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The Use of Talking Chips Technique in Teaching Speaking

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ABSTRACT

This research aim to identify how the implementation of Talking Chips technique can improve the students' speaking ability. The population is student of grade X SMAN 3 MAJENE. The sample of this study was only one class and total number of students was 30 students. Research method that used is quasi-experimental design. This study was conducted by using multiple pre-test and post-test. During the treatments, there were problems related to classroom management, fluency and comprehensibility. Those problems could be minimized. After posttest, there were still problems, but the problems were fewer than previous ones because students had showed the awareness in speaking English. The research findings show that the implementation of talking chips could improve the students' speaking skill in delivering speech and the classroom situation of speaking class. The improvement of students speaking skill includes: 1) Students had enough vocabulary to deliver speech; 2) the students were able to pronounce the word correctly during delivering the speech; 3) the students could produce the sentences grammatically correct; 4) the students delivered the speech more fluent. The improvement of classroom situation includes: a) the class was more alive because the students' participate actively during the speaking class; b) there was an equal participation during the speaking class; c) the students were motivated to speak English than Indonesian. It can be concluded that the implementation of talking chips can improve the students speaking ability in delivering speech and the classroom situation. It is hoped that this result can give other teachers inspiration to implement talking chips in their classroom.

Keywords: Talking Chips, Speaking.

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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 in SMAN 3 MAJENE. The researcher found some problems causing the low students' speaking proficiency. These problems are indicated by several factors, both from students' speaking skill and the classroom situation. From the speaking skill for example, most students are not able to pronounce the words correctly. It happened because the teacher more concern on reading, that's why the students have lack of chance to practice it. It is also caused by the limited chance to practice. Some students

often produce incorrect grammatical sentence because they have lack of knowledge about grammar. The last, some students are not able to express their idea because they have problem in vocabulary. Then, from the classroom situation such as, the students prefer did nonacademic activity to focus on the lesson, most of students did not pay attention to the teacher, there was less interaction between the teacher and the students, and the class was dominated by some students

In line with the facts mentioned above, Ur (1996), argued that students have 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 (2007) also says that there are two elements of speaking which become problems for students. Those elements are comprehensibility 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 comprehensibility also cause misunderstanding between speaker and listener, if the speaker cannot speak fluently and comprehensibility. In brief, students should pay attention to elements of speaking. Harmer (2007) says that if students want to speak English fluently and comprehensibility, they need to be able to pronounce the words correctly and speak without mistakes in grammar.

Teaching speaking needs innovation to improve students' speaking fluency and comprehensibility. 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 comprehensibility. According to Kagan (1992), Talking Chips Technique is a technique of teaching speaking which makes 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 research is going to investigate whether discussion using the talking chips technique can improve the speaking skill of the X students of SMAN 3 MAJENE 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.

LITERATURE REVIEW

Previous Research

There are some researchers who had conducted the research by findings out the Talking Chips Technique can improve significantly students' speaking skill:

1. Safitri (2014) in her research, the effectiveness of talking chips to teach vocabulary viewed from student's interest (An Experimental Study at the Sixth Grade Students of SDN 2 Danyang Purwodadi in the Academic Year of 2012/2013) found that Talking Chips is more effective than Translation Method in teaching vocabulary.
2. Hardiyanti (2013) in her research, Improving students' participation in English class using talking chips (A Classroom Action Research at the Tenth Grade Students of SMAN 5 Surakarta in the Academic Year of 2012/2013) found that the implementation of Talking Chips improves the students' participation in English class.
3. Putra (2014) in his research, the effectiveness of talking chips method to teach speaking viewed from students' intelligence quotient (An Experimental Research At The First Semester Students of STKIP-PGRI Pontianak In The Academic Year Of 2013/2014) found that Talking Chips method is more effective than Peer Tutoring method in teaching speaking.
4. Syafryadin (2013) in his research, the use of talking chips technique in improving students' speaking achievement found that Talking Chips could improve students' achievement in teaching speaking at one of the senior high schools in Bandung.
5. Herianto (2012) in his research, teaching speaking by using combining scripting and talking chips strategy at junior high school found that using these strategy is a way that will help to teach the students, improve students' motivation to speak English, and increase their interest to learning English.
6. Yanda et al (2013) in their research, pengaruh penggunaan teknik talking chip terhadap hasil belajar IPA Fisika siswa kelas VII SMPN 1 Jurai Kabupaten Pesisir Selatan found that there is a significant influence on using of techniques talking chips on student's learning outcomes in Science Physics at grade 7 SMPN 1 Jurai Pesisir Selatan acceptable real level of 0.05.
7. Amirta (2010) in her research, pengaruh model pembelajaran kooperatif dengan teknik talking chips terhadap hasil belajar kimia siswa found that cooperative

learning model with Talking Chips technique has effect on students learning chemistry achievement.

Based on the findings above, it can be concluded that some experts found that the Talking Chips Technique can improve significantly students' speaking skill.

Theoretical Framework

a. Definition of Speaking

Speaking is one of skill that students should study in the classroom because speaking is not a simple skill in learning English, because it is very useful to communicate directly. It can be used to convey ideas or other purposes in having relation in the world. There are some definitions of speaking according to experts. According to Cameron (2001:40), speaking is the active of language to use express the meanings in order to get the response from listener. It can be assumed that speaking as the activity of a person to express his or her ideas, feeling or something in her/his mind to get response from other person by spoken language.

b. Teaching Speaking

Teaching speaking is important in language learning. In this case, the teacher needs to encourage student's participation by making experience interesting and motivating, and also the teacher should support the students to practice English as a habit in order to make their English speaking ability can use to interact with other in daily life.

The aims of teaching speaking are to enable students to communicate verbally in daily life situation. According to Cameron (2001:40), it is crucial for teacher to take the responsibility for checking the students understanding to language being used and the purpose of the activities is being carried out. It is really important for the teacher to make the students understand in learning. The teachers have to consider that students understand about the aim of learning process. Therefore, the teachers must give the students opportunity to provide input to all phases of classroom activity.

Furthermore, Nunan (2003: 48), teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Where is speaking is totally natural, speaking in a

language other than our own is anything but simple. Teaching speaking involves providing students with the component of language, it is hoped that they would eventually put them all together and speak.

c. Principle of Learning and Teaching Speaking

Speaking is a productive skill. Theoretically, according to O'Grady (1996) , it is a mental process. This means that it is a psychological process by which a speaker puts a mental concept into some linguistic form, such as word, phrases, and sentences used to convey a message to a listener. So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to convey a message to their listeners in the communicative interaction.

d. Comprehensibility and Fluency in Speaking

Nunan (1998: 63) says that learning activities are those which focus the learner on developing comprehensibility and those which focus on the development of fluency. Brumfit in Nunan (1998:63) concerns with fluency or comprehensibility in follows:

…Language display for evaluation tended to lead to a concern for comprehensibility… in contrast, language use requires fluency… It will on occasion also require monitoring and problem-solving strategies, but these will not be the most prominent features as they tend to be in the conventional model where the students produce, the teacher corrects, and the student tries again.

e. Cooperative Learning in Speaking

Slavin (2009:63) states that cooperative learning has been popular since a long time ago. At that time, teacher motivated his students to cooperate with others in certain activities, like discussion or peer-teaching.

Besides, the teaching and learning process does not have to be conducted in a traditional way where teacher fully controls the process. Instead, it reveals that students can teach and learn from one to another. Lie in Isjoni (2009:63) says that a lot of studies had been conducted and they prove that peer-teaching works more effectively than teaching conducted by the teacher alone. It means that a successful learning can also be achieved with peers, not only teacher. In this case, teacher plays his role as a facilitator.

f. Teaching Speaking Through Talking Chips Technique

Talking chips is one of the teaching techniques of cooperative learning which is developed by Dr. Spencer Kagan in 1992 for the first time. In talking chips students participate in a group discussion, giving a token when they speak.

The purpose of this technique is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all the members, this technique encourages passive students to speak out and talkers to reflect. Talking chips is useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

METHOD

The design of this research was the quasi experimental research (time series design). Quasi-experimental design consist only experimental class without control class. Data collection of this research comprised qualitative data and quantitative data. Qualitative data could be seen from the result of observation sheet. It was because that instrument was 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 face 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 comprehensibility and fluency in speaking.

This research used two independent raters to make the evaluation more valid. In this case, the researcher and the English teacher in SMAN 3 MAJENE had a role as independent raters. The data in this research were analyzed by using descriptive and inferential statistic. Descriptive statistical analysis was used to describe the maximum and minimum scores, mean, and deviation standard. Then, 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. Normality test was used for knowing the normality of data distribution.

To know whether there was a significant difference or not, then the posttest score was analyzed by the dependent t-test. Two scores from pre and post-test collected. The important thing in dependent of t-test was to find the difference between pretest score and post test score.

Here are the steps to compute dependent t-test: State the hypothesis, the null hypothesis is difference between students speaking with Talking Chips Technique and without Talking Chips Technique, that is

$H_0 : \mu 1 \neq \mu 2$

The alternative hypothesis is that there is no difference between students speaking with Talking Chips Technique and without Talking Chips Technique:

$H_1 : \mu 1 = \mu 2$

b. Select level of significance. The 0.05 is the level of significance as $\alpha = 0.05$

c. Compute t, the formula is:

$$t = \frac{\bar{X}D}{SD / \sqrt{N}}$$

$$\bar{X}D = \frac{\Sigma_D}{N}$$

Which:

$\bar{X}D$ = Mean of the difference score

SD = standard Deviation

X = Score of difference score

Σ_D = Sum of difference scores

N = Number of sample

State the results (t), if it is less than value of the level significance (accept H_0) or greater than value of the level significance (accept H_1)

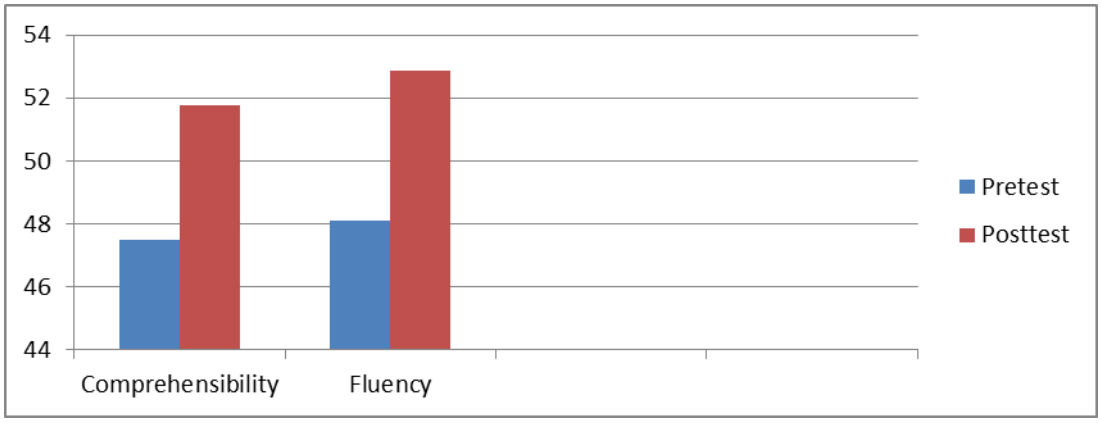
FINDING AND DISCUSSION

The researcher analyzed the result finding in using of talking chips technique in speaking class. The finding includes the using of talking chips can improve the students' speaking skill which covers fluency and comprehensibility and also the students' attitude in the class.

The improvement of students' speaking skill

The students comprehensibility mean score in pretest was 47.50 then improved into 51.77 in the posttest then fluency mean score 48.10 in pretest improved into 52.87

in posttest. The improvement of students' mean score in the pretest and posttest can be seen in the charts below.



The students' attitude during the implementation of Talking Chips

Beside the improvement of speaking score, another finding of the research is the improvement of students' attitude in joining the speaking class. The students were motivated to speak up during the teaching learning process. The class is more alive because the students participated actively during the teaching learning process. Even the shy students are motivated to speak. They frequently speak in English rather than in Indonesian. It is because working in group is less intimidating than working individually. It is also caused by the researcher support, he always tells to the students that they don't need to afraid in making mistakes during the speaking up. The using of talking chips also encourages students to actively interact in the class. Comparing to the situation in the observation, their interaction improve caused by the equal chances that each student has.

The following table is a result of multiplication of the data through SPSS program. The data in the table shows the answer of the research question by the result of the t-test where the significant difference is compared to the probability value. But before t-test is done, it was conduct variances and normality test of the data as the condition for testing the hypothesis.

Table 1. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.220	5	15	.347

The result of variances test in the table above shows that the value of asymp Sig. > 0.05. It means that the data was homogeneous so the researcher could continue analyzes with normality test below.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.18507123
Most Extreme Differences	Absolute	.100
	Positive	.090
	Negative	-.100
Kolmogorov-Smirnov Z		.545
Asymp. Sig. (2-tailed)		.928

a. Test distribution is Normal.

b. Calculated from data.

The result of normality test in the table above shows that the value of asymp Sig. (2-tailed) > 0.05. It means that the data distribution was normal so the researcher could continue analyzes two scores from pretest and posttest by the dependent t-test. The result of t-test can be seen in the table below:

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-4.567	1.478	.270	-5.119	-4.015	-16.921	29	.000

The result of t-test in the table above shows that the significant value is lower than the probability value (0.05). It means that there is significant difference between the students' speaking ability before and after being taught by using talking chips technique where the students' speaking ability improved significantly in posttest (after being taught by talking chips technique) so null hypothesis (H_0) was accept.

Based on the research findings, the researcher found that the use of talking chips technique can improve the students' speaking ability significantly. The research

findings above showed some important points as follows: (1) the improvements of comprehensibility (accent, grammar, and vocabulary), (2) the improvements of fluency (speech flow, average speed, and pausing), and (3) the improvement of students' participation in doing the group discussion.

Referring to the findings in this research, there were two main points to be discussed. They were the improvement of students speaking skill and the participations in the teaching learning process. They were discussed as follows:

1. The Improvement of the Students' Speaking Ability

Based on the result of the test done in the pretest compared to the posttest, there were improvements in the score of speaking in almost every aspects of speaking skill. Improvements were on: (a) the students accent, several students improved their way of pronouncing words and could say the sentences clearly; (b) students' grammar, several of students could arrange text using appropriate conjunction and express their sentences in appropriate tenses; (c) Students' vocabulary, students got some new words during the discussions related the topic that they were discussed; (d) students' fluency, most of students could deliver their speech clearly and fluently because in the group discussion, the students were not shy to speak anymore.

This research supports some related previous researches. Safitri (2014) conducted her research by using talking chips technique. Her research shows the difference between the students' ability which is treated through talking chips and students that did not treated through talking chips technique. She found that talking chips is more effective than translation method in teaching vocabulary. In line with it, Hardiyanti (2013) found that the implementation of talking chips improves the students' participation in English class. She also found that the students were able to communicate with others in the group while preparing the speech. They delivered ideas or opinions with their simple language. It means that by using talking chips, there were improvements in each of speaking aspects because this technique enabled the students to interact with the other members of the group. The interactions enabled the students to get support or even challenge from their mates. Thus, the students tend to make effort to be better.

Otherwise, the other related researches supported by this research are Herianto (2012) and Yanda et al (2013) researches. Herianto also used talking chips in teaching speaking in his research. He found that using this strategy is a way that will help to teach the students, improve students' motivation to speak English, and increase their interest to learning English. Other than that, Yanda also found the there is a significance influence on using of talking chips techniques on students' learning outcomes in Science Physics at grade 7 SMPN 1 Jurai Pesisir Selatan.

2. The Improvement of the Students' Participation in the Teaching Learning Process

Based on the observation, it was found that there were improvements from pretest into posttest. The improvements were on students' participation in joining the English speaking class and students' activities in the group discussion. By using talking chips in this research, there were improvements in the students' participation in joining the English speaking class.

From observations, it appears that student activity increase after the process of cooperative learning talking chips technique especially in terms of teamwork. Every student who wants to speak or express an idea, they must firstly lift the cards, and then the cards are collect in in the middle of a table. The process is continued until all of the students can use the card to talk. In this case, there is no student who dominates and there is no student is not active, all students have to express their opinions. This stage is aimed to helping students in develop a sense and understanding of complex concepts.

So it could be concluded that the use of talking chips in improving the students' speaking competence and participation was clearly proved. Their active participation in the group discussion gradually improved from step by step because talking chips creates equal joy to learn, equal share of job and equal chance to practice. The students have self-motivation to finish their job consciously for their own benefit to have the same chance to practice talking as it stated by Barkley (2005:118-120) that by using this technique. The contribution of the members for the success of achieving the meaningful learning is bigger than using individual technique.

CONCLUSION

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 comprehensibility. During several meetings of treatments, several problems could be solved, but the problems about fluency and comprehensibility 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 comprehensibility. However, the mistakes were fewer than before.

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 48.10 and 47.50 for comprehensibility. In posttest, generally, the mean score of fluency was 52.87 and comprehensibility was 51.77. Those mean scores got improvement from pretest to post test.

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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