

THE EFFECT OF TALKING CHIPS TECHNIQUE TOWARD 8TH GRADE STUDENTS SPEAKING ABILITYAT SMP ISLAM AMBULU

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ABSTRACT

Speaking is the most important aspect the students have to be master when they are studying English. Many students have to master this skill as well as they can. They do many ways to be better in speaking. Therefore, it is important to do a research entitled “The Effect Of Talking Chips Technique Toward 8th Grade Students Speaking Abilityat Smp Islam Ambulu”. In this research, the problem is “Is there any differences in students speaking ability who are taught using Talking Chips Technique and students taught using the lecture method?” The hypothesis of this research is “There is a difference between students taught using Talking Chips Technique and students taught using the lecture method in eighth grade students at SMP Islam Ambulu”. The design of this research is Experimental research. There are two classes (VIII B and VIII C) of the eighth grade students of SMP Islam Ambulu. The researcher used two kinds of test to collect the data those are pretest and posttest. Hypothesis test conducted descriptive statistic test is testing paired sample t-test at a significant level of 0,05 with the help of SPSS 21 for windows. The analysis of t-test score of pre-test and post-test showed that significance was 0,00. It means there was significant effect of talking chips technique on students’ speaking ability of eighth grade students at SMP Islam Ambulu. Based on the research result, there is significant different of students’ speaking score after taught by using talking chips technique in eighth grade students at SMP Islam Ambulu.

Keywords : Speaking Ability, Talking Chips Technique

INTRODUCTION

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of daily activities. Nunan (2003) stated that speaking is the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

While speaking is important, many students have to master this skill as well as they can. They do

many ways to be better in speaking. In fact, speaking is not easy to be mastered because learning to speak is not only learn about grammar but also learn the knowledge of how to use the language. Therefore, there are some students still have problems in speaking. According to Lie, (2002:63) talking chips technique is suitable for all lesson and age. Therefore, this technique can be used for all school level and subjects. Moreover, talking chips technique have some advantages that useful in

teaching speaking such as; it give chance for every student to participate equally. In group work usually there is student that tends to be more dominant or active than other students. Kagan et al (2015:03) states other advantage of using talking chips technique that is develops students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills.

Based on the explanation above, the researcher tried to apply one technique that could give a chance to every student to be more active in the classroom. Thus, this research was attempted to apply Talking Chips Technique in teaching speaking since this technique can give a chance to the students to speak in the classroom. A previous research was conducted by Fitri, et. all (2016) entitled "The effect of applying talking chips technique on the students' achievement in speaking ability". They found that there was effect of applying Talking Chips Technique on first grade students' in SMA HARAPAN MEKAR. Therefore, the researcher want to prove that talking chips technique is effective in teaching speaking but in different research design and level of school. In which the research uses experimental research design. Then, it will be conducted in Junior High School level especially in second grade of students.

Speaking is a productive ability which is mention as one of the most difficult ability if it is compare with the other abilities because in this case, the learners should produce utterances as clear as possible in

conveying their ideas to the audience, they also should speak clearly, fluently and accurately to make good speech in communication by using English. Moreover, speaking also has some important functions for us. Richard (2008:22) states that there are three functions of speaking. The first is speaking use for interaction with someone. Speaking as interaction refers to what we normally mean by "conversation" and describes interaction that serve a social function. When people meet, they exchanges greetings, engage small talk because they wish to be friendly and to establish a comfortable zone of interaction with other. The second one is speaking as transaction refers to situations where the focus is on what is said. The third is speaking that can usefully be distinguished has been called speaking as performance. This refers to public speaking that transmits information before an audience, such as classroom presentations, public announcement and speeches.

Talking chips is one of collaborative learning created by Spencer Kagan on 1992. According to Kamso (2014) Talking is mean turn to talk. Then, chips is mean a card. So, talking chips is a card to talk. In a simple, the using of cards can be changed with other small things, such as buttons, coins, ice cream sticks, etc. that will make the students be attractive to conduct the talking chips activity.

In implementation of Talking Chips Technique students are divided into small groups of about 4-5 people groups. In this group students are asked to discuss a problem or subject matter. Each group is given 4-5 cards used for students speak. After the

student expressed his opinion, then the card kept on his group table. The process continues until the whole students can use the card to speak. Turville (2008: 91) states that Talking Chips Technique is the technique for speaking ability. This technique is one unique technique because all students have the opportunity to give feedback. Students must take an object that has been approved as a tool for speaking.

RESEARCH METHOD

In conducting the research, the researcher used experimental research design. According to Ary (2002:301) experimental research is the general plans for carrying a study with and active independent variable.

The design of this research is quasi experimental research with randomized pretest-posttest control group design by involving two groups, the experimental and the control groups. The subject of this research is the eighth grade students in SMP Islam Ambulu, Jember in the 2018/2019 academic year. The population will be divided into two groups. They are experimental and control group. There are two classes (VIII B and VIII C) of the eighth grade of SMP Islam Ambulu. VIII B class as experimental group and for VIII C as control class.

The main instrument of this research is speaking test. In this test the researcher used argumentative dialogue in getting students' speaking score.

The first research procedure was gave pretests to both groups to find out the student's speaking ability score. After giving the pretest, the researcher gave treatment to the experimental group and the control group was treated using conventional

methods. After giving treatment the researchers gave posttest to the two groups to measure the students' speaking ability scores. Then the researcher compared the results of the post-test between the experimental group and the control group. When all the scores have been obtained the final step is to analyze using the t-test formula to find out the main differences.

RESULT AND DISCUSSION

This research was conducted on November 18th to November 30th at SMP ISLAM AMBULU. Before researching was conducted the researchers took two classes to be used as research samples, then found class VIII B as an experimental class and VIII C as a control class. The data showed that the pre-test mean of the experimental group was 5.5135 and the mean of the pre-test in the control group was 4.9412.

Table 4.2 Score of Pre-test in Experimental and Control Group

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	37	3,00	7,00	5,5135	1,12105
Pretest Control	34	3,00	8,00	4,9412	1,36939
Valid N (listwise)	34				

While the mean value of the post-test in experimental group was 7.7658 and score of the control group was 4.6471.

Table 4.3 Score of Post-test in Experimental and Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experiment	37	6,00	12,00	7,7568	1,68993
Posttest Control	34	3,00	8,00	4,6471	1,29994
Valid N (listwise)	34				

Table 4.6 Result Paired Samples Test

Paired Samples Test									
		Paired Differences					T	d	Sig. (2-tailed)
		Me an	Std. Devia tion	Std Err or Me an	95% Confiden ce Interval of the Differenc e				
					Lo wer	Up per			
P ai r 1	Pr e Te st - Po st Te st	- 2,2 43	2,191	,36 0	- 2,9 74	- 1,5 13	- 6,2 28	3 6	,00 0

The last research activity was analyze using the t-test formula to find out the main differences. The control class using conventional

teaching methods and the experimental class using talking chips techniques.

The analysis of t-test score of pre-test and post-test showed that significance was 0,00. It means there was significant effect of talking chips technique on students' speaking ability of eighth grade students at SMP ISLAM AMBULU in the 2019/2020 academic years.

CONCLUSION

Based on the research it can be concluded that there is significant effect of talking chip technique on students speaking ability at SMP Islam Ambulu. This can be seen from the students' mean score was 5.5135 before being taught by using talking chips technique. Then after being taught using the talking chips technique it got better because the average score of the students was 7,7568. The effectiveness of using the talking chip is strengthened by the results of data analysis that have been obtained. The value obtained by the researcher is 0.000, this value is less than 0.05, so it can be said that the alternative hypothesis (H_a) is accepted. It means that there is significant different of students' speaking score before and after taught by using talking chips technique.

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