

## THE EFFECTS OF USING TALKING CHIPS ON SEVENTH-GRADE STUDENTS' SPEAKING SKILLS

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### Abstract

*This study aims to determine the effectiveness of Talking Chips in speaking to seventh grade students at SMPN 11 Tanjungpinang. This study used a quasi-experimental design. The participants in this study were seventh grade students at SMPN 11 Tanjungpinang. They are class VII.1 and VII.2, where VII.1 the experimental class and VII.2 the control class. To determine the effect of pre-test and post-test treatment. The test is a speaking test. Test data is analyzed using statistic mean and t-test analysis. The average grade of the experiment was 64.96 for pre-test and 83.71 for post-test. Meanwhile, the average grade pre-test and post-test grades in the control class were 53.68 and 60.41. Nevertheless, the average hippo of the experimental class was higher than the control class. The result of the t-test is sig. (2-tailed) 0.00 lower than the signification rate of 0.05. Based on the results of the average score calculation and t-test there was a significant influence after treatment in the experimental class. In conclusion, the hypothesis is accepted that the Talking Chips strategy is effective in speaking learning in class VII.1 at SMPN 11 Tanjungpinang.*

**Keywords:** Speaking, Effectiveness, TalkingChips.

### I. Introduction

Mastering English has become critical for people all around the world in this twenty-first century. The first reason for this is that English has become the most widely used language in the world. Second, the majority of information is now written in English and given in that language. as a result, mastering English, both in speech and writing, is critical.

English is taught in Indonesian elementary schools. It is made a mandatory subject in junior and senior high schools. It is one of the five subjects that were put to the test at the United Nations (Ujian Nasional). It is taught as a combined subject to help pupils improve their language skills. It is necessary for the pupils to master it in order to communicate. As a result, students must be able to speak in English in order to interact with others. In order to study English, students must master four competencies. Writing, speaking, and listening are all receptive skills. Speaking and writing, on the other hand, are useful abilities; all four are necessary, but speaking appears to be the most crucial (Harmer, 2015). Speaking refers to the ability to speak verbally using a language to express oneself. It means that speaking is a collaborative process for generating, receiving, and analyzing data. Speaking is a useful talent to have. There are several elements to it: Pronunciation, fluency, grammar, and vocabulary.

Students learning English believe speaking is tough to master. Almost all English students struggle with communication in the language. According to teaching training at SMPN 11 Tanjungpinang, the majority of students were unable to communicate effectively in English for a variety of reasons. They find it difficult to communicate in English, but the teacher does not seem to care. In English class, they did dull tasks. When teaching English, the teacher employed a textbook-based approach and read aloud from the book. They lacked vocabulary mastery to learn English. They are not delivering the idea during the class. Furthermore, their speaking is low because speaking skill is exceedingly difficult for them. They stuck and did not know what they want to say. Then the student was lack confidence, always felt nervous or shy to participate individually during the lessons. They think that speaking is so complex and only intelligent students can speak well; nevertheless, if the teacher conducted the game or make a group discussion, the students extraordinarily confident.

Using Talking Chips is one of the ways that might help kids enjoy speaking exercises. Speaking chips, as one of the teaching strategies in cooperative learning, play a crucial part in the teaching and learning process of speaking, according to Kagan (Fitri, 2016). Talking Chips are thought to be an excellent approach for improving kids' speaking skills since it motivates them to participate and overcome communication or process issues, such as dominating group members.

## **II. Research Methodology**

The researcher used quantitative research because this research used statistical calculation to calculate data. The researcher used quasi experimental designs as the method with pre-test and post-test control design. In this study, there have two variables, the talking chips strategies act as the independent variable while students speaking skill in giving opinion act as the dependent variable. This study aims to analyse and determine whether the application of used Talking Chips strategies is effective on speaking skill in giving opinion about descriptive at seventh grade of SMPN 11 Tanjungpinang. There two classes that involve in this research; one class as an experimental class and one as control class. The experimental class was taught in material giving opinion about descriptive through talking chips strategies as the treatment while the control group was instructed through group work. Then, the results of both classes' pre- and post-tests were compared to see if the treatment was effective and students speaking ability in giving opinion.

According to Arikunto (2019: 109), a sample is part of population of representative of it. Based on Ary *et al.* (2018: 163), a sample is a person of a population. It means that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. According the explanation above the sample were chosen researcher class VII. 1 with 38 students as experimental class and VII. 2 with 39 students as control class. the sample of the research is 77 students in total.

The researcher used cluster random sampling. Ary *et al.* (2010), cluster random sampling which is not individual but a group who naturally together. The researcher take two classes as the sample in this research. The first class is class 7.1 as the experimental group and 7.2 as the control group.

In collecting the data, the researcher was the pre-test and post-test and oral test both the pre-test and post-test and oral test used to collected the data which need in analysing the influence of apply Talking Chips on Speaking Skill of seventh Grade Students at SMPN 11 Tanjungpinang. The test used to collected the data for analysing the influence on the students' speaking skill whereas the pre-test and post-test use to collected the data for analysed.

## **III. Result and Discussion**

This research was conducted at seventh grade students at SMPN 11 Tanjungpinang, Jl. Flamboyan, Kp. Bugis, Tanjungpinang kota, Kota Tanjungpinang, Kepulauan Riau 29115 is the address. This research will be completed in October 2021. The result of this research based on the conversation and opinion. The researcher collects audio transcripts from each group. The information was separated into two categories: experimental and control. The data was described using the score from each student's speaking recorded sound. In the experimental class, Talking Chips were employed, while in the control class, Group Work was used. The data analysis of scores revealed that the student's pre-test score ranged from 37.5 to 100, while the student's post-test score ranged from 62.5 to 100 in the Experimental Class. The pre-test mean is 64.96, with a median of 65, a mode of 81.5, and a standard deviation of 15.619 for the student. The standard deviation is 9.697, and the mean of the students' post-test is 62.5, with a median of 83.71 and a mode of 65. The result of the studied number of scores was verified using tests such as the Normality Test, Homogeneity Test, and T-Test, proving that the result was normal and that the saving versions were right (homogen).

**Table 2.** Average Experimental Class Score

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestExperimental	38	37.50	100.00	64.9671	15.61922
PosTestExperimental	38	62.50	100.00	83.7171	9.69765
Valid N (listwise)	38				

The pre-test score of students in the Control Class ranged from 25 to 93.75, while the post-test score ranged from 37 to 81.25, according to the data analysis of scores. The entire pre-test score averages 53.81, whereas the post-test average is 60.41. In the meantime, the pre-test standard deviation is 15.81, whereas the post-test standard deviation is 11.76. The results of the examined number of scores were tested using tests such as the Normality Test, Homogeneity Test, and T-Test, which revealed that the results were normal and that the data in tabel is correct (homogen).

**Table 3.** Average Control Class Score

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestControl	39	25.00	93.75	53.6859	15.81905
PosTestControl	39	37.50	81.25	60.4167	11.76571
Valid N (listwise)	39				

## b. Discussion

From the result of the research, be found There is a considerable change in pupils' speaking ability before and after employing the talking chip strategy. To put it another way, talking chip tactics have a significant impact on pupils' ability to communicate. By using talking chips, the students were motivated to participate in speaking activity. It was known from the implementation of talking chips in the class. In the first meeting in treatment the students said that they can't speak and not confident. It was difficult for them; however talking chips has succeed to make them participate in speaking activity although some of them seem to be shy in expressing their idea.

Then, in the second meeting, the students began accustom to talking chips activity. They tried to be active in speaking. Besides that, they seem to be more confident and enthusiasm to engage with activity in talking chips. The finding is strengthen with the statement from Joseph et al (1993: 43) who stated that talking chips strategies can ensure all students in a group share their ideas. Since this strategies emphasizes full and even participation from all the members, this strategies

encourages passive students to be able to speak out confidently. In addition, Dutro, (2013: 1) stated that talking chips strategies is helpful for teacher in quietly asking for help. It provided each student one talking chips to have on hand as needed. Students can signal the teacher that they need assistance or guidance. Therefore, it was possible for researcher to keep in touch with students which have difficulties and gave them feedback. It was useful for students to develop their knowledge about language component such as vocabulary, pronunciation, grammar, etc. The feedback helped them in improving their speaking ability. It was one of the part of knowledge building. Another effect of talking chips strategies which is prominent in teaching speaking is students' thinking skill, social skill, and communication skill were develop. Because in this activity students should develop a topic become story. It needs creative thinking

Latter, they can make story with various vocabulary and appropriate with the topic. Besides that, through this activity students can active listening, encouraging others, leader ship skills, patience, respect, responsivity, and sharing. It was related to Kagan's, (2009: 6.24) statement who stated that talking chips strategies is useful in developing student's skill on team building, communication skill, thinking skill, knowledge building, and social skill. Through team building, teammates get acquainted, create a team identity, promote mutual support, value individual differences, and develop synergistic relationship.

#### **IV. Conclusion**

(Cresswell(2014)); (Poincare(2014)) A hypothesis is a proclamation of the researcher's expectation for the provisional response to the study issue, which is judged the most likely or greatest level of truth (2012). The hypothesis that was accepted was (Ha), which states that employing Talking Chips improves students' descriptive text speaking skills. The alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) is rejected T-test tht sig.(2-tailed) was 0.00 and the level significant 0.05.the result provide that sig.(2-tailed) It was lower than level significant so the alternative hypothesis(Ha). Was accepted and null hypothesis (H0) was rejected. because the test which had been conducted toward the data showed that there was a significant effect on the students' scores in the experimental group after the teaching process conducted by the Talking Chips strategy. This indicates that the Talking Chips tactics were successful in increasing student speaking skill in the descriptive text at seventh-grade students of SMP Negeri 11 Tanjungpinang. It suggests that the Talking Chips tactics helped seventh-grade students at SMP Negeri 11 Tanjungpinang improve their speaking skills in a descriptive text.

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