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Using Talking Chip Technique in Enhancing Students' Speaking Skill

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Abstract

As speaking is one of the difficult skills in mastering English, the English teachers should provide a teaching technique to attract students in improving their speaking skill. Therefore, this study is intended to expand the study related to speaking performance, coped with the aspect of fluency, accuracy and content. The writer applied experimental research as the method and one-group pre-test posttest as the design of this study. The population of this study was second grade students of SMAN 1 Beutong. The number of this population was 100 students which divided into 4 classes and each class had 25 students. The sample was XI IPA 2 class. The technique used to get the sample was simple random sampling. To obtain the data the researcher used pre-test and post-test as the instrument of this study. Furthermore, the writer used statistical parametric to obtain the data from pre-test and post-test. In conclusion, the t-test of post-test is higher than t-table.

Key Words: Speaking, Talking Chips Technique

1. INTRODUCTION

Since English is the international language, mastering English is the crucial phenomenon nowadays. Many researchers conducted related research toward the development of English proficiency. They serve many methods, techniques, strategies and model to support it. Furthermore, in mastering English as a second language, students should consider the four language skills; speaking, listening, writing and reading. All of those skills are related to one another and become the important substances in learning English.

In spite of their relation, speaking is the most important skill that both students and teacher have to consider. However, teaching and learning speaking is not easy. This skill needs the highest awareness of spoken ability by which students and teacher should engage in the interactive process of constructing meaning such as producing, receiving and processing information. Furthermore, students need the ability in other skills to support their proficiency of speaking skill. Harris (1969, p. 81) states,

“Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates”.

Thus, to achieve the curriculum target the researcher suggest an interesting technique as an inovation in teaching English to attract students to speak up in the classroom, namely talking chips technique. Kagan (2011) cited in Estiningrum (2015, p. 26) asserts that *“talking chips as one of teaching strategy in cooperative learning plays significant role in teaching and learning process of speaking”.*

Talking chips technique is one of the teaching techniques of cooperative learning which was developed by Kagan in 1992. This technique provides students with more chances to speak up in different social contexts and social roles. Moreover, talking chips technique also significantly supports students to improve their speaking skill ability. It can be seen on the previous studies that were conducted by some researchers. The first is Devi (2015, p. 63)who found that the mean of students' score was different after she taught them by talking chips technique. Before she taught the students with the technique, the total score of students was 55, 2195. After she applied the talking chip technique, the mean of students' score of speaking achievement increased to 66, 2195. The second is Estiningrum (2014, p. 87) who found that students' speaking score before she applied talking chip technique was 2.042 but after she gave the treatment using talking chip technique to students, the students' score of speaking increased to 3.535. Her study was conducted at SMPN 1 Trucuk Yogyakarta at VII A class. The last is Syaripudin & Nuristiana (2014, p. 132) who conducted a study about the use of talking chip technique in students' impromptu speaking for the first year students in university of SwadayaGunungJati Cirebon. They stated that students who were taught by using talking chip technique have no problem with the grammatical errors and content because the students have enough English practice in the classroom. It was shown on their study that students who were taught by using talking chip technique have higher score than other students or class who were not taught by using talking chips technique. In addition, they also asked the students' view in the form of questionnaire and they got the positive answers that support their result.

Hence, the researcher believes the talking chips technique will improve students' speaking achievement especially in the aspects of speaking: fluency, accuracy and content. By applying talking chips technique not only active students getting involve to speak English in the classroom but also the passive ones. It means that this technique will encourage those passive students by the social norms of the structure to actively participate and develop their language skill (Kagan et.al. 2015, p. 3) cited in Devi (2015, p. 30). Therefore, the researcher interested in conducting this study by applying talking chips technique in SMAN 1 Beutong to enhance students' speaking performance considering the three aspects of speaking which are difficult to be mastered by students.

Related to the students' problem in speaking performance, the researcher formulated the main question of this research is *“Can the use of talking chip technique enhance students' speaking skill?”.*Based on the above research question, this research is intended to find out whether the talking chips technique can improve students' speaking skills of those aspects (fluency, accuracy, and content).

From the research background above, the researcher formulated the research hypothesis as follows:

Ha : The talking chips technique can enhance students' speaking performance

Ho : The talking chips technique cannot enhance students' speaking performance

2. LITERATURE REVIEW

2.1 Speaking

2.1.1 *The Definition of Speaking*

According to Levelt (1989, p. 1) speaking is one of man's complex skill. It is a unique skill that normal child acquiring it since in infancy. To develop speaking ability requires extensive interaction between children and their parents, students and teachers and other members of the language community. As Jondeya (2011, p. 28) defined speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. It means that speaking is the interaction activity in which negotiation for meaning is required in understanding someone's utterances. Hence, the aim of speaking is exchanging the meaning. Therefore, the use of articulator, body language and expression is a tool to make the meaning clearer.

2.2 Talking Chips Technique

2.2.1 *Definition of Talking Chips Technique*

According to Arnold & Fonseca (2008, p. 8), talking chips technique is one of the techniques in cooperative teaching developed by Kagan in 1992. In the process of talking chips technique the students participate in small group discussion and they give a sign that is chip when they are going to speak (Kagan & Kagan, 2009, p. 6.36). This technique will ensure the students' participation by regulating how often the member of each group is allowed to speak. Nilson (2010, p. 164) also pointed out that talking chips is the strategy that guarantees equal participation between the active and the passive students in discussion groups.

Moreover, this technique will help students in enhancing their speaking performance when they discuss a controversial issue. As Turville (2013, p. 91) pointed out that one of the best technique to improve students' speaking skill is by applying talking chips technique. In addition, this technique will solve the dominating and clashing group members in the teaching and learning process (Estiningrum, 2015, p. 25). The dominating and clashing that usually happens in the small group discussion is made by students who have more knowledge and becomes selfish in a group, as a result he/she do not give another member a chance to express their ideas. Therefore, by applying this technique the teacher can give them an equal turn to speak in a group. As the researcher explains before that the group member do not have turn to speak twice or more if all of the members in a group do not have a speaking turn.

2.2.2 *Procedures of Talking Chips Technique*

Before applying talking chips as learning strategy in the teaching and learning process of speaking, the teacher should make some preparations. Kagan & Kagan, (2009, p. 6.36) suggest the three procedures of talking chips technique.

The first is determining a question or topic that will be discussed in a group discussion. The second is bringing poker chips, playing cards, or simply gather a sufficient number of paper clips, pencils, chalk, or other available items to serve as token. This token will be used by each student when they take turns to talking. The chips include different strategies to use in conversation and could include answering a question, asking a question, giving an idea, responding to the idea, summarizing, and encouraging participation. The third is students place one of these chips on their desk before speaking. When they finish, the other members think of different ways to respond and continue the discussion. Kagan & Kagan (2009, p. 6.36) also added that the

students should not speak unless they use one of the chips. The goal is for all students to use their chips, avoiding the risk that only some members of the group participate in the task.

3. METHODS

This study was an experimental research. To obtain the data related to the topic, one-group pretest-posttest design was used in this research. The pre-test was given before the researcher treated the students by applying the talking chips technique. While the post-test was given after the researcher applied the talking chips techniques. The researcher used it to compare the students score before and after applying talking chips technique. The following is the scheme of one-group pretest-posttest design (Sarwono, 2006, p. 86):

$$O_1 X O_2$$

Where:

O₁: Pretest

X : Treatment

O₂: Posttest

First of all, the researcher gave the pretest in the form of speaking test in the first meeting. The researcher provided a set of topic that contained in the syllabus. Then, the students chose the topic and made an outline toward it for 5 minutes. After that, the researcher called them one by one to present their topic. During the students' presentation, the researcher recorded them using her Samsung smartphone. Every student was given 5 minutes to perform.

Then, the students were treated by the researcher using talking chip technique in the second until fourth meetings. After that, the researcher scored the students speaking performance considering the aspect of speaking; fluency, accuracy and content in particular through posttest. All of those data were recorded by the researcher using tape recorder. The recording was listened carefully to ease in scoring the students' speaking performance accurately. Finally, the researcher got the data by analyzing the students' score.

There are six aspects to score the students speaking performance: fluency, accuracy, clarity, content, intonation and volume. The three aspect of speaking: fluency, accuracy and content will be as a main focus in this study. Thus, the researcher used speaking assessment rubric to score the students speaking performance (see appendix 4). Then, the researcher used the following scoring system to analyze the result of the test.

Score measurement : Students' score:
$$\frac{\text{achievedscore}}{\text{maximumscore}} \times 100$$

After scoring process, the researcher counted the average scores (mean) of the students. The formula of mean which is proposed by Moore, McCabe, & Craig (2009, p. 31) as follows:

$$\bar{x} = \frac{\sum X_i}{n}$$

Where :

\bar{x} mean

\sum = sum of

N = number of students X_i = scores

Then, the researcher used the standard deviation formula to investigate the variability of the study. The of standard deviation used by the researcher is proposed by Ary, et al (2010, p. 177) as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t ratio

N = Number of students

D = difference between pre-test and post-test scores

\bar{D} = mean of D

\sum = sum of

4. FINDINGS AND DISCUSSION

According to the research objective of this study, the researcher wanted to know whether talking chips technique can enhance students' speaking performance or not. Therefore, based on the data gained at second grade student of SMAN 1 Beutong, Nagan Raya, the researcher found that there was an improvement on students' activeness and motivation. Furthermore, there was little improvement on students' speaking performance, particularly on the fluency, accuracy and content after applying the technique due to there was only one (1) student pass the KKM.

The mean score of pre-test was 54.7 was lower than post-test 67.5. Therefore, it can be concluded that there was little increase on students' speaking performance skill after applying talking chips technique. In addition, based on the researcher's observation, the students actively participated in the classroom.

The researcher used t-test in testing the hypothesis since the amount of samples experimental class were 20. After getting the result of t-test, the researcher referred on the t-score measurement table to find out whether the hypothesis is accepted or not. Based on the calculation above, the t-score of post-test obtained from the study was 14.2 while the t-table is 1.73. Therefore, it can be concluded that the alternative hypothesis (H_a) for this study was accepted while the null hypothesis (H_0) is rejected ($14.2 > 1,73$).

However, content is the aspect in which the students' score have increased significantly. It can be seen on the mean score from pre-test (17) and from post-test (22.75) rather than other aspects (the detail information can be seen on the appendix 5). It means that the students' ability in speaking in orderly has an improvement. Furthermore, there was also an increase on the aspect of fluency shown on the students' score before treatment was 18.75 while after treatment was 24.25. Hence, the researcher revealed that talking chips technique can give an improvement on the aspects of fluency, accuracy and content. Therefore, the alternative hypothesis this study was accepted.

5. CONCLUSION AND SUGGESTION

From the result of posttest found that the teaching technique that is talking chips technique can facilitate the learners to learn the target language. From the

description of treatment process, it clearly show that students participated actively in the classroom and they were able to use English as the target language orally even they mixed the difficult words in Indonesian language. Although most of students showed good response and corporately during the treatment process, the researcher admitted that there were also one or two students who did not want to be active in learning, and some who made noise that disturb the treatment process momentarily.

Indeed, the application of talking chips technique can improve the students' speaking skill performance, particularly in the aspect of fluency, accuracy and content. At least the students can pronounce the vowels and consonants in a good form and elaborate their thought in orderly. The students are not forced to sound like a native-speaker, but they should improve the speaking skill day by day with some practice. Moreover, the activities during the application of talking chips technique does not only engage the students to be active in learning the target language and encourage them to speak, but also build their motivation, self-confidence, competitive spirit, and positive team work to have better performance in speaking especially to improve speaking skill.

However, in improving students' ability in speaking performance, students need to be more active, courageous, and have more language exposure of target language. Furthermore, the students' motivation in learning English as the target language also needed in order to avoid the negative attitude toward the English. If students have less motivation in learning English, sooner or later their attitude toward English becomes negative. When the negative attitude occurred, the students' will to learn English becomes vanish. In other words, they do not want to learn English anymore. Therefore, the English teachers' skill in teaching should consider this phenomenon.

To avoid this kind of phenomenon, the teacher should apply an interactive teaching techniques and create it interestingly such as mixed the talking chips technique with games or role play. Both of these techniques require students to be more active and make learning English more relax. Furthermore, the important thing is the English teacher should provide more chance to students to speak in English rather than the teacher and mix the language between Indonesia and English if the teacher wants to give the new words or difficult words to students. Therefore, not only teacher can attract students to speak in English but also develop students' vocabulary.

Also, the English teacher should be more creative in providing the topic such as the new issues which are related to the students' life. Therefore, they interest in expressing their opinion will be enhance and the discussion situation will be more active. In addition, relating the teaching technique by using technology can also attract students' interest to learn English. For instance, providing online group discussion to them. It also can help them to improve their English ability.

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