

## The Use of Talking Chips Technique in Teaching Speaking Skill

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### Abstrak

This research to identify how the implementation of Talking Chips technique can improve the students' speaking ability. population is student of grade X SMA Galajuar. The sample of this study was one class there is of students was 40 students. Research method that used is classroom action research. This study was conducted by using multiple 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 and the classroom situation of speaking class. The improvement of students speaking skill includes: 1) Students had enough vocabulary and pronounce the word correctly and fluent; 2) the students could produce the sentences grammatically correct. The improvement of classroom situation includes: a) the class was more motivation when speaking; b) 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 the classroom situation.

Kata kunci: speaking skill, talking chips, teaching.

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## INTRODUCTION

The mastery of speaking skills in English is a priority for second-language learners or foreign-language learners. As the consequence, the effectiveness of English course is decided based on how well the learners improve their spoken language proficiency. In Permendiknas no. 23 Tahun 2006, the aim of speaking in the curriculum is to make the students be able to express the meaning in transactional and interpersonal language in daily life context. People who have a good ability in speaking would be better in sending and receiving information or message from the others. However, for Indonesian students, mastering speaking skill needs a lot of efforts.

There are many problems appear in the teaching learning process, as found by the researcher when doing an observation at SMA Galajuar Kota Bekasi. The first, the students are shy and not confident in speaking English especially in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, rarely practice to use English communicate. The last, the students are not also interested in English learning process. They become passive in English learning and they are not able to speak. Therefore, the English teaching learning process is not effective.

Based on the problems above, the researcher assumed that it was necessary to find a proper solution to solve the problems found in the teaching learning

process, so that the speaking ability of the Grade X students in SMA Galajuaru could be improved. In order to improve the students' speaking skills, the researcher proposed a technique developed by Kagan called Talking Chips Technique. This technique could give benefit both for the students and the teacher.

## **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:

There Are Some Relevant Studies Related To The Use Of Talking Chips In Teaching Speaking Skill. Actually, Talking Chips Is Effectively Improving Students' Speaking Performance. The Studies Conducted In Different Settings In Which English Is Regarded As a Foreign Language. The Studies Are Described As Follows.

1. Muhammad Iqbal Ripu Putra 2014/2015 "THE EFFECTIVENESS OF TALKING CHIPS TO TEACH SPEAKING VIEWED FROM STUDENTS' INTELLIGENCE" Concluded That Talking Chips Is More Effective Than Peer Tutoring Method To Teach Speaking; The Students With High Level Of Intelligence And Those With Low Level Of Intelligence Are Significantly Different In Their Speaking Skill. The Mean Score Of The Students With High Level Of Intelligence (70.73) Is Higher Than Those With Low Level Of Intelligence (65.77). It Can Be Concluded That The Students With High Level Of Intelligence Have Better Speaking Skill.

2. THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY. UNIVERSITAS NEGRI LAMPUNG, BANDAR LAMPUNG, Second Grade of SMA YP UNILA Bandar Lampung in Academic Year 2016/2017. They are reconnaissance, planning in action and observation, reflection and developing new plan and cycle. Used quantitative approach and was conducted to 32 students in class XI ISOS 3. The researcher administered speaking test to collect the data. Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability. Talking Chips Technique can be a good technique of teaching speaking to improve comprehension

3. THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS SPEAKING SKILLS (A Classroom Action Research at the Tenth Grade Students of Senior High School (SMA MUH 1) Gubug In Academic Year of 2017/2018). This is proved by calculation of two which was better. The percentages score of the students who had passed the standardized score is really good, those from 51.85 % in cycle I up to 81.48% in cycle II. . In addition, the result shows that the mean of posttest findings in cycle I and II are higher than the passing grade (KKM) of English Subject in SMA Muhammadiyah 1 Gubug, because the passing grade is 70. So, there is a significant improvement after using talking chips technique in speaking skills.

4. THE EFFECTIVENESS OF TALKING CHIPS TECHNIQUE TO STUDENT'S SPEAKING ABILITY THE STATE INSTITUTE FOR ISLAMIC STUDIES SULTAN MAULANA HASANUDDIN BANTEN in Academic Year

of 2017/2018. Use experimental research for getting the data, the researcher used test as instrument, they were result of pre-test and post-test. The result of post-test in experimental class was named variable (X2) and the result of post-test in control class named variable (Y2). Technique has been improved in speaking ability than the students who are taught without using Talking Chips Technique using Talking Chips Technique could improve their speaking ability such as increasing vocabulary, pronunciation.

## **RESEARCH METHODOLOGY**

The purpose of research is to improve students speaking skill through talking chips technique at the ten grade of SMA Galajuar, Bekasi to active and practicing English speaking in class. It is expected that the students can enjoy to expressing their ideas opinion and feeling and speaking with situation and conditions. Besides that, they can also get fun in learning English in school especially for learning English speaking. The place of the research of teaching speaking by using speaking skill of the students through talking chips is at the ten grade of SMA Galajuar, Bekasi. The classroom action research will take place for second semester from March 07 2021 until June 2 2021. The class under study is class X. each class consists of forty students.

The method of this research applied Classroom Action Research (CAR). CAR might be defined as the study of a situation with a view to improve the quality of action within it. Action research is trying out an idea practice with a view improving speaking skill. The researcher hopes this research get success. And the target of the researcher the students get score of KKM 70. The target of the researcher is 100% the students at first grade students of SMA Galajuar Kota Bekasi get speak English with brave and confident. They can practice English with their friends in the classroom. They are also getting communication with foreigner.

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### **a. Planning**

Makes the study scenario, make the study format, and prepare tools or sources needed students for the study process. The Researcher prepare syllabus and lesson plan as action first. And then give test after study.

### **b. Acting**

Acting is activities in speaking using talking chip technique. This is as action first to action research, because talking chip technique is the parts of speaking. As the reason the researcher chooses this method is given motivation and attractive to students speaking skill through talking chips technique.

### **c. Observing**

Observing is action of the researcher and collaborator to observe the students activities from beginning until finish in teaching learning by using observation from and field notes have prepared.

### **d. Reflecting**

Identification factors the weakness students in study speaking using talking chips technique, and formulate action alternative that will do next from result of collecting data.

In this research the researcher uses qualitative data (experience – based) and quantitative data (number based). The qualitative data consists of observation within the physical activity in classroom and interview to be presented for the teacher and students. On the other side, the quantitative data use post-test. This research uses three kinds of methods to collect the data. They are interview, observation, and documentation.

The writer conducted a direct observation twice. The first observation is held in beginning of the research. The second observation is carried out during the Classroom Action Research (CAR). In this case, the observer does the observation by taking note all the occasions that happened during an action phase in the field note. It is used to know the students responses about the teaching speaking through talking chips technique.

The interview is carried out before and after implementing Classroom Action Research (CAR). In this case, the researcher used the unstructured interview. Before implementing classroom action research, the researcher asks some question such as students condition in learning speaking, the method used by the teacher in delivering speaking materials. The researcher ask to the teacher to related to teaching speaking use talking chips technique in the classroom. To scoring data, the researcher used three post-test. The entire test is done by speaking directly.

**Data Reduction**, This is the first component in analyzing the data that contains. Selection process, focusing, and summarizing data from field notes. In this step, the researcher select, limits, and summarize the data from implementation of teaching speaking using practice test through talking chips technique, and collecting data and consist the score of speaking skill.

**Data Description**, The second step of analysing the data is describing the data in narrative which the research conclusion will be possible to be done. This step is describing the result of the research according to the aspects of speaking which is described in systematic and logic sentence, therefore the result is understandable the form of displaying is not always in the sentence, but can displayed in table form and graphic which supports the narrative data.

**Data Verification**, The last step is the researcher confirms verification of the research. Then the researcher conclusion talking chips technique can improve speaking the students. The researcher concludes with the collaborator of the research to find problem of speaking skill. This step is very important to be done in order to get good research conclusion.

**Validity of Data** The data collected by the researcher must be validated. Validity is information which measure to interpret characteristic that will be measured. In this study, to avoid invalid data the researcher writes and concludes all action during the CAR.

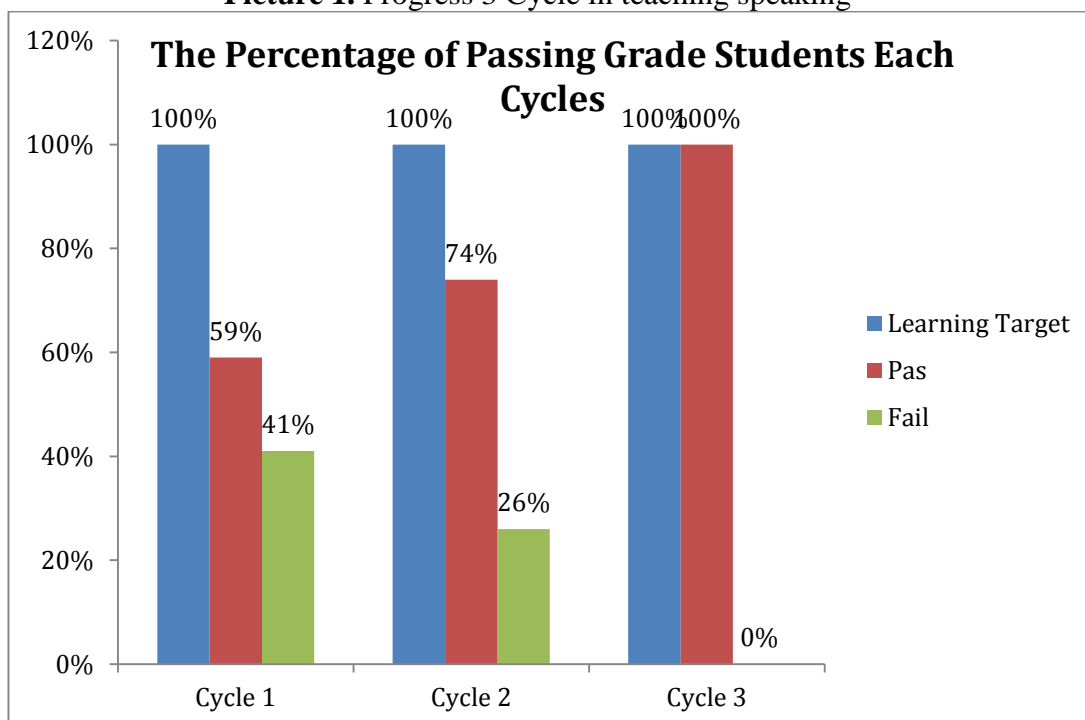
## **RESULT AND DISCUSSION**

The teacher had done the pre-research interview with the students and English teacher of SMA Galajuaru Kota Bekasi before doing this research According to the result of that interview; teacher concluded that there were several problems

that the students faced in learning English especially speaking. Many students said that English is very difficult and hard because most of them had been taught monotonous technique which creates boredom. It was like no way to make them interested in English. Teachers must have a goal technique in teaching learning process, such as drama technique which provides the example of language in use. It will be easier to students to understand what they are going to learn.

The focus on learning English was about the grammatical rules of English and errors are always corrected. It indicated that accuracy is really the focus in learning English. Most of the students were able to build sentences based on the grammatical rule, but when it came to speak, most of them had no idea how to do. It was because they used to create sentence based on the grammatical rule, but then they did not know the use of its grammatical rule in context. This fact got the teacher more concern to do this research and apply the talking chips technique. When this research was done, the improvement that was obtained in each cycle could be seen. It indicated a significant progressiveness of learning and teaching process. The learning target of this research was 100% of the students could achieve the minimum score target.

**Picture 1.** Progress 3 Cycle in teaching speaking



The average scores during the research also show that the use of talking chips technique to learning and teaching process can improve students' speaking skill. After the first cycle had done, the average score was increased 60,3. It showed the significant improvement. It was getting better in the next cycle which were 68,1 in the second cycle and 79,1 in the third cycle. The chart describes the data of the students' score achievement from all of the cycle done; it shows the significant improvement of the students' score obtained by applying the talking chips technique in learning teaching process. The discussion result is that in learning

teaching process through talking chips technique can improve students' speaking skill or an action hypothesis is accepted.

## CONCLUSION

The result of this research, it can be seen the improvement of students speaking skill from each cycle. In cycle one, the students who get standard minimum achievement are 23 students. It means too small for the minimum standard. The results in cycle two, the students who get standard minimum achievement are 30 students. It means there was an increasing score 74% compared to the previous cycle and in cycle three the improvement of the students achieve up to 100%. The average score showed the significant improvement. It was 60,4 in the cycle 1, 68,1 in the cycle II and 79,1 in cycle III.

The effects of this research can be seen the improvement of students speaking skill from each cycle. The other indication that the students have improvement in their speaking skill is the students become more active to speak, and their English knowledge about vocabulary, pronunciation, and comprehension are increase. It is seen after playing talking chips technique in class, the improvement to the students is seen. The students become accustomed to speak, their English knowledge about the vocabulary, pronunciation, and the fluency are increase and they more enjoy their speaking activity.

Based on this case, the teacher makes conclusion the drama technique method can increase students' speaking skill at eleventh grade of SMA Galajura Kota Bekasi.

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