LUNAR (Language and Art)

ISSN: 2541-6804

Vol 3 No 1 May 2019

The Effectiveness of Using Talking Chips Strategy for Students' SpeakingAbility of The Viii B Grade At MTs NU Gombengsari in The Academic Year 2017/2018

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Abstract

There are several skills to master English as international language must be taught in teaching learning process that is listening, speaking, reading and writing. This research explores the experimental research of effectiveness in using talking chips strategy for students' speaking ability of Eighth B grade at MTs NU Gombengsari in the 2017/2018 academic year. The primary data were taken from pre test and the secondary data were taken from post test. The numbers of respondents are 34 students in the population that uses purposive sampling. The purpose of this research was intended to know the effectiveness of talking chips strategy for students' speaking ability and to find out the significant different of students speaking ability in vocabulary, pronounciation and independence. In this research, the researcher used the pre test and post test as data collecting method and t-test formula as data analysis. There are 1,65% of the effectiveness of talking chips startegy that had been applied. The degree of value of this research is stated in 32. The result of talking chips strategy is able to increase the achievement of speaking ability. Learning description of speaking ability using talking chips strategy is easier for the students to explore their ideas.

Keyword: Talking chips, speaking

A. Introduction

As an international language, English is used as a media for international communication such us business, tourism, technology and etc. In Indonesian English language has important role in curriculum, English was taught in junior high school, senior high school and university. There are several skills that must be taught in teaching learning process that is listening, speaking, reading and writing. Although all four skills are equally important, speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking.

Goodwin, (2001:118) In Romero, 18, pp.86-90 "learners should be able to speak an intelligible foreign language, that is to say, listeners need to understand the learner's message without huge efforts; learners also need to be successful in a 'specific communicative situation' Therefore, speaking is crucial part of foreign language that

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ISSN: 2541-6804
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has to be mastered by students in order that they can communicate with others". But in fact, students are still difficult to speak. From the previous research conducted by Safryadin (2013: P.1), he found that there were some problems happen in students' speaking ability. Most of the students got stuck and did not know what they wanted to say. The students' problems in speaking made the students passive in the learning process. Besides that, the technique should make students take much participation during the learning process and provides students to create positive classroom activities.

The researcher uses talking chips technique in this research. Talking chips is one of the teaching strategies of cooperative learning which was developed by Kagan in 1992 cited in syafryadin (2011 p.2) for the first time. The researcher is intended to investigate "the effectiveness of using talking chips strategy for students' speaking ability of eight B grade students of MTs Nu Gombengsari" Through this technique hopefully students will be more active and enjoy the speaking activity.

B. Research Method

1. Research Design

This study is an experimental research, Pre-test Post-test will be applied. Researcher used experimental research because experimental research is one of the most important and conclusive method which can support the hypothesis about cause and effect of the research. The procedures of experimental research are; first is Administering a pre-test with a purpose of measuring speaking ability, second is applying the experimental treatment of teaching speaking by using talking chips technique, third is administering a post test with a purpose of measuring speaking ability. The design of the experimental could be describe as follows:

Table 1. The design of experimental

Group	Pre test	Treatment	Post test
Experiment	Y_1	X_1	Y_2
Control	Y_1	-	Y_2

Where:
Y1 : Pre test
Y2 : Post test
X1 : treatment

2. Area Determination Method

This research will be takes by purposive method on certain purpose. It is will be done at MTs Nu Gombengsari. This area was determined purposive because some reason they are; talking chips strategy never been used by the teacher in teaching speaking in this school and the research about the use of talking chips strategy never been conducted in this school.

3. Respondent Determination Method

The researcher does this research in MTs NU Gombengsari with purposive sampling, in purposive sampling the sample will be chosen by the judgment of the

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researcher and in this research, researcher used random sampling technique. The student of this class contains 34 students by 12 male students and 22 female students. The application of this study needs two groups of the experiment. There are the group of experimental and control study. This class was divided into two groups. Before going to treatment students were given pre-test and then students will be given a treatment that was taught vocabulary, pronunciation and independence by talking chips technique. After that, they were given the post-test. From the results of the post-test, the researcher can analyze the significant difference before being given treatment and after being given treatment.

4. Data Collection Method

Data collection method is used to get the data needed for the research. The data of this research was taken from the result of pre test and post test. The researcher used pre test in vocabulary test and pronounciation. The data will be displayed as follows:

Table 1. The Score of Pre-Test and Control Group

No.	Vocabulary	Pronounciation	Independence	Achievement	N
1	5	4	3	12	60
2	4	4	2	10	50
3	6	3	4	13	65
4	3	5	5	13	65
5	3	4	4	11	55
6	4	3	3	10	50
7	5	3	5	13	65
8	5	3	2	10	50
9	6	4	3	13	65
10	5	5	5	15	75
11	4	5	4	13	65
12	3	4	3	10	50
13	4	3	3	10	50
14	5	4	4	13	65
15	6	4	4	14	70
16	4	5	4	13	65
17	5	3	5	13	65
Total	77	66	63	206	1030

Table 2. Score of Pre-Test Experimental Group

No.	Vocabulary	Pronunciation	Independence	Achievement	N
18	4	3	3	10	50
19	4	4	4	12	60
20	3	3	3	9	45
21	5	4	4	13	65
22	4	4	5	13	65
23	5	6	5	16	80

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24	3	4	4	11	55
25	5	4	5	14	70
26	4	5	3	12	60
27	4	3	4	11	55
28	3	3	5	11	55
29	5	3	4	12	60
30	4	4	3	11	55
31	3	4	5	12	60
32	3	4	3	10	50
33	4	4	4	12	60
34	5	6	5	16	80
Total	68	68	69	205	1025

Table 3. The Score of Post-Test Control Group

No.	Vocabulary	Pronunciation	Independence	Achievement	N
1	5	5	4	14	70
2	5	4	3	12	60
3	6	4	4	14	70
4	5	5	5	15	75
5	4	5	5	14	70
6	5	4	4	13	65
7	5	3	5	13	65
8	6	4	4	14	70
9	6	5	4	15	75
10	5	6	5	16	80
11	5	5	4	14	70
12	4	5	3	12	60
13	6	4	3	13	65
14	6	5	5	16	80
15	6	5	4	15	75
16	4	5	4	13	65
17	5	5	5	15	75
Total	88	79	71	238	1190

Table 4. The Score of Post-Test Experimental Group

No.	Vocabulary	Pronunciation	Independence	Achievement	N
18	5	4	3	12	60
19	4	4	4	12	60
20	4	4	5	13	65
21	6	4	4	14	70
22	5	5	5	15	75
23	7	6	5	18	90
24	4	5	4	13	65
25	5	4	5	14	70

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26	5	5	4	14	70
27	4	4	4	12	60
28	4	3	5	12	60
29	6	3	4	13	65
30	4	4	4	12	60
31	4	5	5	14	70
32	4	4	3	11	55
33	5	4	4	13	65
34	5	6	5	16	80
Total	81	74	73	228	1140

The data above were taken from the test during in the class. The pre and post test data were obviously displayed on the table. Then, the researcher proceesing the data into the tabulation as follows:

Table 5. The Tabulation of Pre-Test and Post-Test Score on Speaking Ability Using Talking Chips Technique of Experimental and Control group

No.	**Experimental Group**			**x2**	**No.**	**Control Group**			**y2**
	Pre-Test (x1)	**Post-Test (x2)**	**Different**			**Pre-Test (y1)**	**Post-Test (y2)**	**Different**	
1	50	60	10	100	18	60	70	10	100
2	60	60	0	0	19	50	60	10	100
3	45	65	20	400	20	65	70	5	25
4	65	70	5	25	21	65	75	10	100
5	65	75	10	100	22	55	70	15	225
6	80	90	10	100	23	50	65	15	225
7	55	65	10	100	24	65	65	0	0
8	70	70	0	0	25	50	70	20	400
9	60	70	10	100	26	65	75	10	100
10	55	60	5	25	27	75	80	5	25
11	55	60	5	25	28	65	70	5	25
12	60	65	5	25	29	50	60	10	100
13	55	60	5	25	30	50	65	15	225
14	60	70	10	100	31	65	80	15	225
15	50	55	5	25	32	70	75	5	25
16	60	65	5	25	33	65	65	0	0
17	80	80	0	0	34	65	75	10	100
Total	1025	1140	115	1175	**Total**	1030	1190	160	2000

5. Data Analysis and Hypothesis Verification

To answer the problem of the research, the T-test formula is applied in this study as follows:

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The formula for experimental group : $Mx = \frac{\sum x}{Nx}$

The formula for control group : $My = \frac{\sum y}{Ny}$

The application of this formula is to know the significant different between experimental group and control group. The significant different between experimental and control group can help the researcher verify the hypothesis of the research. The data analysis and hypothesis will be portrayed as follows:

a. Data Analysis

1. Calculating the Mean Score of Experimental Group :

$$Mx = \frac{\sum x}{Nx} = \frac{115}{17} = 6{,}76$$

2. Calculating the Mean Score of Control Group :

$$My = \frac{\sum y}{Ny} = \frac{160}{17} = 9{,}41$$

3. Calculating the Individual Score Deviation Square of Mx:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{Nx}$$
$$= 1175 - \frac{(115)^2}{17}$$
$$= 1175 - \frac{13225}{17}$$
$$= 1175 - 777{,}94$$
$$= 397{,}06$$

4. Calculating the Individual Score Deviation Square of My:

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{Ny}$$
$$= 2000 - \frac{(160)^2}{17}$$
$$= 2000 - \frac{25600}{17}$$
$$= 2000 - 1505{,}88$$
$$= 494{,}12$$

5. Calculating the T-test of Speaking Achievement :
   Found out :
   - Mx: 6,76
   - My: 9,41
   - $\sum x^2$: 397,06
   - $\sum y^2$: 494,12

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$$\text{T-test} = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny\text{-}2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$= \frac{6{,}76 - 9{,}41}{\sqrt{\left(\frac{397{,}06 + 494{,}12}{17 + 17 - 2}\right)\left(\frac{1}{17} + \frac{1}{17}\right)}}$$

$$= \frac{-2{,}65}{\sqrt{\left(\frac{-97{,}06}{36}\right)\left(\frac{2}{17}\right)}}$$

$$= \frac{-2{,}65}{\sqrt{(-2{,}69) + (0{,}12)}}$$

$$= \frac{-2{,}65}{\sqrt{-2{,}57}}$$

$$= \frac{-2{,}65}{-1{,}6}$$

$$= 1{,}65$$

6. Calculating the degree of freedom:
   Df = (Nx + Ny) – 2
   = (17+17) – 2
   = 34 – 2
   = 32

In order to make a significant result of the study based on the data that the researcher collected and the T-test score that had been applied is 1%, it is a must to make a value that the study need to obtained equalize or out of ±2,00. The hypothesis will be accepted if the amount of the result in this study is either equal or out of the standard.

b. Hypothesis

It shows that the score of the test is 1,65. It means that the score of the statistical value of the test is higher than the critical score of t-test that had been stated above about 1% (1,65>1,00). The difference of this number indicates that the t-test is successfully applied in this, then the null hypothesis (Ho) is rejected. The score before the student used talking chips strategy and after they implied talking chips strategy is increased. Moreover, the degree of freedom is 32 which mean that this score also supports the result of the t-test score. The conclusion "There is a significant effect of talking chips strategy on speaking ability of Eight B class of MTs NU Gombengsari" is accepted. Meanwhile, the result of the post-test experimental group cannot achieve absolute correctness (100%) because of there are several results is low in pronunciation.

C. Conclusion

Based on the result of the research, it is shown that the value of t-test is 1,65 while the critical value of t-test is significantly about 1% and also the degree of freedom is portrayed in 32. This matter indicates that the statistical value of t-test is higher than the value of t-test critic (1,65>1,00), therefore, different mean that is observed from experiment can be called as significant. It means that the null hypothesis (Ho) is rejected through this found. The conclusion "There is a significant effect of talking chips strategy on speaking ability of Eight B class of MTs NU Gombengsari" is accepted and the result of the post-test experimental class is found that the result of experiment cannot achieve absolute correctness (100%), this matter is caused by there are several result which is low, especially in pronunciation.

D. Acknowledgement

Alhamdulillahirabbil'alamin,all prises to the almighty Allah SWT because of his blessings and guidance i could finally finish my thesis to attain the degree of sarjana pendidikan in English Educational Departement. First of all i would like to thank for my advisors, Yuli Sugianto, M.Pd and Nur Hasibin, M.Pd who have kindly guided me with care and allowed me to provit from their advice in writing this thesis.my thanks also for the following people:

1. Dr. H. Sadi, M.M, as the rector of PGRI University Of Banyuwangi.
2. Sutami Dwi Lestari, M.Pd as the dean of Language and Art Faculty of PGRI University of Banyuwangi.
3. All my lecture and staffs of English Educational Departement PGRI University of Banyuwangi.
4. All my friends at PGRI University of Banyuwangi, especially from the English Educational Departement.

Finally, the researcher greatly hopes that this research will be usefull for readers. However , i realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

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