THE INCREASING OF STUDENTS' SPEAKING ABILITY THROUGH TALKING CHIPS TECHNIQUE

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Abstract

Tujuan penelitian ini adalah untuk menemukan pengaruh *Talking Chips Technique* untuk meningkatkan kemampuan berbicara siswa. Subyek penelitian terdiri atas tiga puluh siswa tahun pertama SMAN 1 Gunung Sugih. Penelitian ini menggunakan model T-Test. Pengumpulan data dilakukan dengan memberikan *pretest* dan *posttest*. Hasil dari penelitian ini menunjukan bahwa ini menunjukan efek yang signifikan dari TCT pada pencapaian berbicara siswa dengan level signifikan (0,00 < 0.05) ini dapat disarankan bahwa TCT dapat digunakan untuk meningkatkan kemampuan berbicara. Berdasarkan hasil tersebut, dapat disimpulkan bahwa *Talking Chips Technique* dapat meningkatkan kemampuan berbicara siswa.

The objective of this research was to investigate the effect of Talking Chips Technique on the students' speaking ability. The subjects were thirty students of the first grade at SMAN 1 Gunung Sugih. The study employed T-Test design. The data were collected through the pretest and the posttest. The result of this research showed that there was a statisticaly significant effect of TCT on the students' speaking achivement with the significant level (0,00 < 0,05). This suggests that Talking Chip Technique can be used to improve the students' speaking ability.

***Keywords*:** TCT, speaking ability, speaking improvement.

INTRODUCTION

As a foreign language in Indonesia, English is taught at senior high school as a compulsory subject. The students in senior high school are hoped to have good English ability especially for communication. By having good communication, the students are expected to be able to access knowledge by using English (Depdiknas, 2006). Oral communication comes out through speaking. Speaking is very important in order to enable students to communicate effectively through oral language because the inability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

Some problems in speaking are still encountered by the students of senior high school. Most of students get the difficulties when they want to express their ideas in English orally. This condition is also supported by the researcher's own experience when she had Teaching Field Program at Senior High School. The students often had difficulties in using English when they tried to interact with others.

Looking at these problems, the researcher tried to apply one technique that could give a chance to every student to be more active in the classroom. Thus, this research was attempted to apply TCT 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 will improve because they have to practice speaking every meeting in the classroom.

Kagan (2010: 17) points out that TCT 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 TCT, students are divided into several groups and each member of the group has a role to speak English.

Based on Kagan's opinion, the writer implemented TCT in teaching speaking. Since this research concerned with teaching speaking, the researcher who applied TCT taught the students about argumentative dialogue through TCT to improve students' speaking ability. This technique was applied 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

Descriptive quantitative method was implemented in this research. The design which used in this research is *one group pretest and posttest*. The subject of this research was the second year students of SMA Negeri 1 Gunung Sugih in even semester of 2016/2017 academic year. One class consisting of 30 students was selected by using simple random sampling.

The data collecting techniques used were test technique. The researcher collected the data regarding students' speaking ability before and after being taught by TCT. Then, the researcher analyzed the increase by comparing the score of pretest and posttest of students' speaking ability. The instruments that were used in this research were pretest and posttest in form of paired conversation.

RESULT

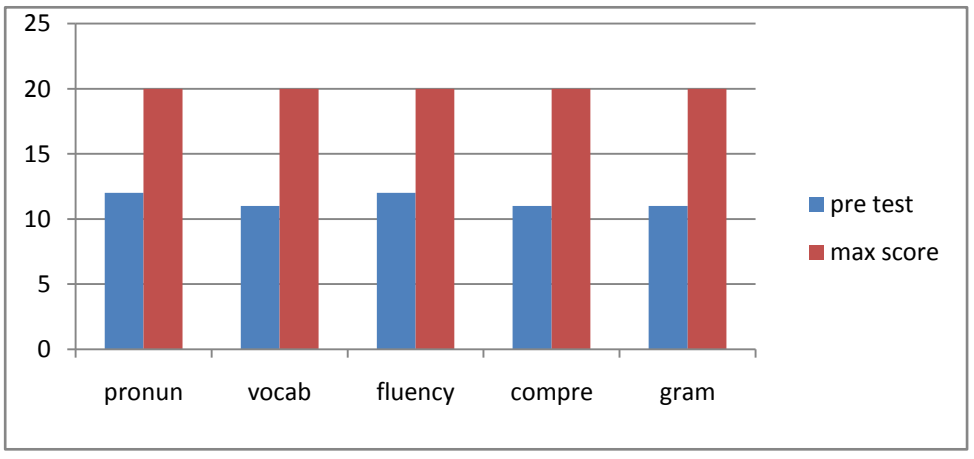
The result of the pretest showed that the mean of students' speaking score in the pre-test is 57.4. It happens because many students got low scores in pre-test. The highest score is 76, and the lowest score is 48. The mean of students' speaking score in posttest is 71.67, the highest score is 86 and the lowest score is 64. It improves from the pre-test because many students got better score in speaking after being taugh by using TCT so they could have high score in posttest.

From the data that the researcher got, it shows that T-value (13.951) is higher than T-table (2.039) with the level of significance below 0.05. It can be concluded that there is a significant increase of students' speaking ability after being taught through Talking Chips Technique.

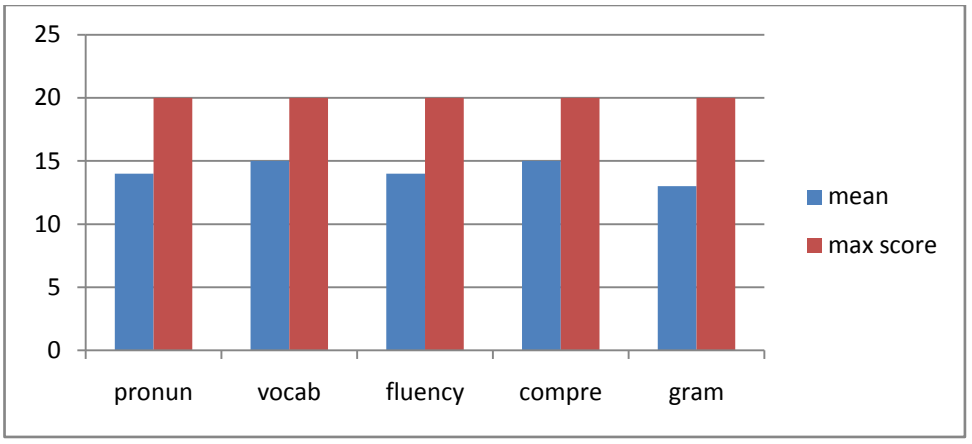
DISCUSSION

The objective of the research is to find out whether there is improvement or not in students' speaking ability after being taught through Talking Chips Technique. And to answer the objective, the result of pretest and posttest are compared using diagram for showing the increase of the aspect.

Graph 1. The Average of Students' Speaking Score in Pre-test



Graph 2. The Average of Students' Speaking Score in Posttest



In this part, the researcher tries to discuss quantitative data which were found that there was an improvement of students' speaking ability after being taught through Talking Chips Technique. Based on the results of the research, the researcher suggested recognizing Talking Chips Technique as one of the techniques to improve the students' speaking ability in teaching argumentative dialogue. The researcher found that there was a significant improvement of students' speaking ability after being taught argumentative dialogue through Talking Chips Technique. It can be seen from the difference of mean score in pre-test and posttest. The mean score for pretest is 57.4 and the mean of posttest is 71.67. it shows that there is increase 14.27.

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 researcher has mentioned in chapter 2 about 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 gave his argument by showing his chip which was written *give* while giving his argument (Kagan, 2010: 17).

The researcher conducted pre-test and posttest to get improvement of students' speaking achievement. The students were asked to give their arguments about a topic which they had chosen. From the result of pre-test, it can be reported that the highest mean score in five aspects of speaking was fluency (11.7) and the lowest mean score was comprehension (11). This happened because in giving their arguments, students just needed to speak up without thinking about the grammar. They tried to answerr the question that their friends given to them to give the appropriate answer, and they prepared the answer first. The answer of the student was not really coherence to the question although they could have good fluency.

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 /rɪˈzʌlt/. Then, the students often pronounced "because" word as /bikos/, while it should be read /bɪˈkɒz/. On the other hand, most students were not having good grammar in speaking English. They did not stop talking even they were giving their arguments in the wrong grammar.

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 in 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 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 (15.07) and grammar was in the lowest mean score (13.2). 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 on the students' understanding so that they could comprehend better in post-test. From the result above it can be seen that alternative hypothesis proposed by the researcher was accepted, and the null hypothesis is rejected.

Finally, it can be concluded that Talking Chips Technique can be a good technique of teaching speaking to increase students' speaking ability. After implementing this technique, students got improvement from the first until the last treatment (Syafryadin, 2011: 6). The result showed a positive improvement in students' speaking ability. The mistakes which occurred during the research can

be reduced by giving the students longer treatment so that they have more time to develop their ability.

CONCLUSION

Based on the data analysis and discussions, the researcher gets some conclusion that there is a significant improvement of students' speaking ability after being taught through Talking Chips Technique. Thus, it can be stated that the working hypothesis is accepted and the null hypothesis is rejected. It means that Talking Chips Technique can be used to improve students' speaking ability.

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 showed from the result of this research. The researcher found that the improvement of score of each aspect of speaking as follows; ponunciation from 11.6 in the pre-test up to 14.4 in the posttest, vocabulary from 11.4 in te pre-test to 14.6 in posttest, fluency from 11.73 in pre-test up to 14.27 in the posttest, comprehension from 11 in pre-test up to 15.07 in the posttest, and the last, grammar 11.07 in pre-test up to 13.2 in posttest. While, the maximum possible score for each aspect is 20.

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