THE EFFECTIVENESS OF TALKING CHIPS TECHNIQUE TO IMPROVE SPEAKING SKILL

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Abstract

This research aimed at figuring out whether or not it is effective to use talking chips technique in speaking English in descriptive text. This research applied a quantitative research design in line with true experimental research approach and 180 students of 6 classes to be the population and 64 of them were selected as the samples using purposive sampling technique. To collect the data, the researchers used test in the form of oral test. To analyze the data, the researchers used paired sample t-test and independent sample t-test. The results showed that The scores of posttest in experimental class was higher than control class with sig 0.00 < 0.05, which means that alternative hypothesis ($_{Ha}$) was accepted and null hyphothesis ($_{Ho}$) was rejected. In other words, talking chips technique was effective in teaching speaking English in descriptive text to the eighth grade students of SMP Negeri 9 Prabumulih.

Keywords: descriptive text, speaking skill, talking chips

Introduction

Speaking is the core means of communication that is used by people to express thoughts and feelings orally. Speaking is believed to be difficult to master for students learning English. Almost all English students have difficulty in English communication. According to Richards (2008), mastery of speaking abilities in English is a priority. Speaking plays an important role in social life. Speaking is used for communication among people in society in order to keep relationships between them.

Naturally, speaking is oral communication. It is two way process between speaker and listener and involved productive and receptive skills of understanding. In other word, the listener will try to understand the speaker's ideas from the first person through the communication between them. People will find difficulties in appreciating their ideas if they never try to make a communication with other people. In this way, speaking is the main skill in communication. Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another. In other words, speaking is communication that is important in understanding and expressing existing thoughts.

Besides, speaking is one of four language skills, which is the basic function of language as a communication tool. Students who study at a school that uses a certain language will be good speakers, unlike students who study at other schools. They have difficulties using English to speak to each other. It is caused by the conditions of the school environment and media that are used in teaching them. Some students are unable to speak English fluently and cannot produce certain words in English because they do not know how to say them. They are afraid of being judged by other students and the teacher and they do not know how to use grammar effectively in speaking; and as well as have any opportunities to practice their speaking skills.

Meanwhile, Harmer (2001) claims that there are two aspects of speaking that students struggle with.

Accuracy and fluency are those elements. Essentially, English teachers must begin the teaching and learning process by striving to learn a foreign language in a manner that is more akin to first language acquisition (p.121). However, given their efforts to encourage kids to speak English, it appears to be quite tough. Based on the researcher's observation experience in teaching practice, the researcher found that (1) some students do not want to speak up in the classroom because they are afraid to make mistakes. (2) There is dominance in group discussion, so some students do not have any chance to share their ideas. (3) There is less teamwork in the discussion activity. Based on the issues raised above, the author attempted to implement one strategy that would allow each student in the classroom to participate.

In fact, this research used the talking chips technique in the classroom to teach speaking because this technique allows all students to enhance their speaking skills. The researchers believe that students' speaking skill can be improved for they are required to practice speaking every day in class, and this study focused more on the students' weaknesses in certain areas. The following components of speech are: pronunciation, structure, vocabulary, fluency, and comprehension.

The talking chips technique is a technique in teaching speaking that makes the students interested in speaking English. (Kagan, 2009). It is because this technique stimulates the students to be active in the classroom and can learn through collaborative learning activities (p.17). Next, this technique gives the students a chance to speak English because, in the Talking Chip Technique, students are divided into several teams and each member of each group will have a turn speaking English.

As a result, the effectiveness of the English course is determined based on how well students improve their spoken language skills. That means fluency in speaking English is in a person, not because of the good place where the course is being studied. The problem is that students often have difficulty speaking. It is still difficult to participate in English words, trust in the tribe, and participation. They also have low motivation when speaking. As a result, the students are not excited about joining the classes, they are not interested in taking speaking lessons, and most simply keep silent when their teacher tries to encourage them to speak but it seems good for nothing.

Speaking

Speaking is so much a part of daily life that taken it for granted. Brown (2004), speaking is a productive skill that can be directly and empirically observed (p. 142). It means that speaking is an activity which has something to do with everyday life, but it must not be forgotten to pay attention to the context of the language itself. Those observations are invariably coloured by the accuracy and effectiveness of a task taker's listening skills, which necessarily compromises the reliability and validity of an oral production test.

In addition, Harmer (2001) states that speaking covers two elements that cannot be separated from one another: accuracy, which consists of pronunciation, grammar, and vocabulary, and fluency, which consists of effectiveness and accent. (p.89). On the other side, Thornbury (2002), various areas of speaking are suggested to describe different speaking events that have transactional and interpersonal functions. (p.2-14).

Furthermore, Brown (2004) divides oral output into five categories: (a) Imitative means that the ability to simply repeat back (imitate) a word, phrase, or possibly a sentence is at one

end of a continuum of sorts of speaking performance. While this is merely phonetic level oral production, a number of prosodic, lexical, and grammatical features of language may be included in the criterion performance; (b) intensive means producing brief stretches of oral language to demonstrate. Competence in narrowband grammatical, phrasal, lexical, or phonological relationships. (such as prosodic elements–intonation-stress, rhythm, juncture); (c). responsive, which include the interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments and the like; (d) Interactive, which has the purpose of exchanging specific information or interpersonal exchanges which has the purpose ofmaintaining social relationships; and (e) Extensive (Monologue) which is including the speeches, oral presentations, and story telling.(p. 141–14).

In this context, listener contact is either severely limited (possibly limited to nonverbal answers) or completely eliminated. As a result, the study concentrated on the responsiveness of fundamental speech patterns, such as short discussions, normal greetings and small talk, simple requests and comments, and so on. There are five criteria for evaluating speaking abilities: pronunciation, grammar, vocabulary, fluency, and content. Thornbury (2002), speaking is a real-life action that a speaker engages in to transmit his or her thoughts and interact with the listeners (p. 20).

Generally, the actions are unplanned, and their continuity is determined by circumstances. Because speaking activities do not have as much planning time as writing activities, the grammar utilized in speaking activities is less complex. However, speaking activities involve more than just making words and sounds; each speaker has a reason for doing so. Speaking is a productive skill that is used to communicate with others, according to some of the definitions above. It is not merely about making words and sounds; the speakers have a goal in mind when they engage in the activity, which is to convey meaning and share the speakers' views with the audience.

Descriptive Text

According to Husna,, Zainil, & Rozimela, (2013), descriptive text is a kind of text or writing consisting of description characteristics and definition of object or something. There are two generic structures of descriptive text: (a) identification, which identifies the phenomenon to describe; and (b) description, which contains the description of parts, qualities, and characters.

Talking Chips

Talking chips is where students participate in a group discussion, giving a take when they speak. (Barkley, 2005, p.177). Naturally, talking chips is a technique which is consists of a group participation that uses of several chips in the procedure. It means that that talking chips technique is a technique that makes the value of everyone’s contribution tangible and gives chance to speak. It means that all students have the same opportunity in the classroom to speak. If one student has two chances for speaking, the others also have the same opportunity to speak twice in the classroom.

Moreover, Kagan, (2009, p.3) says that each student receives one more “talking chip”. Talking chip here means a chip. The chips which are used in this technique can be any kind of game token, or a pen, pencil, eraser, slip of paper, or any other tangible item. In talking chips students participate in a group discussion, giving a token where they speak. The aim

of this technique is ensuring equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all the members, this technique encourages passive students be able to speak out confidently. 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

When they finish speaking, the other members think of different ways to respond and continue the discussion; and (4) students should not speak unless they use one of the talking chips (Kagan, 2009). In oither words, the technique runs smoothly and is also effective in improving their own speaking ability. The goal is for all students to use their chips, avoiding the risk that only some members of the group participate in the task. The talking chips technique is believed to: (a) give students a chance to find the concept of solving the problem; (b) give students a chance to create creativity in communicating with a friend of their own group; and (c) improve the students' motivation.

That way, the problems that exist in students, especially speaking, will be more fun when applying the talking chips technique method. talking chips is a technique that consists of group participation and the use of several chips in the procedure. It is a technique that makes the value of everyone's contribution tangible and gives a chance to speak. It means all students have the same opportunity in the classroom to speak. If one student has two chances for speaking, the others also have the same opportunity to speak twice in the classroom.

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Meanwhile, talking chips are making small class discussions that consist of three or four students, with one student to be a moderator that monitors this activity and controls the time that is used. Every student is given one chip by the teacher, and then they have to tell about the commands in the chip to the other friend. The time is about two minutes for each chip. Then the teacher will give a score based on the time and speaking skills aspects like pronunciation, vocabulary, grammar, and fluency used by the students when they are telling the things in the chip to the other friend.

The last step is that if the students have finished telling the things in the chip, it must be given to the moderator; they may not speak again and return to their chairs.

Procedures of Applying Talking Chips Technique in Teaching Speaking Skill

According to Syafryadin (2020), there were five procedures of applying talking chips in teacher speaking skill, as follows:

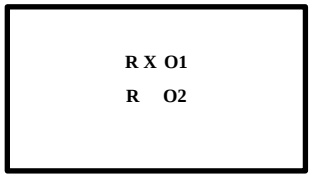
1. The teacher provides a discussion topic. The teacher could provide certain topics for the groups to discuss.

It would help the students maintain their ideas when sharing them.
2. So begins the discussion. Anyone in the group can start the discussion related to the topic by placing his or her chip in the middle of the team table.
3. Continues the discussion. Any student can continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.
4. When all the chips are used, teammates collect all their chips and They continued the discussion using their talking chips.
5. During the students' discussion about the topic, students' fluency It would be observed. Besides, in evaluation, the students would be assessed on their fluency.

Methodology

This research applied an experimental research design or approach According to Sugiyono (2012), experimental research methods are defined as research methods used to find the effects of certain treatments on others under controlled conditions (p. 107). In this study, the researcher chose the true experimental method in their research. It is says to be true experimental because in this design, the researcher can control all external variables that affect the course of the experiment. Thus, the internal validity (quality of the implementation of the research design) can be high.

The main characteristic of a true experimental is that the sample used for the experiment as well as the control group were taken at random from a certain population. So the characteristic is that there is a control group and a randomly selected sample.



R: Random.
O_1: Final test in experimental group.
O_2: Final test in control
(Creswell, 2012; Syahri, Sulaiman & Susanti, 2017)

The population of this research is the Eighth Grade students of SMPN 9 Prabumulih in academic year 2022/2023. The Eighth grade consist of 2 classes. The total population in this research was 180 students. To be clear, Table 1 was presented.

Table 1. Population of the Research

No	Classes	Number of Students
1.	VIII.1	32
2.	VIII.2	32
3.	VIII.3	32
4.	VIII.4	32
5.	VIII.5	31
6.	VIII.6	21
Total		**180**

Source: SMP Negeri 9 Prabumulih in the Accademic

In this research, 64 of them were selected to be the samples using purposive sampling technique. In other words, 32 students for control class and 32 students for experimental class.To collect the data, the researchers used test in the form of oral test. To analyze the data, the researchers used t-test related to paired sample t-test and independent sample t-test, o know the significant difference of the average of pretest and posttest in experimental and control classes, as well as to answer the hypotheses. (Sulaiman and Iskandar, 2015).

Results and Discussion

The Results of Students' Score of Paired t-test

1. Pretest Control & Posttest Control

Table 2 shows the results of the calculation of pretest control and posttest control. In this case, the mean pretest control was 38.28. The mean posttest control was 43.75 with Std. Deviations were different. Std. Deviation pretest control was 5.624 and the posttest control was 8614.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_ Control	38.28	32	5.624	.994
	Posttest_ Control	43.75	32	8.614	1.523

2. Pretest Eksperimental & Posttest Eksperimental

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Eksperimental	41.88	32	6.189	1.094
	Posttest_Eksperimental	70.16	32	12.345	2.182

Table 3 analyzes the paired sample statistics between the mean of the experimental pretest 41.98 and the experimental posttest, which was 70.16 through Std. Deviation pretest experimental was 6189, Std. Deviation posttest experimental was 12,345 with std. Mean error is greater than experimental posttest than experimental pretest. Table 2 discusses the correlation of 175 between the two tests with Sig .337, the last one is a paired sample test between the mean -28,281, std. deviation 12.802, std. The mean error was 2263, t -12,497, and sig (2-tailed) .000.

The Results of Students' Score of Independent Sample t-test

Posttest Control & Posttest Eksperimental

Table 4. Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
Students_Score	1	32	44.06	8.654	1.530
	Posttest Eksperimental	32	70.16	12.345	2.182

Table 4 shows standard deviation was 12,345 for the experimental posttest was greater than the control with a difference was 3,691 and std. Mean control error was 1.530 and experimental was 2.182 can be seen the difference in the significant number of differences. In Table 2, the value of the Levene test results for homogeneity is the same as the material above, which is homogeneous. The independent sample test focuses on sig 0.00 < 0.05 it is so effective to sig value of 0,05. So there waseffective to improve talking chips technique.

Discussion

Based on the finding above, the students who were taught speaking by using talking chips technique got better achievement than those were not taught speaking by talking chips technique. The average of the pretest score in the experimental group (32 students) was 41.88, and posttest score was 70.16, next the average of pretest and posttest control.

The highest of pretest control was 5.624, posttest control 8.614. The highest score pretest control was 50, lowest score was 25. The highest score of pretest eksperimental was 55, lowest score was

25. Then the highest score posttest control was 75, lowest score was 30. The highest of posttest eksprimental was 95, lowest score 40.

The test focusesed on sig 0.00 < 0.05 it is so significant to sig value of 0,05. So there was effective to improve talking chips technique. So, it could be concluded therefore, the null hyphotheses ($_{Ho}$) was rejected and the alternative hyphotheses ($_{Ha}$) was accepted., It can be stated that using speaking by talking chips technique was effective to at the eighth grade students at SMP Negeri 9 Prabumulih and it was supported by the former studies conducted by Fitri, Sari, Eliyati, & Aisyah, (2016); Inayatilah, & Murtiningsih, (2016); Kusumastuti, (2018); Purnamantari, (2013); Purnaningsih, Rais, & Sarosa, (2015) who reported that talking chips technique was effective to improve speaking skill and it was proved by looking at the final score of posttest in experimental class was higher than posttest of control class.

Conclusion

Based on the result, it can be concluded that thed result of the test after being taught speaking by using talking chips technique was higher than before being taught speaking by using talking chips technique. The score of posttest in experimental group (32 students) seem higher than score in pretest. The test focusesed on sig 0.00 < 0.05, it is so effective to sig value of 0,05. So there was effective to improve talking chips technique.

The data analysis showed that So it concluded the alternative hypotheses ($_{ha}$) was accepted and the null hypotheses ($_{ho}$) was rejected, because 0.00 < 0.05 it is sig value to effective using talking chips technique to improve speaking skill at the Eighth Grade Students of SMP Negeri 9 Prabumulih.

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