IMPROVING SPEAKING SKILL OF THE TENTH-GRADE STUDENTS OF SMAN 1 GIANYAR IN ACADEMIC YEAR 2020/2021 THROUGH TALKING CHIPS COMBINED WITH PICTURE

Vergilius Mangkar[1,] Ni Made Wersi Murtini[2]

[1,2]English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar
Email: ighymangkar1998@gmail.com[1)], wersimurtini@unmas.ac.id[2)]

ABSTRACT

This classroom action research is conducted to 32 subjects aims at figuring the improvement of speaking skill of the tenth-grade students of SMAN 1 Gianyar through implementing talking chips combined with picture. Talking chips is a technique of teaching speaking in this present study which have two elements such: Talk and Chips. The research was carried out through implementing talking chips combined with picture in two cycles and the obtained data was analyzed quantitatively from pre-test, post-test 1 and post-test 2; then quantitatively from questionnaire. The result showed that there was a significant improvement in the subjects' skill in speaking descriptive monologue. Moreover, the questionnaire proved that the subjects agreed toward the implementation of talking chips combined with picture during the teaching learning process. Based on the result of the investigation, it can be concluded that the speaking skill of the tenth-grade students of SMAN 1 Gianyar in academic year 2020/2021 can be improved through talking chips combined with picture.

Keywords: speaking skill, improving and Talking Chips combined with picture.

ABSTRAK

Penelitian Tindakan kelas ini dilakukan pada 32 subjek bertujuan untuk meningkatkan keterampilan berbicara siswa kelas X SMAN 1 Gianyar yang dapat ditingkatkan melalui penerapan teknik Talking Chips yang dikombinasikan dengan gambar. Talking chips adalah teknik pengajaran berbicara yang memiliki dua elemen seperti: Talk dan Chips. Pelaksanaan penelitian dilakukan pada 32 subjek, siswa kelas X SMAN 1 Gianyar tahun ajaran 2020/2021. Rancangan penelitian ini adalah penelitian tindakan kelas, dan penelitian ini dilaksanakan melalui penerapan Talking chips yang dikombinasikan dengan gambar dalam dua siklus dan data yang diperoleh dianalisis secara kuantitatif dari pre-test, post-test 1 dan post-test 2; kemudian secara kuantitatif dari kuesioner. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan dalam keterampilan subjek dalam berbicara monolog deskriptif. Selain itu, angket membuktikan bahwa subjek setuju terhadap penerapan talking chips yang dikombinasikan dengan gambar dalam proses belajar-mengajar.

Kata kunci: Berbicara, Meningkatkan, dan Talking Chips, gambar.

INTRODUCTION

Speaking is one of the important skills that should be mastered by students to communicate in English fluently and clearly. Speaking involves interaction with one or more participants. Richard (2008:19) argues that the mastery of speaking skill in English is a priority for many second language or foreign language learners. It is because English is an international language that should be mastered by the students. Furthermore, in school the students learn to speak in the target language and there are several speaking components that students should be mastered, such as: grammar, vocabulary, comprehension, pronunciation and fluency. It is in line with Sinta et al. (2021) who stated that speaking is a productive skill which needs to be mastered as a whole.

Harmer (2001: 269) states that speaking ability as people's ability to speak fluently presupposed not only knowledge of language features, but also the ability how they process information and language 'on the spot'. It needs the ability to cooperate in the management of speaking turns and nonverbal language. It means that, the aim of speaking is to present what the students have understood regarding the topic in descriptive monologue. In some situations, speaking is used to instruct or to get things done, for example, to describe a place or person. However, in teaching speaking, it is considered not easy to be taught among the other four skills. It means that more effort and various ways are required by the students and various interesting activities are also required by the teacher to attract students' attention. It is not enough for the students to hear or to listen to speech only. The teacher needs to give the students the opportunity to practice their speaking.

Pollard (2008:33) in Murtini (2020), states that to do speaking activity or conversation, the speaker should pay attention on the idea that is going to be deliver and the reaction of the person whom the speaker speaks with. Besides, Thornburry (2005:1) states that speaking is done much in daily life as routine. He also states that speaking is an activity which does interactive process and requires the ability to cooperate in speaking turn. It also happens in real-time, with little time for detailed planning. He also adds that speaking is a challenge for most of language learners. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about the language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructions enable students to learn to speak up so the students can learn how to speak more often.

There are five basic types of speaking skills according to Brown (2004: 141) such as imitative, intensive, responsive, interactive, and extensive. Imitative is basic speaking type which is only imitating a word, phrase, or possibly a sentence, the students have the opportunity to listen and orally repeat some words. Next, intensive is a regarded as a type of the student speaking' performance. It leads to form the competence of speaking. Then, the responsive type is a performance that includes interaction and test comprehension. Furthermore, interactive is a basic type that is quite similar to the responsive type in the length and complexity of the interaction that people do, sometimes use multiple exchanges and/or participants. The interaction of the interactive type has two forms, such as transactional language (conveying or exchanging specific information) and interpersonal exchanges (maintain the social relationship). The last is extensive (monologue) in the form of oral reports,

summaries, story-telling, and short speeches. Those five types of performance are related to the oral production that learners would like to do in the classroom. It means that it can be done to assess if learners have already mastered the speaking skill or not.

Based on the result of observation on the tenth-grade students and which was carried by interviewing the teacher of Class X in SMAN 1 Gianyar. Most of the students felt that speaking is the most difficult skill and they could not speak English well due to several reasons. Those were difficult in delivering their ideas and lack of vocabulary, fluency, comprehension, and grammar knowledge. The reason was that the students never got appropriate technique and media to solve the students' problem in speaking skill. Moreover, their speaking skill was low. Speaking is a skill which is still difficult for them. Therefore, the students had less practice during the learning process. Besides, they got stuck and were not able to say what they wanted to say, shy to speak and they felt afraid of making mistakes. From the facts above, it is needed to make sure that the students think that speaking was not a difficult skill to master if the teacher teaches with attractive and interesting techniques in teaching and learning process which facilitate their needs to practice speaking. Besides that, the technique could give learners more chance to practice during the learning process and provides students to create positive classroom activities.

Furthermore, the researcher concluded that the teaching technique was not appropriate to be used in teaching speaking because the teacher only gave the student limited opportunity to speak. This caused the students unconfident in delivering their own ideas when the students spoke in English. Moreover, it was only focused on the product of speaking tasks about how the students speak achieving score; it was not focused on the process of speaking skill. Therefore, it would not be effective for students in improving speaking skills. The teachers explained the material well and clear enough; however, the teacher only focused on the use of the book whether from the topics and the tasks given. It was not appropriate with students' level because the speaking task in the book was too difficult for the students.

Another reason was that the teacher only asked the students to speak, but they did not know what they want to speak in English. The teacher has used various strategies, the teacher just taught them by asking and answering questions, but it still lacks enough in using the strategies or scopes for students which can be made them to express their ideas more and have prepared it before learning began. So, the students did not feel enjoy or comfort when speaking in English especially in front of the class and the teacher just presented the material and explained it and then followed by asking and answering questions. This technique made the students did not perform their full potential in analyzing the information or fact which has been performed through asking and answering questions, the teacher ought to know the condition of class, the character of students, and what the students need. Therefore, the teacher can use the appropriate strategy during the learning process.

Based on the explanation above, English teacher needs to find the solution to solve the students' problem especially in speaking skill. There are some innovative techniques that can be done to make students interested and happy with the speaking activity as well as a suitable teaching model for speaking class so that the students can explore their mind to achieve their speaking competence. One of the techniques which is able to make students enjoy the speaking activities is by using the talking chips strategy. The talking chips strategy enables every student to speak and there is no gap between students who speak actively and those who are not. Furthermore, this technique may affect the

students' learning achievement, and it could motivate and also give an equal opportunity for the students to speak during the learning process.

This strategy also was applied in a combination with a media which is a picture to ensure that students are involved in the class with a good atmosphere and interesting learning process. In enhancing teaching and learning complements traditional approaches to learning, the used of media in learning process is done. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Talking chips with a picture is the way to teach by dividing students into several groups, observing a picture that is related to the learning material, setting up the situation, all members in each group was given a chips. These chips are given to the students to be used every time the student when they want to speak. Every student has spoken, he/she has to put the chips in the middle of the table. If the chips are over, he/she was not allowed to speak until all members' chips are also over. The students could be given the chips again if the discussion in the class is not finished yet. So, the talking chips strategy is generating opportunities for the students to become more active in teaching learning process.

By using talking chips combined with a picture, the students are expected to be more creative and communicative. The students could be more active in speaking in class, and they also have a deeper understanding of the material taught by the teacher. There are some strengths of talking chips such as it gives chance for every student to participate equally, it can develop student's speaking especially for shy students, low achievers, and less fluent students. Moreover, students can be motivated and interested in speaking skill, because talking chips technique let them to express their ideas and they get a lot of opportunities to practice their speaking skill during the learning process. According to the statement above, the researcher decided to carry out the research entitled "Improving Speaking Skill of the Tenth Grade Students of SMAN 1 Gianyar in academic Year 2020/2021 through Talking Chips Combined with Picture". It was conducted because the researcher was interested in the implementation of the talking chips technique combined with a picture as the media to improve the speaking skill of the tenth-grade students of SMAN 1 Gianyar.

RESEARCH METHOD

The research design of this stud is classroom action research. This research was regarded as action research as it emphasized on giving a solution for a problem in the teaching and learning process based on the preliminary observations and interviews. Thus, action research also improves the quality of the teaching and learning process of speaking. Burns (2010:2) states that action research design is huge movement that has been done in education generally for sometimes. Therefore, in action research, the teacher investigates and explores the personal teaching context and at the same time to be the participant in it. So, one of the main purposes of action research is to do an identification of a problem toward a situation or issue that include teachers and students as the participants which consider worth were looking into more deeply and systematically.

The study was conducted at SMAN 1 Gianyar in academic year 2020/2021. The Tenth grade students of MIPA 3 were selected as the subjects of the study which consisted of 32 students. The reason for

taking the students was because most of the students gave bad responses to English subjects. They got bored in the teaching-learning process when they learned English in the previous grade. Most of them felt that speaking was the most difficult skill and they could not speak English well due to several reasons. They were difficult in delivering their ideas fluently, comprehension, and grammatically, stuck in speaking pausing, and shy to speak. Therefore, immediate improvement is really needed through this study by using talking chips combined with pictures to help the students to improve their speaking skills In collecting the data, there were two instruments used in this study; they were tests and questionnaires.

FINDINGS

Based on the data, the mean score of the pre-test which was followed by 32 subjects, was 63.88. It meant that the mean score of the pre-test was in line with the interview results, which also showed that the subjects' speaking skill was low. Furthermore, the pre-test data showed that there were 3 subjects who could reach the minimum passing grade in SMAN 1 Gianyar. The pre-test results indicated that the subjects had low in speaking skill, especially in terms of fluency, comprehension, and grammar. Based on the result above, the researcher took further action by conducting cycle 1 to resolve the problem by implementing the talking chips x questionnaire as additional data to support the major data from pre-test, post-test 1 and 2. Besides, the questionnaire consisted of ten structured statements written in the Indonesian language to avoid misunderstanding from the subjects. Moreover, the subjects were required to respond to the questionnaire in which they had to choose one of the items based on the statements in learning speaking through the

implementation of the talking chips combined with picture technique and It was administered at the end of cycle II. Based on the result of questionnaire, It was found that the percentage of the subjects who Strongly Agree (SA) was 430 responses; Agree (A), 788 responses; Undecided (U), 102 responses; Disagree (DA), 2 responses; and Strongly Disagree (SD), 2 responses (see table 4.2). Therefore, it could be concluded that more than 92% of the subjects obviously agreed that talking chips combined with picture was an effective technique to improve the students' speaking skill.

DISCUSSION

Based on the results of pre-test, it showed there were only 9.4 % or 3 subjects who could reach the minimum passing grade. The result of post-test 1 showed that there were 21.9 % or 7 subjects under study who could achieve the minimum passing grade. The result of post-test 2 showed that there were 28 subjects or 87.5 % who passed the minimum passing grade. It showed that the subjects' speaking skill could be improved through talking chips combined with picture.

The other supporting data were obtained by administering a questionnaire to know the subjects' responses toward the use of talking chips combined with picture in the teaching and learning process. The data showed more than 92% of the responses of the questionnaire showed that the subjects agreed on the implementation of talking chips combined with picture technique in improving their speaking skill.

CONCLUSION

In conclusion, based on the data which have been discussed above, the present classroom action research was mainly undertaken for helping the tenth-grade

students of SMAN 1 Gianyar in academic year 2020/2021 who had problems in speaking skill. In addition, based on findings that have been explained above, the implementation of talking chips combined with picture could improve the subjects' ability especially in speaking skill. It can be seen from the subjects' progressing mean scores. Talking chips combined with picture can make the subjects more active and interested in the online teaching and learning process. Based on the findings that have already been presented and elaborated, it can be concluded that speaking skill of the tenth-grade students of SMAN 1 Gianyar in academic year 2020/2021 could be improved through talking chips combined with picture. This technique proved that students' speaking skill can be improved through talking chips combined with picture.

SUGGESTION

The researcher would like to give suggestions particularly to the English teachers who teach the tenth-grade students of SMAN 1 Gianyar, it is suggested not to teach students monotonously. For the students of SMAN 1 Gianyar in academic year 2020/2021, especially class X MIPA 3 are also suggested to keep being motivated and improving their speaking skill. Last, for the other researchers who are going to conduct a similar study, the present study can be used as a reference in completing the future study.

REFERENCES

Brown, H. D. (2001). *Language Assessment. Principle and Classroom Practices*. New York : Longman.

Brown, H. D. (2004). *Language Assessment. Principle and Classroom Practices*. New York : Pearson Education Inc.

Harmer, J. (2001). *The Practice of English Language Teaching (Third Edition).* Harlow: Pearson Education Limited

Pollard, L. (2008). *Lucy Pollard's Guide to Teaching English* London: Lucy Pollard.

Sinta, N. K., Murtini, N. M. W., & Kumara, D. G. A. G. (2021). The Correlation between Listening English Songs Habit with Speaking Achievement of the Tenth Grade Students of SMK SMSR Ubud in Academic Year 2020/2021. *Academic Journal on English Studies (AJOES)*, *1*(1), 42-47.

Murtini, N. M. W., & Widiastuti, P. S. (2020). Teaching Speaking through Role Play to Pandawa Beach Staff at Kutuh Village. *Journal on Studies of English Language Teaching (JOSELT)*, *1*(1), 16-22.