

THE USE OF TALKING CHIPS TO IMPROVE STUDENTS' SPEAKING SKILL

I Gusti Agung Putri Wirastuti¹, Dewa Ayu Ari Wiryadi Joni², Ni Nyoman Ayu Fuji Saraswati³

^{1,2,3}Universitas Mahasaraswati Denpasar

Email: putri.wirastuti@unmas.ac.id

ABSTRACT

The research of the study dealt with using talking chips to improve the speaking skills of the tenth-grade students of SMAN 2 Mengwi in the academic year 2022/2023. This research was divided into two cycles, each consisting of two sessions. The researcher scored the subjects by using a scoring rubric based on three criteria; fluency, comprehension, and grammar. The research started by administering a pretest to the subject under the study. The mean score in the pre-test showed a figure of 51.80. The result of the post-test score in cycle I showed an increasing mean figure of 80.91. The post-test score obtained by the subject under study in cycle II pointed out the increasing mean figure of 91.46. Then, the data were analyzed by comparing the results of the pre-test and post-tests. The improvement in students' speaking skills. The result of the administering questionnaire showed that 62.62% of subjects strongly agreed, 30.99% agreed, 6.20% undecided, 0.13% disagreed and 0.06% strongly disagreed with the use of talking chips in improving speaking skills. The student's response was positive to the implementation of talking chips.

Keywords: improving, talking chips, speaking skill

ABSTRAK

Penelitian ini membahas tentang penggunaan talking chips untuk meningkatkan kemampuan berbicara siswa kelas sepuluh SMAN 2 Mengwi pada tahun ajaran 2022/2023. Penelitian ini dibagi menjadi dua siklus, masing-masing terdiri dari dua sesi. Peneliti menilai subjek dengan menggunakan rubrik penilaian berdasarkan tiga kriteria; kefasihan, pemahaman, dan tata bahasa. Penelitian dimulai dengan memberikan pretest kepada subjek yang diteliti. Skor rata-rata dalam pre-test menunjukkan angka 51,80. Hasil skor post-test pada siklus I menunjukkan peningkatan angka rata-rata sebesar 80,91. Hasil skor post test yang diperoleh subjek yang diteliti pada siklus II menunjukkan angka mean yang meningkat yaitu 91,46. Kemudian, data dianalisis dengan membandingkan hasil pre-test dan post-test. Peningkatan keterampilan berbicara siswa. Hasil dari pemberian kuesioner menunjukkan bahwa 62,62% subjek sangat setuju, 30,99% setuju, 6,20% ragu-ragu, 0,13% tidak setuju dan 0,06% sangat tidak setuju dengan penggunaan talking chips dalam meningkatkan kemampuan berbicara. Respon siswa positif terhadap penerapan talking chips.

Kata Kunci: peningkatan, chip berbicara, keterampilan berbicara

INTRODUCTION

One of the four skill areas in learning English is speaking. Speaking-capable individuals will perform better at conveying and picking up signals in information received or obtained from others. When it comes to effective communication, speaking is crucial for those who want to interact socially. Speaking is the capability that enables us to communicate successfully. They enable

us to communicate verbally and in a way that the audience can understand. According to Pollard (2008: 33), speaking is also one of the most difficult skills for students to master.

Speaking is a productive skill that can be directly and empirically observed (Brown, 2004: 140). Speaking skills can be used to engage the speaker in using speech to reveal meaning from or to others. Speaking needs to be improved

because it is the way to show, deliver, and transfer information orally from a speaker to an audience (Ardi, et al. 2023). Speaking ability is the most important component in learning English because it is a source of communication to obtain information. It is critical for students to have good communication skills in the world of education. Speaking skills are very important for students to improve in order for them to succeed. Richard (2008: 19) argued 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. The speaking ability of the students is important, by reasons of speaking it allows us to form connections, influence decisions, and motivate change. Speaking ability will help students in their daily English communication.

Based on the researcher's observation on the tenth grade students of SMAN 2 Mengwi, the researcher found that the students were not able to speak fluently and grammatically in delivering information. The students had a serious problem that made them oftentimes communicate incorrectly. The speaking domain is so hard for many students, students dislike hearing themselves talk out loud; often the speak to little; some they speak too softly and refuse to record again. Speaking was rather hard for them because of many components of speaking skills that were not mastered by the students yet such as, restricted vocabulary, grammar, and pronunciation knowledge that the students had and deficient practice in learning process. Therefore, teachers must have a good technique for teaching speaking skills.

The causes of the problem was the teaching strategies used in teaching-learning process could not make all students speak English actively. The process of learning previously only focused on the text book and memorizing conversation. As a result, the students at this school had low scores.

In learning English, one method for students to understand English is through teaching technique. The teacher's technique was individual, so students who were not very good at speaking would struggle with pronunciation. Students must work in groups to share their ideas, knowledge, information, and abilities when using the talking chips technique. The technique must pique students' interest, be presented positively and factually, enthusiastically, and clearly, and students must understand the technique's purpose.

According to the explanation above, the researcher is interested in implementing Talking Chips Strategy in teaching and learning process in order to improve the students' speaking skill through short descriptive monologue of the Tenth Grade Students of SMAN 2 Mengwi in Academic year 2022/2023.

RESEARCH METHOD

This study used Classroom Action Research (CAR) as a research design, the goal of classroom action research is to improve professional competency, change behavior, upgrade self-confidence and develop the subject's knowledge. Classroom action research related to taking action and making a change (Ferrance, 2000). Furthermore, the classroom action research was conducted to improve students' speaking skills consists of cyclical processes and in every

cycle there are four interconnected activities such as planning, action, observation, and reflection.

Based on the interview with the teacher this class had low of speaking achievement, the subjects were chosen because they faced problems in describing. They cannot describe about person, thing, and place correctly and contextually with models of teaching speaking, concept of describing, preparations and procedures used in describing. The students had low achievement in speaking skill, especially in expressing their idea. The present study was preceded by conducted a preliminary study in which the researcher interviewed with the English teacher.

Classroom action research consists of a cyclical process of planning, action, observation, and reflection. In planning, the researcher plans what is needed in the action. In action, the researcher teaches the students by using the teaching technique and applies what has been planned. In observation, the researcher observes the teaching learning process during the action. In reflection, the researcher reflects the teaching learning process based on the results of the observation and post-test. According to Cohen et al. (2007: 314) classroom action research is a tool for changing the situation in the classroom. It can be used to get the solution in the classroom learning process.

FINDING AND DISCUSSION

In finding of this study learning material was focused on describing people, animals, and things orally. The finding in this present study dealt with the result of data collection. In gathering the data, the researcher used two research

instruments which were a test (pre-test and post-test) and a questionnaire.

Pre-Cycle

Pre-cycles in this study was done by interviewing the English teacher of SMAN 2 Mengwi. It was aimed to find out the students' pre-existing knowledge in speaking skill. As the result found that the students' score in speaking were low. The subjects had some problems in speaking. The problem that was faces by the students when they were speaking was in term of grammar, fluency, and comprehension. The situation happened because the students only had limited chance to practice themselves in speaking, as only few students were involved in speaking activity.

The result of mean score of the pre-test was 51.80. The result of the pre-test shows a subjects had weaknesses in every aspect of speaking that was being assessed which were grammar, fluency, and comprehension. It was counted that only 1 subject that could pass the Minimum passing grade which was 76 from 75. Referring to the result found in the pre-cycle, the researcher conducted cycle I to give the subjects a better teaching and learning process by applying the talking chips technique with pictures.

Cycle I

Cycle 1 was conducted based on the result of the pre-test and the interview with the teacher. This cycle consisted of 2 sessions. All the steps were implemented chronologically to get maximum result. Planning was the first step that should be done in cycle 1. Planning focused on preparing the lesson plan, and post-test. The lesson plan that was prepared was based on the curriculum used by the

school which was curriculum Merdeka Belajar. The syllabus that was used as guidance in constructing the lesson plan was prepared for two sessions and the time allocation for each session was 80 minutes. For the first session, the researcher prepared the learning material about preposition, students' worksheets and picture for each group for practicing the speaking skill through talking chips technique. However, in session 2 the researcher prepares more pictures because the subjects were doing more practice in session 2. Besides, the post-test was Prepared to be given at the end of session 2 (two).

Action referred to what the research did in the classroom. Talking chips technique was applied in this step to improve subjects' speaking skill. The first and second session was conducted on October, 17 2022, in classroom. In session I the researcher focused on giving explanation about preposition and an example of descriptive monologue and gives a student worksheet for the subject.

In observation, the researcher observed the subjects' responses while being treated by talking chips with pictures. The notes showed that the subjects were interested in teaching learning process. When the students were doing activity, they were curious but some of the subjects still faces difficulties in grammar, comprehension, and fluency. Some of them can speak without too much hesitation to describe the picture, but some students were unable to speak fluently. Some of the students can't understand and slow respond because not all the members of the group. Overall, talking chips technique significantly improved students in speaking skills.

Reflecting, the result from cycle I, the researcher concluded that it is very important for teacher to be serious with the student's speaking skills. Based on the result of cycle I, talking chips technique gave significant impact on the subjects' speaking skill and learning behaviour; however, the result of post-test I did not give a satisfactory result, because it was still found some problems in learning and teaching process. Therefore, it was important continue to the next cycle to increase the student's speaking skill. In the next cycle, there should be some improvements, not only in the student's activities but also in everything that supported the teaching learning process.

Post-test I was given at the end of session 2 in cycle I. The mean score for the post-test I was 80.91 and was followed by 35 subjects. It showed that the subjects' speaking skill was significantly improved than the result of the pre-test by the implementation of talking chips technique based on the results of statistical analysis. In observation, the researcher observed the subjects' responses while being treated by talking chips with picture in classroom. The notes showed that the subjects were interested in teaching learning process. When the students were doing activity, they were curious but some of the subjects still faces difficulties in grammar and fluency. Some of them can speak without too much hesitation to describe the picture, but some students were unable to speak fluently. Some of the students were can't understand and slow respond because not all the member of the group can join the virtual meeting. Overall, talking chips technique significantly improved students' speaking skill.

Cycle II

In cycle II, the planning was called revised planning. In this cycle, the researcher prepared one picture for each group member. These pictures would be used in practicing the subject's speaking skill through talking chips technique.

The cycle was also divided into 2 sessions, session 3, and session 4. In session 3, the researcher focused on giving further explanations about preposition and gave a student worksheet for the subject. The researcher arranged the class to be more enjoyable, the researcher also gave an example to describe things based on a picture. Talking chips technique was implemented wall in this cycle. Besides, in session 4 the subjects were practicing their speaking skill through the implementation of talking chips technique, the subjects are divided into the same group like the previous meeting. Each group was given the picture that they were going to describe with their group in turn which was determined by the talking chips technique. The researcher gives one picture to one group and each member of the group must describe the picture. The researcher encouraged all the subjects to speak when it was their turn by giving applause. The researcher was corrected the subject's utterance if there was any mistake in order to make the subjects became more active and did not afraid of making any mistake but they learned from their mistake. In session 4, the researcher administered post-test 2.

This cycle used the same method using talking chips technique. In cycle II, the researcher conducted post-test 2 at the end of the cycle. The result of the post-test was used to measure the improvement of the subjects speaking skill after being

taught by talking chips technique. However, the test results showed that students with absent number five actually experienced a decrease in grades, so that these students did not pass the passing grade, while 34 other students have succeeded in obtaining scores above the passing grade in the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023. The post-test 2 was followed by 35 subjects and the total scores were 91.45. According to activity in cycle II, it showed that the student's interest in learning speaking was improved.

The data in this present study were also supported by administering questionnaires the subjects are the end of cycle II. The researcher administered the questionnaire in order to figure out the subjects' responses toward talking stick strategy in learning to speak. The questionnaire consisted of 10 items in Indonesian to avoid misunderstanding among the subjects. Each item in the questionnaire consisted of five options; in addition, the option was scored by using likert scale of 1-5

The result of the questionnaire showed that there were 62.62% of the subjects were Strongly Agree, 30.99% subjects were Agree, 6.20% subjects were Uncertain, 0.13% subjects were Disagree, and 0.06% of the subject was Strongly Disagree with the implementation of talking chips technique in improving speaking skill. The result proved that the subjects showed positive responses to the implementation of talking chips technique.

According to the explanation above, it could be stated that the use of talking chips technique can improve subjects' speaking skills. The subjects become more active and gave positive responses toward

the use of talking chips technique. In addition, the research was regarded as successful and could be ended in cycle II because the success indicator could be achieved. In conclusion, the speaking skill of the tenth grade students of SMAN 2 Mengwi in academic year 2022/2023 can be improved through talking chips.

CLOSING

Conclusion

Based on the findings of this study, it can be seen that talking chips can improve the speaking skill of the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023. The main data of this present study were obtained by administering the research instrument, test (pre-test and post-test), and questionnaire. The research instrument was administered to the students of the tenth-grade students of SMAN 2 Mengwi in academic year 2022/2023 as they were the subjects of the study. The mean score of the pre-test was 51,80 and only 1 subject could reach the minimum passing grade. In post-test 1, this has also been proven through the results of statistical tests, which show that there was significant improvement.

The mean score of post-test 1 was 80.91; in addition, there were 28 subjects who could reach the minimum passing grade. Furthermore, the mean score of post-test 2 increased. The mean score of post-test 2 was 91.46 but there is one student who gets a score below the passing grade caused by students feeling nervous and losing concentration when undergoing tests in this cycle II. Therefore, the data proved that the speaking skill of the eighth grade students of SMAN 2 Mengwi can be improved through talking chips.

The result of the questionnaire also showed that the subjects of the study gave positive responses toward the implementation of talking stick strategy. It can be seen from the comparative percentages which showed that there were 62.55% of the subjects were strongly agree, 30.66% of subjects agreed, 6.53% of the subjects were uncertain, 0.16% subjects disagreed, and 0,08% of the subject strongly disagreed with the implementation of talking chips. In addition, the subjects became more active and enjoyed the teaching and learning process when talking chips with the picture was implemented. Based on the explanation above, it can be concluded that the speaking skill of tenth grade students of SMAN 2 Mengwi in academic year 2022/2023 can be improved through talking chips.

Suggestions

In the finding of the study could be seen that talking ships technique could improve the speaking skill of the tenth grade students of SMAN 2 Mengwi. Based on the findings and the conclusion of the study, there were some suggestion addressed to the teacher, the students, and other researcher as the following explanation:

The English teacher of SMAN 2 Mengwi is suggested to create interesting and enjoyable learning condition. The teacher should be creative in finding out new strategies and techniques the students. The teacher can use technology and internet to search some appropriate strategies or technique. The researcher also suggested the teacher to implement talking chips techniques to improve students' speaking skill. Talking chips technique can help the students become

more active and enjoy teaching and learning conditions. It involves all of the students a gives the students more chances to practice their speaking skills. Therefore, the talking chips technique is an appropriate strategy that should be applied by the English teacher in teaching speaking.

The students of SMAN 2 Mengwi are suggested to keep their motivation in improving their speaking skill because speaking skill is really important for them to use the language communicatively. The students should practice their speaking skill not only in the classroom but also outside the classroom. They should try to use English with their friends to talk about anything because practice makes everything easier and better. The students are also suggested to use talking chips with their friends outside the classroom. It can be an enjoyable activity for them and unconsciously their speaking skill is improved as well.

To the other researcher, it is suggested to use talking chips technique in any other research that is aimed to improve students' speaking skill. It is also recommended that the other researcher follows systematically the steps that should be applied in conducting this kind of research so the result of the research is satisfied. Besides, this present study can be used as a reference in conducting similar research.

DAFTAR PUSTAKA

- Ardi, A., Joni, D. A. A. W., Wirastuti, I G. A. P. The Use of Storytelling Assisted with Picture Series to Improve Speaking Skill <https://ojs.ipbcirebon.ac.id/index.php/educationtracker/article/view/106>
- Brown, H. D. (2004). *Language*

Assessment: Principles and Classroom Practice. New York: Person Education.

Cohen, L. (2007). *Sixth Edition: Research Methods in Education*. London: Routledge.

Ferrance, E. (2000). *Action Research*. New York: Northeast and Islands.

Pollard, A. (2008). *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*. Continuum International Publishing Group.

Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.