

THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

Anita Fitriyanti, Albert Rufinus. Urai Salam

English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak
Email: anithafitriyanti@gmail.com

Abstract

This research aims to analyze the use of Talking Chips technique to improve students' speaking skill to eleventh grade students of SMA Kristen Makedonia Ngabang in Academic Year 2015/2016. This research was one of pre-experimental design, namely one group pre-test and post-test design. The sample was eleventh grade students Class XI IPA 1, which consisted of 20 students. The tool used for collecting the data was pre-test and post-test. The test was reading aloud test. The research finding indicates that the students' mean score in post-test is 80 higher than their mean score in pre-test which is 63. It is found out that the result of the t-test is 7.79. The t-table with the degree of freedom 19 is 2.093. Because the result of t-test is higher than t-table, the alternative hypothesis "The use of talking chips technique can improve students' speaking skill to the eleventh grade students of SMA Kristen Makedonia Ngabang in Academic Year 2015/2016" is accepted.

Keywords: *Talking Chips, Improve, Speaking skill*

INTRODUCTION

Speaking is one of language skills that the students should learn. Speaking is the productive skill in the oral mode. Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. By speaking, the speaker can deliver the message about a topic to the listener orally and listener gives feedback. In other words, speaking as social interaction which happens in our believes.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get

difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Moreover, according to Cameron (2001) the use of active language to express the meanings in order to get the response from listener is called speaking. It can be assumed that speaking as the activity of a person to express his or her ideas, opinion, feeling or something in her/his mind to get response from other person by spoken language. Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. In a variety of contexts in speaking verbal and nonverbal that is used by speaker should suitable with the situation where is communication take place. In direct communication, people used two ways that are verbal and non-verbal. The students speak

directly in verbal, and in nonverbal, they use a gesture and body language to communicate. Furthermore as we know, speaking as interaction and speaking as a social and situations based activity. It means that, all these perspectives see speaking as an integral part of peoples in daily lives. In order word, speaking as social interaction which happens in ours believes.

For Indonesian students, speaking English is one of the difficult skills for them in learning English. That is because of many students could not speak English very well because of some reasons. For instance, mispronounce words, stuck in speaking, and also still shy to speak. Many factors can cause the problem of the students' speaking skills. For example, the students' interest, the material, the media, and also the technique that use in teaching learning English. Therefore in teaching speaking there are various techniques that can be used. One of the effective teaching techniques that can be applied is talking chips because many research finding say that this technique is effective to use in teaching speaking for students.

Talking chips is a technique in teaching speaking skill which makes students interested in speaking English. By using this technique, the students can have the same opportunities with other and also guarantees equal participations when they are at group discussion. With it helps and guides the students in speaking. Because in the chips that they will get in the group discussion, the teacher have written a word in every single chip, and with that word the students should arrange a sentence based on the word that they have gotten. Teacher roles in this process are as facilitator and as guidance for the students when they do that activity. This technique is to explore students' knowledge in study especially speaking ability. By using it, the students will be encouraged to increase their speaking because they will also assess by teacher when practice in teaching learning process. Based on this problem, the researcher do pre-experimental design as a method to do this research to

know how this technique can improve students speaking skills.

SMA Kristen Makedonia is one of the senior high schools in Ngabang, one of the sub districts in the Ngabang regency in West Kalimantan Province which is legally formed in January 19th, 2002. And the students from the eleventh grade in this school will be observed by researcher to know how the technique can improve the students' speaking skill. Even the students have learned English since they were at Junior high school; they still think that English is difficult to be learned. For that reason, the first sight of English is really influencing their intention to learn English. Interesting ways of teaching English will increase their attention to learn English.

During the teaching learning process there are some activities that applied by the teacher. One of those activities is discussion. Talking chips technique is the appropriate technique that can use in discussion section. This technique can improve the students' speaking skills through their contribution in that discussion by give their opinion, perception, and argument. There are similar research that had been conducted before. The first research was conducted by Syafryadin (2015). The result entitled "The Use Of Talking Chips Technique In Improving Students' Speaking Achievement". The reseacrh show that the students got improvement in speaking and showed their progress each cycle in speaking. For instance, they got high motivation in speaking, active to speak in teaching learning process, responsible to their task and so on. Another research had conducted by Mukadimah (2015) on the research entitled "The Use of Talking Chips Strategy to Improve Students' Speaking Ability of Grade XI Students of SMAN 1 Pengasih in Academic Year 2013/2014" she also had founded that by talking chips strategy the students got improvement in their speaking ability.

Based on the fact, it is interesting to conduct a research entitled The Use of Talking Chips Technique to Improve

METHOD

The form of this research was quantitative research which was formed in pre-experimental study. This research used measurement technique that was pre-test and post-test to investigate students' proficiency in speaking. The pre-test is the test which was given to the students before the treatment, while the post-test is the test which was given after the students got treatment. The single group pre-test post-test design was represented as below:

O_1 X O_2

The design is illustrated as follows:

- a. Apply O_1 that is the pretest in reading aloud test to measure students' speaking skill.
- b. Apply X that is the treatment, which is teaching by using talking chips technique to improve students' speaking skill.
- c. Apply O_2 that is post test to measure the students' ability after given the treatment. So that can be seen the influence of the treatment by compare the result of pre-test and post-test.

Population is complete actual/theoretical collection of numerical values (scores) that are of interest to the writer. A "population" consists of the entire subject you want to study. A population comprises all the possible cases (person, object, events) that constitute a known whole.

The population in this research is the Eleventh Grade students of SMA Kristen Makedonia Ngabang Academic Year of 2015/2016. There are four classes of the eleventh grade students of SMA Kristen Makedonia Ngabang with the total number of students are 83.

A population comprises all the possible cases (person, objects, events) that constitute a known whole. This research applied cluster

random sample in this research. According to Cohen (2007) cluster random sample are widely used in small scale research. Therefore, only a class will become a sample of research the sample taken randomly by using flipping coin to decide what class that going to be observe. By flipping coin the writer got Class "XI IPA 1" that selected as the sample of this research, this class consists of 20 students.

The technique of collection data is very important in doing research in order to solve the problem of this research. Selecting and using the appropriate technique to collect the data of research is very important to gain the objectives outcome of this research. In this research, the writer applied measurement technique in collecting data to know the result of the research. The writer measured the students' achievement before and after given treatment. The first test was pre-test to measure students' ability before treatment is given. In addition, the second test was post-test to analyze the effect of the treatment to the students' ability.

The tool of collecting data in this research is reading aloud test. The tests are divided into pre-test and post-test. The post-test uses the same material with pre-test. In the test, students will have to do it individually. In the test the teacher gives one topic. The form of the test was reading the text aloud which purposed to see the students' fluency in speaking.

Pre-test is done before giving the treatment to the students. The purpose is to know the students' pre-condition of their speaking skill. The students were given 40 minutes to discuss the test items. Treatment is given the students two times. The treatment is using talking chips technique to improve students' speaking skill. The treatments were done twice. After having the treatment, the students had the post-test. It means to see the achievement or the result of the use of talking chips technique to improve

students speaking skill after the treatment was given.

Among the aspects of speaking skill, the writer chose to measure students' fluency through reading aloud because if students are able to read the text in fluent and smooth way they are most likely to be able to do the same in speaking. In measuring the students' fluency there are three scoring indicators that the students need to achieve. First, the students are able to chunk the text into phrase, second, they are able to speak in natural length more than 150 words/minutes,

and third, they are able to speak fluently and smoothly like the native.

In test evaluation, test validity is the most important notion. Best (1989) said that a test is valid if it measures what are claims to measures. Similar to Best, Farhady (1980) said that validity refers to the uses of which they were intended. In conclusion, test validity is degree to which the test actually measures what is should to measure. To know the content validity of the test, the writer constructed the item specification of the test item. The table of specification is described as follows:

Table 1. Items of Specifications

ITEM OF SPECIFICATIONS	
FORMAT	<ul style="list-style-type: none"> • Reading aloud
EMPHASIS	<ul style="list-style-type: none"> • Items will require that students are able to chunk the text into phrases to help in comprehension • Items will require that students to be able to speak at natural length more than 150 words/ minute • Items will require that the students can speak effortless and smooth with speed that approaches that of a native speaker

After collecting the data, the writer analyzed the data by using statistical formula that is t-test to find out the significant of the treatment. The formula is as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

(Arikunto 2006:306-308)

..... (1)

This research will be done in the eleventh grade students of SMA Kristen Makedonia Ngabang in academic year of 2015/2016. The pre-experimental study of this research involves the pre-test, treatment and post-test.

Pre-test

Pre-test is done before giving the treatment to the students. The purpose is to know the students' pre-condition of their speaking skill. The pre-test was given on January 27th, 2016 the students were given 40 minutes to discuss the test items.

Treatment

Treatment is given the students two times. The treatment is using talking chips technique to improve students' speaking skill. The treatments were done twice. First treatment held on January 29th, 2016 and the second treatment held on February 03rd, 2016.

Post-test

After having the treatment, the students had the post-test. It means to see the achievement or the result of the use of talking

chips technique to improve students speaking skill after the treatment was given. The post test was held on February 5th, 2016

FINDINGS AND DISCUSSION

Findings

To analyze of the students' individual score, the writer uses the formula as follow:

$$X = \frac{\text{Total score (flow, speed, pause)}}{\text{Total maximum score (10)}} \times 100$$

..... (1)

Before calculating the significance of the different score of pre-test and post-test, the writer computes the mean of difference (MD) uses MD formula. The formula as follows:

$$MD = M_2 - M_1$$

$$M_1 = \frac{\sum X_1}{N}$$

$$M_1 = \frac{1260}{20}$$

$$M_1 = 63$$

$$M_2 = \frac{\sum X_2}{N}$$

$$M_2 = \frac{1600}{20}$$

$$M_2 = 80$$

$$MD = M_2 - M_1$$

$$MD = 80 - 63$$

$$MD = 17$$

..... (2)

The significance of students' score in pre-test and post-test was calculated using t-test formula is as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17}{\sqrt{\frac{7600 - \frac{(340)^2}{20}}{20(20-1)}}$$

$$t = \frac{17}{\sqrt{\frac{7600 - \frac{(115600)}{20}}{20(19)}}$$

$$t = \frac{17}{\sqrt{\frac{7600 - 5780}{380}}}$$

$$t = \frac{17}{\sqrt{\frac{1820}{380}}}$$

$$t = \frac{17}{\sqrt{4.78}}$$

$$t = \frac{17}{2.18}$$

$$t = 7.79$$

..... (3)

To determine the significance of the research, the research needs to compare the result of t-test with the table in this research, the research applies the significance level of 0.05 with the degree of freedom (*df*) = *N* - 1 (20 - 1 = 19). If *df* is interpreted into t-table, so 2.093. As the result, t-test 7.79 is bigger than t-table 2.093. It means that teaching speaking by using talking chips technique indicates significance difference result between pre-test and post-test.

Discussion

From the data analysis, the writer found that the use of talking chips technique to improve students' speaking skill especially to

the eleventh grade students of SMA Kristen Makedonia Ngabang in Academic Year 2015/2016 had improved their speaking skill. The writer saw that the students was enjoy and confident to speak in front of their friends.

Furthermore, the procedures actually were just to maintain and also gave more chances to the students to practice their speaking skill so that their role during the teaching learning process was being held. Through ongoing assessment using observation of students' work students' progress was carefully monitored and supported.

The procedures of the treatment in teaching speaking through talking chips technique were combination from (Kagan, 1992). Then, it was modified as follows:

- Teacher provided a discussion topic, gave explanation, and the example about how to do the discussion by using chips.
- The teacher gave the instruction about how the rule of the discussion runs.
- The teacher gave the topic or the story for the students to be discussed and prepared the chips that used during the discussion
- The teacher divided the students into several group based on the total number of students in the classroom. Due to total number of students were 20, so there were 5 groups that consist of 4-5 students in each group.
- Every member in the group was given the head number A,B, C, D, and E
- The teacher gave every group a piece of paper. The function of the paper was to write the conclusion of the discussion that they had discussed.
- The teacher gave each member maximum 2 chips. So, in a group there was 8-10 chips.
- The chips were filled with the words that students want to speak
- In each chips there was a word that used as keyword for them to be developed into sentences that they used to share their idea or opinion about the topic that they were going to discuss.

- The discussion began and when every member of the group talk about something based on the keyword that they got from the chip. He or she must put the chip in the middle of the table. Then it was continuous until the chips had been used by the students
- If the member had used all chips, he or she might not speak until his or her friends in groups did not have chips too
- If the chips had been used by all the students and discussion has not been finished they have to make an agreement to divide the chips again and continue the discussion based on the procedures
- During the students speak about the topic, the fluency of students was observed. Besides, in evaluation, the students was assessed their fluency

By show the procedure, we might know that how talking chips run well in group discussion to make students can improve their speaking ability. By improve their speaking skill using talking chips technique students could communicate with their friends through group discussion that the teacher asks to. Therefore, it is better for the teacher to find an appropriate technique in teaching speaking which gives many opportunities for them to speak up.

After know about how the discussion run by using talking chips technique, the writer has conducted a treatment to 20 students as the sample of research. In order to make the treatment run systematically and smoothly, the writer was prepared some lesson plan as the framework. The writer was planned and used three lesson plans for treatment with the allocated time twice at forty five minutes (2x45 minutes) each meeting as state in the basic frame of the curriculum that a period is forty five minutes for the senior high school students.

With using talking chips technique the teacher can see how this technique can improve students' speaking skill. When the discussion run, the students demanded to speak and delivered their opinion based on the keyword that they got. Although the writer found difficulties when did the

treatment because the class was too noisy but after they were understand about how easy and interesting the teaching learning process by using talking chips technique the atmosphere in teaching learning process became conducive. As the result, students enjoyed the learning process that made them learning enthusiastically and their achievements were good that made the teacher satisfied too.

The result of data analysis of pre-test and post-test was known that the score of post-test was higher than the score of pre-test. The students' total score of pre-test was 1260 with mean score 63. On the other hand, after giving the treatment, the students' total score of post-test was 1600 with the mean score 80. Moreover, the students' interval score of pre-test and post-test was 17.

In order to prove whether or not the different score was significant, the writer needed to compare the result of t-test with t-critical value. In this research, the t-critical value with the level of significance 0.05 and the degree of freedom (df) = $N - 1$ ($20 - 1 = 19$) was 2.093. Since the result t-test (7.79) was bigger than t-critical value it meant that the students' score of pre-test and post-test differ significantly. Therefore, the alternative hypothesis that stated "The use of talking chips technique to improve speaking skill to the eleventh grade students of SMA Kristen Makedonia Ngabang Academic Year of 2015/2016 was accepted.

In conclusion, this research proved that the use of talking chips technique can improve speaking skill to the eleventh grade students of SMA Kristen Makedonia.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This research investigated how talking chips technique can improve students' speaking skills of the eleventh grade students of SMA Kristen Makedonia Ngabang in academic year of 2015/2016. The finding of this research includes: (1) there is an improvement with the use of Talking Chips technique to improve students' speaking skill

to the eleventh grade students of SMA Kristen Makedonia Ngabang Academic Year 2015/2016. (2) the improvement is 7.79 that mean the use of talking chips technique can significantly improve the eleventh grade students' speaking skills. (3) the treatment with talking chips can make the students feel confident to talk because this technique force them to talk when the discussion run.

Suggestion

From the research finding which shows that talking chips technique is a good technique for the teacher to apply it in the classroom when he/she want to do discussion. The researcher suggests that: (1) the teachers should use and apply talking chips as the technique to improve students speaking because this technique can help the students can easily express their idea or their opinion about something that related with the topic when they are in teaching learning process. (2) the teachers are suggested to explain about how the technique runs in the group discussion clearly. It because the students need to know how the procedure of the technique therefore the explanation from the teachers very important.

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