CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Research

There are some relevant studies related to the use of Talking Chips in teaching speaking skill. The studies conducted in different settings in which English is regarded as a foreign language. The studies are described as follows.

The first study conducted by Richa Rubiati from Tarbiyah Faculty of IAIN Walisongo entitled "Improving Students" Speaking Skill through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)".[1] This study was classroom action research that was done in two cycles. The data collection was done using observation and test. The data from the observation that had been taken from every cycle analyzed descriptively while the data from test were analyzed quantitatively. The participant of this study was 31 students in class TBI 1B. The students got a better score after being taught by debate. The average of class increased in every cycle. It showed

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[1] Richa Rubiati (063411083), "Improving Students' Speaking Skill through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011, (Semarang: English Language Teaching Department IAIN Walisongo,2011)

that debate could improve students speaking skill. This was proved by students' test score that improved in every cycle. In the first cycle, the students" average score was 65.3 and in the second cycle students got 76. The similarity of her research and writer research were both of research used a classroom action research in research design, improving speaking skill, and in examining speaking. And the difference of both researches was in using the technique, her research used Debat Technique and this research used Talking Chip Technique.

The second study had been conducted by Syafryadin with his dissertation "The Use of Talking Chips Technique in Teaching Speaking"[2]. This study used a quasi experimental design. He implemented talking chips technique to the grade X in one of senior high schools in Bandung in year 2013. The result of the study showed that there was improvement of the students' speaking ability at grade X of Senior high schools in Bandung after being taught by using talking chips. It indicated that there was significance improvement of students' speaking in terms of fluency and accuracy. It was proved by the mean score pre-test and post-test. In pre-test, the mean score of fluency was 61.1 and 62.81 foe accuracy. In post-test, the mean score of fluency was 71.451 and accuracy was 74.69. Then t-test for fluency was 7.05

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[2] Syafryadin (1101138), The Use of Talking Chip Technique In Teaching Speaking, (Bandung: English Educational Program School of Postgraduate Studies UPI, 2013)

and t-test for accuracy was 8.31 with t critical or table was 2.031. It meant H1 was accepted. The similarity of both researches was in using Talking Chip technique. The difference of both research wass the writer using classroom action research and this research used quasi experimental.

Third previous study conducted by Dian Estiningrum under the title "Using Talking Chips To Improve VIIA Students' Speaking Skill At SMPN 1 Trucuk in The Academic Year Of 2013/2014". [3]This research was categorized as action research. The research was conducted in two cycles. The data of the research were qualitative and quantitative. The qualitative data were collected through observations and interviews. The data were presented in the form of field notes and interview transcripts. Then, the quantitative data were collected through the pre-test and the post-test. The result of the study showed that Talking Chips improved the teaching of speaking and the students' speaking ability. Talking Chips activities encouraged students to participate and overcome communication or problems. It created enjoyable learning climate that motivated them to get involved in the teaching learning process. Furthermore, the students could build their self-confidence to speak in front of the class. Moreover, the findings were also strengthened by the quantitative data. The

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[3] Dian Estiningrum (08202244022), Using Talking Chips To Improve VII A Students' Speaking Skill at SMPN 1 Trucuk in The Academic Year Of 2013/2014, (Yogyakarta: English Language Education Department and Faculty of Languages and Arts UNY, 2015)

mean scores of pretest was 2.0428571 while the mean scores of post-test was 3.53571. It indicates that there was a statistical difference between the mean scores of the pre-test and the post-test. This implied that the implementation of Talking Chips could give positive effects on improving VIIA students' speaking skill of SMPN 1 Trucuk in the academic year of 2013/2014. Both her research and this research were using classroom action research and Talking Chip Technique. The difference was this research was implemented in Junior high school students and the participants of writer research was Senior high school students.

The studies above prove the effectiveness of talking chips activities to improve students' speaking ability in educational settings and professional areas. Talking chips encourages the students to be more confident to speak with others, and make the students tend to interact and communicate to other students.

B. Theoretical Review
1. The Concept of Speaking
a. The Definitions of Speaking

Speaking is a communicative event which includes the use of verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people. Speaking is one of skill that students should study in the classroom because speaking is not a

simple skill in learning English. There are some definitions of speaking according to experts.

Nunan defines that speaking is the productive aural or oral skill.[4] It can be said that oral is the process of listening about someone talking and oral is the process of giving respond to what is someone talking. By speaking, the speaker can deliver the message about a topic to the listener orally and listener gives feedback. In addition, Thornbury states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners.[5]

Furthermore, Louma claims speaking as interaction and as a social and situations based activity. It means that, all these prespectives sees speaking as an integral part of peoples in daily lives.[6] In other word, speaking as social interaction which happens in ours believes. She also said that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured

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[4] David Nunan, *Practical English Language Teahing*, (Singapore: Mc Graw Hill,2003), p.48

[5] S. Thornbury, *How to Teach Speaking*, (London: Longman,2005), p.20

[6] Luoma Sari, *Assessing Speaking*, (Trumpington Street: Cambridge University Press, 2004), p.9

from four language skill however now days people usually judge the language skill from how well someone is able to speak in language itself. The professionals are expected to have good speaking skill; in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Moreover, Harmer defines 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". [7]

From all statements above it can be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers ideas to the listeners. Speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech.

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[7] J. Harmer, *The Practice of English Language Teaching (Third Edition)*, (London and New York: Longman Group, 2001), p. 269.

Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, vocabulary, pronunciation and all of these should be used appropriately in a social interaction. Therefore the appropriate method and technique are needed to improve speaking skill.

b. **The Components of Speaking**

As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here are the components of speaking skill according to Syakur :[8]

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not

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[8] Syakur, *Language Testing and Evaluation*, (Surakarta: Sebelas Maret University Press,1987), p. 3

pronounce a word correctly, it can be very difficult to understand him/her.[9]

From the statement above, it can be concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to be understood.

2) Grammar

Mastering grammar will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a

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[9] Lucy Pollard, *Teaching English*, (London: Lucy Pollard Copyright, 2008), p. 65

language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

From the ideas above, it can be concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little pauses like ,,ums" and ,,ers".

5) Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

All of those components will produce speech that can be understood in communication. However it must

be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing more practice in speaking.

Thus, it can be concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

c. **The Importance of Speaking Skill**

Speaking skill is the productive skill in the oral mode. Like the other skill, speaking is more complicated that seems at first and involves more than just pronouncing words. There are five components of speaking skill that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components.

However, besides those linguistic components above there are many factors that influence speaking ability. Turk, C states that if we want to improve speaking skills first we must be aware of ourselves, our motivations, behavior patterns, and likely mistakes.[10]From that statement it can be concluded that our own motivation and also our environment are the emphasis factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and model about speaking skill. The environment is the next important factor that influences learners speaking skill, because if people around the learners are able to speak well it will be easily for the learners to copy their way to speak.

Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain in Gruyter state that speaking in a second language has been considered the most challenging of four skills are given the fact that it

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[10] C. Turk, *Effective Speaking: Communicating in Speech*. (London: Spon Press, 2003), p. 5

involves a complex process of constructing meaning.[11] That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life.

In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world.

d. **The Basic Types of speaking**

Speaking performances have different function in daily communication, as Brown states that there are five categories are applied to the oral production that

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[11] M. D. Gruyter, *Current Trends in the Development and Teaching of the Four Language Skills: Studies on Language Acquisition*, (New York: Die Deutsche Bibliothek. 2006), p.139

students are expected to carry out in the classroom. They are:[12]

1) Imitative

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

2) Intensive

It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or

[12] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices,* (U.S.A : Pearson Education, 2004), p. 141-142.

phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker must have been aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3) Responsive

It include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex

with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

5) Extensive (monologue)

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

2. Students' Reticence in Speaking Activity

a. Definition

The first concept of reticence is defined by Gerald M. Phillips in 1965. He introduced the reticent construct of the field of speech communication. Phillips in Keaten and Kelly state "when people avoid communication because they believe they will lose more by talking than by remaining silent, we refer to it as reticence". While, Keaten and Kelly define that Reticence is a communication problem with cognitive, affective, and behavioral dimensions and is due to the

belief that one is better off remaining silent than risking appearing foolish.[13]

It is common problem that faced by teacher in their classroom, some of their students are inactive. According to Ng and Lee reticence is a common problem faced by ESL/EFL teachers in classrooms, especially in those with mainly Asian students.[14] Li and Liu also state that it is common phenomenon that students in china, either English or Non-English majors, are resistant to participating in individual or group-based speaking activities.[15] They claim that students who refuse to actively participate in their own learning are reticent.

This kind of students' behavior is called reticence; a shy, anxiety and apprehensive to communicate. This problem can impede their purpose and the effectiveness of teaching learning process.

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[13] James A. Keaten and Lynne Kelly, "*Reticence: an affirmation and revision",* Communication Education*,* (Vol. 49 No. 2, April/2000), p. 168

[14] Winnie Lee and Sarah Ng, "*Reducing Student Reticence Through Teacher Interaction Strateg",* ELT Journal Volume (Vol. 63, No.3, July/2010), p. 302

[15] Hui Li and Yuhui Liu, "A Brief Study of Reticence in ESL Class", Theory and Practice in Language Studies, (Vol. 1, No. 8, August, 2011), p. 961

b. Some Traits of Reticence Students in Speaking Activity

According to Li and Liu student's reticence in class does not only reveal that he/she is unwilling to talk in certain circumstances; it could also indicate any of the following symptoms:[16]

1. The student's apathy toward the topic at hand or the learning process itself

2. The student who is not comprehending is overwhelmed, or is bored

3. The student is isolated from the learning community.

4. The student has not learned the value or strategies of engagement or he/she does not appreciate or believe in that value.

In writer opinion, among all sorts of classroom phenomena, when students will not or cannot actively participate in group discussions, it tends to be frustrating one. Students' reticence, withdrawal, or fear of interacting not only deprives of them sharing what they know, but also deprives the teacher and classmates of opportunities to benefit from their knowledge, insights, and thinking.

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[16] Hui Li and Yuhui Liu, "A Brief Study of Reticence in ESL Class" . . . p. 961-962

c. The Model of Reticence in Speaking Activity

Keaten and Kelly mentioned six components of reticent that are: need, perceive incompetent, helplessness, anxiety, devaluation, and withdrawal.[17]

1) Need

The reticence individuals understand the need of communication. The problem is that they perceived inability to satisfy personal and professional needs.

2) Perceive incompetent

They tend to view themselves as incompetent or lack in key communication skills.

3) Helplessness

It refers to the lack of control over communication outcomes. Reticence individuals view their attempt to communicate as futile because they view failure as the inevitable consequence of talking. Communication is unable to bring them what they want to, so they give up trying and avoid talking.

4) Anxiety

Their expectation of failure leads to feeling of anxiety

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[17] James A. Keaten and Lynne Kelly, "*Reticence: an affirmation and revision",* Communication Education, (Vol. 49 No. 2, April/2000), p. 170-173

5) Devaluation

People believe the important of communication but in term of personal they think that speaking is not important to them.

6) Withdrawal

Not speaking during a class discussion, standing alone, and not interacting in social setting

In sum, reticence as behavior exists when people avoid communication because they believe it is better to remain silent than to risk appearing foolish. Individuals who are referred to as reticent have a tendency to avoid communication. Reticent people perceive themselves as incompetent communicators, they believe that good communicators speak spontaneously, they must not make any mistakes, and tend to believe that one must be born with good communication skill, they helpless about becoming a good speaker.

d. **Cause of Reticence in Speaking Activity**

A range of studies have been carried out on students' reticence and on the factors that cause reticence in language classrooms. The findings reveal that there are various reasons for the reluctance to speak in SL/FL classroom situations, such as:

1) The role of dominating peer / personalities

Meihua Liu claims that differentiation in opinions or concepts from their peers made students usually keep quiet to avoid direct confrontation.[18] In other words, students' reticent in the classroom is highly influenced by their personalities. Those who are brave enough to face challenges and direct confrontation during the teaching and learning process will have no hesitancy to state or even justify their opinion. However, those who do not have enough courage to take risk will maintain their silence as a saving strategy to learn. When it comes to English proficiency, students at a higher level behave more actively than those at a lower level, in various classroom activities and tasks.

The experts' views above are also illustrated in Tatar who finds that the existence of active students in the classroom, who usually are less in numbers, will make their majority peers become silent since they are afraid of being attacked by the active students. Furthermore, silent students feel

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[18] Meihua Liu, "*Causes of Reticence in EFL Classroom: A Study Of Chinese University Students*", Indonesian Journal of English Language Teaching, (Vol. 1, No. 2, October/2005), p. 230

inferior to the active students since they are afraid if the response that they provide may be less qualified or even incorrect. Tatar also mentions that students' silence is also triggered by the lateness of asking and answering the questions since the active students seems to be quicker in responding to the teacher. [19] Therefore, the existence of dominating peers plays a very big role in contributing to students' silence.

2) Low English proficiency

English proficiency could be the significant factors regarding of what makes student becoming reticent. Liu cited in Priscilla states that the major cause of students' reticence is due to their inability to speak up in class.[20] Speaking inability is closely related to linguistic factors. When students do not have the linguistic factors that are sufficient enough to make them confident to perform in the classroom, they may feel reluctant to speak up.

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[19] S. Tatar, "*Classroom Participation by International Students: The Case of Turkish Graduate Students",* Journal of Studies in International Education*, (Vol. 9, No. 4, April/2005), p. 339.*

[20] Priscilla Renata C. D., Factors Contributing To Students' Silence In Integrated Course Classes, (Salatiga: English Department UKSW, 2013), p.6

3) Anxiety

Horwitz et all states that anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration. The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz. He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. [21] This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

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[21] Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *"Foreign Language Classroom Anxiety",* The Modern Language Journal, (Vol. 70, No. 2, Summer/1986), p. 125

4) Shyness

Shyness is an emotional thing that many students suffer when they are required to speak up. This indicates that shyness can be a source of problem in students' learning activities in the classroom especially in the class of speaking. Baldwin as cited in Juhana explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.[22] According to McCroskey as cited in Dawit and Demis, shyness is a behavior that can be the result of anyone or a combination of the following factors: social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter, and/or communication apprehension.[23]

5) Fear of making mistake

Fear of making errors is often cited as another cause of the perceived reticence and

[22] Juhana, *"Psychological Factors That Hinder Students from Speaking in English Class"*, Journal of Education and Practice, (Vol 3, No 12, 2012), p.101

[23] Dawit T. A. and Demis G., " Causes of Students' Limited Participation in EFL Classroom: Ethiopian Public Universities in Focus", International Journal of Educational Research and Technology, (Vol. 6, No. 1, March/2015), p.80

passivity. Cheng cited in Dawit and Demis argues that this factor is also apparently related to certain aspects of learners' culture, such as the desire to be right, perfect and fear of losing face.[24]

6) Fear of negative evaluation

Riasati argues that fear of negative evaluation is a factor that causes anxiety while speaking, which will, in turn, discourage students from speaking.[25]

7) Self-esteem

Morrison and Thomas define self-esteem as 'the set of evaluative attitudes that a person has about him/herself or his/her accomplishments'.[26] Studies have found that learners' self-esteem has some effects on the students' behaviour in the classroom. For example, Morrison and Thomas point out those students with low self-esteem say

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[24] Dawit T. A. and Demis G., "Causes of Students' Limited Participation in EFL Classroom . . ." p. 80

[25] Mohammad Javad Riasati, "*Cause of Reticence: Engendering willingness to speak in language classroom* ", International Journal of Research Studies in Language Learning, (Vol. 3, No. 1, January/2014), p. 120

[26] Thomas L. Morrison and M. Duane Thomas, "Self-Esteem and Classroom Participation", T*he Journal of Educational Research, (Vol. 68, No. 10, July-August/1975), p.374*

less in class and sit further back in the classroom compared to students with high self-esteem.

8) Lack of motivation

Motivation is a key to students' learning success. With regard to the issue of motivation in learning, Nunan cited in Asfha stresses that motivation is important to notice in that it can affect students' reluctance to speak in English.[27] In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua cited in Mohamed further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.[28] It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

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[27] Asfha Gebre-eyesus, *Exploring The Causes Of Students' Reluctance In English Speaking Classroom: The Case Of Gode Secondary And Preparatory School*, (Haramaya: TEFL Haramaya University, 2014), Thesis p.14.

[28] Mohamed Kheider, Investigating The Teachers' Motivational Strategies to Enhance Students' Oral Fluency, (Algeria: Department of Foreign Language University of Biskra, 2012), p. 18

9) Lack of vocabulary

The important role of vocabulary knowledge in speaking and communicating in oral English classroom is not deniable .Oya et al state that many students tend to "view language learning as essentially a matter of learning words so they spend a great deal of time on vocabulary acquisition in situations where they are required to communicate in the target language".[29] Vocabulary knowledge, according to Levelt cited in Oya.et al, is considered as "the mechanism that drives speech production".[30]

Vocabulary knowledge is one of the language crucial components for fluent language use. Therefore, it sounds reasonable to assume that the amount of a learner's vocabulary knowledge may foster or hinder his classroom participation.

10) Students Preparedness

Preparedness before the class also played an important role when the students wanted to

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[29] Taeko Oya, Emmanuel Manalo, and Jackie Greenwood, "*The Influence of Language Contact and Vocabulary Knowledge on the Speaking Performance of Japanese Students of English", The Open Applied Linguistics Journal (Vol.2, 2009), p. 11*

[30] Taeko Oya, Emmanuel Manalo, and Jackie Greenwood, "*The Influence of Language Contact and Vocabulary Knowledge on the Speaking Performance of Japanese Students of English,. . . p. 11*

participate in oral English classroom. Tatar cited in explained that reading the assigned materials, preparing notes and questions relevant to the next day's material were included in preparation [31]. Preparation before the class made the students felt confidence when they wanted to ask questions and answer teacher's questions. She also wrote that preparation helped student to reduce anxiety. The same as Tatar, Liu cited in Priscilla also states that, "It was also found that incomprehensible input and lack of preparation before coming to the class contributed to the students' reticence in the classroom."[32]

The reasons of reticence are various and may vary regardless the setting. It is crucial to discover and understand the reason of students' reticence in speaking activity. Their reasons are a good finding to make teaching learning process run smoothly. By that finding, teacher can vary classroom practice to help reticent students participate more in speaking activity.

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[31] Priscilla Renata C. D., Factors Contributing To Students' Silence In Integrated Course Classes, (Salatiga: English Department UKSW, 2013), p.17

[32] Priscilla Renata C. D., Factors Contributing To Students' Silence In Integrated Course Classes, . . ., p.17

e. The Effect of Reticence in Speaking Activity

Li and Liu state that "the effects of reticence in class are found to have detrimental effect on students' confidence, self-esteem and level of participation".[33]

They also add that reticence learners suffer from mental block during spontaneous speaking activities, lack confidence are less able to self-edit and identify language errors and are tend to skip class. Anxious students also forget previously learned material, volunteer answer less frequently and have a greater tendency to remain passive in classroom activities than their less reticence counterparts.

The other effects of reticence mentioned by Liu and Li also dealing with outside the second language classroom. A high level of reticence might also correspond with communication apprehension, causing individuals to be quieter and less willing to communicate in other public occasions. As a result, people who exhibit this kind of communication reticence are more likely to be perceived as less trustworthy, less competent, less socially and physically

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[33]Hui li and Yuhui Liu, "*A Brief Study of Reticence in ESL Class*", Theories and Practice in Language Studies, (Vol. I, No. 8, August/2011), p. 963

attractive, tenser, less composed and less dominant than their less reticent counterparts.

3. Talking Chip Technique

a. Definition

Talking chips is one of the teaching strategies of cooperative learning which is developed by Kagan in 1992 for the first time. In talking chips students participate in a group discussion, giving a token where they speak. The aim of this strategy is ensuring equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all the members, this technique encourages reticence students be able to speak out confidently. Talking chips is useful for helping students discuss issues, and it is useful to solve communication problem such as dominating or clashing group members.

Talking chips is based on the idea of currency and was developed according to Dave Gray, inspired by Byron Reeves's talking chips is the strategy that make the value of everyone's contributions tangible and give everyone chance to speak.[34] Its mean all students have the same opportunity in the classroom if one students

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[34] Dave Gray, *Game Storming*, (Sebastopol: O'reilley Media, Inc, 2010), p. 217

has two times for speaking. The other students also have two times for speaking in the classroom.

Furthermore, Bowers and Keisler share that Talking Chip is this strategy ensures that everyone has an opportunity to share in a discussion[35]. So, there is no gap between students who active to speak and those who are not. Furthermore, it extends students speaking practice and students would have an equal opportunity to speak in the classroom.

According to Hilson, Talking chips is the strategies guarantees equal participation in discussion groups. Each group member receives the same member of poker chips (or any other markers, such as index cards.[36]

According to Turville talking chips strategy is the strategy for speaking skill. Talking chips is a group participation that use of several chips in their procedure.[37]

Based on the explanation above, it can be concluded that talking chip is a technique that gives

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[35] Bowers and Laura Keisler, *Building Academic Language : through content- area text, (*Huntington Beach : Shell Education, 2011), p. 138

[36] Linda B. Hilson, *Teaching at Its Best,* (Sanfrancisco: John Wiley and Sons, Inc, 2010), p. 164

[37] Joni Turville, *Differentiating by Student Learning Preferences*, (New York: Eye On Education 2008), p. 91

equal chance to students in the learning process and creates active condition in class.

b. The Implementation of Talking Chip Technique

There are some procedures of talking chips technique, the procedure of Talking Chips based on Bowers and Keisler are as follows:[38]

1) Teacher assigns students to discuss in a group and gives each student a designated number of chips to use during the discussion.

2) Teacher asks a question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas.

3) Teacher tells students that this is a minimum number of chips they must use during the discussion.

4) Teacher ask students discuss, they place a chip in the center of the table when it is their turn to speak.

Talking chip technique as identified by Barkley, Cross and Major are as follow:[39]

1) Form students group

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[38] Bowers and Laura Keisler, *Building Academic Language : through content- area text, (*Huntington Beach : Shell Education, 2011), p. 138

[39] Barkley, et al., *Collaborative Learning Techniques: A Handbook for College Faculty*, (San Francisco: Jossey-Bass, 2005), p. 241

2) Give each student three to five tokens that will serve as permission to share, contribute, or debate in the conversation.

3) Ask students to participate equally in the group discussion, specifying that as they contribute comments, they should surrender a token and place it in view of the other group member.

4) When all students have contributed to the discussion and all tokens are down, ask students to retrieve and redistribute the chips, so that the procedure repeats for the next round of discussion, or end the discussion if the activity is complete.

Talking Chips strategy, according to Kagan as follows:[40]

1) Each person is given a number of markers.

2) Each time a person wants to talk, a chip is placed in the center of the table.

3) When an individual's chips are all in the center of the table, she/ he cannot talk again until everyone's chips are all in the center.

4) Last, the chips are then retrieved and tribute to begin again.

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[40] Spencer Kagan, *Cooperative Learning, (*Ventura, CA: Kagan Cooperative Learning,1992), p. 159

In this research, writer tries to modify talking chip technique as follows: first, teacher divides students into some groups. Second, teacher gives text to the students and gives time to read the text. Third, students count one until the rest of the member. Then, teacher gives one chip that contains question related to the text to each students. After that, student number one will be given chip number one and ask the other member according to the number in his/her chip, after that the student that given the chip should share her/his opinion about the answer. After finishing answer the question, the student should place his/her chip in the middle of the table as the mark that he/she has participated the discussion. It continues until the rest of the member placed their chip in the middle of the table.

c. **The advantage of Talking Chip Technique**

Lie states that the advantages of using talking chips technique is to give chance for every student to participate equally[41]. In group work usually there is student that tends to more dominant or active than other students. Besides that, there are also students that tend to passive and silent in the class. This technique will ensure every student to participate. Other advantages of using talking chips technique that is develops students'

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[41] Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia, 2002), p.63

speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills.

Talking chips also useful in building on other's idea, contributing idea, elaborating, encouraging contribution, encouraging others, negotiating, and working together. Kagan's chart in the book of Kagan Cooperative learning also shows there are some skills or abilities that can be developed by using talking chips as follows: [42]

1) Team building

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

2) Social skill

Students require a variety of social skills to be successful in cooperative learning and in life. These are the very skills students practice daily in the cooperative classroom; Active listening, appreciating others' idea, caring, conflict resolution skills, cooperation, Diversity skills,

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[42] Spencer Kagan, *Kagan Cooperative Learning, (*San Clemente: Kagan Publishing, 2009), p .24

encouraging others, leader ship skills, patience, respect, responsivity, sharing. Many of these skills are naturally acquired in the process of working together.

3) Communication skill

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. Developing out communication skills can help all aspects of our life, from our professional life to social gatherings and everything in between.

4) Thinking skill

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

5) Knowledge building

Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas.

It can be concluded that talking chip technique not only develop thinking skill but also develop social skill. Moreover, talking chip can improve communication skill and build knowledge.

4. Frame of Thought on Talking Chip Technique in coping with students' reticence.

Speaking is one of the important skills in English that should be mastered by students. Speaking can be used to show ideas, opinions, arguments, and reasons to another person. Because of that reason speaking become skill that must be studied by the students. But many students often find difficulties in speaking activity. They feel that they do not have a good ability in English, so they are afraid to speak English. They also become more apprehensive and tense in speaking activities.

Based on the preliminary observation at the eleventh grade of social program of MAN Kendal, the researcher found problems related to the teaching and learning process of speaking. The students were reticent in speaking activities. They rarely respond to the teacher question. As a consequence, the students were not participate fully or involve in the teaching and learning process.

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Considering the fact above, the students and the teacher need an appropriate technique in order to arouse students' speaking skill in teaching and learning process of speaking. So, researcher chooses talking chip technique to cope with students' reticence because talking chip technique provides a wide range of opportunity for students to be more confident to interact and communicate with other students in teaching and learning process since the activity consists of a group discussion. This technique also provides equal opportunity in speaking activity. Because its equal opportunity, there will be no students who dominate the discussion or reticent students in group discussion.

In summary, it is expected that talking Chip is able to cope with students' reticence in speaking activity. The implementation of talking chips technique in speaking activity is hoped to solve the speaking problems encountered by the students at the eleventh grade of social program of MAN Kendal in the academic year 2015/2016.

C. Action Hypothesis

In this research, there is an action hypothesis that can be described as follow: The use of Talking Chip Technique can cope with students' reticence in speaking activities at the Eleventh Grade of Social Program of MAN Kendal in the Academic Year of 2015/2016.