

THE USE OF TALKING CHIPS TO IMPROVE THE SPEAKING SKILL OF THE EIGHTH-GRADE STUDENTS OF SMP NEGERI 2 MENGWI IN THE ACADEMIC YEAR 2021/2022

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ABSTRACT

In the academic year 2021–2022, this study seeks to enhance the speaking abilities VIII class students of SMP Negeri 2 Mengwi, particularly in presenting daily activities utilizing the talking chips method. In order to get preliminary data about students' speaking abilities, this study began by interviewing English teachers. Prior to the pre-test, the first step was taken to assess the level of the students' speaking abilities, which was found to be low. To help children develop their speaking abilities, the talking chips method was adopted. This study had two cycles, each of which had a pre-test. The average score on the first cycle pre-test was 47.66, which suggested that the students' speaking abilities were not very advanced. However, the score increased to 66.67 in the second cycle pre-test after the talking chips approach was used in the first cycle. Even so, some kids continue to have trouble with their speaking abilities. To confirm that pupils' speaking abilities were improving, a second cycle was conducted. The average score on the second cycle post-test was 78.09, which was a considerable improvement in the students' speaking abilities. The researchers also employed a questionnaire as a research tool to collect extra data. The findings of the survey revealed that students' reactions were favorable following instruction in the talking-chips method. According to the findings of this study, class VIII students at SMP Negeri 2 Mengwi can effectively improve their speaking abilities by using the talking chips technique in the academic year 2021–2022.

Keywords: improve, speaking abilities, talking chips technique

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas VIII SMP Negeri 2 Mengwi pada tahun akademik 2021/2022, terutama dalam menunjukkan aktivitas sehari-hari, menggunakan strategi talking chips. Penelitian ini dimulai dengan melakukan wawancara dengan guru bahasa Inggris untuk memperoleh informasi awal tentang keterampilan berbicara siswa. Langkah pertama dilakukan sebelum ujian pre-test untuk mengevaluasi tingkat keterampilan berbicara siswa, yang ternyata rendah. Oleh karena itu, strategi talking chips dipilih sebagai solusi untuk meningkatkan keterampilan berbicara siswa. Penelitian ini terdiri dari dua siklus yang masing-masing mencakup pre-test. Hasil dari pre-test siklus pertama menunjukkan bahwa skor rata-rata adalah 47,66, yang menunjukkan tingkat keterampilan berbicara siswa yang rendah. Namun, setelah mengimplementasikan strategi talking chips pada siklus pertama, terjadi peningkatan skor menjadi 66,67 pada pre-test siklus kedua. Meskipun demikian, beberapa siswa masih mengalami kesulitan dalam keterampilan berbicara. Oleh karena itu, siklus kedua dilakukan untuk memastikan peningkatan keterampilan berbicara siswa. Hasil dari post-test siklus kedua menunjukkan skor rata-rata sebesar 78,09, menunjukkan peningkatan yang signifikan dalam keterampilan berbicara siswa. Selain itu, untuk mendapatkan data tambahan, para peneliti juga menggunakan kuesioner sebagai instrumen penelitian. Hasil dari kuesioner menunjukkan tanggapan positif dari siswa setelah mereka diajarkan menggunakan strategi talking chips. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa penggunaan strategi talking chips efektif dalam meningkatkan keterampilan berbicara siswa kelas VIII SMP Negeri 2 Mengwi pada tahun akademik 2021/2022.

Kata kunci: meningkatkan, keterampilan berbicara, strategi talking chips

INTRODUCTION

English is an international Language; it means that everyone in this world should be able to speak English well. As Indonesian people, being able to communicate in English fluently has a variety of benefits, including making it simple to get employment, share information, and connect with people anywhere in the world. Because professional employees are sought after by employers, Indonesian students are expected to speak English well. It will be simple for pupils to communicate with individuals in the organization if they speak English well while performing a job. As a result, being fluent in English is very helpful for job hunting for both students and everyone else.

There is four skill that should be learned by the students in the school. Speaking is one of the language abilities that is essential to daily living. We should have the ability to speak in order to interact with everyone on the planet. Speaking is an extremely effective way to express information and thoughts. According to Brown (2004: 267), when someone can speak a language, it means that they can converse with others pretty fluently. Parmita (2022) stated that “By mastering speaking skills, people can have conversations and avoid misunderstandings when understanding the meaning of the speaker”. The author hopes that pupils will use English more frequently in their daily interactions. Students' ability to speak English will increase as they use it in all contexts.

Speaking is a productive skill that may be used to effectively and efficiently communicate ideas to the listener by transferring information from the speaker. The process of learning to speak must be as prepared as feasible for learners' future and daily lives. It can often be very simple to encourage pupils to speak up in class,

according to Harmer (2007:345). If the teacher assigns them a relevant topic and task, students will frequently participate freely and actively in a positive classroom environment. teacher gives them a suitable topic and task. The teacher should know what the students want and what the students need.

RESEARCH METHODS

This research was categorized as classroom action research, research that happened in the class by learning teaching activity. The Talking Chips approach was employed by the researcher to enhance the pupils' speaking abilities. This study was purposed to improve students' speaking skill by using the Talking Chips strategy of the eighth-grade students of SMP Negeri 2 Mengwi especially VIII-G grade. The class consisted of 30 students, 12 female and 18 males. Ary et. al (2010:518) stated that the action research process involves planning, acting, observing and reflecting.

Initial reflection served as evaluation of the subject ability to talk about daily social interaction as the main topic which includes: describing people before giving care. In initial reflection, the researcher conducted the initial observation. In primary observation, the researcher interviewed the English teacher who taught the subject in order to get primary data about students' speaking skill. To determine the subject's speaking skills, the researcher gave them a pre-test. The results of the pre-test will be used as the basis for creating the strategy for enhancing the eighth-grade students at SMP Negeri 2 Mengwi's speaking abilities. The kids want to know if using the talking chip technique could help the eight students at SMP Negeri 2 Mengwi speak more fluently.

In this study, planning means prepare the instructional for each session before the

present action study conducted in the classroom. It was very important in order to avoid problems that might come from the subject. Thus, to achieve the researcher adjective of this study, the researcher planned teaching activities by carrying out the following steps:

1. Designing lesson plans or set up teaching scenarios for the present classroom action study.
2. Preparing learning material that would be used in learning progress and also prepare the media in it.
3. Creating a post-test or reflection at the conclusion of each cycle. The outcome of the post-test was used to gauge how much the subjects' speaking abilities had improved.
4. Constructing questioner which was prepared to find out the students' response toward the application of talking chips strategy in teaching speaking.

Action or classroom referred to the researcher's activities in the classroom as she used the talking chips method to educate and improve speaking skills. Considering the issue experienced by the eighth-graders at SMP Negeri 2 Mengwi, the researcher conducts the action in order to solve the problem. In action activity, it was divided into three such as; pre-activity, whilst-activity, and post-test.

Observation gave confidence or set up whether or not the teaching and learning process is conducted in this case teaching speaking skill using the talking chip strategy to improve students' ability. Here, the researcher acted as classroom teacher as well as an observer. There were two kinds of observation done here. First, the researcher observed the students' attitude toward the teaching-learning process and finding out the progress of the students, especially those who still have a problem in comprehend text.

Second, the researcher made some questionnaires to measure the response of the students toward the applications of the talking chips strategy.

Collecting data in the present study was an important step in order to answer the research problem. Additionally, the researcher measures the research instrument in order to collect the information required from the students during the teaching and learning process. There are two kinds of the instrument; test (pre-test and post-test) and questionnaire.

Data analysis was required to answer the research problem under study. In the present study, the data was collected through administering the test (pre-test and post-test). To analyze the data, the researcher used descriptive qualitative to analyze data. Data analysis was required to answer the researcher problem under study. Before using the technology, a pre-test was conducted to determine the students' speaking abilities, and a post-test determined the students' progress after learning speaking abilities through talking chips.

Based on the curriculum 2013 that was applied in the lesson plan in SMP Negeri 2 Mengwi, this research was considered successful if the subject under the study achieves the minimum passing grade; which was 68. Therefore, this study was ended when 80% of the subject were successful in achieving the score 68. In other words, if at least 28 out of 34 students under study achieved the minimum passing grade, the research could be stopped.

RESULTS AND DISCUSSION

The researcher chose classroom action study to determine whether or not the talking chips technique can help the eighth-grade students at SMP Negeri 2 Mengwi in academic year 2021/2022. In gathering the

data, the researcher used two research instruments such as test (pre-test and post-test) and questionnaire. In addition, this research used cyclical process of classroom action research which was carried out in pre-cycle, cycle I and cycle II.

In order to get accurate and reliable data of the subjects' pre-existing skill, the researcher administered pre-test to the subjects under the study. The pre-test was about telling daily activity orally. The main score of the pre-test was 47, 91. Furthermore, the result was in the line with preliminary observation, besides, this result showed the subjects' weakness in every aspect of speaking that had been assessed, such as grammar, fluency, and comprehension. It was counted that only 2 subject that could pass the minimum passing grade which was 68. It showed that the students' Speaking abilities should be developed. The researcher uses the talking chips technique as an alternative teaching strategy to address the aforementioned issue.

In this cycle, the researcher carried out the main process of teaching speaking by using talking chips strategy. There were two sessions in this cycle. It revealed that the post-test 1 mean score was 66 or 67. The results of post-test 1 demonstrated that after receiving instruction using the talking chips method, pupils' speaking abilities had improved. There were 12 students that could pass the minimum passing grade. Therefore, the researcher continued the subsequent cycle to ensure that the pupils' speaking abilities were improving.

Cycle II was carried out in accordance with the findings of post-test 1 in cycle II. This was done to improve the outcome and the students' speaking abilities. In addition, cycle II was revise of cycle one. Therefore, the teacher learning activity would be the same as the cycle I. Two post-tests' average scores were 78, 55. It shown that using the

talking chips technique has improved the pupils' communication skills. There are 32 students who could pass minimum passing grade. It meant 94% of the students under the study could reach the minimum passing grade. Therefore, the significant improvement was the main reason to stop the research because the study had already reached the success indicator.

The researcher collected additional data or supported data through administering questionnaire. The result of the data analysis of questionnaire showed the comparative percentages of 74% for strongly agree, 23, 07% for agree, 2, 42% for uncertain, and 0% for disagree. The comparative percentage of the questionnaire's items demonstrating the students' positive attitude shift and motivation to improve their speaking ability supported the use of the talking chips technique in speaking skill instruction.

According to the results of the pre-test, post-test 1, post-test 2, and questionnaire, using talking chips could help students become more fluent speakers. Talking chips strategy gave positive impact for students in their learning process. Students were more engaged in responding to the teacher's question. In addition, the researcher had been successfully helped students to improve their speaking skill trough talking chips strategy.

CONCLUSSION AND SUGGESTION

Conclusion

According to the findings of this study, talking chips were successfully used to help eighth-grade students at SMP Negeri 2 Mengwi enhance their speaking abilities. The talking chips approach was tested on class VIII G, which had 34 pupils participating in the study. The researcher employed a cyclical procedure in this investigation. Pre-cycle, cycle I, and cycle II made up each cycle. The researcher conducted a post-test after the

conclusion of cycles I and II to determine the impact of each cycle's execution. Additionally, the researcher distributed a questionnaire to gather more data.

Suggestion

According to the result of the present study which was showed that the use of talking chips strategy was to improve students' speaking ability of the eighth-graders at SMP Negeri 2 Mengwi in the forthcoming academic year 2021/2022, the researcher would like to suggest the teacher, students, and other researcher as follows.

The researcher suggested the teachers of SMP Negeri 2 Mengwi to use talking chips strategy in teaching and learning process. By implementing talking chips strategy, students are more active and enjoyable in the class. Talking chips strategy gave the students more chance to practice their speaking in freedom.

The researcher suggested the students of SMP Negeri 2 Mengwi to keep improving their speaking skill because it is really important for them in the future. Able in speaking could not only practice in the class,

moreover, the students should try to implement it outside the class.

The researcher also recommended that the other researcher utilize the talking chips technique in future studies that attempt to enhance students' speaking abilities. The other researcher might have a more enjoyable class by applying the talking chips technique since students may play and learn simultaneously during the teaching and learning process.

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