

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some theories that are relevant to the problem. The literature review consists of the speaking, talking chips strategy, descriptive text, and previous study.

A. Speaking

This explanation below are some points related to speaking. There is the definition of speaking, and the elements of speaking.

1. Definition of Speaking

Speaking is a way to communicate in express a thought. Some experts believe that speaking is a medium to interact with people around and let go of the problem (Rahmi Fhonna, 2014). Speaking is needed in everyday life to communicate with other people. In addition, speaking depends on the complexity of the information to be conveyed. Speakers sometimes find it difficult to explain what they want to say (Yohanes Paulus Florianus Erfiani, 2017).

According to (Dj & Wahyuni, 2019) speaking is a productive skill such as the ability to write. Speaking involves the use of utterances that represent meaning to others. This involves the process of putting messages together, communicating, and interacting. The process is carried out in speaking activities such as saying words, using intonation, asking and giving information, responding, etc. Not only that, speaking ability in English is a priority for second language learners. Success in

language learning and effectiveness is measured by their ability to speak or carry out conversations fluently and precisely in the target language. Brown (2004) cited in (Wamnebo & Hanapi, 2018) stated that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and fluency.

Based on the definition above, the researcher concludes that speaking is the capability to utter the articulation of sound to express or to deliver thought, opinion, and wish to the other person.

2. The Elements of Speaking

Here are the elements of speaking that have to be considered by any speaker as stated by Brown cited in (Adhawati & Candra, 2018).

a) Pronunciation

Pronunciation focus on production and identification of sound, emphasis, and intonation. In the case of speech, it has to do with how the sound is produced, and how a word is pronounced correctly. Therefore, good pronunciation can avoid misunderstanding the listener in understanding what the speaker is said.

b) Grammar

Grammar focuses on standard English such as spelling, punctuation, and vocabulary. When dealing with speakers, sometimes grammar seeing is ignored especially by people who are not native speakers. Grammar is needed to be able to speak well meaningfully.

c) Vocabulary

Vocabulary is needed when learners want to talk to different people, of course they have to find the right words to convey it. Therefore, learners must be able to choose the right words in a certain situation to make meaningful communication. For that they need to understand the importance of meaning in the formation of a word.

d) Fluency

Fluency can be defined as the ability to speak fluently without having to stop a lot. Therefore, in speaking, it is better if you try to speak as fluently as a native speaker because it indicates someone is familiar with the language. To improve students' speaking ability, in the classroom the teacher must be able to make students speak more than themselves so that they can use the target language without experiencing difficulties.

e) Comprehension

The last element is comprehension. Comprehension in speaking context relates to our capability to understand and interpret what is said. To make the dialogue process run smoothly and continue, we must understand the content of the conversation, so that we can give a response. All these components of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students'

speaking ability. These elements support each other to gain the goal of speaking.

The researcher used all the elements to assess the speaking skills of students in seven grade with the selected material.

3. Speaking Ability

According to (Dewi, 2015), speaking ability is a collection of various skills such as the desire of people to speak, the ability to choose shapes, words, meanings, sounds, and the arrangement of sounds into the correct form. Another opinion from Papalia (1993) on (Dewi, 2015) speaking ability depends on linguistic, cultural, and integration skills that are developed from various aspects.

4. Types of Classroom Speaking Performance

The following are six categories that students do in class Brown (2004: 271) cited in (Asilestari, 2018).

a) Imitative

Imitative is included in one form of speaking performance. The performance meant in imitative is the ability to practice intonation and vocals, and focus on specific elements. The teacher can use drilling, and students get a chance to repeat some words.

b) Intensive

Students speak of the phonological and grammatical aspects of language. The usual activities are group work, such as reading the dialogue in pairs and taking turns.

c) Responsive

Responsive contains replies to a comment or question given by the speaker. It can be like small talk and simple comments.

d) Transactional (dialogue)

Transactional aims to exchange certain information which is an extension of a negotiated response.

e) Interpersonal (dialogue)

Interpersonal aims at maintaining social relations rather than transmitting facts and information. The activities are in the form of discussions.

f) Extensive (monologue)

Monologues can be structured and can also be done suddenly with an oral report or summary, or it can be a short speech.

In this study, the researcher used a monologue type, the content was in the form of instructions given, then students did or answered the instructions orally.

B. Teaching Speaking

The explanations below are parts of teaching speaking. They are :

1. The Nature of Teaching Speaking

(Brown, 2001) Providing guidance to students, setting learning conditions, providing instructions that are not yet known to students, telling them to do something, and providing facilities owned by educators for students is the definition of teaching. It can be simple that teaching is

the process of transferring everything that the teacher has, it can be in the form of knowledge of the material and experience, and must be prepared before the learning process.

Consequently, teachers must focus and pay more attention to teaching speaking, and the teacher must have a good environment so that when learning to speak students can absorb and understand it. And when the teacher asks students to memorize it is easier to remember.

2. Principles of Teaching Speaking

Brown (2001: p. 275-276) cited in (Syafrizal & Rohmawati, 2017) states that there are seven principles for designing speaking techniques.

- a) Focusing on using techniques that cover the spectrum of student needs means that teachers maintain a balance between accuracy, meaning, and fluency.
- b) Provide techniques that make students understand the purpose of the assignment by being intrinsically motivated.
- c) Using the target language to encourage students to speak the meaning with meaningful interactions can help students to be willing in the target language
- d) Give appropriate correction and feedback
- e) Use the natural connection of talking and listening
- f) Provide opportunities for students to initiate communication
- g) Encourage the development of speaking strategies

C. Talking Chips Strategy

1. The Nature of Talking Chips

Kagan (2010:17) cited in (Syafryadin, 2011), points out that Talking Chips is a strategy in teaching speaking which makes the students work in group. In line with Kagan, Hayman cited in (Meliwardani, 2018) states that Talking Chips is one of strategy could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics. This strategy also allows the students in a group to speak without one student dominating the group discussion.

In the previous explanation, Kagan (2009:12) proposes the PIES principle to distinguish cooperative learning from group discussion. Talking Chips, as one of the forms of cooperative learning which has at least two elements. The first element is individual accountability. During the activity, every member of the group has the accountability to participate in the discussion. They have to actively engage during the discussion, and they are accountable to their teammates. However, each member of the group must use their chip before proceeding to the next round. So that, they have chances to practice their speaking, and at the same time, they are also practicing their active listening. The second element is equal participation. The rules during the implementation of the Talking Chips strategy establish guidelines for equal participation. Each

member of the group has the same opportunity to speak during the discussion. They also learn how to respect others' opinions.

Another opinion by Hilson (2010, p. 164) cited in (Putri, 2020) that Talking chips is the strategy that ensures equal participation in discussion groups. It means this strategy is more effective in groups because the discussion group is a place to achieve the goal of the target language. So, the group must be able to make students learn their speaking skills effectively, and all group members must help their friends in the group. Talking chips is the strategy that makes the value of everyone's contribution tangible and gives them a chance to speak Gray (2010). It means that all students can have the opportunity to practice speaking in front class to try their confidence and fluency.

2. The Steps of Talking Chips Strategy

The steps for applying Talking Chips according to Kagan (1992) cited in (Fitri & Sari, 2016), are as follows:

- a) Each student in the group is given 4-5 cards
- b) In groups, students discuss the topic given by the teacher
- c) The students who want to voice their ideas must lift the card and put the card on the group table
- d) Students cannot speak when the member cards in their group have run out

3. The Advantages of Talking Chips Strategy

According to (Putri, 2020) students get the advantages:

- a) Allow students to practice speaking
- b) Students are more confident in speaking activities in class
- c) Every student has the same contribution and opportunity so that it is not dominated by other students
- d) Develop students' speaking and listening skills

4. The Disadvantages of Talking Chips Strategy

Despite its advantages, the Talking Chip strategy also has several disadvantages (Kartini et al., 2021) :

- a) This strategy can affect the natural flow of conversation because the procedure controls participation
- b) Discussion will feel stiff and artificial
- c) It takes a long time in the process starting from preparation

To minimize these weaknesses, teachers must be creative and aware in planning and implementing this strategy so that learning objectives can be achieved.

D. Descriptive Text

1. Definition of Descriptive Text

The text relates to a genre, which is a type of writing that is involved with student material. There are three types of texts that students must study. They are descriptive, narrative, and recount. While the descriptive text is one of the functional texts that are studied in class VII SMP. (Bimantara et al., 2012) defines descriptive text as a description of a particular person, place, or thing.

2. The Components of Descriptive Text

The semantic structures of descriptive text are:

a. Identification

Identification of someone, something or place which is going to be described.

b. Description

Describes parts, quality, and the characteristics of someone, something or place for instance its materials, its colors, and its size (Bimantara et al., 2012).

3. The Language Feature of Descriptive Text

The language feature is a consequence of the communicative purpose of a text (Bimantara et al., 2012). The language features of the descriptive text are:

a. Certain Nouns.

b. Relating verb to give information about subject.

c. Action Verb.

d. Detailed noun phrase

e. Adjective which is describing, numbering, and classifying.

f. Adverbials

g. Simple present tense.

h. Figurative speech such as simile, metaphor.

E. Previous Study

There are some relevant studies related to the use of Talking Chips in teaching speaking skill that had been conducted by the previous researchers.

The first, the research that had been conducted by (Kartini et al., 2021) entitled “Improving Student’s Speaking Skill Through Talking Chips Strategy: a Pilot Study”. They used classroom action research as research design. The result of the study showed that there was improvement of the students’ speaking ability at the seventh grade of Junior high schools in SMP Alok Maumere after taught by using talking chips. It was prove from two cycles and three times the test that was carried out there was a significant difference achievement from pre-test, post-test of cycle one (39.6%) and post-test of cycle two (76.6%). It means, this strategy was able to improve students’ cooperativeness and their speaking skill.

Another studies was conducted by (Rahmasari & Nurlia, 2022) which entitled “The Effectiveness of Combining Scripting and Talking Chips on the Students’ Speaking Achievement”. Based on the Estimated Marginal Means score combining Scripting and Talking Chips is higher than Direct Method. It can be concluded that teaching of basic speaking 1 through combining Scripting and Talking Chips Talking Chips was effectively enough in helping students of UNIPA Blitar to make better speaking achievement.

Based on the previous study above, it can be seen that both of research prove the effectiveness of talking chips in improving speaking skills in educational settings. Talking chips encourages the students to be more

confident, and make the students active to speak. To differentiate this research with another research, the researcher uses quasi-experimental as research design. Besides that, the previous study conduct the research in different students' level and location that is one of junior high school in Maumere with design Classroom Action Research and one university level in Blitar. Here the researcher wants to conduct research at MTs Maarif NU Bacem in the seventh grade. Therefore, the researcher concluded that this study has difference on place, school level and research design.