real-life situations. Oral skills are completely neglected in today's teaching environment, despite the fact that employability relies more on communication than technology. Because it's so lacking priority has been given to important elements of language such as phonology, morphology, semantics and syntax, have become major barriers to ELLs to acquire speaking skills among English learners. So far, more concentration has been awarded for reading and writing skills. After realizing the significance of oral communication skills, more emphasis is now placed on developing speaking skills in students so that they can complete their education and excel in their field. Furthermore, English is the language for obtaining job opportunities and achieving success in life.

Burns (2003: 6) stated that speaking is an interactive process of containing meaning that involves producing and receiving and also processing information. The context in which it occurs, including the participant themselves, their collective experience, the physical environment, and the purpose for speaking, determines the form and meaning. It is frequently unplanned, open-ended, evolving, and unpredictable. Speaking is another useful language skill. It is a mental process and mental process is called as "a process of thinking" people use words, phrases, and sentences to convey a message to a listener. Speaking consist of producing systematic verbal utterance to give the meaning.

Thornbury (2005) stated that people take speaking for granted because it is such an integral part of their daily lives. When students communicate with one another, they each produce different words and sentences. Furthermore, the average

person produces tens of thousands of words per day, though some people, such as politicians' dictionaries, may produce even more. Speaking instruction is sometimes thought to be a simple process. However, when it comes to implementation, both teachers and students frequently encounter difficulties in the teaching and learning processes. The oral mode is represented by speaking abilities. It, like the other skills, is more difficult than it appears at first and involves more than just pronouncing words.

According to Brown (2004: 140) also stated that speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of the test takers 'speaking skills, which necessarily compromises the reliability and validity of an oral productions test. Moreover, Brown divided speaking skills into two which are micro and macro skills of speaking. The production of smaller chunks of language such as phonemes, morphemes, words, collections, and phrasal units is referred to as micro skills. The macro skills refer to the speakers' ability to focus on larger elements: Fluency, discourse, function, style, nonverbal communication, and strategic option are all important factors to consider.

In addition, according to Richard (2008: 21) stated that 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. This is hardly surprising when one considers everything that is involved when speaking; ideas, what to say, language, how to use grammar and vocabulary structures, pronunciation as well as listening to and reacting to the person is communicating with. Speaking skills are regarded as the most important

and difficult to improve of the four English skills. Even after years of practice, students find it difficult to speak in real-time situations when asked to. There are numerous reasons for addressing this. First and foremost, they must recognize the value of communication skills and strive to acquire them when they are required to compete in today's competitive world. Furthermore, good, correct, and polite communication can make it easier to find work.

Nunan (2003:54) said that speaking is very challenging for students in foreign language contexts because they have few opportunities to use the target language outside the classroom, sometimes foreign language learners traveling in countries where their target language are spoken find that they can neither understand native speakers nor be understood. It involves the production of verbal utterance to comprehend meaning. In this globalized world, it is necessary to share the development of our ideas and thoughts with people around and in this world to fulfill our desires and actions. This is a competition world and every English learner wants to improve his speaking skills to survive in this modern era. In addition, most of the choices in getting a job depend on individual communication skills, especially their speaking skills which must be improved to be better, correct and polite. Interviewer also recognize individual talents in the form of speaking skills in a short time. Job seekers who can prove their skills at any given moment will become occupies the best place in his career according to his desires and talents. Besides, this speaking skill is also useful for professionals to develop their careers. Besides, this speaking skill is more useful for their employees working in business organizations to promote business and goods.

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). It is very important, and people must master these skills in order to achieve success in their respective fields. So speaking skill is the most important of the four language skills for communicating well, correctly, and politely in today's globalized world. Furthermore, because communication is the primary goal of language learning, learning speaking skills should be prioritized over other skills. Any language in the world is considered extinct if it is not spoken orally by people. As a result, vocabulary learning must be aware that speaking skills are the most important language skills, so the portion of practicing and becoming acquainted with language must emphasize speaking skills.

Richards (2008:19) stated that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Speaking English well also allows students to gain access to up-to-date information in fields such as science, technology, and health. This skill is an important indicator of someone's ability to speak English correctly and fluently. Students who master good speaking skills can communicate their ideas both in class and with foreign speakers, as well as maintain positive relationships with others. Students must master all aspects of public speaking. There are three components of speaking skill in learning English that can be defined as follows:

1. Fluency

Fluency is defined as the ability to communicate in a communicative, fluent, and accurate manner. Fluency typically refers to the ability to express oral language freely and without interruption. If the teacher wants to assess

students' fluency during the teaching and learning process, the teacher allows students to express themselves freely and without interruption. The goal is to help students speak fluently and comfortably. The teacher does not correct right away because too much correction disrupts the flow of the conversation.

2. Comprehension

Comprehension is the ability to perceive and process stretches of discourse, as well as to formulate representations of sentence meaning. Second language comprehension is more difficult to study because it is not directly observable and must be inferred from verbal and nonverbal responses by artificial instruments or by the teacher's or researcher's intuition. In a nutshell, comprehension refers to the speakers' understanding of what they are saying to the listeners in order to avoid miscommunication.

3. Grammar

Grammar is required for students to arrange correct sentences in written and oral conversations. Grammar is defined as a systematic method of accounting for and forecasting an ideal speaker's or hearer's language knowledge. This is accomplished through the application of a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. Thus, it can be concluded from the preceding statement that grammar is a rule that is required for students to combine correct sentences in conversation, both written and oral.

Speaking is a productive skill. Speaking involves the speaker to use speech to express meanings to other people. Chastain in Castillo (2007: 78) declared that

speaking is a useful skill with numerous components. It's more than just making the right sound, selecting the right words, or having good, correct, and polite grammatical constructs. It can include the speaker's background knowledge in order to form an opinion or feeling that is communicated to the listeners. As a result, listeners frequently pass judgment on others by evaluating and analyzing their messages and the meaning of their conversations. Furthermore, speaking is a form of social communication that aims to share the values and traditions that unite society. To speak a language or convey a meaningful message, one must first understand how that language is used in a social context, as it can include a variety of verbal and nonverbal symbols, which can sometimes conflict with language.

Speaking is a two-way process between producing and receiving language. Speaking as a two-way process involving a true communication of ideas, information, or feelings (Dilnoza & Kizi, 2021). According to this definition, speaking and understanding receptive skills cannot be separated in this component and must be combined. Speaking is a two-way process that involves both the productive skills of language and the receptive skills of understanding. While saying refers to the productive aspect of speaking. Speaking has a very productive role when one of the participants in an interaction actively participates as a speaker. The product of speaking activity is verbal speech, which is usually produced with a communicative purpose in mind by fitting the facts.

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). Thus, in order to communicate effectively, one must consider the

relationship between the speaker and the listener. Because language is used to interact, foreign language learners must also understand the communication aspect of interactions. They are concerned with the proper use of sound and language structure, as well as management interaction skills and meaningful negotiations. Interaction management entails knowing when and how to take the floor, when and how to let a conversation flow, and when and how to end a conversation. Negotiations, on the other hand, refer to the ability to ensure that both the speaker and the listeners have correctly understood what they are discussing. Language learners may use conversational routines in speaking skill development to develop these aspects. However, the routine of conversation will cause both listeners and speakers to speak and listen more fluently. As is well known, having a good, correct, and polite conversation takes a lot of practice.

2.1.2 Talking Chips

There are many issues that are hard for them to talk about because they may be afraid of ridicule or dismissal. Students need to be given permission to play and explore. Talking chips can help them in self-confidence when speaking. It allows them to be spontaneous by releasing creative energy. Talking chips, on the other hand, can be a quite simple and brief technique to organize. It is also highly, flexible, leaving much more scope for exercise of individual variation, initiative and imagination. Talking chips is one of cooperative learning. Jolliffe (2007:3) describe cooperative learning as learning activities where cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.

Arends and Kilcher (2010: 306) stated that cooperative learning is a teaching model or strategy that is distinguished by cooperative tasks, goals, and reward structures and necessitates active participation of students in discussion, debate, tutoring, and teamwork. Students can learn social and teamwork skills while working in groups to acquire and master new information. Allow students to interact with their friends in one group while also making it easier for them to elaborate their ideas in classroom learning activities by grouping them into small groups. They also learn to be more aware of diversity and to be more accepting of each group member's differences.

However, it is not quite so simple, because there are variations on cooperative learning and some fierce arguments amongst academics as to the value of each. According to Arends (2012:361) stated that cooperative task, goal, and reward structures characterize the cooperative learning model. Students in cooperative learning situations are encouraged to collaborate on a common task, and their efforts must be coordinated to complete the task. In cooperative learning, two or more people are interdependent for a reward that they will share if the group succeeds.

According to Guilies (2007: 1) cooperative learning entails students working in small groups to achieve common goals. It means that cooperative learning can help to build the learning process because it encourages students to work together to solve a problem assigned by the teacher. In keeping with the cooperative learning concept, the study's team learning methods emphasize the use of team goals and team success, which can be attained if all members of the team learn the objectives

that are being taught. On the other hand, the student's task is to learn something as a team rather than to do something as a team.

According to Murdoch and Wilson (2004), the most obvious sign of cooperative learning in a classroom is that the students meet and work together in a variety of groupings. When cooperative learning is effective, the following characteristics emerge: 1. Students work in groups on a common project. 2. Everyone understands their roles and responsibilities. 3. Students use a variety of skills, including communication, thinking, and social skills. 4. Teachers and students evaluate strategies and skills. According to the researchers, cooperative learning is only one type of teaching approach used in the classroom, not a complete classroom program or strategy; cooperative learning works best when combined with other approaches in the classroom.

During the teaching process, the English teacher should basically start looking for strategies or techniques to learn a foreign language in a way that is more similar to learning the first language. However, given their efforts to encourage students to speak English, the reality appears to be very difficult to learn so far. Based on her observations in the classroom, the researcher discovered that (1) some students were afraid to speak up in class because they were afraid of making mistakes. (2) There is a dominance of members in group discussions, which prevents some students from expressing their ideas. (3) Lack of teamwork skills in discussion activities.

Based on the problems mentioned above, the author tries to apply a technique that can provide opportunities for every student in the class. Therefore, this study tries to apply the Talking Chips Technique in teaching speaking because this

technique provides an opportunity for all students to improve their speaking skills in the classroom. According to Gray (2010, as cited in Herianto, 2013) state that talking chips technique is a technique to make students have the opportunity to speak. By giving every student the opportunity to speak, the researcher believes that the students' speaking ability will increase because they have to practice speaking every meeting in class. And in this study, the research focused more on students' problems from several aspects, those aspects were pronunciation, structure, vocabulary, fluency and understanding in speaking.

Kagan and Kagan (2009:6.15) stated that talking chips giving every students chance to use and develop language skills. Talking chips here means a chips. The chips which are used in this technique can be any kind of game token, or a pen, pencil, eraser, slip of paper, or any other tangible item. Every student in the team can begin the discussion by placing his or her chip in the center of the team's desk and keeping his or her hand on the chips while speaking. In teaching speaking, the teacher encourages reticent students to participate and have communication or process problems such as dominating or clashing group members.

According to Tohilson (2010: 164) talking chips is the strategy that makes equal participation in discussions groups. Talking Chips Technique is a technique in teaching speaking which makes the students interested in speaking skill for English. Because this technique stimulates students to be active in the classroom and can learn through collaborative learning activities to improve students' speaking skills. In addition, this technique provides opportunities for students to speak English because in the Talking Chip Technique, students are divided into several

teams and each group member will have a role to speak English in discussing something and solving problems.

According to Stanley (2010: 208) state there are some purposes of 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 students to practice in speaking. In talking chips, the students sit in a team and each students is given a certain number of chips and they use their chips to speak. Each member of the should use all of their chips. If all of their chips are over they cannot give their arguments again until the others of the member groups chips are also over. The procedure of talking chips proposes by Kagan and Kagan (2009: 6.36) are as in the following.

1. The teacher provides the topic discussion. The teacher could provide certain topics for the groups to be discussed.
2. Begins the discussion. Anyone in the group could start the discussion related to the topic by placing his or her chip in the center of the team table.
3. The student could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.
4. When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.
5. During the students' discussion about the topic, accuracy and fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency or accuracy.

The goal of this strategy is to promote equal participation and develop discourse abilities. Each member of a group gets different chips that they must use whenever they want to speak. These chips include different strategies to use in conversation and could include: (a) Express a doubt; (b) Answer a question; (c) Ask a question; (d) Give an idea; (e) Ask for clarification/ clarify an idea; (f) Respond to an idea; (g) Summarize; (h) Encourage participation; (i) Say something positive about someone's idea. From this explanation, the researcher concludes that activating the state, identifying the state of assumptions, encouraging critical thinking, encouraging critical speaking, and giving students the opportunity to test new abilities and perspectives are the steps to making appropriate speaking teaching techniques.

In this study, the researcher is the research teacher who will teach students about describing through the Talking Chips Technique to improve students' speaking skills. This study uses describing in teaching speaking through the Talking Chips technique because it can attract students' interest in speaking in class to describe given by the teacher they will choose. In this study, researchers focused more on speaking skills in describing by using an appropriate and correct description structure using their own sentences, students will better understand what is being discussed, because it is more familiar. to them. The criteria the evaluating students' speaking used five aspects of speaking, namely: pronunciation, vocabulary, grammar, fluency and understanding based on a rating scale.

2.1.3 Assessments of Speaking Skill

Assessing speaking ability is a difficult task because many factors influence our perception of how well someone can speak a language and because we expect

test scores to be accurate. Most language courses include testing at the beginning and end of the course, as well as throughout the course. Setting and marking a written grammar test is simple and quick, but a speaking test is not (Thornbury, 2005). Thornbury (2005) also stated some types of spoken tests are frequently used. Interviews, live monologues, recorder monologues, role plays, collaborative tasks, and discussions are among them.

There are two main methods for assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objectives of the final product into criteria parts, and each part is scored independently by the teacher (Tuan, 2012: 1). It is specifying at least two characteristics. The procedure of this method involves the separation of the various features of a discourse (Park, 2004, in Tuan, 2012: 1). It is used to see strengths or weaknesses and detailed feedback about students' performance. In addition, the researcher makes it easier to know the strengths and weaknesses of the students.

McCulloch (2007: 4) stated that assessment can be used to provide feedback, promote learning, diagnose, motivate, and create a profile of what was learned. The existence of assessment to inform the teacher of the progress of the learners as well as the learners of their own progress. Assessing speaking is difficult because there are so many factors that influence the teacher's perception of how well a student can master the language. When a teacher evaluates speaking, it means that the teacher's listening abilities determine the reliability and validity of the oral production test. Setting a score from one to five, for example, is difficult. The line of difference between the levels is extremely difficult to determine. Teachers can spend a significant amount of time reviewing the record of students' speaking

performance in order to make an accurate assessment. Furthermore, speaking is the most difficult language skill to assess during the learning process. A person's ability to communicate is usually assessed during a face-to-face interaction.

Thornburry (2005: 127) clarified that speaking can be evaluated in two ways. They are a holistic evaluation and an analytical evaluation. The holistic score bases the overall impression of the existing scores on a single score, whereas the analytical score uses separate scores for different aspects of the task. This holistic approach has the advantages of being quick and precise, and it may be appropriate for informal progress evaluation. Analytical assessment, on the other hand, takes longer because it requires the teacher to consider a variety of factors, but it may be more fair and reliable. It also includes information about each student's unique strengths and weaknesses. A person's ability to communicate is usually assessed during a face-to-face interaction. Besides that, the disadvantage of analytical scoring is that the score can be distorted by everyone categories and forgetting the overall situation created by students. Therefore, four or five categories of students seem to be the maximum that can be achieved handled at one time.

Thus, Thornburry (2005: 128) asserted that based on Cambridge Certificate in English Language Speaking Skills (CELS), five categories must be taken into account: grammar, vocabulary, discourse management, pronunciation, and interactive communication. When dealing with language structure and vocabulary, students need to use appropriate syntactical forms and vocabulary to meet the task requirements at each level. Discourse management refers to the ability students to express ideas and meanings of opinions coherently and clearly conveyed information. Pronunciation refers to the ability to use proper stress and intonation

to convey the intended meaning. Finally, interactive communication describes the test taker's ability to respond appropriately to the interlocutor with the speed and rhythm necessary to meet the requirements of the task and know its intended meaning. Those four elements are similar with aspect of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

Moreover, Richards (2008: 39) state that the issue involved planning speaking activities were determining the expected level of performance on an assignment task and the criteria that will be used to assess students 'performance. For any activity which is used in class, whether it is the one that is selected to develop proficiency in using talk as interaction, transaction, or performance of the students. In addition, the teacher need to consider what successful completion of the activity involves in the teaching and learning process that could help the students in the learning process especially in speaking activities.

Luoma (2004: 5) states two interactive processes that are needed for doing speaking assessment. The first is the test administration / test performance process, where the participant interacts with each other and/or with examiners to show a sample of their speaking abilities. This is often recorded on audio or videotape, because it is quite difficult to assess students speaking abilities directly. If the number is quite big is may decrease the objectivity of the assessment. The second process is scoring or evaluation, where scorers apply the scoring criteria to the test performance. The scoring criteria that use to evaluate the student 'performance is adapt from the expert to make an appropriate scoring criteria. This produces the scores which should satisfy the needs that were identified when the test development first started.

In addition, there are four categories need to be considered as stated on Cambridge Certificate in English Language Speaking Skills (CELS), they are vocabulary, discourse management, pronunciation, and interactive communication. Dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The most important aspect of teaching speaking is the student's comprehension. According to Harmer (2001: 100), the teacher gives the students the assessment of how well they have done, whether during a drill or often a longer language production exercise. The teacher will give the assessment based on the activity which they have to learn.

In this study, the researcher focuses on three criteria. There are comprehension, fluency, and grammar. Furthermore, the researcher test students speaking skill related to the topic directly. The researcher expects that the students' speaking skill increase significantly after session are conducted and the test gives the objective feedback or both students and also the researcher. Offering feedback is an integral part of assessment process and should follow as soon as possible after the assessment carried out. Speaking skills achievement of the students scored by using scoring rubric that adapted from Brown (2004: 172).

2.2 Empirical Review

The empirical review is the relevant research that has been conducted; in which it reviews the previous research that relevant with the present research. The investigation of relevant research result is an investigation of the very latest research which is relevant with the present research. In conducting this research, the

researcher wanted to know about an effective way of speaking component, use the talking chips to improve speaking skills. Several researchers have been carried out related to this study which discusses improving speaking skills through the talking chips. Researchers used the research as a basis for consideration for conducting this research. Related studies that are used as references are described in chronological order below:

The first research was conducted by (Mangkar, 2021) entitled “Improving Speaking Skill of the Tenth Grade Students of SMAN 1 Gianyar in Academic Year 2020/2021 Through Talking Chips Combined with Picture”, clearly found out that the use of the Talking chips strategy could improve the speaking skill of the Tenth-grade of Senior High School 1 Gianyar. However, the teaching technique which was implemented was combined with a picture so that it was really interesting for the subjects. The result of the study could be seen from the progressing mean score of the pre-test and post-test. After conducting two cycle of teaching, it was found that there is a significant difference of students’ speaking ability taught by using talking chips technique and taught without using talking chips technique of the tenth grade at Senior High School 1 Gianyar.

The second study was conducted by (Dewi, 2021) in this research entitled “Improving Speaking Skills of the Tenth Grade Students of SMAN 2 Tabanan in Academic Year 2020/2021 Through Talking Chips Strategy with Picture”. The objective of the study was intended to figure out whether or not speaking skill of tenth grade students of SMAN 2 Tabanan in academic year 2020/2021. The result showed that there was an increase in their speaking skill. First, the implementation of talking chips strategy with picture created a pleasant learning atmosphere,

thereby increasing students' motivation to build self-confidence in practicing speaking. At the end of all processes of final project of this study were stated based on the result analysis Talking chips strategy could be used to improved speaking skill of the tenth- grade students of SMAN 2 Tabanan in the academic year 2020/2021 this could be seen in the increased of mean score from cycle to cycle.

Both of the research showed that there were responses concerning the technique applied in improving the subjects' speaking skill. The classroom action research proved that talking chips could improve the speaking skills of the subjects. Besides, their speaking performances were scored by using a scoring rubric which made the scoring process become objective. However, there was unclear theory on the implementation talking chips in teaching speaking skills. This might create confusion on both teacher and students during the teaching and learning process. In the present study, the researcher adopted theory of talking chips from Kagan and Kagan (2009). A method is theoretically related to an approach, organized by the design, and practically realized in procedure. Method is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom.

In this study the researcher uses scoring rubric from Brown (2007) to assess the students speaking skills performance in giving their arguments and it focuses on three aspects, there are: grammar, comprehension, and fluency. In addition, by using an accurate scoring rubric to assess the students speaking skills performance it would help the teacher give feedback to the students, the assessment also becomes objective and consistent.