**THE USE OF TALKING CHIPS STRATEGY TO IMPROVE SPEAKING SKILL OF GRADE XI STUDENTS**

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**ABSTRACT**

This research aimed at investigating whether or not the use of talking chips strategy can improve the speaking skill of Grade XI students. The researcher applied quasi-experimental research design. The sample of this research was XI IPA B as the experimental group (35 students) and XI IPA D as the control group (28 students) selected by employing purposive sampling technique. The technique of data collection was test (pretest and posttest). The Pretest was administered before treatment while the posttest was administered after the treatment. The treatment was given in eight meetings. The data were analyzed statistically in order to find out the significance of the students’ speaking skill improvement. The mean score of the experimental group is 81.42. While the mean score of the control group is 74.91 and the deviation score is 16.64 for the experimental group and 10.80 for the control group. By applying 0.05 level of significance and 60 degree of freedom (df) or 35+28 -2 = 61, it is found that the t-counted value (3.94) is higher than t-table value (2.00). In conclusion, the use of talking chips strategy can improve the speaking skill of Grade XI students.

Keywords: speaking skill; talking chips strategy; fluency; accuracy

*Tujuan dari penelitian ini adalah mengukur apakah penggunaan strategi talking chips dapat meningkatkan kemampuan siswa kelas XI dalam berbicara menggunakan bahasa inggris. Dalam penelitian ini peneliti menggunakan metode penelitian quasi. Populasi dari penelitian ini adalah XI IPA B sebagai kelas percobaan (35 siswa) dan XI IPA D sebagai kelas kontrol (28 siswa) yang dipilih melalui teknik pengambilan sampel purposive. Teknik pengambilan data yang digunakan adalah tes awal dan tes akhir. Tes awal dilakukan sebelum metode diterapkan sedangkan tes akhir dilaksanakan setelah dilakukannya percobaan mengajar menggunakan strategi talking chips. Penerapan talking chip dilakukan selama delapan kali pertemuan. Analisis data statistik telah dilakukan untuk mengetahui apakah ada peningkatan signifikan dari kemampuan siswa dalam berbicara menggunakan bahasa inggris. Nilai rata-rata kelompok percobaan adalah 81.42 sementara nilai kelompok kontrol adalah 71.91 dan selisih nilai kelompok percobaan adalah (16.64) sedangkan kelompok kontrol (10.80). Dengan menerapkan taraf signifikansi 0.05 dan 60 derajat kebebasan atau 35+28 -2 = 61, telah diketahui bahwa nilai t-hitung dan (3.94) lebih tinggi dari nilai t-tabel (2.00). Sehingga dapat disimpulakan bahwa penerapan/penggunaan strategi talking chips dapat meningkatkan kemampuan berbicara siswa kelas XI.*

*Kata Kunci: Kemampuan berbicara siswa; strategi talking chips; fluensi; akurasi*

**INTRODUCTION**

Nowadays, English has become an important language to learn. English, as the most popular worldwide languages in the world, has a certain role in every country. In Indonesia, English is a foreign language that is taught in many schools. According to Indonesian curriculum, there are four major skills which have to be taught during the teaching and the learning process. Those are listening, speaking, reading, and writing. Although all four skills are equally important, speaking skill could be seen as the leading skill during the English learning process. It is the macro-skills of language, that concerns with the abilities to carry out spoken communication, such as conversation, dialogue, monologue, and news casting. During the learning process, the students need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking.

In order to have a better speaking skill, students should have known about the important of the three components of speaking in English that can support and show about their improvement in speaking. Those are; fluency which shows the speed of the speakers when they talk, accuracy which shows how well the speakers’ grammar, and comprehensibility which shows the speakers understanding about the topic they talk or discuss about.

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 2000; Burns and Joyce, 1997). People usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people and it usually involves the speakers’ physical, physiological and psychological condition. In line with this, Chaney (1998: 13) states “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”.

There are many ways to communicate with other people such as, using body language, written language, spoken language and etc. From the definition before, we get that speaking is aiming at exchanging meanings. It says that people who have a good ability in speaking would be better in sending and receiving information or message from the others.

Speaking is one of the important skills that should be mastered by the students. Ideally, in the teaching and learning process of speaking, the students have to be given some opportunities to practice a target language and produce it in the spoken form. They can practice the language in the form of dialogs, monologs, discussions, games, or role plays. Besides, those practices can be given in controlled, guided, or creative. Moreover, they have to be able to not only speak fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situation.

For Indonesian students, mastering speaking skill needs a lot of efforts. The problems could be from many factors such as the students, the teacher, and the activities during the learning process, or even the facilities. What mostly happens in Indonesia, the students are afraid of making mistakes in front of their friends. As a result, they tend to be silent when they are being asked to share their ideas or opinions. The monotonous activities during the learning process could make the condition getting worse.

According to Syafryadin (2011), most Indonesian students could not speak English well due to several reasons. Those were lack of vocabulary, making grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak. Most students consider that English is an important subject matter to fulfill their success, yet their speaking skill is low because speaking is a skill which is still difficult for them. They often get stuck and are not able to say what they want to say.

Considering the facts above, it is necessary to convince the students that speaking is not be a difficult skill to master if the teacher gives interesting strategies in the teaching and learning process which facilitate their needs to practice speaking. There are a lot of interesting techniques to make students enjoy the speaking activity as well as a suitable technique for teaching speaking in which the students are able to explore their mind to achieve their speaking competence.

One of the techniques that can make the students enjoy speaking activity is by using Talking Chips. Kagan (2009) pointed out that talking chips strategy could be applied to improve the students’ interest during the process of teaching and learning speaking. This strategy could help the teacher to give each student opportunity to practice her/his speaking ability since in this strategy, each student is required to participate and give contribution during the discussion process.

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 passive students to be able to speak out confidently. Talking chips is useful to help students to discuss controversial issues and it is useful to solve communication or process problem such as dominating or clashing group members.

Talking chips is about making a small class discussion that consists of four or five students. Chief of each group will be in charge to monitor the group activity. Every student will receive one or more chips and discuss a topic that teacher gives among them. The teacher will observe each group activities and give score to their speaking skill seen by the pronunciation, vocabulary, grammar, fluency, and comprehensibility that they use. This is in line with Manurung (2015) that group work or discussion influenced the important of speaking skills.

Firstly, the teacher asks the students to form groups. The teacher can also help them to create groups to minimize the time. Next, give each student one or more tokens that will serve as permissions to share, contribute, or debate in conversations. Then, the teacher asks the students to participate equally in the group discussion, specifying that as they contribute comments, they should give a token and place it in view of the other group members. Finally, when all of the students have contributed to the discussion and all tokens are down, ask the students to retrieve and redistribute the chips. So that the procedure repeats for the next round of discussions, or end of the discussions if the activity is complete.

This research can give benefits to some people. First, teachers of English can develop the materials which are interesting to the students. Therefore, the teacher should be more creative in teaching. Second, students can improve their speaking skill, whether in the learning process or in other occasions. Third, the researcher can improve her knowledge about English teaching in Indonesia and raise her creativity in the teaching. Fourth, other students of English Education Study Program can use this as a reference about the use of Talking Chips strategy for others who want to write about this issue or as the source of information for future research on the relevant written work.

This research focused on improving whether the students’ speaking skill will be increased by the use of talking chips strategy or not. Talking Chips strategy is one of a strategy that can improve the students’ speaking skill because it can encourage the students to participate and overcome communication problem such as dominating group members and also could give equal opportunity for the students to practice their English speaking skill.

From the teacher aspect, it would help the teacher to improve her ability to create good atmosphere in learning and to be creative on the teaching and learning process. The reason for writing the problem is that talking chips has many benefits, which can be used to improve the students’ speaking skill. The talking Chips strategy could help the students to maintain their motivation on learning English in a fun way as stated by Manurung (2012) that motivate in speaking can be maintain by the presence of the teachers in class.

There are some advantages from applying Talking Chips strategy during the learning process. Talking Chips strategy allows every student to hold accountable for participating. 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. It also develops the students’ speaking and listening skills.

During the activity, the students need to discuss certain topics that teacher had prepared for them in a group. Each student should share her/his ideas about the topic that her/his group would discuss about. A group can be consist of 3-5 students, depends on the total of the students in that class. When a member starts to give his opinion, he should put his chip in front of the table which means that is his time to speak and other member give their attention to him. However, when he already used his opportunity to speak, he needs to be patient and turn to listen the other members’ ideas. This kind of turn-taking help the student to speak yet not at the same time and also help each of them develop their listening skills.

Talking Chips strategy could be applied as an effort to improve the students’ speaking ability especially in a group discussion. During the learning process talking chips strategy is suitable to be applied in every discussion activities with a simple topic such as “does homework is effective for students or not, if yes why? and if it is not, why?”, “what is the most important job in the world according to your opinion and why is that?”,” could you give references about a good book or movie?, why do you choose that book or movie?” and so on.

This strategy allows the students to participate and to give contribution in their group by sharing their ideas about the topic that given to them. Also, students are expected to be able to answer questions that given by his member of group and give comment about others’ member opinion which is showing agreement or disagreement in that discussion.

Somehow, the use of this strategy gave the teacher many creative thoughts on picking the topics, considering it is still high school. There are many topics that teacher can give to the students which is give the teacher chances to pick the level of the topic. from the easy one like school subjects to a debate motion which had been minimizing to a simple discussion. This strategy also helps those who has low motivation and shy students that might be motivates by his other friend who is able to speak and give his opinion during the discussion group and want to do the same thing.

By using this strategy, each student would have more opportunities to practice English orally especially among their friends in a group and gradually every student would increase their speaking ability and confidences along the discussion process.

Hopefully, this strategy could help the teacher to be more creative during the teaching and learning process such as, in preparing various and better topics to be discuss about in a group. Also, the teacher is able to improve her ability and capability in creating enjoyable atmosphere where the students could decrease their shyness to speak English and motivate the students to be brave to speak up and giving their opinion about something in English. Because of the reasons above, the researcher was interested in conducting research on the use of talking chips as a strategy to improve the students’ speaking skill at Grade XI.

**RESEARCH METHOD**

This research used quasi-experimental research design. Population of this research was the grade XI students. Sample of the research was divided into two groups: experimental group and control group. Both groups were given the same pre-test and post-test, but the experimental group was treated by using talking chips strategy while the control group was treated conventionally for all eight meetings. The researcher intended to find the effectiveness of talking chips strategy in improving the students’ speaking skill which is developed by Kagan Spencer for the grade XI students.

The researcher has conducted this research based on the research design proposed by Hatch and Farhady (1982:22) :

**Table 1** Quasi Experimental Research Design

 **Pre-test Treatment Post-test**

|  |  |  |  |
| --- | --- | --- | --- |
| Experimental Group (G1) | T1 |  X |  T2 |
| Control Group (G2) | T3 |  O |  T4 |

 Population of this research was the Grade XI students which consisted of four parallel classes, XI IPA A, XI IPA B, XI IPA C, and XI IPA D. Total of students at XI grade there were 134 students.

 In selecting the sample, the researcher used purposive sampling technique by relying on the teacher who teaches at Grade XI. Based on the teacher’s suggestion, XI B which consisted of 35 students, was chosen as the experimental group and XI D which consisted of 25 students, was chosen as the control group.

The researcher used tests as the instrument of this research. The tests consisted of pre-test and post-test. At the beginning of the meeting, the researcher gave the students pre-test as the tool to measure the students’ speaking ability such as giving opinion on particular issues. The post-test was given at the last meeting in order to get data about the improvement of the students’ speaking ability after the treatment. The researcher provided two tests, pre-test and post-test forclasswhich was selected as the samples. The pre-test was delivered before the treatment as to measure the students’ prior knowledge in speaking, while the post-test was held after the treatment and both were recorded.

The pre-test was given to the experimental group (class XI B) and the control group (class XI D). It was an interview one by one. The researcher called each student and gave her/him some questions. First, the researcher asked them to introduce themselves and gave them a picture to explain. Each student was given time least than 3 minutes. It aimed to evaluate their speaking skill, especially their fluency and accuracy at that time. When introducing themselves, the researcher pay attention to the number of personal information each student told to her such as full name, nickname, address, age, hobby, family, and so on. Next, she gave three cards faces down and the student picked it then explained about anything they know about the picture. The three cards were pictures of light, money and the earth.

The researcher used android mobile phone that has voice recording on it. She recorded both during the pre-test and post-test. The first test (pre-test) was an interview. The researcher got each of the students and asked them simple questions. The second test (post-test) was in kind of giving explanation about particular motivation quotes. The researcher intended was to encourage the students to able to give their opinion.

The post-test is the test used to measure the learning result after the treatment. The aim of the post-test was to prove that the treatment is effective or not by comparing the result of the pre-test and the post-test from both groups. In administering the test to the students, the researcher employed the scale of scoring system adapted from Harris (1974: 81) which only focus on two of speaking components and those are fluency and accuracy of the students.

The researcher analyzed the data statistically. She counted the individual score by using the formula by Arikunto (2006:308). Secondly, the researcher calculated the students’ mean score of experimental group and control group by using the formula by Hatch and Farhady (1982:55). After getting the mean score of both experimental and control group, the researcher analyzed the data of the pre-test and post-test both of the groups by using the standard deviation formula. Then researcher also analyzed the data from the pretest and the posttest by using the t-test formula.

**FINDINGS**

To find out whether there is improvement of students’ speaking skill by the use of talking chips strategy in the experimental group or not, the researcher examined those students from both groups, by gave them pre-test in form of oral questions at the first meeting and gave them post-test in form of monolog to explain about live quotes which held at the last meeting, after the giving of the treatment. While the students in control group were also given the same pre-test, being asked some questions at the first meeting like an interview and given post-test at the eight meetings. The students performed in front of the class and explained their chosen live quotes which had been chosen by themselves before. The difference was, in control group for the rest six meeting were only examined by the researcher without the use of talking chips strategy , in other words they were treated in conventional way.

After computing the scores, the researcher found some differences between the results of the two groups. The results showed the students in experimental group, all of them have significant improvement in their speaking skill compared to the students in control group. As the researcher has mentioned before, she used tests as the research instrument. The Pre-test was in form of interview. It aimed to measure the students’ prior knowledge in speaking.

 The post-test was in form of monolog explanation. Each student came in front of the class and explained about a live quote she/he had already. The researcher focused on the student’s fluency and accuracy when they started to talk. During teaching and learning process and the treatment, researcher gave motivation to the students to be brave to speak and complimented them if they have done great job.

The pre-test of the control group was conducted on August, 2nd 2016, while for the experimental group, it was conducted at the next day, on August 3rd 2016 and it was held at the first meeting. The researcher computed the results of the pre-test and post-test for experimental group and control group as presented in Table 2 and Table 3

**Table 2** Pre-test and Post-test Score of Experimental Group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Initials** | **Pre-test (O1)** | **Post-test (O2)** | **Deviation (O2-O1)** |
| 1 | ANF | 72.5 | 90 |  17.5 |
| 2 | ANM  | 65 | 75 |  10 |
| 3 | ANN | 65 | 80 |  15 |
| 4 | AGG | 70 | 95 |  25 |
| 5 | ARN | 70 | 77.5 |  7.5 |
| 6 | AVD | 70 | 92.5 |  22.5 |
| 7 | BND | 50 | 82.5 |  32.5 |
| 8 | DLA | 67.5 | 80 |  12.5 |
| 9 | DVA | 77.5 | 97.5 |  20 |
| 10 | FRD | 70 | 82.5 |  12.5 |
| 11 | FRH | 62.5 | 77.5 |  15 |
| 12 | FTM | 70 | 87.5 |  17.5 |
| 13 | HNF | 72.5 | 82.5 |  10 |
| 14 | HNN | 75 | 85 |  10 |
| 15 | HDY | 67.5 | 77.5 |  10 |
| 16 | IKW | 70 | 80 |  10 |
| 17 | MLK | 55 | 75 |  20 |
| 18 | MRF | 72.5 | 82.5 |  10 |
| 19 | MNF | 55 | 82.5 |  27.5 |
| 20 | MFQ | 65 | 80 |  15 |
| 21 | MMF | 70 | 92.5 |  22.5 |
| 22 | MRD | 62.5 | 82.5 |  20 |
| 23 | MAF | 55 | 82.5 |  27.5 |
| 24 | MAR | 65 | 77.5 |  12.5 |
| 25 | NID | 55 | 72.5 |  17.5 |
| 26 | NHD | 67.5 | 85 |  17.5 |
| 27 | NRA | 55 | 75 |  20 |
| 28 | PQT | 67.5 | 75 |  7.5 |
| 29 | RHM | 55 | 72.5 |  17.5 |
| 30 | SFR | 55 | 75 |  20 |
| 31 | SYH | 67.5 | 82.5 |  15 |
| 32 | SHR | 52.5 | 75 |  22.5 |
| 33 | TSM | 70 | 87.5 |  17.5 |
| 34 | VRJ | 72.5 | 77.5 |  5 |
| 35 | YSR | 55 | 75 |  20 |
|  | **Total** | **2267.5** | **2850** | **582.5** |

It can be seen that the highest pre-test score is 77.5 and the lowest score is 52.5. Based on the analysis, the mean score of pretest of experimental group is 64.78. In post test, the highest score of post-test is 97.5 and the lowest score is 72.5. The mean score of posttest of experimental group is 81.42. the data show the difference of the mean score between pretest and posttest of the experimental group. The difference between pretest and posttest score is 16.64. It indicated that there is a significant achievement gained by the students after conducting the treatments. The result of the pretest and the posttest score of the control group is presented as follows:

**Table 3** Pre-test and Post-test Score of Control Group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Initials** | **Pre-test (O3)** | **Post-test (O4)** | **Result (O4-O3)** |
| 1 | AHM |  65 | 72.5 |  7.5 |
| 2 | ALF |  65 |  85 |  20 |
| 3 | AFA |  55 |  72.5 |  17.5 |
| 4 | AND |  62.5 |  72.5 |  10 |
| 5 | ASF |  70 |  90 |  20 |
| 6 | BGS |  65 |  70 |  5 |
| 7 | CTR |  62.5 |  67.5 |  5 |
| 8 | FKR |  62.5 |  72.5 |  10 |
| 9 | FTR |  62.5 |  75 |  12.5 |
| 10 | HJR |  70 |  70 |  0 |
| 11 | HRL |  65 |  75 |  10 |
| 12 | ISA |  65 |  80 |  15 |
| 13 | MIR |  65 |  70 |  5 |
| 14 | MCK |  72.5 |  82.5 |  10 |
| 15 | NBL |  65 |  75 |  10 |
| 16 | NDL |  70 |  80 |  10 |
| 17 | NFK |  57.5 |  75 |  17.5 |
| 18 | PTR |  62.5 |  77.5 |  15 |
| 19 | RMN |  65 |  80 |  15 |
| 20 | RNL |  55 |  77.5 |  22.5 |
| 21 | RZK |  65 |  72.5 |  7.5 |
| 22 | RZQ |  65 |  70 |  5 |
| 23 | RYN |  62.5 |  70 |  7.5 |
| 24 | SRI |  57.5 |  72.5 |  15 |
| 25 | TSY |  62.5 |  72.5 |  10 |
| 26 | USW |  65 |  72.5 |  7.5 |
| 27 | YDH |  62.5 |  75 |  12.5 |
| 28 | ZKN |  72.5 |  72.5 |  0 |
|  | **Total** |  **1795** | **2097.5** |  **302.5** |

Based on the table above, it can be seen that the highest pretest score is 72.5 and the lowest score is 55. The mean score of pretest of control group is 64.10. In post test, the highest score of post-test is 90 and the lowest score is 70. The mean score of posttest of control group is 74.91. The data show the difference of the mean score between pretest and posttest of the experimenttal group. The difference between pretest and posttest score of the control group is 10.81.

The data show the difference of the mean score between pretest and posttest of the experimenttal group. The researcher got the mean deviation of the pre-test and post-test in the experimental group is 16.64 while the mean deviation of the pre-test and post-test in the control group is 10.80. The difference between pretest and posttest score of them is 5.84.

After collecting the score of the students in both groups, the data show the difference of mean score between the experimental and the control groups. The mean score of pretest in the experimental group is 64.78 and the control group is 64.10. It means that the level of knowledge of those groups was closely equal before conducting the treatment. The mean score of posttest in the experimental group is 81.42 and the control group is 74.91. The difference between posttest of the experimental and control group is 6.51. It shows that the experimental group has improvement after conducting the treatment than the control group.

After getting the mean score of pretest and posttest in experimental and control group, the researcher computed the mean deviation of the experimental group is 16.64 and the control group is 10.80. Next, the researcher computed the t-counted to find out the significant difference between the control and experimental groups. The value of t-counted was 3.94 by applying 0.05 level of significance with the degree of freedom (df) Nx + Ny – 2 = 61, it was not available on the t-table, the researcher counted the degree of freedom using interpolation formula and she got the value of t-table = 2.00.

 Referring to the t-table value above, the researcher found that tcounted (3.94) was higher than ttable (2.00) and the mean score of pretest (64.78) and posttest (81.42) of experimental group which has been improving. The improvement of the experimental group is 16.64. It means that the research hypothesis was accepted. In other words, the use of talking chips strategy could improve students’ speaking skill at the eleventh grade.

**DISCUSSION**

 Before applying talking chips as a strategy to improve speaking skill of the grade XI students, the researcher did a preliminary observation directly during the teaching and learning process in the classroom to find the problems that students face in their speaking skill, particularly at Grade XI. She found some students’ had the same problems in speaking such as they are not able to speak fluently which most of them are silent when the teacher asks them to speak. They are afraid of making mistakes especially in pronunciation. The problems by the students are that they not able to say something when they are in front of the class or their friends. The researcher believes that by using a certain strategy such as talking chips, the students will be able to speak easily without getting afraid of making mistakes because making mistakes is a part of learning process.

 There are three problems affected the speaking skill of grade XI students that the researcher found at the school. The first problem, most of students could not speak English fluently is because English is not their first language. The students only speak English when it is English class, less opportunity (time) to learn English because of having many subjects to learn and homework to do, and also the lack of having partner or group to speak with in English. Thus, in process of teaching and learning process, the researcher gave motivations to the students about the benefits of learning English and introduced them to talking chips strategy, a strategy to get use to speak among a group.

 The second common problem why the students feel hard to speak in English fluently because they are afraid of making mistake and become jokes over their friends. There is a habit within the students when one of their friends mispronounced English words, they laugh at her. Also, when one student tried to speak, asking something to her/his friend in English that her friend make a cut off words such as “huu bagaya juga pake bahasa Inggris”, “namango, tidak usah pake bahasa inggris. Saya tidak mengerti!” and at that moment caused them feel down to speak in English anymore. Gladly, in the process of giving the treatment, the researcher saw more than half students started to speak full in English from the beginning of class until it finished. They became more confident. The researcher assumed that, the students slowly reached their confidence because they got use to speak and give their opinion among their group.

 The last problem the researcher found, there are some students could not speak English well because they are shy. In this situation, the researcher gave more attention and assured them there is nothing to be shy for because making mistake is a normal thing and it is part of learning and so on. Most important thing, during learning and teaching process the researcher realized how to help the students to overcome their shyness, and that is by providing enjoyable situation in the class and fun topic for the students to discuss about.

In the process of treatment in the teaching activities, the researcher provided the students with eight different topics. Before starting the class, the researcher divided the students into some groups and distributed one chip to each of them. The researcher explained the topics and asked each group to discuss what they think about the issue the researcher has explained about. Sometimes, at the end, the researcher asked some groups to give the conclusion of their discussion results.

When the class ended, the students took the chip and gave permission to eat it because it was eatable. The researcher had used various candies as the chips. At the beginning, the students got a little distracted with the chips because it is a candy and they thought it was a gift and wanted to eat it just after the researcher distributed it to each group. It was a little chaos, but the researcher was able to handle the situation. After that, she explained about the objectives of her research, what is talking chips and its rules, and the use of the candy as a token to permit the students to speak. Thus, the researcher used candy as the chip because it gave a little excitement for the students. They felt happy to get sweets as rewards after the class discussion.

In conducting the research, she used post-test to measure the students’ ability in speaking particularly in fluency and accuracy. She also used a recording device from her mobile phone during the test. The result of the experimental group and the control group showed there is a difference between the mean score of both groups. The mean score of the experimental group (81.42) is higher than that of the control group (74.91). The tcounted value is 3.94 and the ttable is 2.00.

 Based on the result analysis or the research findings, the researcher had succeeded to prove that the application of talking chips strategy could improve the speaking skill of the Grade XI students.

**CONCLUSION**

 To sum up briefly, the researcher found three main problems that restrain the grade XI students’ to have better speaking skill, those are lack of friends, chances, time to practice English, insulting from their friends, and shyness. These three problems are successfully passed by the use of talking chips strategy.

 According to the data that has been analyzed and discussed by the researcher at the finding page with the use of some formula from some experts, the researcher got the result of the tcounted value was higher (3.94) than the ttable was (2.00). It shows the significance of the grade XI students’ improvement in speaking.

Considering the problem statement and the hypothesis of the research that has been stated by the researcher, finally she is able to prove, that the use of talking chips can improved the students’ speaking skill of the grade XI. It means that the hypothesis of the research is accepted.

 Based on the result above, the researcher concluded that talking chips is an effective strategy, which is can be used in classroom to improved students’ speaking skill particularly for grade XI.

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