
THE EFFECT OF APPLYING TALKING CHIPS TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN SPEAKING ABILITY

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Abstract

The objective of this research was 1) to find out the effect of applying talking chips on students' achievement in speaking 2) to find out the students' difficulties of applying talking chips technique in learning speaking. The experimental research method was applied in this study. The population was the 2013/2014 first grade of SMA HARAPAN MEKAR jalan Marelان No. 77 Medan which consisted of 60 students. All of the population was taken as the sample. The students were divided into two groups, namely experimental and control group. The experimental group was taught by talking chips while control group was taught by discussion method. The instrument was used in this study was essay test. The essay test consisted of 5 items; the test was teacher-made test. The data was analyzed by using t-test formula. The findings showed $t\text{-observed} = 2.45$, while $t\text{-table} = 2.02$. Based on the findings above, $t\text{-observed}$ bigger than $t\text{-table}$ ($2.45 > 2.02$). It means that the students who were taught by applying talking chips were better than those who were taught by discussion method. So, it can be said that alternative hypothesis (H_a) was accepted.

Keywords: *Talking Chips Technique, Speaking Ability*

1. INTRODUCTION

English language as a foreign language has four skills; speaking, writing reading and listening. One of those language skills that influence the language ability is speaking. Teaching speaking is considered to be difficult among the four skills. Chastain in Paisal (2011: 1) states that learning is obviously more difficult. It means that more effort is required by the students and various interesting activities are also required by the teacher. Furthermore, he states that it is not enough for the students to hear or to listen speech only. The teacher needs to give opportunities to the student to practice their oral language especially speaking.

In teaching English for speaking skill, the English teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. Byrne in Paisal (2011: 1) states that the first task of the teacher is create the best condition for students to study. In other words, the teacher is responsible for the situation where the student can orally communicate with their classmates. Most of the students think that speaking English is really difficult because we should adapt among the written form and pronunciation. We can see the fact that most of the Indonesian students cannot perform speaking English well.

The observation result when the researcher conducted teaching practice at the first year students of SMA Harapan Mekar Medan showed that speaking was most frustrating English skill for students. The students faced many problems in learning speaking because of many factors such as shy to speak, have low motivation, have less self confidence, afraid of making mistakes and etc. They sometimes understand about the topic or material but they were difficult to express their idea to others. Therefore, it was important to focus the teachers' intention to stimulate the students in speaking. For this purpose, active learning was demanded. This problem actually was a matter of teaching method that conducted by the teachers. So, the teachers had to find out a special method to

facilitate the students to solve their problem. Based on this statement, the researcher chooses the Cooperative Learning Type Talking Chips Method to make the student become active and improve the speaking ability.

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.

Based on the background above, the researcher was interested to use Chips to help students in learning speaking. Talking Chips Technique was chosen because it could build a sense of responsibility to join, care and get committed together in the group. Therefore, the researcher chooses to research **“The Effect of Applying Talking Chips Technique on the Students’ Achievement in Speaking Ability”**.

The Formulation of the Study

1. What is the significance effect of applying talking chips technique on the students’ achievement in speaking ability?
2. What are the students’ difficulties of applying talking chips technique in learning speaking to tenth grade students of SMA Harapan Mekar Medan?

The Objective of the Study

1. To find out the effect of applying talking chips technique on the students’ achievement in speaking ability.
2. To find out the students’ difficulties of applying talking chips technique in learning speaking to tenth grade students of SMA Harapan Mekar Medan.

Scope and Limitation

The scope was speaking ability. Limitation of the research was The Effect of Applying Talking Chips Technique on the Students’ Achievement in Speaking Ability at SMA Harapan Mekar Medan class X-A and X-B at academic years 2013/2014, Marelan street No. 77, Medan.

2.REVIEW OF LITERATURE

Speaking is one of language skill that people use in communication to others. The purpose of the teachers of speaking is to enable the student to speak and interpret the message that occurs in the communication process. Speaking ability is an ability to express, to convey the idea and suggestion. Talking is about how to express, it is related to the language problem and the pronunciation of speech sound.

In accordance with this, Talking Chips Technique is one of the cooperative learning methods where students are engaged in groups and receive material from a teacher in order to do academic activities and have social learning experience (Slavin in Mustari, 2010).

Talking Chips

Talking Chips is developed by Kagan (1992), Talking is a word taken from the English language, means to speak, while the Chips means the card. So, the meaning of Talking Chips is the card to speak. Talking Chips technique is a technique of teaching speaking which make the students interested and help student to 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 members.

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.

In Talking Chips, students are divided into small groups of about 4-6 people in group. In the groups, the students were asked to discuss an issue or subject matter. Each group was given 4-5 cards used for student in talking. After the students give their opinion, the card kept on the table of their group. The process is continued until all students can use their cards to speak. This method makes no students more dominant and no student to be passive; all students have to express their opinions. In addition, the implementation of cooperative learning techniques Talking Chips is a model of student-centered learning (student-oriented), which is consistent learning model occupies a central position as the subject of learning through activities seek and find the subject matter itself. According to Wina Sanjaya in Supri Wahyudi Utomo, stated that *dengan beraktifitas siswa bukan hanya dituntut menguasai sejumlah informasi dengan cara menghafal, akan tetapi bagaimana memperoleh informasi secara mandiri dan kreatif melalui aktifitas mencari dan menemukan*. Thus, what is learned to be more meaningful, because the learning experience gained through the process, not the result of other people's notification.

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.

Applying Talking Chips Technique in the Class

According to Kagan (1992), there are some steps that the teacher does in the classroom in teaching speaking by applying Talking Chips Technique, they are:

1. Each member in the group was given 4-5 cards.
2. The students in the group discussed the topic for solving problem which was given by the teacher.
3. All students who would like to speak or express an idea; students should raise their cards and then kept their cards on the table of their group.
4. Student could not talk anymore if his/her card had been used, until all of the cards of other members in his group were used.
5. The teacher gave score based on the time and the speaking skill aspects, such as pronunciation, vocabulary, grammar, fluency.

Materials that were used in this study are expression of asking, giving and declining an opinion. In these materials, the students should be able to give opinions of the topic. In Talking Chips Technique, students gathered in a group, and then they were given 4-5 cards. Each group was given a question sheet and each student in the group was asked to discuss to find the answer. For example, the students must provide pro or contra opinions toward the given quarries or the students were asked to make conversation with a situation that was determined by the teacher. All students who would like to speak or express their ideas, the students should raise their card first, and then their card is stored on the table. The process was continued until all students could use their card to speak. This means that students do not have to dominate and all of the students have the turn to speak their mind. Therefore, each student in each group should be able to understand the material from the expression of asking, giving and declining an opinion to defend his group's position.

Factor Affecting the Speaking Ability

According to Clark and Clark (1977:25), speaking is fundamentally instrumental act. So, the students should learn how to be communicative in speaking English. They learn some speaking skill and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give of share the other information.

In the manner of speaking course, it is important to know principle in speaking, as follow:

1. Speaking is characterized by two or more people who communicate orally as speaker and listener.
2. There are many types of oral communication between the speaker and listener.
3. The teacher encourages the students to effectively develop their speaking competence.

In other hand, speaking is the one of language skills which is difficult to be acquired by students. Brown (1994:1) divides the problems which influence speaking ability into:

1. Students cannot express their idea.

2. This problem comes from the student itself. Example, student shy or reluctant to speak.
3. The student had nothing to say

In order to measure the speaking ability, there some elements that should had got attention, they are:

1. Pronunciation.
Pronunciation skill obviously influenced by L1. The pronunciation can be varies because of the influences of locality and social surrounding.
2. Grammar.
Grammar is the description of the structure of the language and the way in which linguistic units, such as words and phrases, combined to produce sentence in the language (Richards, Platt and Weber, 1955).
3. Vocabulary.
Vocabulary is more than lists of target language words. In order to communicate idea precisely, a speaker should express them with precise word rather than general words.
4. Fluency.
The definition of fluency is derived as the ability of an individual to speak without hesitation.
5. Comprehension.
Hornby stated that comprehension is the mind's act or power of understanding. Clark and Clark (1977) stated that make a simple meaning of comprehension as the building of meaning from sounds. It means what the listeners hear and understand from a speaker is to show.

Hypothesis

There is significant effect of applying Talking Chips Technique to the students' achievement in teaching speaking.

3. RESEARCH METHODOLOGY

Population and Sample

The research was conducted at SMA Harapan Mekar, Jalan Marelan no. 77, Medan. The population of this research was the tenth grade students of academic year 2013-2014 of SMA Harapan Mekar which consist of two classes (XA, XB). The total number of the students was 60 students.

According to Arikunto (2006:131), if the subject less than 100, it is better all the subject become the sample in the research, but if the subject is more than 100, the sample could be 10% - 15% or 20% - 50% from the population. Since the population is less than 100, then all the population is taken as the sample.

Sample

No	Class	Sample
1	X-A	30 (experimental)
2	X-B	30 (Control)
Total		60

Research Design

This research was applied in an experimental research 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.

Pre-test was given out to both groups (experimental group and control group) before the treatment. The function of the pre-test was to know the students' scores from both groups before receiving treatment.

The treatment was given to both groups. The experimental group was taught by applying Talking Chips Technique, while the control group was taught using discussion method.

Post-test was given after the treatment. This post-test was exactly the same as the pre-test which was used in order to know the mean score of experimental group and control group.

After collecting the data from the test, the data was calculated by using T-test in order to test the hypothesis.

Instrument of the Research

The instrument of the research was essay test for speaking conversation. In the test, the students were asked to speak by the topic "asking, giving and declining opinion". The score of the test was based on the conversation indicators (Underwood, 1989). The indicators are pronunciation, Grammar, vocabulary, fluency and comprehension.

4. DISCUSSION

The test was administered to collect the data. The data required in this study were obtained from the result of the test had given to the students. The first group was treated as the experimental group, and the second group as the control group. The total score in the experimental group are, 430 for the pre-test and 544 for the post-test. While, the total score in control group are, 216 for pre-test and 302 for post-test. Therefore, comparing of both classes total scores, experimental group has higher score than the control group.

Based on the total score of both classes, it can be said that applying talking chips technique in studying speaking is more effective than applying discussion method. Besides that, the students in experimental group shows that they had confidence, brave to share and express their ideas and all of the students have the sense of the responsibility in joining the group activity.

No	Group	Total Score	
		Pre-Test	Post-Test
1	Experimental	430	544
2	Control	216	302

Testing Hypothesis

T-test used to find the relationship of applying talking chips technique in teaching speaking towards the students' achievement in speaking ability. T-test was implemented to find out t-observed value of both groups as the basis to test the hypothesis of this research. After accounting the data by using t-test formula, it shows that critical is 2.45, then after seeking the table of distribution as t-critical as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is 58. In the line of 58 showed that t-table is 2.02 for 0.05.

To test hypothesis, the formula of t-test and the distribution table of t-critical value were applied. If t-observed is greater than t-table, it means that the null hypothesis is rejected and alternative hypothesis is accepted. The fact of this research showed that t-observed is greater than t-table ($2.45 > 2.02$). Therefore, the students who were taught by Talking Chips Technique got higher scores than those who were taught by Discussion Method in speaking, there was significant effect of Talking Chips to the students' achievement in speaking ability.

Conversation Indicators

From the conversation indicators, it shows that the total fluency score were lower than other indicators. Therefore, it can be concluded that the students' difficulties were in fluency, while the highest indicator was in comprehension. It means that they understood what they spoke but they were still difficult to utter their ideas fluently.

No	Conversation Indicators	Total Score
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1	Pronunciation	139
2	Grammar	127
3	Vocabulary	122
4	Fluency	116
5	Comprehension	144

5. CONCLUSION AND SUGGESTION

Conclusion

1. From this research, it was found that there was effect of applying Talking Chips Technique on the students' achievement in speaking ability which was proven by the result of the test $t\text{-observed} > t\text{-table}$ ($2.45 > 2.02$).
2. The students' dominant difficulty in speaking is the fluency in speaking, yet they understood what they spoke. It means that Talking Chips Technique would be said very effective in learning speaking.

Suggestion

1. The teacher can use varies of techniques in teaching speaking, one of them is the Talking Chips Technique.
2. Students should study harder to increase their speaking ability, not only at school, but also at home and wherever.
3. Other researchers can explore this study to get improvement of this technique.

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