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THE USE OF TALKING CHIP TECHNIQUE IN IMPROVING EFL YOUNG LEARNERS' SPEAKING SKILL AT SMP PLUS CAHAYA INSAN DEPOK JATIJAJAR

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ABSTRACT

The objective of this action research study is to improve speaking ability of seventh grade of SMP Plus Cahaya Insan Depok, in academic year 2016/ 2017 through the implementation of talking chips Technique. This action was conducted in three cycles. Each cycle consisted of two meetings. The research steps are reconnaissance, planning, action, and reflection. The actions consisted of the implementation of talking chips technique, vocabulary practice, and pronunciation practice, the use of English Class during the teaching and learning process, and the use of media. The researcher worked collaboratively with the English teacher, the collaborator, and the students. The data were obtained from observations, tests, interviews, and discussions with the collaborator and the English teacher. The data were in the forms of vignettes, interview transcripts, students' scores, and photographs. To get the trustworthiness and the researcher used a triangulation technique. It was done by gathering data from a different point of view, including the students, the teachers, and the collaborators. The results of the research have shown that there is an improvement in the students' speaking ability through the implementation of the Talking Chips Technique. The students get more chances to speak and share their involvement during the teaching and learning process also improved. The students' mean scores showed improvements in all aspects of the speaking skill after the implementation of the actions. The aspects being assessed were pronunciation, fluency, grammar, vocabulary, and interaction.

Keywords: ***Improving speaking ability, Talking Chips technique at SMP Plus Cahaya Insan Depok***

I. INTRODUCTION

English as one of the international languages plays an important role in the international communication. English is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Because of, the importance of English as a tool in the development of the country, both for international relations and for scien- tific-technological advancement, English is chosen by policy makers in Indonesia as one of

foreign languages to be taught in school nationwide.

In Indonesian curriculum, there are four major skills which have to be taught during the teaching and learning process. Those are 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 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. Richard[1] argues that "the mastery of speaking skills in English is a priority for second- language learners or foreign-language learners. As the consequence, the effectiveness of English course is decided based on how well the learners improve their spoken language proficiency.

In Permendiknas (The Regulation of The Ministry of National Education) No. 23 Year 2006, it is stated that the aim of speaking in the curriculum is to make the students able to express the meaning in transactional and interpersonal language in daily life context. People who have a good ability in speaking would be better in sending and receiving information or message from the others. However, for Indonesian students, mastering speaking skill needs a lot of efforts.

Syafryadin[2] comments that "Most of Indonesian students could not speak English well due to several reasons. Those are lack of vocabularies, make grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak." Those kinds of conditions also happen in SMP PlusCahayaInsanDepok, based on the researcher's observation and interview from the teacher of SMP Plus CahayaInsan during teaching from June to July. The teacher finds those conditions during the teaching learning process. There is not motivation when teaching learning because the method and the technique make the students feel bored.

When the teacher asks them to practice a conversation in front of the class, the students will be shy and afraid to do what they will be asked to do. Most of the students said that they cannot pronounce some words and they do not have motivation to improve their skill in English. Another problem is, most of the students got stuck and confused about the words that they want to say. As the result, there is not communicative in the class since they prefer to remain silent. When the researcher was asking the students why they remained silent, most of them said that they did not know how to say what they want to say in English. In short, they had less vocabulary. In the researcher's point of view, actually the students was very interest in learning English, but they were afraid to practice and make mistake.

Other problem that made the class less communicative is the use of course book and the activities done during the class. Students' worksheet (*LKS*) was usedas the main source of the learning process. The activities would apply in the classroom also could not help the students to practice their speaking skill. [3]According to Hayman that students listen the first ten minutes of the class and the last ten minutes before the class ends. If the students are not actively involved during those seventy

minutes in the middle, the majority will do something else

There are many strategies in teaching speaking skill. One of the activities which gain less attention is TCT. TCT as one of the technique in cooperative learning could be applied to vary the activities during the learning process. The technique could help the teacher give each student opportunity to practice their speaking ability since in these techniques each student is required to participate and give contribution during the discussion process. Based on the problems above, the researcher attempts to improve students speaking skill through Talking Chip technique created by Kagan. Kagan[4] states that "talking Chip techniques is a type of cooperative learning that was developed; these techniques could be applied to improve the students' interest during the process of teaching and learning speaking."

A. Identification of the Problems

As has been mentioned above, there are some problems in Indonesian students' speaking skill, including the teaching of speaking. This problem also happens in SMP PlusCahayaInsanDepok Jl. Kelurahan No.145,Kelurahan Jatijajar, Kecama- tan Tapos, Kota Depok on Augustus to September. It based on the writer's obser- vation and interview with the English teachers, on 13 June, 2016 in SMP Plus Ca- haya Insan's students, there are some problems related to the teaching speaking processes.

The first problem is shyness. According to them, the students are shy to speak in English. They are afraid of making mistakes and they think that Englishis difficult, so the students are not motivated on speaking English. The researcher classified the factors that contributing to the students' low speaking ability as fol- lows.

The second problem is a lack of vocabulary. The mastery of vocabulary is really important in speaking. However, most of the students do not have enough vocabulary, so they find that speaking in English is difficult. For foreign language learners, a lack of vocabulary is one of the major problems in learning English. The students need to enrich their vocabulary and the teacher could help the stu- dents ~~to~~ enrich their vocabulary by using English during the teaching and learning process with some translation if it is needed.

The third problem is the opportunity to speak English. Most of the stu- dents do not have enough opportunities to practice their speaking ability during the teaching and learning process. It is important to give the students opportunities to practice their speaking since it will help the students to improve their speaking skills. Since English has been considered as a foreign language in Indonesia, there are not many people who speak English in their daily life, so the students lack the opportunity to speak English in daily conversation. The only opportunity that the students have is

during the English teaching and learning process. This opportuni- ty should be maximized by the teacher to give the students opportunity to practice their English.

The fourth problem was mispronunciation. Since the students rarely use English in their daily life, the students are not familiar with the words and the way to pronounce the English words, so they find difficulties in pronouncing the Eng- lish words. Another problem is that the pronunciation of English words is often different from the words, so the students find it difficult and confusing. Mispro- nunciation can lead to misunderstanding among the speakers and listeners. As the consequence, it is important for the students to pronounce the words correctly.

The fifth is problem the source of materials used during the teaching and learning process. Students' worksheet (*LKS*) is used as the main source of materi- als being taught during the teaching and learning process. In order to create a good atmosphere of teaching speaking, it would be better if the teacher also use instruc- tional media or more creative teaching techniques to stimulate the students to speak, especially for those who are not interested and motivated in learning speak-ing.

The sixth problem is the activities done in the class. The activities do not encourage the students' interest in getting involved in the speaking activities. The teacher dominates the opportunity to speak in the classroom. It would be better if the students dominate the opportunity to speak to practice and improve their speaking ability.

Based on the problems above, the researcher assumed that it is necessary to find a proper solution to solve the problems found in the teaching learning pro- cess, so that the speaking ability of 7^{th} grade at SMP PlusCahayaInsanDepok could be improved. In order to improve the students' speaking skills, the research- er proposes a technique developed by Kagan called Talking Chip. The technique is hopefully give benefits for both the students and the teacher. From the teacher aspect, Talking Chip techniques could help the teacher to vary the activities to maintain the students' motivation on learning, and gradually it would help the teacher to support the students to improve their speaking skills. These techniques could help the students to have equal opportunity to practice their speaking skills since they need to give contribution during the learning process.

B. Limitation of the Problem

The lack of students' speaking skills is caused by many factors; the teacher, the students, and the activities done in the classroom. Based on the problems present- ed above, Talking Chip techniques could be the way to solve the problems. From the teacher aspect, it would help the teacher to

improve her ability to create good atmosphere in learning and to be creative on the learning process. From the stu- dents' aspect, Talking Chip techniques could give equal opportunity for the stu- dents to practice their English speaking skills. From the process aspect, Talking Chip techniques could help the students to maintain their motivation on learning since it could help the students to improve their speaking skills in a fun way.

II. RESEARCH METHODOLOGY

This study aims to improve the students' speaking skill through the use of TCT for eight grade of SMP Plus Cahaya Insan Depok. In conducting the study, the writer would like adopt action research (AR). As a beginning point, it is necessary to present a definition of AR. Burn[24] has statement that "AR is the application of fact finding to practical problem solving in a social situation with a view to im- prove the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen". Wiersma[25] also has statement "AR is a research usually conducted by teachers, administrators, or other educational pro- fessionals for solving a specific problem or for providing information for decision making at the local level". The research is designed to overcome the real prob- lems, which are not confined to a particular methodology or paradigm with effec- tive ways. On the other hand, according to Wallace[26] "AR is the process of an- swering question by using various kinds of evidence in some kind of reasoned way".

Koshy[27] also had statementthat AR "is going to be about working towards practical outcomes and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaning- less". He has conclusionthat the purpose of action research is learning through ac- tion leading to personal or professional development. Nunan and McKay[28] state that "action research has "three major characteristics; it is carried out by practi- tioners (i.e. classroom teachers), it is collaborative, and it is aimed at changing things". Further, there are some essential feature of AR raised the discussion based on [29]Burn's Conclusion:

The first feature, according to Burns, is involving teachers in evaluating and reflecting on their teaching with the aim of bringing about continuing changes and improvements in practice. The second feature is small-scale, contextualized, and local in character, as the participants identify and investigate teaching-learning issues within specific social situation, the school or classroom. The third feature is participatory and inclusive, as it gives communities of participants the opportunity to investigate issues of immediate concern collaboratively within their own social situation. Fourth feature is different from the 'intuitive' thinking that occurs as a normal part of teaching, as changes in practice will be based on col- lecting and analyzing data systematically. Finally, we can say that AR is based on democratic principles; it invests the ownership for changes in curriculum practice in the teachers and learners who conduct the research and is therefore empower- ing".

From the definition above we can conclude that AR is very systematic study of efforts to overcome educational problem for improvement. So, based on those feature AR is concluded into some points. First, action research involves action in that it seeks to bring about change, specifically in local education con- texts. It is also research because it entails the collection and analysis of data. Fi- nally, it is participatory and collaborative in that teachers work together to exam- ine their classrooms. Action research here would use the model which is devel- oped by Kemmis and McTaggart in Burns. According to the model, the imple- mentation of the action research includes four steps. The first is identifying prob- lem and planning the action. The second is implementing the action and observing or monitoring the action. The third is reflecting the result of the observation. The last is revising the plan. For the following step based on Hopkins views[30], the model of Kemmis and Mc Taggart can be illustrated as follows:

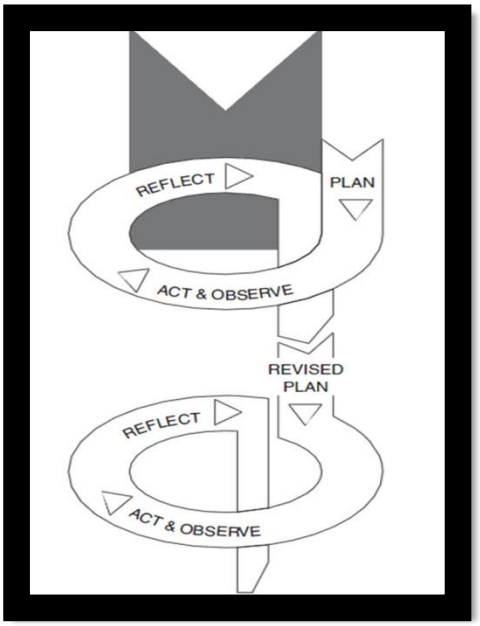


Figure 1. The model of Action Research of Kemmis and McTaggart

According to Kemmis and McTaggart in Anne[31] AR occurs through a dynamic and complementary process consisting of four essential moments of planning, ac- tion, observation, and reflection. These moments are the fundamental steps in a spiraling process. Each moment will be explained as follows: First is Moment of planning, It is a process to develop a plan of critically informed action in order to improve what is already happening. The second is Moment of action; it is an act to implement the plan. The third is Moment of observation; it is a process of ob- serving the effects of critically informed action in the context in which it occurs. The fourth is moment of reflection; it is reflecting process on these effects as the basis for further planning; subsequent critically informed action and so on, through a succession of stages.

A. Research Setting and Participants

This research is conducted in SMP PlusCahayaInsanDepok. It is located in Jl. Ke- lurahanjatijajarTaposDepok. The school has some facilities such as classrooms, a meeting room, an administration room, a room for guidance and counseling, audi- torium, a library, and other supporting facilities. For teaching and learning pro- cess, this school has 4 classrooms. This school only has two classes, first class and second class, this school makes English as superior lesson in this school so that why the school gives three meeting in a week which consists 40 minutes in every meeting.

The subjects of the research are the students of seven grade Students of SMP PlusCahaya Insan Depok in the academic year of 2016/2017. There are 13 students in this class. They will be chosen based on the researcher's observation during teaching where the researcher will find the problems explained in the pre- vious chapter.

B. Data Collection Methods and Analysis

There were two main categories of data called quantitative and qualitative. Ko- shy[32] explained that "quantitative data can be measured and represented by num- bers. To ensure the validity and reliability of the data, more than one data collect- ing techniques would be applied to answer the research questions. The techniques applied were observation, interview, and speaking test. The results will then be analysed. There was no agreement on how qualitative data should be analysed[33], but the typical procedure of data analysis and interpretation in all qualitative data always involved preparing and organizing the data for analysis, reducing them into classification, and finally representing them in figure, data or discussion.[34]

1. Observation

There are many definitions of observation that have been proposed by some experts in language learning. In Oxford Advanced Dictionary[35] "observation is the action or process of observing something or someone carefully or in order to gain information". Qualitative research is using observation as the data col- lection method. Observation is the selection and recording of behaviors of peo- ple in their environment. Observation is useful for generating in-depth descrip- tions of organizations or events, for obtaining information that is otherwise in- accessible, and for conducting research when other methods are inadequate

Methods of observation vary with the position of the researcher, but can vary from covert to overt. On the one hand, the researcher may begin as an overt ob-server only and slowly becomes an observer-participant. However, this creates problems of reactivity to the influence or intervention of the researcher. On the other hand, the researcher may begin as a covert participant only, and move toward being

a participant-observer. However, this creates a problem of ethics. Observation consists of taking field notes on the participants, the setting, the purpose, the social behavior, and the frequency and duration of phenomena. The researcher observed the classroom situation before and during the research is conducted to know the subject well. The researcher also will observe the course condition. The observation will be done by the researcher to know the situation of the teaching learning process when the technique is applied.

The analysis of observation will also be the same as interview and focus group discussion. However, the result of the observation will not be transcribed into written document in form of question and answer. It will be in the form of narration which is transcribed from vignettes or field note instead. After the narration is complete, the remaining steps will be the same as the step in ana- lysing interview result.

2. Interview

Interview is a data collecting technique which is done by the researcher by ask- ing questions to the respondents and recording their answers.[36] This method is chosen to gain detailed information from the interviewees.

The teacher will conduct interviews from pre- research, in the process of action and at the end of the research. The researcher makes interviews to the teacher and the students. In the pre-research, the researcher made interviews in order to know what problems both the teacher and the students faced especially in speaking lesson. The interviews will be given in the process of the action and at the end of the research aims to know how far the action influences the students 'speaking's skill Second, the technique of collecting the data using quantitative method is a test. In this research, the researcher will use the objec- tive test type for both pre-test and post-test. The result of the test is analyzed to know the students ability on speaking skill.

Analysing the interview result will include 3 steps. First, the conversation in the audio/video recording will be transcribed into written documents. Next, they will be coded based on the topic. Coding is the process of putting words, phrases or symbols that can summarize the content of specific portion of language.[37] They are usually written on the margin of the documents ana- lysed. After coding, the data with related codes will be categorized based on certain topics.

Assessing speaking skill is not an easy thing to do. Speaking is a productive skill that would be directly and empirically observed; those observations will be varied by the accuracy and effectiveness of test-takers listening skill, in this case, the test taker will be the teacher. The score of the students may

differ from one teacher to the other. Brown states that [38]"One solution to overcome this problem, the teacher needs to assign several scores for each re- sponse, and each score representing one of several traits such as pronunciation, fluency, vocabulary use, grammar, comprehensibility". According to Tuan that[39]" there are two main methods in assessing oral speech. They are holistic scoring and analytical scoring. Analytical scoring means of assessment by breaking down the objective of final product into criteria parts, and each part is scored independently". The procedure of this method involves the separation of the various features of a discourse. Holistic scoring uses a single global numer- ic rating to assess students' performance. Holistic scoring has advantage of be- ing faster and lower cost, however it provides less information about the weak- ness and the strength of the students. By contrast, analytic scoring takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance, however this method pro- vide more useful diagnostic information about students" speaking ability.

As stated on Cambridge Certificate in English Language Speaking Skills (CELS), there were four categories needed to be considered, they are vo- cabulary, discourse management, pronunciation, and interactive communica- tion. Dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The students' ability to express ideas and opinions coherently and convey clear in- formation deals with discourse management aspects. In the pronunciation as- pect, the students have to produce the appropriate linking of words, the use of stress and intonation to convey intended meaning. Finally, interactive commu- nication means the ability to maintain the coherence of the discussion and ask- ing for clarification, if necessary. [40]"Those four elements are in line with what Brown states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task". The students"speaking per- formances were assessed using a scoring rubric adapted from Brown[41]"The ru- bric is shown in the following table.

Tabel 3.1. Speaking Rubric

Aspect	Score	Criteria	Indicator
Pronunciation and intonation	**1**	Poor	Frequent problem with pronuncia- tion and Intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to un derstand the

			students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate
Fluency	**1**	Poor	Hesitates too often when speaking, which Often interferes with communicatio n
	2	Fair	Speaks with some hesitation, which often interferes with communicatio n
	3	Good	Speaks with some hesitation, but it does not usually interfere with Communicatio n
	4	Excellent	Speaks smoothly, with little hesita tion that does not interfere with communicatio n
Accuracy	**1**	Poor	Uses basic structures, makes fre quent errors
	2	Fair	Uses a variety of structures with frequent Errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors
	4	Excellen t	Uses a variety of grammatical structures with only occasional grammatical errors.
Vocabulary	**1**	Poor	Uses only basic vocabulary and ex pressions.
	2	Fair	Uses limited vocabulary and ex- pressions

	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice
	4	Excellent	Uses a variety of vocabulary and expressions
Interaction	**1**	Poor	Purposes is not clear; needs a lot of help communicating ; usually does not respond Appropriately or clearly.
	2	Fair	Tries to communicate, but some times does not respond appropriate- ly or clearly .
	3	Good	Communicates effectively; general- ly Responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropri ately and always tries to develop the interaction.

To analyze speaking test data, the researcher compared the results scores of the pre-test and post-test. The researcher then compares the means of the scores in order to find the improvement in the students' speaking ability From the comparisons, the researcher made conclusions in the form of descrip- tions whether the students' speaking skill of eight grade students of SMP Plus CahayaInsanDepok is improved by the use of TCT or not.

Tabel 3.2 instrument of Research

No	Instrumen	Data
1	Observation	Vignettes
2	Interview	Interview Transcripts
3	Speaking Test	Tests Scores

C. Research Procedures

The research implemented the procedure of action research proposed by Kemmis and Mc Taggart with some modification. Each step was elaborated as follows. The first is Reconnaissance, in this research; the researcher carried the research collaboratively with the English teacher and the researcher's colleague as collabo- rators in the school. In this step, the researcher observed the English teaching and learning

process. The researcher also interviewed the collaborators and the stu- dents to identify the problems related to the students' speaking skills. Then, the researcher determined some plans related to the problems on the students 'speak- ing skills.
The second is action:

1. Planning Action: In this step, the researcher made some plans to be imple- mented in the action research. The researcher collaborates together with the collaborator and the English teacher. The aim of the actions was to improve the students' speaking skills using TCT.
2. The second is Implementing Action; the actions were implemented in three cycles. Each cycle was done in two meetings. The topics used were adapted from internet, English course book for seventh grades, and other sources which were relevant for the students' needs. The researcher, the collaborator, and the English teacher observed and recorded the students' reactions during the activities.
3. The last is Reflection: the reflection was done every time after the actions im- plemented. The reflection was made by all involved members of the research. The successful actions were continued in the teaching and learning process. However, those which are not successful are modified into the more suitable actions.

The last is discussion: the discussion would describe the result of research, in the end of research. The researchers would make the conclusion about how the im- plementation of TCT in supporting teaching learning process. Here, the researcher would understand the problem and the effectiveness of implementing TCT to force the students' problem

D. TCT used for the first cycle.

TCT used for the first cycle is taken from the idea of Kagan as discussed in Chap- ter 2. There five steps. First, the teacher will provide discussion topic. Second, based on the topic the teacher will begin the discussion by explaining the topic. Next, the researcher will continue the discussion. Fourth, the teacher will use the chips. The chips have function to get a change and give the contribution on the discussion. The students will give the contribution as like comman, opinion,and sigession.

Every students will get the topic discussion from the researcher and they have to discuss those topis and in the end of discussion every students will get the change to present the result of discussion. The students are asked to explain those topic. The researcher will observe students' speaking performance by pay attention to the speaking aspect, based on the speaking rubic. For the second and the third cycle, the researcher will use the technique based on the reflection of the previous cycle.

III. CONCLUSIONS

The aim of this research is improving the students' speaking skills through the useof TCT.

The researcher uses action research as the method in this research. As stated in the discussion in the previous chapter, it can be concluded that the use of TCT is proved to be effective in improving the students' speaking skills. The re- searcher gained two kinds of data in this research to formulate the result. The first one was qualitative data, and the second one was quantitative data. The qualitative data is summarized as follows. The actions in Cycle I are implementing TCT; vo- cabulary practice; pronunciation practice; using English Class during the teaching and learning process; and using media to support the teaching and learning activi- ty. From Cycle I, it is found that TCT could improve the students' involvement and motivation during the teaching and learning process. The use of media suc- cessfully brought a new excitement for the students, so that they could involve more during the teaching and learning process. Meanwhile, the students get more opportunities to practice their speaking during the implementation of the Talking Chips strategy and other accompanies actions. However, the implementation of this strategy in Cycle I could not run smoothly. Many students were confused on how to implement the strategy, and some groups do not do the technique like the researcher expected. From Cycle II, the actions done in this cycle are still the same as the previous cycle. However, the researcher put more attention on the implementation of TCT as the key activity since the implementation of the strategy cannot run smoothly in the previous cycle. The researcher explained again about the rules on how to implement the TCT and she changed the rule to select the members of the groups. She also checked the progress of their discussion continu- ously. The actions applied in Cycle II could improve the students' speaking skills. Same as in previous cycle, in cycle III also focuses on the implementation TCT is running smoothly, even though there is more practicing.

According to the result of the tests, the students made a better improve- ment in all aspects. The most improvement makes by the students is in vocabulary and pronunciation aspect. The interaction aspect also showed a good improve- ment. However, the fluency and the grammar aspects do not show a big improve- ment. It does not mean that the students could not master the aspects, but rather they need more practice.

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