

## The Effect of Applying Talking Chips Technique on the Students' Speaking Skill

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This research was carried due to the lack of students' speaking skill at the first year at English department. Speaking was still frustrating and they faced some problems in learning speaking because of many factors such as shy to speak, had low motivation and less self-confidence, afraid of making mistake. Talking Chips technique is a technique of teaching speaking which make the students interested and help them speak. In the course of talking chips, each member of the group gets a chance to provide their construction and listen to the views and concerns of other member. This study aimed to investigate the effectiveness of applying Talking Chips technique on the students' speaking skill on the first year academic of English Education Department at University of Muhammadiyah Sumatera Utara on the academic year 2019/2020. The research applied experimental research to know if there was a significant difference in speaking skill between the students taught using Talking Chips technique referred as experimental group, and the students taught using discussion method referred by control group. The data was analyzed by using t-test formula. The results of data processing on the experimental posttest and control groups showed very significant results. Thus, H1 is accepted and H0 is rejected because  $.000 < 0.05$ , so it can be concluded that there is a significant effect of the application of Talking Chips on students' speaking of University of Muhammadiyah Sumatera Utara TA 2019/2010

Keywords: *talking chips, technique, effect, speaking*

### INTRODUCTION

The development of communicative competence should be the goal of language teaching. However, in speaking English most of the learners face problems especially since it requires spontaneous responses. Besides, not all learners are able to build meaningful communication in effective ways. Thus, in order to get their message across, students make their best use of all available resources (such as vocabularies, grammar, pronunciation, etc.) and apply a variety of different strategies. "The successful use of such strategies in order to communicate in a second language is called strategic competence" (Thornburry, 2008, p. 29).

Pre-service students of English Education Department, University Muhammadiyah Sumatera Utara are prepared to become English teachers. They are required to be competent for all language skills; active and passive. In the curriculum, the first year students are given fundamental speaking and in the activities, the lecturer gives lecturing and after that the students will be asked to practice their English in various ways; individual free-talk, dialogue, etc. They are expected to be able to communicate with native speakers or to any foreigners who speak English. They are asked to have a communication to these English speaking-people to measure whether or not their English is understandable enough.

Unfortunately, the observation result showed that speaking was most frustrating English skill for many students. They still faced many problems in learning speaking because of many factors such as shy to speak, have low motivation and less self-confidence, afraid of making

mistakes and etc. They sometimes understood about the topic or material but they were difficult to express their idea to others. Therefore, it was important to focus the lecturers' intention to stimulate them in active learning. This problem actually was a matter of teaching method so that it is facilitating the students to solve their problem.

According to Robert E. Slavin in Mustari (2010: 12), cooperative learning is one of the learning methods where the students are engaged in groups when they receive material from a teacher or do their task or assignment. Cooperative learning is an approach to organizing classroom activities into academic and social learning experience. Student must be put in group to complete the two sets of task collectively. Everyone succeeds when group succeeds (Brown and Ciuffetelli Parker, 2010). Several types of cooperative learning namely make a match, think-fair-share, swapping couples, exchanging greetings and questions, numbered heads together, two stat to stray, talking chips (card speak), round table, inside-outside-circle, paired storytelling, and jigsaw. Talking chips learning model is one model of learning using cooperative learning methods. In cooperative learning, students learn together in small groups and help each other. Classes are arranged in groups of 4-5 students with heterogeneous capabilities. Heterogeneous in this regard, previous grades, gender, religion, race, and so on. Talking chips has two important processes; they are social process and the process of mastering the material. Social processes play an important role in studying Talking Chips in order to make students capable to work in group. Those students learn to discuss, summarize, clarify concept, and solve problems.

This study aimed to find the effectiveness of applying Talking Chips techniques on the students' speaking skill. The significance of this research is practically having relation with improving the students' speaking skill in accordance with the development of spoken language communication activities.

## METHODS

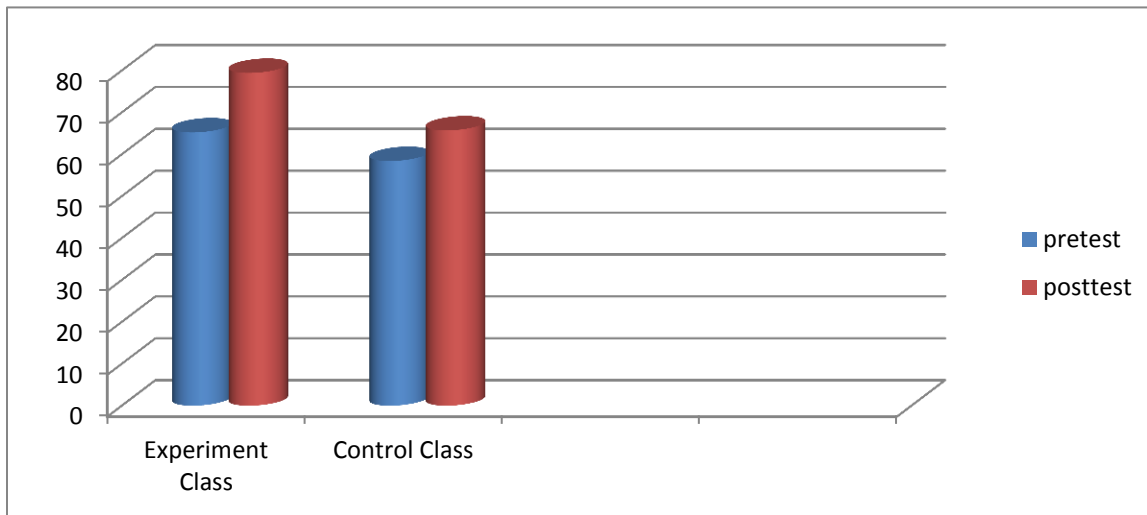
This experimental research sought to find out the effectiveness of applying Talking Chips techniques on the students' speaking skill with two group pre-test and post-test design. One of the classes was assigned to be control group and the other to be experimental group. The design was applied in order to investigate the effect of applying talking chips technique on the students' achievement in speaking ability. The data was collected from students' answer. The type of the test was essay test, the teacher asks students to answer the questions orally. This test was given to the students in group. The subject of the study was the first year students of University of Muhammadiyah Sumatera Utara, Medan in the first academic year of 2019/2020. The sample of the research was shown below:

NO	Class	Sample
1.	I/A morning	30 (Experimental)
2.	I/C A morning	30 (Control)

### Results and Discussion

The results of the study were that the pretest and posttest results of the experimental group increased after being treated through talking chips techniques. The lowest score during the pretest was 40 and then the highest score was 76. After the students were given treatment (posttest), the lowest score gained to 65 and the highest one was 88.

While in control group the result shows that the results of pretest and posttest of control group increased after being treated through discussion method. The lowest score during the pretest was 45 then the highest one was 74. After the students were given treatment (posttest), the lowest score was 50 and the highest one was 80 as it was shown below.



Test for Equality of Variances for experiment and control groups

#### Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Score of Posttest in experiment and control classes	experiment and control groups	30	79.4333	6.70915	1.22492
	experiment and control groups	30	68.0333	7.85420	1.43397

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The score of posttest and pretest in experimental and control group	Equal variances assumed	1.215	.275	6.045	58	.000	11.40000	1.88592	7.62492	15.17508
	Equal variances not assumed			6.045	56.617	.000	11.40000	1.88592	7.62295	15.17705

After testing the hypothesis by using the Paired Sample T-Test technique the data obtained  $t = .000$  at the significance level  $< 0.05$ . The results of data processing on the experimental posttest and control groups showed very significant results. Thus,  $H_1$  is accepted and  $H_0$  is rejected because  $.000 < 0.05$ , so it can be concluded that there is a significant effect of the application of Talking Chips on students' speaking of University of Muhammadiyah Sumatera Utara TA 2019/2010

## CONCLUSION AND SUGGESTIONS

Based on the research, the conclusions shows that there is significant effect on applying talking chips technique on the students' speaking skill at English Department of University of Muhammadiyah Sumatera Utara after testing the hypothesis by using the Paired Sample T-Test technique the data obtained  $t .000$  at the significance level  $<0.05$ . The results of data processing on the experimental posttest and control groups showed very significant results. Thus,  $H_1$  is accepted and  $H_0$  is rejected because  $.000 < 0.05$ . It is suggested that this technique to be applied in teaching speaking because it is significantly improving the students' skill in speaking.

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