CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher explores about the review of related literature. The researcher explains about speaking, teaching speaking, cooperative learning, talking chips technique and the previous study of talking chips technique.

2.1 Speaking

Speaking is sharing ideas and feeling among human being. It is an away to express emotion with communication. Fulcher (2003) speaking is verbal use of language to communicate with other. By speaking, any individual can communicate and interact with many people. In speaking we translate directly what we want to convey to people who speak to us. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). Student often face some difficulties in speaking. One of it is thinking of making mistakes. They afraid make mistakes when they speaking in front of their classmates because they think it will be very embarrassing, which results in preferring not to speak to avoid such situations. (Harmer 2007), states that there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally, students have opportunities to activate the
various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. In this process we can call it is an interaction between two sides.

2.2 Teaching Speaking

Teaching is helping to do not merely tell something to group of listener, explain some topics, nor demonstrate mastery of an important topic. Brown (2000) said that teaching is guiding and facilitating learning, enabling the learners to learn and setting condition for learning. Teaching speaking is important to the act of expressing our self to be understood. It helps student to express their thought, ideas and feelings. Teaching speaking consider in terms of the teaching language when it can made student to think creatively and express what they are thinking about. Ur. (2003), mention that classroom activities that develop learner’s ability to express themselves through speech would therefore seem an important component of language course. The varied activity in teaching speaking will greatly help students to express their ideas and feelings. It will create an active class because there are many activities that force students to speak more. (Harmer 2001), there are several speaking activities that can be done by teacher in teaching speaking they are acting from script, communication, games, discussion, prepared skills, questionnaires, simulation and role-play.
From those activities student are expected more be active, more give their participation in teaching learning process of speaking and also those activities can be used as the way to measure how far student can speak and express their feeling in order to practice their speaking in classroom.

2.3 Technique in Teaching Speaking

Teacher’s job is making variant activities when teaching speaking to create enjoyable situation in the class and motivated student to speak English more. Kayi (2006), states that there are several techniques to promote speaking, such as; discussion, the student are available to share ideas or find solutions in their discussion groups. Secondly is role play, students are supposed to work in pairs which is each couples have similar opportunity to talk and role to solve the problem when they have discussion. The third is simulations, students can bring items to the class to create a realistic environment. For example if student is acting become a singer, he can bring a microphone to sing. Beside the simulations, there is an information gap. In information gap, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. The fifth is brainstorming, students can produce their ideas in limited time, and they can generate their ideas quickly and freely either individual or group. Then storytelling, Students can briefly summarize a tale or story they heard from somebody before, or they may create their own stories to tell their classmates. The seventh is interviews, Students can conduct interviews on selected topics with various people. Conducting interviews with people gives
students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

From the explanation about technique in teaching above, talking chips technique that used by writer is similar to the discussion technique. Talking chips is the modification of discussion technique that gives an equal opportunity to each student in their group to speak or share their ideas. In talking chips each member of group were given 3 or 4 chips and if they want to share their ideas they have put the chips in the middle of table and if their chips were exhausted they are forbidden to speak again.

2.4 Cooperative Learning

Cooperative Learning implies working together to achieve common goals. Cooperative learning is a form of learning by way students learn and work in groups whose members consist of two or more and each group consists of various individual’s level abilities. Each member of the group responsible for not only learning what is being taught but also help partner to learn and achieve success result together. Cooperative learning is a term used in the procedure of interactive learning, where students learn together in small groups to solve problems. Each student not only completed their individual tasks, but also obliged to assist their partner in group until all members understand a concept (Kagan, 2000). The learning model of cooperative learning is not the same as simply learning in groups. There are basic elements of cooperative learning which distinguishes it from the carelessly division of group. The correctly implementation of cooperative learning procedures will allow teachers to manage the classroom
more effectively. According to Brown (2000) there are five basic elements of cooperative learning such as:

1. Positive interdependence

Positive interdependence is the heart of cooperative learning. There will be no cooperation if there is not positive interdependence. When students believe that they “sink or swim together”, when they develop an “all for one and one for all” attitude to working in their groups, the teacher has succeeded in structuring positive interdependence.

2. Individual Accountability

In cooperative learning, the student is responsible to his own learning and responsible for contributing to the group.

3. Group reflection

In group, students learn about working together by reflecting on their experiences of teamwork. Reflecting on their work is the key to continuous improvement. It involves evaluating how they achieved their goals and how they worked together, analysing what they did in order to identify what the factors that helped or hindered the fluency of the group and setting goals that will help the group function better in the future.

4. Small Group Skills

The basic principle of cooperative learning is the explicit teaching of the required skills. To make group work more effective, students must be taught task skills which include skills and strategies for learning and interpersonal skills, which ensure the smooth functioning of the group.
5. Face to face interaction

The aspect of face to face interaction is the idea of physical closeness. For effective communication, groups have to be “eye to eye” and “knee to knee”. When a group is working well, it shows heads are together and bodies are leaning inwards. The second aspect involves the idea of promoting each other’s learning face to face by encouraging each other, giving feedback, explaining concepts, sharing ideas and challenging suggestions. Its help to make the group become personally committed to each other and the goals of the group.

2.5 Talking Chips

The teacher’s role is to create an attractive atmosphere of the class, by using various learning methods. By using various methods students are expected to be more active. One technique that can be selected by the teacher is using Talking Chips. Talking chips technique was developed by Spencer Kagan. This technique can be used in all subjects and for all age levels of students. In Talking Chips activity, each member in group gets an equal opportunity to contribute. According to Lie (2008) in Talking Chips activity, each member of group has an equal opportunity to give their contribution, listen to the views and ideas of other group members. Rafia'ah (2014) the cooperative learning model type Talking Chips is a learning models that facilitate students become active in the classroom, giving an opportunity to students in group to give their contribution in form of questions, answers, respond to statements, questions from other groups, and opinion conducted equally by students. Therefore, there will be no students who dominate the discussion and group work activities in the classroom.
After a review of various sources about Talking Chips, the authors conclude that in the implementation of Talking Chips, each member of the group was given several chips about 2-3 chips. In the group discussions, each member who wants to give a contribution must put first chips in the middle of the table before convey the idea. If any member wants to add his opinion, this member has to put one more chips in the middle of the table until the chips were exhausted. If the one member has ran out the chips, then this member not allowed to talk again until all the members spend their chips. When all the chips of each member has run out but they not reached a conclusion yet, the group allowed to take a policy to redistribute chips again to each member and began continue the discussion.

According to Lie (2008) there are five steps to apply the cooperative learning type talking chips:

1. Teacher provide one small box which containing chips (the chips can be exchanged with others objects such as walnut kernels, pieces of straw, stems sticks, scoops of ice cream and etc.

2. Before the group start a discussion, each member gets 2-3 chips (the number of chips depend on the difficulties of task).

3. Whenever the student wants to talk or give an opinion, student has to submit and put the chips in the middle.

4. If the chips of a student has ran out, he/she not allowed talking again until all of member spend their chips.

5. When all the chips of each member has run out but they not reached a conclusion yet, the group allowed to take a policy to redistribute chips again to each member and began to repeat the procedure.
2.5.1 The Benefit of Talking Chips

In cooperative learning type Talking Chips each member of the group had the opportunity to make their contributions and listening to the opinions of all members in. Another benefit of this model is to overcome barrier equal opportunities case that often happened in the group work. In a group, there are members that always dominant and there are also members who are passive and obeyed themselves to the dominant member. This case makes distribution of responsibility in the group could not be reached. Talking chips learning model ensures that each student get the opportunity to participate.

2.5.2 The Weakness of Talking Chips

Besides several advantages above, talking chips also have the disadvantages that difficulty researcher in classifying students who have the heterogeneous ability in terms of academic achievement and it requires more time for discussion (Mulyana, 2011). According to Amirta (2010) there are several weakness of Talking Chips:

a) Not all concepts of chemistry can reveal Talking Chips, this is the time where the professionalism level of teacher can be rated. A professional teacher definitely can chooses the method and learning model which corresponds to the material that will be discussed in the learning process.

b) Time management during the preparation and implementation need to be considered to improve the quality of learning, especially in formation of students' knowledge process.
c) Talking Chips is an interesting learning model but quite difficult in practice, because it requires quite difficult preparation. Moreover in the practice, teachers are required to supervise each student in the class. It is quite difficult, especially if the number of students in the classroom too much.

2.6 Previous Study

In a previous study by Ida rofia'ah “Penerapan PBMP (Pemberdayaan Berpikir Melalui Pertanyaan) dengan Teknik Talking Chips Untuk Meningkatkan Keaktifan Berpendapat dan Hasil Belajar Biologi Siswa” (2014) she concluded that 1) the implementation of learning activities with blend patterns PBMP and Talking Chips technique was implemented 97.5% and strengthened with a good response from students of class VIII B at SMP Muhammadiyah 06 Dau Malang as subjects research that 96.5% of students happy/agree with the implementatition of a technique PBMP with Talking Chips. 2) The implementation of learning activities with blend patterns PMBP and techniques Talking Chips able to increase the activeness of giving opinion student of class VIII B in SMP Muhammadiyah 06 Dau Malang in first cycle students who argues 67.8% and the second cycle increased to 89.5%. 3) The implementation of learning activities with blend pattern and Talking Chips techniques can improve Biology learning outcomes of student at class VIIIB in SMP Muhammadiyah 06 Dau Malang in first cycle students who graduate classically is 63% while in the second cycle is 88.9%.