



The Effect of Talking Chips Towards Students' Self-Assurance in Speaking Skill

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Abstract: This research is aimed to find out whether Talking Chips has positive effect or not toward students' self-assurance in speaking of the second grade students at SMAN 4 Mataram. The research was experimental research and the design used was Pre Experimental with one group without control group and used one group pre-test post-test design only. The population of the study was the second grade students of SMAN 4 Mataram which consisted of one class (19 students). One class was chosen by using accidental sampling technique and the result was XI IPS 1. In collecting the data pre-test and post-test were done. And then, the data analyzed by using SPSS. The result of data analysis showed that t-test was 3.457 and t-table was 2.109, it means that t-test was higher than t-table as the level of significance level 0,05. It can be concluded that teaching self-assurance in speaking skill at SMAN 4 Mataram using talking chips produce much greater change in the students' self-assurance in speaking. On the other words, talking chips technique is effective in teaching self-assurance in speaking at SMAN 4 Mataram.

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Introduction

Speaking is one of the fundamental skills in English. As the first recognizable skill, speaking is the basic competence certain acquired by students in learning English. Having a good skill in their speaking, the other skills will follow it naturally. According to Thornbury (2002) state that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of word of day, although some people like auctioneers or politicians may produce more than that. Therefore, the writer infers that speaking uses the world and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often depend as much on the speaker. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar.

Mastering speaking skill is not easy for students, because there are components of language, which should be mastered by the students such as; pronunciation, grammar, vocabulary, fluency, and comprehension. In good learning speaking, the students have self-assurance in themselves to create good ability. According to George and Douglas (2004) Self-Assurances based on perceptions, both our capabilities and of what the task or challenge requires, not on the underlying skills themselves or the task requirements. Our self-assurance concerns what we believe we can do with what we think we have to do.

Students' with high self-assurance, they be not afraid to make mistake because from the mistake students will be better, students ask the question to the teacher when students cannot understand of the material believe to their own abilities when they speak in front of the class, student dare express their opinion because they always ready when teacher ask them to speak in front of the class, calm doing something because students in high self-



assurance always calm in all situation and speak with good pressure, stabile, and clear. Problem that faced by students is difficult in learning speaking skill, the problem such as difficulty in pronounce word and low self-assurance because of students cannot believe to their own abilities to speak English, most of the students get confuse in express their opinions because they did not know what they wanted to say. Next they still need involvement of someone, they cannot control their attitude of doing something in the classroom. the students are lack vocabulary because the students difficult to remember and memorize word, and even though some of other students are able to speak English better but most of them often choose to avoid English subject in classroom or did not join teaching and learning process. Talking chips as one of teaching technique of Cooperative Learning to help students' self-assurance in speaking. According to Kagan (2009) Talking Chips technique is a technique of teaching speaking which make the students interested and helped students to speak. This technique will make students active in the classroom, develop ideas and learn how to cooperate in a group and have a chance to speak English because in Talking Chips students are divided into several groups and each member of the group will have a turn to speak English. From the statement of the problem above, the purpose of the study is: To find out whether Talking Chips have positive effect or not towards students' Self-Assurance in Speaking skill of the second grades students at SMAN 4 Mataram.

Research Method

The research method used in this study was experimental research. The purpose of an experimental study is to know the effect of talking chips towards students' self-assurance in speaking skill by using one class group design only Experimental group. This research was Pre-Experimental research. The population of the study was the students of SMAN 4 Mataram. The sample of this research is second grade of SMAN 4 Mataram. The instrument used in collecting the data were the speaking test and questionnaire. The test were used to know the students speaking skill and self-assurance. The techniques of analyzing data used for the research were descriptive analysis and inferential analysis. Descriptive analysis is used to know: Mean, Median, Mode, and Standard Deviation of the speaking test and questionnaire. Meanwhile, to know its significance t-test applied.

Result and Discussion

The result of the study was then focused on the statistical analysis both descriptive and inferential. This analysis showed how to calculate the data before they are discussed and stated at the conclusion. The discussion was continued to the analysis and interpretation of the investigation. To find out the result of the study, the researcher analyzed the data obtained from the students' result. This study was aimed at finding out the research problem that Does Talking Chips have positive effect toward students' Self-Assurance in Speaking skill of the second grades students at SMAN 4 Mataram.

Table 1. Descriptive Statistic Pre-Test, Post-Test Experimental Group Statistics

	Pre-Test	Post-Test	Questionnaire
N Valid	19	19	19
Missin g	0	0	0



Mean	68.16	78.74	83.11
Median	65.00	80.00	84.00
Mode	60	72	85
Std. Deviation	9.879	7.636	3.053

It was based on the table of descriptive computation above, it can be seen that the mean score of post-test shows higher than the pre-test ($78.74 > 68.16$) and the median score of post-test shows higher than the pre-test ($80.00 > 65.00$) and also the mode score of post-test shows higher than pre-test ($72 > 60$).

Table 2. Independent Sample Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
speaking score	Equal variances assumed	1.267	.268	-3.482	35	.001	-10.126	2.908	-16.029	-4.222
	Equal variances not assumed			-3.457	31.872	.002	-10.126	2.929	-16.093	-4.158

Based on the result of data analysis from the inferential statistical computation, the researcher found that the result sig.2-tailed is means that if 0.002 which is lower than the significant level 0.05, ($0.002 < 0.05$). It means the hypothesis is accepted or Talking Chips teaching technique can improve students' speaking skill. The researcher also found that t-test result and t-table was 2.109 in significant level 0.05. It means that the t-test is higher than t-table ($3.482 > 2.109$). In addition, according to the result of t-test, the researcher concluded that the hypothesis set is accepted or talking chips teaching technique can increase students' speaking skill.

Discussion

In this research, the researcher has investigated the effect of talking chips toward students' self-assurance in speaking skill at XI IPS 1 class of SMAN 4 Mataram. This technique theoretically was believed as the effective technique in speaking. In chapter 1, the researcher proposed statement of the the problem; Does Talking Chips have positive effect toward students' Self-Assurance in Speaking skill of the second grades students at SMAN 4 Mataram?. Therefore, chapter 4 discussion the findings to verify the theories of the effect of talking chips.

The researcher found that there was significant effect between the students' self-assurance before treatment by using talking chips technique and after treatment. In a similar research, Munawarah (2017) examined the effect of using talking chips technique on seventh grade students' speaking skill. The result showed that talking chips is effective for students'



speaking skill. When the students taught by talking chips technique the students very attention towards the lesson. The students are easy to understand about the material and easy to speak. After the students taught by talking chips technique the students were more confident than before to speak students free to speak but based on the title the materials. Nuraeni (2017) supported the finding as the result of her research was the students with high speaking habits who were taught by talking chips towards students' self-confidence in speaking. Talking chips was a one of speaking technique could help the reader to more understand and know the detail about the text. With the talking chips technique, the students were more quickly finding the information of the text because the students has shared information at the same time with different couple with a limited time and was regular. Talking chips it could make the students were more quickly understand about the material. Arif Rahman (2015) support the finding as the result of her research was the students with high self-confidence in speaking performance talking chips is the circle discussion in the circle there is circle around it that we called inner circle group and other circle group. There were some advantages of talking chips could be made the students were easier to understand the lesson, could be made the students were more active when they are studying and it could be made the students interested to study.

Conclusion and Suggestion

Based on the result of statistical computation, show that the sig.2-tailed is lower than the significant level ($0.002 < 0.05$). Thus, the hypothesis is accepted. It is indicates that the used of talking chips technique positively can increase the students' speaking skill. The researcher also found the result of t-table was 2.109 and t-test was 3.482, it is clear that t- test was higher than t-table and Alternative Hypothesis was accepted and the Null Hypothesis was rejected meaning that there is significance effect of talking chips towards students' speaking skill.

Furthermore, the result of descriptive statistic of computation showed the mean score of pre-test was 68.16 and the mean score of post-test was 78.74 ($78.74 > 68.16$). This indicates that the hypothesis is accepted, which mean that the use of talking chips is positively improving the students' speaking skill. The conclusion had an implication that talking chips technique could be applied to teach speaking to the students of senior high school for the eleventh grade students of SMAN 4 Mataram.

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