THE EFFECT OF TALKING CHIPS TECHNIQUE TOWARD THE STUDENTS' SPEAKING SKILL AT SMAN 1 SALO

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ABSTRAK

Penelitian eksperimen ini dilaksanakan di kelas XI SMA Negeri 1 Salo. Tujuan dari penelitian ini adalah memberikan pengaruh terhadap keterampilan berbicara siswa melalui *talking chips technique*. Populasinya semua siswa kelas XI SMA Negeri 1 Salo tahun akademik 2017/2018. Sampel diambil dengan *purposive sampling* yang mana terdiri dari dua kelas yaitu kelas XI IPA^2 sebagai kelas eksperimen dan XI IPA^1 sebagai kelas control. Kelas ekperimen terdiri dari 23 siswa dan kelas control terdiri dari 24 siswa. Pada penelitian ini peneliti menggunakan *talking chips technique* sebagai tekhnik pembelajaran di kelas eksperimen dan *question and answer technique* di kelas kontrol. Alat yang digunakan untuk mengumpulkan data yakni tes kemampuan berbicara dan foto dokumentasi. Data dianalisis menggunakan program SPSS 20. Berdasarkan hasil penelitian menunjukkan rata-rata nilai siswa pada kelas eksperimen adalah 72.69 dan 57.33 pada kelas kontrol. Data analisis menunjukkan F_o adalah 96.67 dengan signifikansi (2-tailed) 0.000 lebih kecil dari 0.05. Dapat disimpulkan bahwa ada pengaruh penggunaan *talking chips technique* terhadap keterampilan berbicara bahasa Inggris siswa.

Kata Kunci: *Keterampilan Berbicara, Talking Chips Technique*

ABSTRACT

This experimental research was conducted at the eleventh grade students of SMA Negeri 1 Salo. This research is aimed to gives the effect toward the students' speaking skill by using talking chips technique. The sample of this research consists of two classes; class XI IPA^2 was used as the experimental group treated by using Talking Chips technique and class XI IPA^1 as the control group treated by using question and answer technique. Experimental class consists of 23 students and control class consists of 24 students. The sampling technique used is purposive sampling. The instruments used to collect the data are speaking test and documentation. The data were analyzed by using SPSS 20 program. Based on the result finding, the average score in experimental class was 72.69 and 57.33 in control class. Based on the data Analysis of Variance it can be seen that the class factor showed that F_o is 96.67 with significant (2-tailed) of 0.000 smaller than 0.05. It can be conclude there was the effect or talking chips technique toward the students speaking skill at the eleventh grade students of SMA Negeri 1 Salo.

Keyword: *Speaking skill, Talking Chips Technique.*

Introduction

English is one of the compulsory subjects that have to be taught in the school. The English subject consists of four skills, namely listening, speaking, reading and writing. All of these skills are integrated each other and become the important substances in learning English in the school. One of the skills that should be mastered by the students is speaking skill. Speaking is an activity used by someone to communicate with other (Richards, 2008: 19). It takes place everywhere and has become part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information, suggestions and comments to other through communication. It can be show that speaking is the important skill that should be mastered in learning English because through speaking people can communicate and share their idea with others.

Based on the information obtained by the researcher in SMA Negeri 1 Salo, there are some problems faced by the student in leaning speaking. Most of the students could not speak English well because of several reasons. First, most of the students were not able to pronounce the words correctly because they have limited background knowledge of pronunciation. Second, the students did not know what they wanted to say and poor vocabularies. Third, they always

felt nervous to participate individually during the lessons and some of the students were still shy to speak. Then, they were afraid of being criticized by others students and the teacher.

Considering the facts, it is necessary to convince the students that speaking is not difficult skill to master if the teacher gives the interesting strategies in the teaching and learning process which facilitate their needs to practice speaking. Learning process would be interesting when the teacher apply some techniques in teaching speaking skill.

One of the interesting techniques that can be applied in speaking class is Talking Chips Technique. As stated by Kagan (2011) asserts that Talking Chips as one of the teaching technique in cooperative learning plays significant role in teaching and learning process of speaking. Talking Chips Technique is one of the appropriate techniques to teach speaking due to the role of Talking Chips Technique seems like a game, so that the students feel free to express their arguments. This is the same as the procedure of Talking Chips Technique based on Barkley.

Based on the observation, there are some problems occured in teaching and learning process. They still confuse to pronounce some words correctly because they have limited background knowledge, did not know what they wanted to say and poor vocabularies, they always felt nervous to participate individually during the lessons and

some of the students were still shy to speak, they were afraid of being criticized by others students and the teacher, and the teacher always uses conventional technique in teaching speaking skill.

The purpose of talking chips is to ensure the equitable participation by regulating how often each group member is allowed to speak. Speaking up is an obligation for each student in talking chips; this technique encourage the passive students to speak up. Talking chips can help the students to solve their difficulties in producing the ideas with their member group. Talking chips is also useful to solve the classroom condition problem such as dominating or clashing group members. This research is aimed finding out the effect of Talking Chips Technique on students' speaking skill at the eleventh grade of SMA Negeri 1 Salo.

Speaking is communicative way which includes the use of verbal and non-verbal language to convey the meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people and it usually involves the speakers' physical, physiological and psychological condition.

According to Ladouse in Nunan (1991: 23) 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. Furthermore, Tarigan (1990:

8) say that speaking is the way to communicate with others that have the effect in our daily activities. It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, it can be inferred that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. Speaking could not be separated from listening. In addition if someone can listen something well so he or she could speak well and can share her or his opinion or ideas to other. In this process we can call it two ways interaction.

Talking chips technique is one of the cooperative learning method. Kagan and Kagan (2010: 17) cites in Syafryadin (2011), points out that Talking Chips is a technique in teaching speaking which makes the students work in group. In line with Kagan, Hayman cites in Hartati Mukaddimah (2013: 3) Talking Chips is one of techniques could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics.

This technique also allows the students in a group to speak without one student dominating the group discussion. In holding Talking Chips technique, the students would be given

chips and the chips are used for every time they speak, they must put the chips in the center of the table. When the chips are over, the activity is done and the students may not speak until chips of all members of the group are over too. Kagan (cites in Syafryadin, 2013) explains that talking chips technique is a technique that is used in teaching speaking to make the students active in the class. In implementing this technique in the class, the students are divided into several groups and all members in each groups are given chips. These chips are given to the students to be used every the student wants to speak. Every student who has spoken, he/she has to put the chips in the middle of the table. Isf the chips are over, he/she is not allowed to speak until all members' chips are also over. The students will be given the chips if the discussion in the class is not finished yet.

In addition, Jolliffe (2007: 3) states that pupils work together in small group to support each other to improve their own learning. By using talking chips, the students try to solve their problem in group discussion. Lie (2010: 61) proposes that talking chips can be used in all subjects and for all grades of students. During speaking activity, each member of group has a chance to give their contribution in listening view and thinking of the other members. Moreover, Lie (2010: 60) also reveals that each member of the group gets a chance to contribute and

listen to the opinion and thinking of the other members.

From the definition presented by several experts above, the researcher comes to a conclusion that talking chips technique is a technique which can be applied by the teacher in teaching speaking. This technique is very effective to be used by the teacher in the class because this technique can make the students taught in the class active in speaking activity. In other words, this technique tries not to make the speaking activity in the class dominated by a student only.

The procedure of Talking Chips proposes by Kagan cites in Syafryadin (2011) are as in the following. Teacher provides a discussion topic. The teacher could provide certain topics for the groups to be discussed. It would help the students to maintain their ideas to be shared.

a.   Begins the discussion. Anyone in the group could start the discussion related to the topic by placing his or her chip in the center of the team table.

b.   Continues   the discussion. Any student could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.

c.   When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.

d.   During the students' discussion about the topic, accuracy

and fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency or accuracy.

Based on the explanation above, it can be shows that talking chips technique is an interesting strategy in teaching speaking in the school. Through talking chips technique the students would like to be excited in learning process.

Method

The design of this research is quasi experimental research with the post test only design by involving two groups, the experimental and the control groups. In this research, there are two variables used. The first was talking chips technique as independent variable (X) that give the effect toward students' speaking skill, whereas speaking skill as dependent variable (Y). It involves two groups, an experimental group and a control group. In this research the experimental group means the students used talking chips technique in learning English language especially in teaching speaking, while the control group did not use talking chips technique, but the teacher use conventional technique in the class.

This research implemented talking chips technique in learning English language on English material at eleventh grade students of SMA Negeri 1 Salo. It focused on students' speaking skill.

In this research, the researcher conducted post-test at the end of the research to measure the students' speaking skill after treatment. The tests was given to the experimental and control groups. The type of this research was designed as follows:

Table 3.2
The Research Design

Group	Treatment	Post-test
A	X	Test
B	_	Test

A = Experimental Group
B = control group
X = receive the treatment
T = post-test for both experimental group and control group

The population of this research is all of the eleventh grade students of SMA Negeri 1 Salo. The classes were divided into five classes; XI IPA[1] with 24 students, XI IPA[2] with 23 students, XI IPS[1] with 26 students, and XI IPS[2] with 25 students, and XI IPS[3] with 23 students. The number of the population in this research that is 121 students of Eleventh grade of SMA Negeri 1 Salo.

The writer used purposive sampling. Based on the preliminary study, the English teacher at SMA Negeri 1 Salo give suggestion to take two classes as the sample, they are XI IPA[1] as control class and XI IPA[2] as experimental class. Where, XI IPA[1]

consisted of 24 students, class XI IPA^2 consisted of 23 students. The sample of this research are 47 students.

The researcher used picture as documentation. It is used to take pictures when teaching learning activity, implementing of talking chips strategy in discussion activity, discussion the students in group and location of the school.

Speaking test was conducted in both of experimental class and control class. The test gave after the researcher applied the technique in learning process. The test were some instructions that make by the teacher based on the material asking and giving suggestion. The instructions were different between experiment and control class. The students performed the test in front of the class.

Finding and Discussion

This research was conducted on March 10th, 2017 until September 2nd, 2017 at the eleventh grade of SMA Negeri 1 Salo. The names of class are XI IPA1 and XI IPA2 of SMA Negeri 1 Salo. This research used two classes XI IPA2 as experimental class by using Talking Chips Technique (TCT) and XI IPA1 as control class by using conventional learning technique.

The purpose of this research is to obtain the data of students' speaking skill after learning in the classroom by using Talking Chips Technique in material asking and giving suggestion and offering.

There were two classes which were taken as samples by purposive sampling. It was found that class XI IPA2 as an experimental class and class XI IPA1 as control class. Then the researcher gave treatments to experimental class in four meetings.

1. The data presentation of students' speaking skill taught by using Talking Chips Technique

The data of the students' speaking skill by using talking chips technique were obtained from post-test of XI IPA2 as an experimental class with 23 students. The technique used directly in 4 meetings in the experimental class.

The researcher found that the total of final score on post-test in experimental class was 1672, with the mean score was 72.70 the highest score was 80 and the lowest score was 68.

Table 4.2
The Frequency of Post-test Score Categories in Experimental Class
post_test_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	18	78,3	78,3	78,3
	very good	5	21,7	21,7	100,0
	Total	23	100,0	100,0	

Based on to the table above, it could be seen that there were 18 students who got good category score with the percentage 78.3%. There were 5 students who got very good category score in which the percentage was 21.7%.

Therefore, the interpretation of the students' score categories can be seen through the following chart:
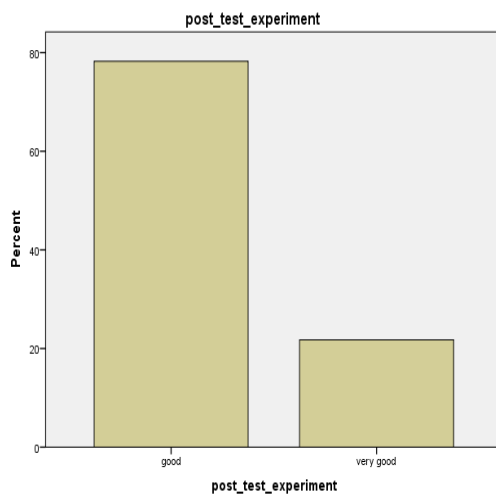

Figure 4.1
The Frequency of Post-test Score Criteria in Experimental Class

Based on the figure 4.1 above it can be concluded that the highest percentage categories score of students' posttest score in experimental class was good categories with the percentage 78.3%.

Furthermore, the researcher used the classification of students' score to analyze the students' post-test score in experimental class described as follows:

Table 4.3
The Classification of Students' Score in Experimental Class

No.	Categories	Score
1.	Excellent	86-100
2.	Very Good	76-85
3.	Good	65-75
4.	Fair	55-64
5.	Poor	<55

Based on the table above, the researcher found that the total score of post-test in experimental class was 1672. It can be concluded that the mean score of post-test of experimental class was 72.70. It means that the students' speaking skill after being taught by using talking chips technique was categorized into good.

2. The Data Presentation of Students' Speaking Skill Taught without Talking Chips Technique

The data of the students' speaking skill was taught without talking chips technique were obtained from posttest in XI IPA1. The researcher taught directly for 4 meetings in the control class.

The researcher found that the total final score of post-test in control class was 1376 with the average score

was 57.33, the highest score was 72 and the lowest score was 44.

Table 4.5
The Frequency of Categories of Post-test Score in Control Class

post_test_control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	8	33,3	33,3	33,3
	Fair	12	50,0	50,0	83,3
	Good	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

The table above shows that there were 8 students who classified into poor category with the percentage 33.3%, there were 12 students who classified into fair category with the percentage 50.0%, there were 4 students who got good category score with the percentage was 16.7%. The total number of the students in control class were 24 students.

The interpretation of the students categories can be seen through the chart below:

The Frequency of Post-test Score Categories in Control Class
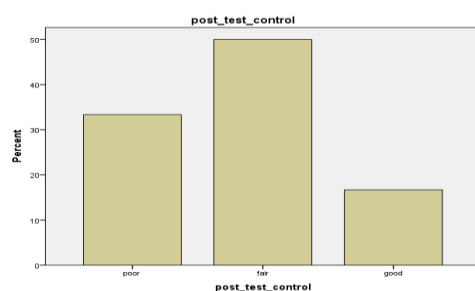
The figure 4.6 above shows that the highest percentage categories score of students' posttest score in control class was fair categories with the percentage 50.0%.

3. The Data Analysis on Students' Speaking Skill in Experimental and Control Class

The researcher applied talking chips technique in experimental class as a treatment. To know the result of students' speaking skill score, the researcher conducted post-test. The statistical description of students' score of post-test in experimental class is described as follows:

Table 4.7
The Descriptive Statistics of Post-test in Experimental and Control Class

Descriptive Statistics

Dependent Variable: post_test

Class	Mean	Std. Deviation	N
experiment	72,6957	3,05160	23
Control	57,3333	6,86938	24
Total	64,8511	9,39699	47

From the table above, it could be seen that the mean score of experimental class with 23 students which taught by using talking chips technique was 72.69, and the standard deviation was 3,05. Meanwhile, the mean score of control class with 24 students which taught by conventional technique is 57.33, the standard deviation is 6,89.

4. The Significant Difference of Students' Speaking Skill in Experimental and Control Class

In order to know whether there is or no the significant difference of students' speaking skill in asking and giving suggestion by using talking chips technique and by conventional technique at the eleventh grade of SMA Negeri 1 Salo, the researcher used Independent sample T-Test as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 20.0 version program. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes by using Kolmogorov Smirnov formula. The result is below:

Table 4.8

Test of Normality

One-Sample Kolmogorov-Smirnov Test

		post_test
N		47
Normal Parameters[a,b]	Mean	64,8511
	Std. Deviation	9,39699
Most Extreme Differences	Absolute	,176
	Positive	,086
	Negative	-,176
Kolmogorov-Smirnov Z		1,208
Asymp. Sig. (2-tailed)		,108

a. Test distribution is Normal.

b. Calculated from data.

Furthermore, in order to know whether the objects researched had the same variance or not, the researcher previously described the homogeneity analysis as follows:

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Table 4.9

Test of Homogeneity of Variances

Levene's Test of Equality of Error Variances^a

Dependent Variable: post_test

F	df1	df2	Sig.
9,782	1	45	,003

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + class

The table above explains the probability (sig) was 0.003. It was lower than 0.05 (0.003<0.05). It can be concluded that the data was not homogenate.

After calculating the normality and homogeneity of the test, the data would be analyzed by using SPSS to find out Independent sample T-Test.

Table 4.10

The Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: post_test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2771,755^a	1	2771,755	96,674	,000
Intercept	198573,627	1	198573,627	6925,898	,000
Class	2771,755	1	2771,755	96,674	,000
Error	1290,203	45	28,671		
Total	201728,000	47			
Corrected Total	4061,957	46			

a. R Squared = ,682 (Adjusted R Squared = ,675)

The table shows that the class factor shows that F_o is 96.67 with significant (2-tailed) was 0.000 smaller than 0.05. It can be concluded that the Post-test score in experimental class have an effect toward the students' speaking skill.

Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because 0.000<0.05 and Ho is rejected. It means that there is an effect toward the students' speaking skill by using talking chips technique of eleventh grade of SMA Negeri 1 Salo.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is a significant effect on the students' speaking skill after the application at the XI grade of SMA Negeri 1 Salo. The students' speaking skill in experimental class is higher than control class.

It can be seen in the data analysis that there are many students who get a good score in the class with talking chips technique than the students in control class.

SUGGESTION

After conducting the research, the researcher gives several recommendations are the English teaching and learning process can run effectively and communicatively if every participant involved gives positive contribution during the teaching and learning process. The students, as the subject in the teaching and learning process, should involve more and actively participate in the activities during the class. They also need to be serious and build more confidence to learn English, especially speaking. They need to keep practicing if they want to master the speaking

skill. It is essential for the English teacher to apply various kind of technique in teaching and learning English, especially speaking. As stated in the previous chapter, the students afraid to make mistake and shy to speak while learning process, so the teacher needs to maximize the opportunity during the lesson to practice their speaking skill. The teacher should also be able to create an atmosphere where it is comfortable and it is challenging for the students to maintain their motivation on learning. There are so many activities that could be applied in the class, Talking Chips technique is one of the example. Talking Chips Technique allowed the students to practice more on speaking since they need to have discussions within groups. For other researchers who are interested in conducting research in the same field, the researcher proposes some suggestions as follow. Before implementing the Talking Chips Technique, it would be better if the other researchers explore the students' knowledge related to the topic and give more background knowledge. It would also be better if the other researchers conduct more vocabulary and pronunciation practice. Those practices would help them during the group discussion. Talking Chips Technique requires the students to work in groups. It would be better to mix the students with higher capability level with the lower ones. Not only learn on how to conduct a good discussion, Talking Chips Technique would help them to respect each other's opinion. The lower

capability students would also have opportunities to share their ideas, so they have equal opportunity. It would help them to gain their confidence.

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