

USING TALKING CHIPS STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE STUDENTS OF SMK SENTOSA BHAKTI BATURAJA

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Abstract

This study is aimed at improving XI students' speaking ability of SMK Sentosa Bhakti Baturaja through the use of Talking Chips. The use of Talking Chips is expected to improve students' speaking ability. This study was categorized as an experimental research. Pre-experimental design was used in this study. There was one class for Tryout and one class as a treatment class. The population of this study was 315 and the sample was 34 students in TKJ2 class. They have been selected by using cluster random sampling. The students' taught by using Talking Chips strategy. The data were presented in the form of transcripts. The data collected by oral test. To check whether the application of instruction run well, it was designed the students were evaluated by using paired sample t-test. The result of paired sample t-test showed that there is a significant difference between students' score in pre-test and post-test. The result of the study shows that Talking Chips improved the teaching of speaking and the students' speaking ability. The mean scores of pretest was 59.76 while the mean scores of post-test was 69,59. It indicates that there was a statistical difference between the mean scores of the pre-test and the post-test. This implies that there was significant improvement of students' speaking ability by using talking chips strategy to the Eleventh Grade Students of SMK Sentosa Bhakti Baturaja.

Keywords :Talking Chips strategy, Speaking ability, Cooperative learning

Introduction

Speaking is one of the most important English skill. One of the goals in teaching speaking is communicative efficiency. According to Fitria (2017) speaking is very important in learning a language because as a social creature human need to interact one and another to express their ideas and thoughts to arrange and persuade others and it is used because someone purposes in learning a language is to be able to communicate the language. According to Nakhalah (2016,) speaking is the action of conveying information or expressing one's thoughts and feeling. But many students said that speaking is difficult. The students have difficulty in learning English especially in speaking. Most students who have finished their junior high schools or even senior high schools are still unable both to speak and to write in good English (Aqli, Padmadewi & Suarnajaya, 2013). Anggeraini (2020) mentioned that students can speak English well and work collaboratively through digital storytelling.

There are some problems that faced by the students in learning Speaking. According to Swary (2014) based on her research, she has found some problems that faced by the student in learning speaking such as limited practice and low motivation. There were no motivation of the students to learn seriously. She also found that most of the students were practice to speak English rarely. How could someone master in language, if they never be practice. As Holmes (2004) said in his book, Students of English as a foreign language need to develop the four basic skills of listening, speaking, reading and writing, but they also need to practice. In line with the finding of research conducted by Meilyaningsih (2015) who conducted a research by involving one of junior high schools in Palembang found that the eighth grade students faced many problems in learning speaking. The problems can be identified as follows 1) the students have low speaking ability; 2) the students have low motivation in learning English; 3) the students have lack opportunity of speaking exercise; and 4) the students are unconfident to speak in public.

Another research also found similar problems. As Azizah (2016) stated the result of her research found that students prefer to speak in their mother tongue rather than English. They are lazy to read and learn new words. They did not have big motivation and the teacher's teaching style was also one of the factors. Based on the results of some research above, the writer found that almost all the problem that faced by the students is about motivation. The writer choose that problem because based on the interview with one of English teacher in SMK Sentosa Bhakti Baturaja, with Mam Erlita Agustina, S.Pd on April 16th 2018, the teacher said that the students were still difficult to speak English. They do not have enough motivation because they think that English is difficult. So when they were talking, they feel afraid to speak out.

The low motivation of students requires teacher to have the ability to choose learning strategies appropriate to the characteristics of students. The way that can improve motivation and students' practice is by using cooperative learning. Cooperative learning is the instructional use of small groups in such a way that student's work together to achieve shared goals (Alabekee, Samuel, Osaat, 2015). According to Masikem, Soetjipto and Sumarmi (2016), cooperative learning can increase motivation, and student learning outcomes. One of the cooperative strategy is Talking Chips. The aim of this strategy is ensuring participation by regulating how often each group member is allowed to speak. By using this strategy, there is no students are dominant in the classroom. Every students have their chance to speak.

According to Masikem, Soetjipto and Sumarmi (2016), in talking chips strategy involves students' activities, students move on, and students learn together. Based on Estiningrum (2015) talking chips strategy can help students to improve their speaking ability. Talking Chips activities also encourage students to participate and overcome communication or problems, such as dominating group members. It created enjoyable learning climate that motivated them to get involved in the teaching learning process.

According to the definition of Talking chips and cooperative learning, the writer chose the material Asking and Giving opinion. This material was suitable to used in a group because students can discussed by questioned and answered each other. Beside that, the writer chose that material because it was the lesson which students must be learned. It was proved on the syllabus and English book.

Based on the background above, the writer was interested to used “talking chips” strategy to increase the students’ skill in speaking. Then the writer interested to carrying out research entitled “Using Talking Chips Strategy To Improve Students’ Speaking Ability At Eleventh Grade Students of SMK Sentosa Bhakti Baturaja”.

Methodology

In this study, the writer chose pre-experimental design. A pre-experimental design has one group pretest and post test. So, it only need one group to do pretest and post test. The writer did three steps that should be done in this study. The first step was the writer gave pre-test to the students. The second was the writer taught speaking by using talking chips strategy, and the third was the writer gave post-test to the students to know the effectiveness of the strategy that used.

The main steps follow in these classroom activities researches were :

1. Determined the subjects
2. Prepared the pre-test material and gave the pre-test
3. Prepared and presented the materials by implementing the technique
4. Prepared and gave the post test
5. Interpreted and analyzed the data

Finding and Discussion

1. Result of students’ Pre-Test Score

Before giving the treatment, the writer gave a pretest to know the students’ speaking ability. Pretest was a test which gotten to measure improvement although they would not get the treatment at all.

Table . Descriptive statistic

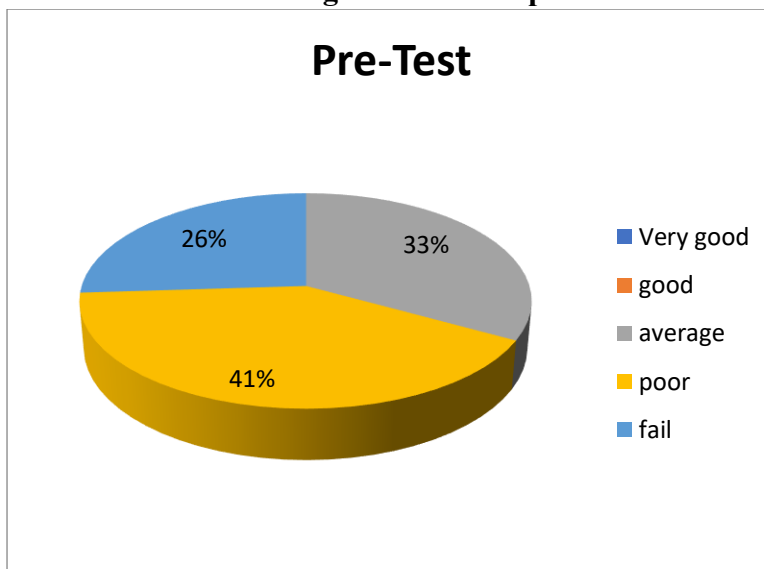
Variable	N	SD	Min	Max	Percentage Range	Score Criteria	Freque ncy	Perce ntage
Speaking Ability	27	7,13	40	62	>80	Very Good	0	0
					66-79	Good	0	0
					56-65	Average	9	33
					46-55	Poor	11	41
					<45	Fail	7	26
Total							27	100

The table 1 showed the Standard deviation was 7,13, the lowest score among students was 40 while the highest score of the pretest was 62. The table 7 also showed how many students’ who got the score from the criteria of fail until very good. The students who got Fail criteria was 7 students, where 40 (3 students), 42 (2 students), 44 (2students). The students who

got Poor criteria was 11 students, 46 (2students), 48 (5students), 52 (1 student), 54 (3 students), and for Average criteria was 9 students, where 56 (3students), 58 (3 students), 62 (3 students).

The writer made a chart to saw an overview of how much the percentage score is from each criterion.

Chart 1 : Percentage of students' pre-test score



2. Result of students' Post-Test Score

After giving the treatment, the writer gave a post-test to know the students' improvement in speaking ability. The post-test was conducted on August, 7th 2018.

Table 2. Descriptive statistic

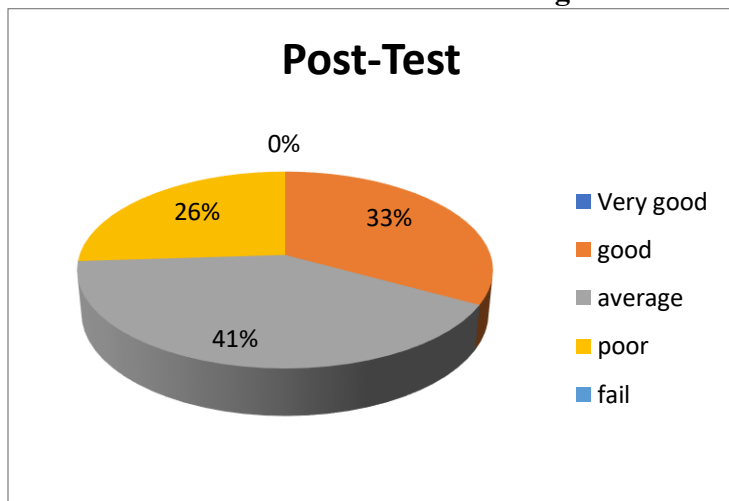
Variable	N	SD	Min	Max	Percentage Range	Score Criteria	Frequency	Percentage
Speaking Ability	27	6,010	52	73	>80	Very Good	0	0
					66-79	Good	9	33
					56-65	Average	11	41
					46-55	Poor	7	26
					<45	Fail	0	0
Total							27	100

The table 2 showed the Standard deviation was 6,010, the lowest score among students was 52 while the highest score of the pretest was 73. The table 8 also showed how many

students' who got the score from the criteria of fail until very good. The students who got Poor criteria was 7 student, where 52 (3 students), 54 (5 students). The students who got Average criteria was 11 students, where 58 (1 student), 60 (2 students), 62 (5 student), 64 (3 students), and for Good criteria was 9 students, where 66 (4 students), 68 (2 students), 70 (2 students), 73 (1 student).

The writer made a chart to saw an overview of how much the percentage score is from each criterion.

Chart 2 : Percentage of students' post-test score



A. Statistical Analysis

In order to find out the significance difference in students' speaking ability before and after treatment, the writer calculated the result of the pre test and post test in experiment class by using Paired Sample t-test was as follow:

**Table 3
 Paired Samples Test**

	Paired Differences	T	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference
					Upper
Pair 1 pretest - posttest	9,297	12,378	26	,000	

Based on the table of paired Sample Statistics, it was found that the value of Sig.=0,000 less than the significance level ($\alpha=0,05$), so it meant that there was a great significant between the score of pre-test and post-test. The value of sig.(2tailed) = 0,000 less than the significance level ($\alpha=0,05$). Based on the explanation above, the researcher concludes that there was a significance differences in speaking improvement before and after treatment.

Discussion

Based on the finding of the study, the writer could interpret that it was effective to improve students' speaking ability by using Talking Chips Strategy. According to Estiningrum (2015) talking chips strategy can help students to improve their speaking ability. From the result of Paired T-test, it was in one line with the theory. The writer found that the students in experimental class gained a better and significant progress of speaking improvement after the treatment.

After the implementation of Talking Chips strategy, the writer conducted post-test for the students. The result showed a great progress. From the data analysis, the students' speaking ability increased significantly. The students' score after the treatment showed the difference compared with its pre-test. It showed in table 7 and 8.

Based on the explanation above, the writer could interpret the alternative hypothesis was accepted. The writer also answered the problem of this study which was already stated before. Actually, Talking Chips strategy was effective to use for teaching expressing asking and giving opinion for the eleventh grade students of SMK Sentosa Bhakti Baturaja. It meant that Talking Chips was improve the students' speaking ability and it can be *used* by the teacher for teaching expressing asking and giving opinion.

Conclusions

Talking Chips as a part of cooperative learning where the technique allowed students to learn together in group in order to each member cooperated to succeed. Students worked together to learn it helped teacher to teach in class effectively. This study has a significant difference between the result of the pre test and post test experimental class. So the alternative hypothesis was accepted and null hypothesis was rejected. It meant that Talking Chips strategy helped teacher to increase students' speaking ability. This significances of students' improvement in pretest and posttest both of is showed not only about the progress but also the effectiveness of Talking Chips. From the result of this study, the researcher concluded that Talking Chips strategy can improve students' speaking ability.

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