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THE EFFECT OF TALKING CHIPS TECHNIQUE TOWARD THE STUDENTS' SPEAKING ACHIEVEMENT

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Abstract

This study investigated how the Talking Chips Technique can help students to improve their speaking. The sample was only one class and total number of students was 36 students. This study used a time series design and three data collection, i.e. note taking, participant observation, and speaking test. The data from observation were analyzed by using thematic analysis and band score of speaking. This study was conducted by using multiple pre-test and post-test. Therefore, the findings of this study were based on pre- test, treatments and post- test. During the treatments, there were problems related to classroom management (noisy, low participation, laughing), fluency (pause, flow and speed) and accuracy (pronunciation, grammar and vocabulary). Those problems could be minimized. After post-test, there were still problems, but the problems were fewer than previous ones like only fluency and accuracy because students had showed the awareness and enthusiasm in speaking English. This study showed the improvement of students' speaking achievement from treatment until posttest. It was proved by the mean score pretest and posttest. In pre-test, the mean score of fluency was 61.1 and 62.81 for 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 and t-test for accuracy was 8.31 with t critical or table was 2.031. It meant that H_1 was accepted. There was significance improvement of students' speaking in terms of fluency and accuracy. The findings suggest that the students still need further treatments to improve their speaking even though they have achieved the target.

Keywords: Talking Chips Technique, teaching Speaking, achievement

INTRODUCTION

Speaking English is still a difficult skill for senior high school students. It was based on an observation and interview with the teacher and the students in the tenth grade at one of the senior high schools in Bandung on 9th of October 2012. It was found that most of the students had low ability in speaking English. Furthermore, most of the students got stuck because they did not know what they wanted to say. They made many mistakes in speaking English like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. They also pronounced words incorrectly and so many pauses when they were speaking English. In addition, they were lack of motivation in speaking because the teacher just taught

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them by using asking and answering questions. Therefore, the students were not enthusiastic in speaking English.

In line with the facts mentioned above, Ur (2012) said that students had problems in speaking activities, such as inhibition, low motivation, mother tongue use, and nothing to say. Those problems were often occurred when students spoke English. Harmer (2011) also says that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency. Those elements are very important for students in speaking English. They have to consider about those elements when they are speaking English. It is because without considering those elements, our speaking will not be good. Then, the problems of fluency and accuracy also cause misunderstanding between speaker and listener, if the speaker cannot speak fluently and accurately. In brief, students should pay attention to elements of speaking. Harmer (2011) says that if students want to speak English fluently and accurately, they need to be able to pronounce the words correctly and speak without mistakes in grammar. Furthermore, In language teaching process, speaking becomes one of the important skills and be the goal of language teaching because the success of learning the language is measured based on the performance of the learners or students' to use the target language learned (Rakmanina et.al., 2020; Syafriadin, 2020)

According to Johnson (2013), there are two factors that have effect on teaching and learning speaking. Firstly, lack of knowledge skill in terms of grammatical ability, vocabulary, pronunciation, and oral practicing. Secondly, self factors in terms of students' condition like guilt, fear, worry, anxiety, and poor idea. Teaching speaking needs innovation to improve students' speaking fluency and accuracy. Thus, this research attempts to apply Talking Chips technique in teaching speaking in to see whether this technique could help students to speak fluently and accurately. According to Kagan (2009), Talking Chips Technique is a technique of teaching speaking which make the students interested and help students to speak. It is because this technique can make students: (1) active in the classroom, (2) learn how to cooperate in a group and (3) have a chance to speak English because in Talking Chip, students are divided into several groups and each member of the group will have a turn to speak English. Related to Talking Chips Technique, Furyanto (2011) had conducted this technique in teaching speaking using action research. This study is going to investigate know whether Discussion Using The Talking Chips Technique can improve the speaking skill of the XI IPA 1 students of SMA Negeri 1 Bantarujeg or not, and to know the strength and the weaknesses of the implementation of Discussion using the Talking Chips Technique when it is used to teach speaking. The finding of the study shows that the Talking Chips Technique could improve the students' speaking skill.

The Talking Chips technique also applies three functions of speaking which are stated by Richard (2008). The first function is that speaking can be used by people to communicate with others in order to be more interactive or try to interact for other people. The Second function is that speaking can be used for transaction purposes because in speaking, a human can deliver his or her meaning and making other people understand clearly about the transaction. The Third function is that speaking can be seen as the consideration in our performance. It means that if someone speaks well in front of many people, someone will have good performance in speaking. Based on those functions, speaking is very important for students as Bailey and Savage (1994) point out that speaking is an activity which involve other language skills.

However, studies on teaching speaking by using Talking Chips technique are rarely conducted in Indonesia because it is not known well by most of the teachers. Thus, this research is expected to reveal some advantages of the use of the technique, so that it will help teachers in teaching speaking.

METHOD

The design of this research was the quasi experimental study (time series design). Quasi-experimental design which consisted only experimental class without control class. Ary, et al (2010) defines quasi-experimental design as the design that would have two choices either uses control group or not. Sugiyono (2017) states that the times series design is one of the quasi experimental designs which only used experimental class without a control group. Creswell (2012) states that time series design is a design which only uses one group with multiple pretest and posttest. The design of this study can be seen in the following schema:

Figure 1.

| Time Series Design | | | | | | | |
|---------------------|----------|----------|----------|------------|-----------|-----------|-----------|
| Select participants | Pre test | Pre test | Pre test | Treatments | Post test | Post test | Post test |

Ary, et al defined population as all members of any well-defined class of people, events or objects. The population of this research was all of the first year students in one of the senior high schools in Bandung who were registered in academic year 2012/2013. It was considered homogeneous because all the populations were not based on ranking. Based on the data gathered, the first grade students in one of the senior high schools in Bandung.

Table 1. The total of students at grade x in one of the senior high schools in Bandung

| No | Class | Total Students |
|--------------|-------|----------------|
| 1 | X1 | 36 |
| 2 | X2 | 36 |
| 3 | X3 | 37 |
| 4 | X4 | 38 |
| 5 | X5 | 39 |
| 6 | X6 | 35 |
| 7 | X7 | 38 |
| 8 | X8 | 39 |
| 9 | X9 | 38 |
| Total | | 336 |

The sampling technique of this research was the purposive sampling. It means that in determining the sample class was based on the purpose of the study. In this study, the researcher used class X₁ as the experimental study because all the classes have the same level in terms of ability. There was not favorite class.

Data collection of this research comprised qualitative data and quantitative data. Qualitative data could be seen from the result of observation sheet and note taking. It was because those instruments were used to collect more information about the implementation of Talking Chips Technique in speaking English. Then, it could be seen from teaching and learning process and how the problems that faced by students could be overcome. While, quantitative data were seen from speaking test. In this case, the result of evaluation test was as the consideration in cultivating the quantitative data. The quantitative data elaborated about the result of accuracy and fluency in speaking.

The data of the research were analyzed by using descriptive and inferential statistic. Descriptive statistic analysis was used to describe the maximum and minimum scores, mean, and deviation standard. While the inferential statistical analysis was used to test the hypothesis. Before the hypothesis test was done, it was conducted normality test of the data as the condition for testing the hypothesis.

FINDINGS AND DISCUSSION

Findings

Table 2. Mean scores of the fluency in pre test and post test

| Pre test | | | Post test | | |
|-----------|-----------|-----------|------------|------------|------------|
| Pretest 1 | Pretest 2 | Pretest 3 | Posttest 1 | Posttest 2 | Posttest 3 |
| 61.11 | 61.11 | 60.72 | 71.45 | 71.21 | 71.45 |

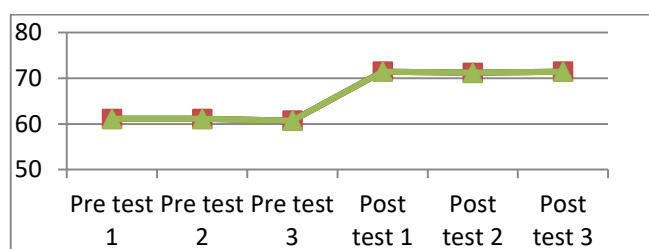
Table 3. Mean scores of accuracy in pretest and post test

| Pre test | | | Post test | | |
|-----------|-----------|-----------|------------|------------|------------|
| Pretest 1 | Pretest 2 | Pretest 3 | Posttest 1 | Posttest 2 | Posttest 3 |
| 62.80 | 62.80 | 62.42 | 74.69 | 74.69 | 74.69 |

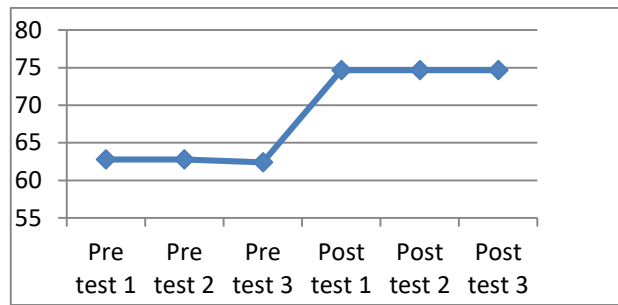
Based on the table, it can be seen that there happened consistency scores of fluency and accuracy. For example, three pre-tests for fluency have almost the same scores namely 61.11, 61.11 and 60.72 and posttests of fluency also have almost the same scores like 71.45, 71.21 and 71.45. For accuracy, three pretests also have the same scores like 62.80, 62.80 and 62.42 and posttests of accuracy also have the same scores namely 74.69.

The data also indicated that there was improvement of students' speaking fluency and accuracy from pretest until posttest. In terms of fluency, students got improvement around 10 points from 61.11 to 71.45. Students also had achieved the standard of speaking fluency even though there were still students who did not achieve the standard of speaking fluency. In terms of accuracy, students also got improvement, but it was higher than fluency score. The increasing score from pretest until posttest was around 14 points namely from 62.80 to 74.69. In general, these improvements of fluency and accuracy showed that students had achieved standard of speaking. It also showed that students had good ability in speaking.

Graph 1. Distribution mean scores for fluency



Graph 2. Distribution mean scores for accuracy



Based on graph 1 and 2, it showed that the improvement of students' fluency and accuracy from pretest and posttest. The first, Graph 4.2.1 was the graph of the mean score of fluency. This graph also showed that three pretests of fluency were consistent and three posttest of fluency were also consistent. The graph showed that good improvement and good result of research. The second, graph 4.2.2 was graph of the mean score of accuracy. The graph of accuracy also showed the consistency of three pretests and three posttests. According to Creswell (2012), the graph which showed the consistency of three pretests and three posttests was good result. Sugiyono (2017) also stated that good result of time series design was showed by graph which had consistency of pretests and posttests. In short, the graph of fluency and accuracy could show that students' speaking fluency and accuracy were good. It meant that the students had got improvement and good ability in speaking.

Hypothesis Testing

Before testing the hypothesis, firstly it was checked the homogeneity of variance to see whether the classes that used for research were homogeneous or not. Based on appendix, it was gotten that F_{count} was 1.08 and F_{table} was 1.72 with $\alpha = 0.05$. So it can be concluded that the variance of this class was homogeneous because $F_{\text{table}} > F_{\text{count}}$.

After that, it was conducted the normality of the data for fluency and accuracy of this class. By using Chi-Square calculation it was gotten that the data were distributed normally in both of elements in speaking. For fluency in pretest $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ or $-10.2 < 11.07$ and in posttest $-10.2 < 11.07$. For accuracy in pretest $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ or $-58.6 < 11.07$ and in posttest $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ or $-41.8 < 11.07$. (For detailed computation could be seen in appendix).

After conducting the computation of normality and homogeneity test, it can be continued with the hypothesis testing to prove whether there was a significant effect of Talking Chips Technique on students' speaking achievement. For testing the hypothesis, it was needed the values of pretest and posttest class as shown in table below:

Table 4. Table for computation of t test for fluency

| | \bar{X}_D | SD |
|-------|-------------|-----|
| Score | 10.34 | 8.8 |

Table 5. Table for computation of t test for accuracy

| | \bar{X}_D | SD |
|-------|-------------|------|
| Score | 11.88 | 8.57 |

By putting those values into t_{observed} formula, it was gotten that t_{observed} for fluency is 7.05 with $\alpha = 0.05$ and $df = 70$, $t_{\text{critical}} = 2.0315$ (by using interpolation). Then, t_{observed} for accuracy is 8.31 with $\alpha = 0.05$ and $df = 70$, $t_{\text{critical}} = 2.0315$ (by using interpolation). Therefore, $t_{\text{observed}} > t_{\text{critical}}$ or H_0 was rejected and H_1 was accepted. It means that there was a significant effect of Talking Chips Technique on students' speaking achievement in terms of fluency and accuracy at grade X in one of the senior high schools in Bandung.

DISCUSSION

Before implementing Talking Chips technique in teaching speaking, there was pretest for students. Based on pre- test, it was found that students had many problems related to the fluency and accuracy in speaking. For example, pausing, mispronouncing, making grammatical mistake, lack vocabulary, flow of speech, afraid of speaking, being shy, and so on. Those problems must be noticed and overcome by teacher. The result of this pretest indicated that most of students did not have good ability in speaking. The students had to work hard to improve their ability. Besides, the teacher had to find out solution to increase the ability of students in speaking English.

The Talking Chips Technique was applied in teaching speaking by following several steps based on the procedures. This technique was conducted in five treatments and students got improvement. Before conducting the first meeting of the treatment, there was review about simple present tense and descriptive text. For more details, in this discussion, there were several things that should be discussed. Those were summary of activities during treatment and the problems and how to solve those problems related to the theory of speaking itself.

Firstly, the teacher conducted Talking Chips Technique in teaching speaking based on the procedures. However, the standard score in speaking could not be achieved by students. It

was because students got the mean score 61.1 for fluency and 62.80 for accuracy. Those scores were still far from the standard or target for speaking score namely 70 for fluency and accuracy. There were several problems that caused students could not achieve the target for speaking score. Those were problem of understanding about Talking Chips Technique procedures, classroom management problem, accuracy and fluency.

First, several students still got confused or misunderstood about the procedures of Talking Chips Technique. Then, this problem was overcome by re-explained the procedures of Talking Chips Technique. Second, the problems related to classroom management can be explained as follows. (1) Several students were difficult to be controlled because several students were laughing when their friends got mistakes and it made the classroom noise. Ur (2012) pointed out that the learners would lose their concentration to speak if there was inhibition like noisy or other obstacles in the classroom. In this part, the problems could be solved by giving them instruction to be silent and used soft voice and make them sit close each other. As Jacobs (1996) stated that the learner would be easy to be controlled, if they sat close each other and used soft voice. (2) Several students did not participate well in speaking, such as several students did not ask the questions. It meant that students got low participation. According to Ur (1996), low participation is one of the problems in speaking which made students passive in the classroom. In this case, this problem could be solved by giving them a role or task or asked the students to provide and prepare questions.

The third problem was related to the accuracy. In the treatment, students made mistakes in pronunciation, grammar, and vocabulary. In terms of pronunciation, several students mispronounced English words. In this case, the teacher provided models of pronunciation and students practice the correct pronunciation. As La Huli (2003) stated that the students could pronounce words well if students always practice to pronounce those words. In terms of grammar, students added *to be* when they said something and most of them misplaced about *have* and *has* with its subject and majority of students still forgot to put *s* or *es* at the end of verb if the subjects were *he*, *she* or *it*. Related to this problem, the teacher tried to explain about those grammatical terms. Grammatical had essential role in speaking and writing because grammar is one of the parts that must be considered in speaking (Huddleston., & Pullum, 2005; Martina., & Afriani, 2020). In terms of vocabulary, students still used Indonesia language for several words because they did not know how to say those words in English. In this case, the teacher tried to ask them to make a list of vocabularies in order to help them to speak. As harmer (2011) stated that vocabulary was the basic of all the skills in English and vocabulary could help students to speak English.

The fourth problem was related to the fluency. Students still had problems related to fluency. In terms of flow of the speech, several students were still slow, the rest of them tend to medium. In this case, teacher motivated students to speak out and reminded them that they shouldn't be afraid of making mistakes. In terms of average speed, several students could not produce between 50 and 100 words per minute. Related to this problem, the teacher encouraged them to speak everything on their mind and built students' self-confidence. Next, in terms of Pausing, Several students produced silent pause, fillers *uh/um* only, or fillers *uh/um* plus were sometimes distracting since those kinds of pause made them lost their focus. To solve this problem, the teacher informed students to focus their mind before they spoke something. Related to fluency problem, Ur (1996) stated that fluency of students could be better if they always practiced and practiced. Then, students must be evaluated well in terms of fluency.

Secondly, after conducting Talking Chips Technique based on the procedures, students got improvement. It was shown by the mean score of students in fluency (71.45) and accuracy (74.69). Students did not have any problem with classroom management and procedures of this technique. All students could be controlled well. However, several students still got problems in terms of fluency and accuracy. In terms of accuracy, several students still made mistakes in terms of pronunciation, grammar and vocabulary. In pronunciation, several students still mispronounced the words, but it was less than the previous meeting. In this part, the teacher was enthusiastic to provide models of pronunciation for students. In grammar, several students did not know how to distinguish to be and auxiliary verb, so that they forgot to put *to be* or *auxiliary verb*. Then, several students still had problems with suffix *s/es* in simple present tense or plural things. These grammatical problems were solved by explaining about those parts. According to Emilia (2010), the teacher should teach grammar explicitly in order to form good understanding. In vocabulary, few students still used Indonesia language, but it was less than the previous meeting. To handle this problem, the teacher asked them to make the list of vocabularies and learn how to pronounce it.

In terms of fluency, several students still had problems in terms of flow of speech, average speed and pausing. However, those problems were less than the previous meeting. In flow of speech, few students were still slow, the rest of them tend to medium. Teacher motivated students to speak out and reminded them that they shouldn't be afraid of making mistakes. In average speed, few students could not still produce between 50 and 100 words per minute. To solve this problem, teacher tried to encourage them to speak everything on their mind and built students' self-confidence. In terms of pause, few students produced silent pause, fillers *uh/um* or *ee e e* only, or fillers *uh/um /hmmmmmm*, but they could continue their speaking. To overcome this problem, the teacher still asked the students to focus on their mind before speaking something.

Furthermore, these students' speaking improvements were also supported by cooperative learning principle which had been implemented well in speaking class. As Kagan (1992) stated that there were cooperative learning principles like simultaneous interaction, face to face interaction, individual accountability, and equal participation. During Talking Chips technique was implemented in the classroom, all students did face to face interaction because they worked together and face to face in group. Besides, it also happened simultaneous interaction because in group, they cooperated and interacted between them. Next, it happened individual accountability because every student in a group must be responsible for their task or role. The last, it also occurred equal participation because all students were given equal opportunity to speak.

In addition, Talking Chips gave positive effect on students' speaking skill. It was because Talking Chips could develop the students' potency in speaking. Many progresses were experienced by the students either in terms of fluency or accuracy. Even though, there were still several students who had still problems in speaking English, but, at least, they had spoken English. The students who had still problems in speaking would be given further treatment in order to develop their skill. In this case, the teacher must be creative, patient, and hard work to develop the students' ability in speaking.

In short, when the Talking Chips technique was implemented in teaching speaking, students got improvement in their speaking after pretest until posttest. Those improvements proved that the Talking Chips technique could increase the students' achievement in speaking. Those improvements were influenced by several things like they had been active in speaking, they had good motivation, and so on. The thing that must be considered that the role of teacher is also important in order to develop students' skill in speaking. The last sentence is that Talking Chips could improve students' achievement in teaching speaking at one of the senior high schools in Bandung.

CONCLUSION

There are two things that can be concluded in this research. Those things are how Talking Chips Technique applied in teaching speaking and how Talking Chips Technique can improve the students' speaking at grade X in one of the senior high schools in Bandung. Firstly, Talking Chips Technique had been implemented well in teaching speaking based on the procedures. During the teacher conducted Talking Chips Technique, students still got problems related to the classroom management, procedures of Talking Chips Technique, fluency and accuracy. During several meetings of treatments, several problems could be solved, but the problems about fluency and accuracy still occurred. However, those problems were still less

than previously. It was the same as after posttest, students still made mistakes in terms of fluency and accuracy. However, the mistakes were fewer than before.

Secondly, the improvement of students' speaking achievement could be seen from the mean score of pretest and posttest. In pretest, generally, the mean score of fluency was 61.1 and 62.81 for accuracy. In posttest, generally, the mean score of fluency was 71.451 and accuracy was 74.69. Those mean scores got improvement from pretest to post test. Besides, the score of t_{test} for fluency and accuracy were 7.05 and 8.31 and t_{observed} was higher than t_{critical} . It indicated that there was significant improvement of Talking Chips technique to students' speaking skill. Next, it was caused also by the progress of the students. For example, they were active in speaking, high motivation, responsible for their task and so on. Besides, the cooperative learning elements which had been implemented well during the Talking Chips Technique was implemented in teaching speaking like face to face interaction, individual accountability, simultaneous interaction, and equal participation.

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