

TALKING CHIPS TECHNIQUE TO TEACH SPEAKING

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Abstract

This research aims to find the Effectiveness of Talking Chips Technique to Teach Speaking at the Eleventh Grade Students of SMK. The problem of the research is formulated “Is there any significant differences between students who are taught by using Talking Chips Technique and students who are taught by using Conventional Technique in teaching speaking to the eleventh grade students of SMK. Moreover, the objective of this study was to know whether or not there is significant difference between students who are taught by using Talking Chips Technique and the students who are taught by using Conventional Technique in teaching speaking to the eleventh grade students of SMK . This research was quantitative research, using experimental method and true experimental design. Then, the population of the study covered the entire of eleventh grade students of SMK in academic year 2016/2017 with total students were 318 from ten classes. And the sample of the study were 62 students, consist of two groups, namely experimental group (XI.9) consist of 31 students and control group (XI.10) consist of 31 students which is chosen by cluster random sampling. In this study, the writer used speaking test as an instrument for collecting the data. The data obtained from Independent t-test analysis, between the result of posttest in experimental group and control group. Based on the calculation by using Independent t-test, the writer found that $t_{obtained}$ was higher than t_{table} ($2,62 > 2,000$) at the significant level $\alpha = 0.05$ in two tailed testing. It means that there was any significant differences between experimental group and control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that Talking Chips Technique was significantly effective in teaching speaking to the eleventh grade students of SMK.

Keywords: Effectiveness, Teaching, Speaking, Talking Chips.

INTRODUCTION

Speaking has important role in social life. Speaking is used for communication among people in society in order to keep the relationship between them. According to Byrne (1984:8), 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. Meanwhile, Welty (1976:47) states that 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.

Besides, speaking is one of four language skills, which was basic function of language as communication instrument. Students who studied at the school which use certain language will be a good speaker, different from students who study at the other school. They was get difficulties in using English to speak each other it is caused by condition of school environment and media that is used in teaching them.

Moreover, Jisda (2014:2) states that there were many problems in learning English. They are as follows: (1) 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, (2) students were afraid of being criticized by other students and the teacher, (3) they did not know how to use grammar effectively in speaking, (4) the students did not get any opportunity to train their speaking skill in the classroom. Meanwhile, Harmer (2007:121) also declares that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency.

In teaching and learning process basically, English teachers have to begin attempting to learn foreign language in a way that is more similar to first language acquisition. However, In fact it is seems completely difficult, reviews their endeavor to stimulate students to speak English. Based on the researcher observation experience in teaching practice, the researcher found that (1) some students did not want to speak up in the classroom because they were afraid to make mistakes. (2) There was 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.

Based on the problems mentioned above, the writer tried to apply one technique that can give a chance to every student in the classroom. Thus, this study attempted to apply Talking Chips Technique in teaching speaking since this technique give a chance to all students to improve their speaking in the classroom. By giving a chance to every student to speak, the researcher believes that the students' speaking ability would improve because they have to practice speaking every meeting in the classroom. And in this study, the research more focused on students' problem of some aspects, those aspects are pronunciation, structure, vocabulary, fluency and comprehension in speaking.

Talking Chips Technique is a technique in teaching speaking which makes the students interested in speaking English (Kagan, 2010:17). It is because this technique stimulates the students to be active in the classroom and can learn by collaborative learning activity. Next, this technique makes the students have chance to speak English because in Talking Chip Technique, students are divided into several teams and each member of group will have a role to speak English. In this research, the research would be a teacher of this research who would teach the students about argumentative dialogue through Talking Chips Technique to improve students' speaking ability. The research used argumentative dialogue in teaching speaking through Talking Chips Technique because this argument could attract the students to speak up in the classroom to argue their friends arguments with the topic that they had chosen.

In this research, the researcher focused on speaking ability in forms of argumentative dialogue which was about asking and giving opinion by using their own sentences, the students will understand more what they are talking about, as it is more familiar to them. The criteria the evaluating students` speaking used five aspects of speaking, namely: pronunciation, vocabulary, grammar, fluency and comprehension based on the rating scale (Harris, 1974:84).

CONCEPTUAL FRAMEWORK

The Concept of the Teaching

According to Brown (1980:8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. According to me teaching is teachers' activities to giving material, or knowledge, and skill to the students in a certain time and place. And teacher functions as a guide, tutor and facilitator. Teaching is the specific act of one who knows the answer telling or explaining the answer to those who don't know it. It means that to reach the goal of Teaching English as Foreign Languages there are many ways which are suitable with that condition. The teacher should motivate, guide, and create a good condition of the class. In addition, the teacher should give students the chance to present their utterances by their language. Teaching also can be called as an art or craft and something which depends on the teacher's individual skill and personality (Richards, 2002:23). To be a good teacher, person must have good attitudes, have a lot of knowledge, and try to entertain the students when process learning happens. Concerned with definition above, it means that teaching is a work of a teacher. In Teaching Learning process teacher as a planner, organizer, and evaluator.

Concept of Speaking

Speaking is a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding (Byrne, 1984:8). It means that in speaking process, people try to communicate with each other and use their language to send their message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information.

Meanwhile, speaking is described as an ability to converse or to express a sequence of idea fluently (Lado, 1977:240). According to Welty (1976:47) that speaking is the main skill in communication. Furthermore, Irawati (2003:7) states that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listener used to communicate information, ideas, and emotion to the others using oral language.

Spoken language is easy to perform, but in some cases it is difficult (Lado, 1977:240). In order that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

- 1) Learners talk a lot. As much as possible of the period of time allocated to activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 3) Language is an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.

Based on the explanation above, it can be inferred that in communication people do not only speak but also try to understand the message which is said or delivered by

the speaker. Since the writer would teach argumentative dialogue to improve students' speaking ability, this is important for the students as a speaker to make sure firstly that the hearer understands what was being said or delivered before speaking. In order that, their friends can give argument to what the speaker said.

Technique in Teaching Speaking

The content of teaching would necessarily make some techniques more suitable than others, but teacher can make intentional use of transformative learning theory. Below, we considered techniques for each process involved in transformative learning which is implemented in classrooms (McGonigal, 2005:2). They are as follows:

1) **The Activating Event**

The activating event can be anything that triggers students to examine their thinking and the possible limitations of their understanding.

2) **Identifying Current Assumptions**

The best strategy for helping students is identifying their current assumptions that students explain their thinking.

3) **Encouraging Critical Reflection**

Transformational learning is both a social and solitary process. The most solitary part of transformational learning is critical reflection, which requires students privately examine their current assumptions. Critical reflection is likely to occur outside of the classroom, as the student absorbs and integrates what happens in the classroom.

4) **Encouraging Critical Discourse**

Critical discourse is the most social aspect of transformative learning. It can create opportunities for students to reflect through conversation.

From the explanation, the researcher concluded that activating event, identifying current assumption, encouraging critical reflection, encouraging critical discourse, and giving students an opportunity to test a new paradigm and perspective are the steps to make an appropriate technique of teaching speaking.

Concept of Talking Chips Technique

Talking Chips is a technique which consists of a group participation that uses of several chips in the procedure. In addition, Dave (2010:217) says that Talking Chips Technique is a technique that makes the value of everyone's contribution tangible and gives 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.

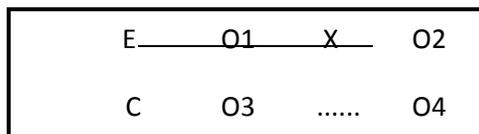
Moreover, Kagan (2009:3) says that each student receives one more "talking chip". Talking chip here means a chip. The chips which are used in this technique can be any kind of game token, or a pen, pencil, eraser, slip of paper, or any other tangible item. In talking chips students participate in a group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

Meanwhile, Talking Chips are making small class discussion that consists of three or four students, one student to be moderator that monitors this activity and control 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 and the time is about two minutes for each chip, then the teacher will give score based on the time and speaking skill 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 if the students have finished tell the things in the chip, it must be given to the moderator; they may not speak again and return to their chairs.

METHODOLOGY OF THE RESEARCH

Method of research

In true experimental design, there were two groups which consist of two classes used as the sample in this research, they were as the experimental group and control group. Two groups were given the same materials of the same topics. The experimental was taught by using Talking Chips Technique, whereas the control group was taught by using conventional technique. Before the treatment, pre-test was given to both of groups. After treatment, post test was given to them. Then, the researcher can compare the students' ability in experiment group and control group in order to see what the technique which was effective to be applied. The design of the study as follows:



- O1 : Pre-test experimental group
 - O2 : Post-test experimental group
 - O3 : Pre-test control group
 - O4 : Post-test control group
 - X : Treatment for experimental group by using Talking Chips
 - : Dash line present that experimental and control group
 - : Treatment for control group by using conventional technique
 - E : Experimental Group
 - C : Control Group
- (Sugiyono,2013:116)

Population and Sample

The population of this research was the eleventh grade students of SMK in academic year 2016/2017. There are tenth classes, namely: XI.1, to XI.10. The total are 350 students.

Technique for Collecting Data

In this research, the researcher used test as an instrument to collect the data. In this research, the scoring data would be given by the writer as rater 1 and English teacher of SMK as rater 2. To find out the data both pre-test and post-test, the writer used

performance test. Before the test was used in pre-test and post-test, the test or instrument had been tested for its validity and reliability.

Technique Analyzing the Data

In this research, the data was analyzed using independent t-test. It compares the result of post-test of experimental group and control group.

RESULT AND DISCUSSION

Based on the findings, it could be interpreted that teaching speaking by using Talking Chips Technique enabled them to get better score. It meant that Talking Chips Technique was effective to improve students' speaking ability. It could be seen from the average score in post-test of experimental group was 76,38 and control group was 72,48. The t_{obtained} was 2,62 and the critical value in the t_{table} was 2.000. In other word, Alternative Hypothesis (H_a) was accepted and the Null Hypothesis was rejected

It was also found that the students can reduced their problem in speaking since Talking Chips Technique applied in their class. By using Talking Chips Technique, the students finally found the cause of their problem in speaking and they can solve their problem, because Talking Chips Technique was good technique to get better understand about the material. Moreover, Talking Chips Technique provided opportunities for students to apply knowledge that they have in the real life.

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