

## THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan kemampuan berbicara siswa setelah diajarkan dengan teknik *Talking Chips* dan aspek berbicara apa yang paling meningkat. Penelitian ini menggunakan pendekatan kuantitatif dilaksanakan pada kelas XI ISOS 3 berjumlah 32 siswa. Peneliti menggunakan tes berbicara dalam pengumpulan data. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan berbicara siswa setelah diajarkan dengan menggunakan teknik *Talking Chips*. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa dari pretest ke postes yaitu 60 ke 73.3. Selain itu aspek berbicara yang paling meningkat menggunakan teknik ini adalah pemahaman. Hal ini dapat dilihat dari hasil setiap aspek berbicara dimana pemahaman meningkat paling besar yaitu dari 12.6 menjadi 15.8. Oleh karena itu, teknik *Talking Chips* baik digunakan untuk mengajarkan berbicara terlebih untuk meningkatkan kemampuan pemahaman siswa.

**Abstract:** This research was aimed at finding out whether there was a significant improvement in students' speaking ability after being taught through Talking Chips Technique and which speaking aspect improved the most. This research used quantitative approach and was conducted to 32 students in class XI ISOS 3. The researcher administered speaking test to collect the data. The result showed that there was an improvement in students' speaking ability after being taught through Talking Chips Technique. It could be seen from the increase of students' mean score from pre-test to posttest, 60 to 73.3. Besides, the most improvement of each speaking aspect was comprehension. This could be seen from the result of each aspect which showed that the highest improvement was comprehension from 12.6 to 15.8. The T-test revealed those result were significant because  $p < 0.05$ ,  $p = .000$ . Thus, Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability.

**Keywords:** Talking Chips Technique, speaking ability, improvement

## INTRODUCTION

Speaking is the productive skill of a language to express the idea or send message to the hearer. It means that when one speaks he/she produces the expressions that should be meaningful. In the process of communication, he/she can find the speaker, the listener, the message and the feedback.

In English learning, a student has to master the four basic language skills, namely listening, speaking, reading, and writing. Of the four language skills being taught, speaking might be the skill that must be emphasized. This is like what Welty (1976:47) states that speaking is the main skill in communication. The teacher should promote the students to be able to communicate well since speaking is the main skill of communication. But in fact, students are still difficult to speak.

From the previous research conducted by Safryadin (2011: 1), he found that there were some problems happen in students' speaking ability. Most of the students got stuck and did not know what they wanted to say. Then, they had many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. Furthermore, they pronounced words incorrectly and so many pauses when they were speaking. In addition, they were lack of motivation in speaking because the teacher just taught them by using asking and answering questions.

Furthermore, Jisda (2014: 2) who used Talking Chips Technique found that there were many problems in learning English. First, some students were difficult to speak English very well and they could not produce some words in English. This was because they did not know how to say it. Second, students were afraid of being criticized by others students and the teacher. Third, they did not know how

to use grammar effectively in speaking. Fourth, the students did not get opportunities to train their speaking skill in the classroom. Harmer (2007: 121) also declares that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency. And in this research, the researcher more focuses on students' problem of each aspect in speaking and their opportunity to speak.

In addition, based on the pre-observation at SMA YP UNILA, the researcher found some problems in students' speaking ability; (1) some students did not want to speak up in classroom because they were afraid of making mistakes. (2) There were domination member in group discussion so that some students did not have any chance to share their ideas. (3) There was less teamwork skill in discussion activity.

Looking at these problems, the researcher tried to apply one technique that could give a chance to every student in the classroom. Thus, this research attempted to apply Talking Chips Technique in teaching speaking since this technique can give a chance to the students to speak in the classroom. By giving a chance to every student to speak, the researcher believed that the students' speaking ability would improve because they had to practice speaking every meeting in the classroom.

Kagan (2010: 17) pointed out that Talking Chips Technique is a technique in teaching speaking which makes the students interested in speaking English. It is because this technique encourages the students to be active in the classroom and learns about cooperation in group. Next, this technique makes the students have chance to speak English because in Talking Chip Technique, students are divided

into several groups and each member of group will have a role to speak English. Based on that opinion, the writer wanted to teach using Talking Chips Technique. Since this research concerned to teach speaking, the researcher who would be as the teacher of this research would teach the students about argumentative dialogue through Talking Chips Technique to improve students' speaking ability. The researcher used argumentative dialogue in teaching speaking through Talking Chips Technique because this dialogue could attract the students to speak up in the classroom to argue their friends arguments with the topic that they choose.

## **METHOD**

The objective of this research was to find out whether there was any improvement or not of students' speaking ability after being taught through Talking Chips Technique. So, the researcher used the One-group time series design based on Setiyadi (2004: 40) since there would be one class experiment which got treatments from the researcher and also got pre-test and posttest.

This research was conducted in XI ISOS 3 of SMA YP Unila Bandar Lampung. This class contained 32 students. In collecting data, the researcher asked the students to work in group. The data of this research were in the form of students' speaking skill in performing argumentative dialogue in terms of pronunciation, vocabulary, fluency, comprehension, and grammar.

## RESULT AND DISCUSSION

The results show that there was a significant improvement of students' speaking ability after being taught through Talking Chips Technique. It can be seen from the mean score of pre-test to posttest, 60 to 73.3. This means that the students' mean score improves up to 13.3 point. While for each aspect the researcher found that the most improvement comes to comprehension. That can be seen from the result of each aspect mean score. The average score of five aspects of speaking tested in the pre-test is still low compared to the maximum score 20 for each aspect in speaking. By using the oral English rating sheet proposed by Haris (1974: 84), it can be reported that mean score of pronunciation 11.9. It means that the students had pronunciation problem which necessitate them to concentrate listening and occasionally lead to misunderstanding. For vocabulary the mean score is 12.1 which means that the students still used the wrong word frequently, conversation, somewhat limited because of inadequate vocabulary. The next is the mean score of fluency 12.2. This mean score means that the students still made frequent errors of grammar or order, which obscure meaning in the pre-test. For comprehension, the mean score is 12.6. It means that the students could comprehend most of what is said at lower than normal speed with repetition. And the last, the mean score of grammar is 11.1. The mean score of grammar here refer to that speed and fluency are rather strongly affected by language problem. The graph shows the students' ability before they get the treatments. It is also clearly seen that comprehension is the highest aspect achieved in the pre-test, while grammar is the lowest aspect. It happens because there are many problems faced by the students. For example, the

students were not habituated to answer the question by speaking in English so that their pronunciation, fluency, and grammar are getting low scores.

After getting treatment for three times the researcher conducted posttest and found that students' mean score of each aspect improved. Based on Harris (1974:84) the result can be reported that for the first one pronunciation mean score is 14.3. This mean score denotes that if it is always intelligible though one is conscious of a definite accent. The next one is vocabulary 14.8. The mean score here indicates that sometimes the students used inappropriate term and should rephrase ideas because of inadequate vocabulary. Then, for fluency, the mean score is 14.8. This refers to speech speed rather strongly affected by language problem. After that for comprehension, the mean score is 15.8. It means that the students could comprehend nearly everything at normal speed although occasionally repetition may be necessary. And the last, the mean score of grammar is 13.4. This score means that students occasionally made grammatical or word order errors which obscured the meaning. While, the maximum possible score for each aspect is 20. In posttest, the comprehension is still highest aspect achieved by the students and grammar also still the lowest aspect.

The students' speaking ability became better after they got the treatment for three times. The students' performances in posttest were better than pre-test. For example, after the students got treatments, the students were get used to answer the questions by speaking in English so that their pronunciation, vocabulary, fluency, comprehension, and grammar are getting better scores. In another case, students' comprehension is the highest score because after getting the treatments, the students become easier to give response of the questions that they got. The

students know and comprehend the questions, then tried to answer the question by using their own words in English.

Talking Chips Technique is one of the appropriate techniques to teach speaking. This is because the role of Talking Chips Technique is like a game so that the students feel free to express their arguments. This is likely the same as the procedure of Talking Chips Technique based on Barkley, Cross and Major (2005: 20). The students can use token or chips that they got to speak up since that chip is as the chance to speak up in the classroom. They used their chips to give their arguments. For example, when a student wanted to ask his friend argument, he showed his chip which side was written *ask* to his friend while asking his question. After that his friend would give his argument by showing his chip which was written *give* while giving his argument. This is adapted from Kagan's statement who said that every student with a chip continues discussion using his/her chip (2010:17).

In the field, the researcher conducted pre-test for the first process of the research. Pre-test was aimed to measure how far the students ability in speaking. In the pre-test the researcher gave some issues to be discussed in the group. The students had to give their argument to the issue that they had chosen. The arguments should consist of agree and disagree argument. And the result of pre-test was showed that the students' ability in speaking were still low. This was proved by the students' score in pre-test. The mean score of pre-test is only 60.

After conducting pre-test in the first meeting, the researcher had three times treatments in the next three meeting. This was intended to improve the students' ability through applying the technique. The researcher started the first treatment

by giving the explanation of asking and giving opinion and introducing the technique. After that the researcher started to apply the technique in learning process. In the next meeting, the researcher started by brainstorming about the previous research. And then, the researcher who was the teacher of this research applied the technique by giving a chip to every student which consisted of two chances to give argument. And the last meeting of giving treatment, the teacher explained about the expression of agreement and disagreement. Then, the teacher applied Talking chips Technique to emphasize the students understanding of the material and also to make the students more practice their speaking in the classroom.

The last meeting, the researcher conducted posttest. This aimed to find out the improvement of students' speaking ability after being taught through Talking Chips Technique. The researcher gave the same topics and the same instructions of pre-test in posttest. And the result of posttest showed that the students' speaking ability improved. The mean score of posttest is 73.3. While in the pre-test the mean score is only 60.

From the result of pre-test, it can be reported that the highest mean score in five aspects of speaking was comprehension (12.6) and the lowest mean score was grammar (11.1). This happened because in giving their arguments, students just needed to speak up without thought about the grammar. Their tried to comprehend the question that their friends given to them to give the appropriate answer. For example, when a student asked *What do you think of the celebration of valentine's day?* the other student answer *I agree because it was the day in which a person express his feelings to someone who in his love.* The answer of the student was



coherence to the question although there were some grammatical mistakes. That was why the higher score was comprehension while the lowest was grammar. Some students' pronunciation in pre-test was actually good although there were some errors made by the other students. As the example, there were some students pronouncing the result as /resul/ whereas it should be /rɪ'zʌlt/. Then, the students often pronounced "because" word as /bikos/, while it should be read /bɪ'koz/. In the other hand, most students were not fluent enough to speak English. They often stopped talking in the middle when they were giving their arguments. This might be caused by students' frequency to speak English was lack. And this is what the researcher did in the treatments. The researcher gave some chances to each student to increase students' frequency in speaking so that they would be more fluent speaking English.

For the result of posttest, it can be seen that all aspects of speaking improved after being taught through Talking Chips Technique. It might be caused by the fact that this technique could develop teamwork skills and self-awareness to solve problems inequitable participation (Gray, 2010: 217). Then, the result of posttest still showed that comprehension became the highest mean score (15.8) and grammar was in the lowest mean score (13.4). All students could pronounce the word better than in pre-test. In posttest, students were able to give their arguments more fluently than pre-test. After that, the students got a lot of vocabularies from three times treatment. Then, their grammar in speaking improved too although they were still making little errors. Last, their comprehension improved since in treatments the researcher used common expression and emphasized the students understanding so that they could comprehend better that in pre-test.

In terms of average improvement of five aspect of speaking, we can see that comprehension is the one aspect which improved significantly with 3.2 (12.6 up to 15.8). This may be caused by the students were get used with the expression and the vocabularies were easy to understand by the students. Students could understand the material which had been delivered by the researcher easily. So, the students comprehended the instructions in speaking test, and tried to give their arguments although they could not speak fluently. Besides, in treatments, students were get used to give respond directly to their friends' questions so that the students could answer well and correctly. When the students could answer or express well and correctly, it showed that the students could comprehend well. This is in line to the statement from Heaton who said that comprehension denotes the ability of understanding the speakers' intention and general meaning (1991: 35).

## **CONCLUSION AND SUGGESTION**

Having conducted the research at the second grade of SMA YP UNILA Bandar Lampung and analyzing the data, the researcher would like to give the conclusion as follows:

1. Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability. This can be seen from the result of this research. There is a significant improvement of students' speaking ability after being taught through Talking Chips Technique. It means that Talking Chips Technique can improve students' speaking ability. From the result, it can be seen that posttest is higher than pre-test. There is an improvement

from average score of pre-test (60) to posttest (73.3). Then, the result of hypothesis test shows also that T-value (12.000) was  $>$ T-table (2.039). It means that the hypothesis which is mentioned that there is significant improvement of students' speaking ability after being taught through Talking Chips Technique is accepted.

2. Talking Chips Technique can be a good technique of teaching speaking to improve comprehension. It happened because the students focus more on the message than on the form or structure. This is shown from the result of this research. The researcher find that the improvement score of each aspect, pronunciation from 11.9 in the pre-test up to 14.3 in the posttest, vocabulary from 12.1 in te pre-test become 14.8 in posttest, fluency from 12.2 in pre-test up to 14.8 in the posttest, comprehension from 12.6 in pre-test up to 15.8 in the posttest, and the last grammar 11.1 in pre-test up to 13.4 in posttest. While, the maximum possible score for each aspect is 20. So, it can be concluded that the aspect which improves the most is comprehension with 3.2. Then, the result of hypothesis test shows also that T-value (8.399) was  $>$ T-table (2.039). It means that the second hypothesis which is mentioned that the aspect of speaking which improves the most is comprehension is accepted.

Several suggestions that the researcher would like to propose based on the conclusion are as follows:

1. Suggestions for the teacher
  - a. The English teacher are suggested to use Talking Chips Technique in teaching speaking because the researcher found in the field that most

of students was interested to study speaking through Talking Chips Technique. And this is proved by the result of students' speaking test score. This technique can be used by the English teachers when they are teaching Argumentative dialogue. It can make the students enjoy the learning process in Argumentative dialogue and stimulate the students' speaking ability.

- b. For the English teachers who want to use Talking Chips Technique are suggested to be able to make some variations of topic in teaching which interest for the students. This is to make the students do not feel bored and hard to follow the learning process. Besides, the teacher should pay attention to the token or chips that will be used as a tool in learning process. That should be matched the amount of students multi the number of chances for the students to speak in the classroom.

## 2. Suggestions for further researcher

- a. The researcher implemented Talking Chips technique to improve students' speaking ability and found out that the most improvement aspect of speaking is comprehension. Further researcher should pay attention more to the lowest aspect by developing the technique to make a significant improvement of the lowest aspect.
- b. In this research, the researcher used Talking Chips Technique to improve speaking skill. Further researcher should try to use this technique to improve the other skills.

- c. Besides, the researcher used this technique to improve students' speaking ability of Senior High School. Further researcher should conduct this technique at different levels of students.

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