# THE USE OF TALKING CHIPS TECHNIQUE IN STUDENTS' IMPROMPTU SPEAKING

(The Quasi Experimental Design at First Year in
University of Swadaya Gunung Jati Cirebon)

By

**Usep Syaripudin, S.Pd., M.Ed.**
**Pia Nuristiana**
*University of Swadaya Gunung Jati Cirebon*

***ABSTRACT***

*The purpose of learning language is to communicate with people. It means that speaking is one important skill in learning language. Based on pre-observation, students encountered many problems, such as lack of vocabularies, grammar, fluency and pronunciation. Therefore, the writer wanted to solve those problems by using Talking Chips technique in teaching speaking. The aims of the study were to find out the data of the use of Talking Chips technique affects students or not, and to find out the students' responses about Talking Chips technique in speaking class. The subject of this study was the First Year in University in Cirebon. The total sample was fourty students. This study used quasi experimental design with control class. In experimental class, the class which used Talking Chips technique in teaching speaking, it was conducted in three steps, such as pre-test, treatments, and post-test. The findings of this study were that Talking Chips technique is effective to students' speaking ability, especially in impromptu speaking. By comparing the mean score of experimental and control class, it was found that the Talking Chips technique is effective in teaching speaking. From the data, it can be concluded that many students spoke in English very often therefore the students got higher scores. It was supported by the data of questionnaire of students' responses. Those responses said that Talking Chips gives many benefits to foster students' speaking ability.*

## 1. Introduction

The purpose of learning language is to communicate with people. It means that speaking is one important skill in learning language. Based on pre-observation which was held thorough interview and questionnaire to the First Year students at English Department, University of Swadaya Gunung Jati Cirebon, it found that there were many passive students who simply did not speak in English during classroom discussion. They encountered many problems, such as lack of vocabularies, grammar, and pronunciation. Regarding speaking, students have to speak in English in classroom, but just several of them who can speak English well. According to Anderson (2013, para. 1), students still have inability to speak English fluently because they feel shy to speak English, and they are not interested in speaking class due to lacking of chances and less confidence to be active to speak. The anxiety for speaking English blocks students to speak English fluently. Harmer (2007, p.343) stated that the EFL/ESL students are able to speak English through a conversation in different situation. In addition, Thornbury (2005, p.8), says that "… speakers are jockeying for conversational turns, introducing new topics and engaging in word play, ...". It suggests that students have to make a conversation with their friends in speaking English more often. Hence, it needs a strategy to facilitate the students' learning in speaking skill. There is a technique in cooperative learning that can be used to solve problems in speaking; it is named Talking Chips Technique (Kagan and Kagan, 2009). The technique uses chips for all students to speak English until all

the chips gone. It is interesting to find out whether Talking Chips technique effective to teach speaking in the different context, especially in First Year, second semester in English Department, University of Swadaya Gunung Jati Cirebon. Therefore, this study is going to investigate whether the use of Talking Chips technique to teach speaking of college level.

## 2. Using Talking Chips Technique in Students' Impromptu Speaking

There are correlations between written and spoken language while the students study English as foreign language. Speaking is not written text that said aloud (Arnold. 2003, p.1). Speaking is to convey what the speaker intends to say. Speaking is supported by many elements to speak well hence there is no misunderstanding between the speaker and the listener. Those are pronunciation, grammar, vocabulary, fluency, and accuracy. Harmer (2007, p. 345) stated giving a suitable topic and task can make students speak English. Talking Chips is one of cooperative learning technique which is found by Spencer Kagan to facilitate language teaching (Arnold, 2003:8). Talking Chips technique facilitates the students to work in group; it is about four until six students to share ideas and give opinion about the topics. Every student has chances to speak in English because every student has chips to speak.

In addition to Harmer (2007), there is speaking activity in the classroom which encounters students to do an unprepared talk. Impromptu speaking takes place when the students speak English and deliver what they are going to say without any preparation. As

Larsen (2005) cited in Bogers and Larsen (2012) stated that spontaneous conversation always happens in communication. It means that people do impromptu speaking when they decide to speak spontaneously and explain what the speaker knows about topics.

## 3. Method

This study used quasi experimental design with control class. This study used cluster randomized sampling. The sample of this study was two classes and the total of sample was fourty students. For collecting the data, this study used two instruments such as speaking tests and questionnaire. The data from speaking tests were conducted by using the scoring system of speaking. The speaking tests were held two times, such as pre-test and post-test. Meanwhile, the questionnaire was given to students after Talking Chips had been applied to find out students' responses about the use of Talking Chips technique. The questionnaire consisted of twenty numbers, and the data was tabulated using the total of percentages.

## 4. Findings and Discussion
### 4.1 Findings

By using Talking Chips technique, students were enthusiastic to speak in English. All students had chances to speak in English. They talked with their friends and shared their opinion about the topic in speaking English. The writer found that the improvement of students' speaking ability. It was shown that many students said a few sentences or less than one minute in delivering their impromptu speaking in pre-test. In post-test, they gave a long impromptu speaking, moreover there

were several students who deliver impromptu speaking for four minutes. In five aspects which were assessed, the students improved their quantity of information, fluency, pronunciation, vocabulary, and grammar. It was shown while they were doing pre-test, they made many pauses, and often spoke Bahasa Indonesia while they were giving impromptu speaking. It was contrastive, while they were doing post-test, they were ready to give impromptu speaking by rarely spoke Bahasa Indonesia. In delivering impromptu speaking, there were several students made an interaction with their friends, exploring their ideas about the topic accurately, so that the students deserved to get high score. Therefore, the mean score of experimental class was higher than the mean score of control class. It can be stated that Talking Chips technique provides the students to improve their speaking ability. In the effect size, Talking Chips technique gave modest effect in students' impromptu speaking. To support the data, the questionnaire was spread to find out the students' responses about the use of Talking Chips. Many students agreed that the use of Talking Chips technique can improve their speaking ability.

### 4.2 Discussion

According to the findings above, the writer found that Talking Chips technique is effective to students' speaking ability. This result is supported by Kagan and Kagan (2009), Syafryadin (2013), Arnold (2000) stated that Talking Chips technique is one of cooperative learning techniques which is effective, and improve the students' speaking ability.

This result is also proven by the significant improvement of students' speaking score. It can be shown by the gain score of pre-test and post-test of first year students in the second semester in English Department of University of Swadaya Gunung Jati Cirebon.

In the pre-test of experimental class, many students encountered many difficulties in speaking in several aspects such as fluency, vocabulary, pronunciation, and grammar. In the fluency, the students made many pauses like 'eu', 'ehm' and difficult to explain the chosen topic. Meanwhile, in the vocabulary, the students were still using Bahasa Indonesia to deliver impromptu speaking. For pronunciation, many students made incorrect pronunciation, for example milk /'milk/: milk /məlk/. In grammar aspect, many students were still unable to speak English by using grammar correctly. These results are congruent with the study of Syafryadin (2013) which found that speaking is the most difficult skill for students. In addition, these results are also supported by the questionnaire about students' responses that many students feel hesitant to speak in English in classroom discussion, they lacked vocabularies, and had no confidences to speak in English.

In the treatments which using Talking Chips technique, the students were motivated and enthusiastic to speak in English. Moreover, Arnold (2003) reported that Talking Chips technique gives benefits for increasing students' speaking ability. By using Talking Chips technique, students had many opportunities to practice impromptu speaking English with their friends. These treatments impacted to the post-test where the results showed the improvement of students' speaking ability. The improvement happened when the students were given treatments using Talking Chips technique which provided them to speak impromptu in English. In the post-test, the students made minor errors in pronunciation and grammar, therefore they can deliver the speech clear and the content is coherent and related to the topic.

Meanwhile, in the control class which was not using Talking chips technique did not show significant improvement in students' speaking ability. The students in the control class delivered impromptu speaking with limited content, the hesitancy of using grammar correctly, thus it interfered their speech.

The effectiveness of Talking Chips technique is also supported by the results of questionnaire about the students' responses about the use of Talking Chips technique. The students believe that Talking Chips technique provide them to speak in English. Moreover, Talking Chips technique can be applied in speaking class because Talking Chips technique supports many skills, such as social skill, and communication skill. These beliefs are agreed by Kagan and Kagan (2009) who stated that "The interpersonal function of cooperative learning are classbuilding, teambuilding, social skills, communication skills, and decision making." Therefore, Talking Chips technique facilitates students to be more active in speaking English.

## 5. Conclusion

The conclusion of this study is Talking Chips affects students' speaking ability, especially in impromptu speaking. The students gave long impromptu speaking, they

felt confident, their speaking was more fluent than the pre-test. They enjoyed the lesson and were motivated to speak in English in the classroom while the treatments were held. Moreover, they comprehended the chosen topic, and they delivered impromptu speaking with less pauses. There was a significant distinction between the result of teaching speaking using Talking Chips technique and without Talking Chips technique. It was proven by the result of the tests in which $t_{account}$ was higher than $t_{table}$. It meant that hypothesis was accepted. Therefore, the writer concludes that the students who were treated by using Talking Chips technique in impromptu speaking can increase their students' speaking ability, especially in impromptu speaking. It was supported by the data of questionnaire of students' responses. Those responses said that Talking Chips gives many benefits to improve students' speaking ability.

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