THE EFFECT OF TALKING CHIPS ON IMPROVING SPEAKING SKILL OF S1 NURSING STUDENTS

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ABSTRACT

This study examines the effectiveness of talking chips to improve the S1 Nursing sduents' speaking skill and its implementation in the English speaking class. This used classroom action research in the way that the data were collected through questionnaire, observation, interview, document analysis and tests. The total samples were 40 S1 Nursing Students of Second Semester including 20 students of intervention group and 20 students of control group which were taken by purposive sampling. Both intervention group and control group were given pre-test to measure the speaking skill before the treatment using talking chips, and then they were given post-test after the treatment. The result of this study showed that there was significant effect of talking chips teaching model to improve the students's speaking skill which can be seen from pre-test mean score of 49, post test mean score of cycle 1 of 69.3 and the cycle 2 of 77.8. Furthermore, the positive effect of talking chips applied in the class includes the class was more alive, students were motivated to speak in english rather than using Bahasa Indonesia and the class's interaction was improved significantly.

Keywords: Talking Chips, Speaking Skill, Nursing Students.

INTRODUCTION

Nursing students of STIKES Muhammadiyah Kudus have problem toward speaking abilities, expecially for second semeter students. Richards (2008) states 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.

According to Syafryadin (2011), most of Indonesian students could not speak English well due to several reasons. Those were lack of vocabularies, make grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak. For example, the students still found difficulties in using appropriate cohesive devices especially conjunctions in spoken discourse and often used the wrong tenses to express certain meaning. Both the problems were caused by students' limited background knowledge of English grammar. Those problems arose because they did not pay attention with the lesson. They were easily got bored because the teacher often applied lack of teaching technique variation. The teacher stated that she used question and answer as a teaching technique.

Talking chips is one of teaching technique in cooperative learning in the way that students participate in a group discussion (Elizabeth: 2005). Moreover, Barkley (2005) stated that talking chips is one of the collaborative learning techniques which has specific characteristic in emphasizing full participation and encourage reticent students to speak out. Before the students speak up, they have to put the chips one by one every time they want to speak up. The chip function as regulators in the talking chips' procedure. The purpose of the talking chips is to ensure the equitable participation by regulating how often each group member is allowed to speak. Furthermore, speaking up is an obligation for each student in talking chips; this technique encourages the passive students to speak up. Talking chips can help the students to solve their difficulties in producing the idea to speak because it makes them involve in the discussion.

Talking chips is also useful to solve the classroom condition problem such as dominating or clashing group members. Class repetition is also used in talking chip strategy for the students to

comprehen their speaking mastery. It means to listening to a model provided by a teacher, tape or other equipments and students repeating what is heard. This technique offer learners an opportunity to practice pronunciation in a non-threatening dynamic.

Repetition also helped the students to produce a better pronunciation. Brown (2004: 270) stated that fluency can be best achieved by allowing the stream of speech to flow including the content of the text, the students could produce a speech with a good content. The content of their speech is appropriate with the topic provided by the researcher because they shared their idea during the discussions that's why they can complete each other. According to Fulcer (2003) states that to be clearly understood by the listener; (1) the speaker must mind his accent or pronunciation, intonation and stress; (2) the speech should be correct and fluent. The correctness refers to word order, conjunction, preposition and tenses.

A previous study done by Maridha (2016) stated that the students who were taught by applying talking chips were better than those who were taught by discussion method therefore this study attemps to examine the effect of talking chips to improve speaking skill of S1 Nursing students of STIKES Muhammadiyah Kudus in the academic year of 2016.

METHODS

This study used classroom action research consisting of four fundamental steps in spiraling process. Those steps are planning, acting, observing, and reflecting. Kemmis and Taggart (in Hopkins, 1996: 48) develop model of action research in the classroom named: identifying the problem and planning; implementing the action; observing or monitoring the action; reflecting the result, and revising the plan. Furthermore, this study consisted of some stages such as pre-research, writing research proposal, planning the action, doing the action, analyzing the result and reporting the result. The population of this study were all second semeter students of S1 Nursing program at STIKES Muhammadiyah Kudus in the academic year of 2016 consisting 120 students, meanwhile the total samples of this study consisted of 60 students taken by purposive sampling technique. There are two kinds of data namely qualitative data and quantitative data. Qualitative data are taken from observation and interview. Thus, they are analyzed by constant comparative. Constant comparative method consists of five steps: (a) assembling the data; (b) coding the data; (c) comparing the data; (d) building interpretations; (e) reporting the outcomes (Burns, 1999: 157). Meanwhile, the quantitative data were taken from the test. The students' speaking ability improvement was analyzed by comparing the mean score of pre test and post test.
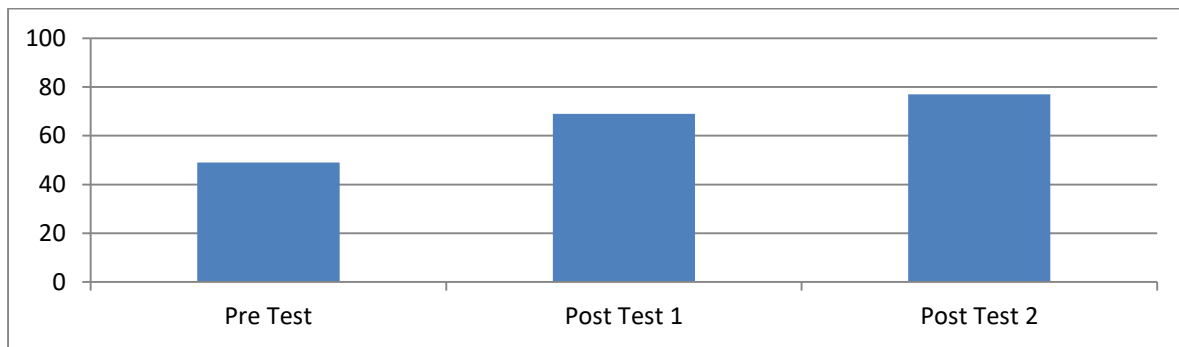
FINDINGS AND DISCUSSIONS

FINDING
 1.   The improvement of students' speaking skill
     The improvement of students' average score in the pretest and post test can be seen in the chart below.

Chart 1
The improvement of students' speaking skill

Based on the above chart, the students' average score increased significantly in the way that the pre test score mean is 49, post test mean score of cycle 1 is 69.3 and the cycle 2 is 77.8. it can be concluded that there is improvement score about 20.3 from pretest to post test of cycle 1 and 8.5 from cycle 1 to cycle 2.

Meanwhile, the improvement of students' speaking skill of each aspect can be seen in the chart below.

Chart 2
The improvement of students' speaking skill of each aspect
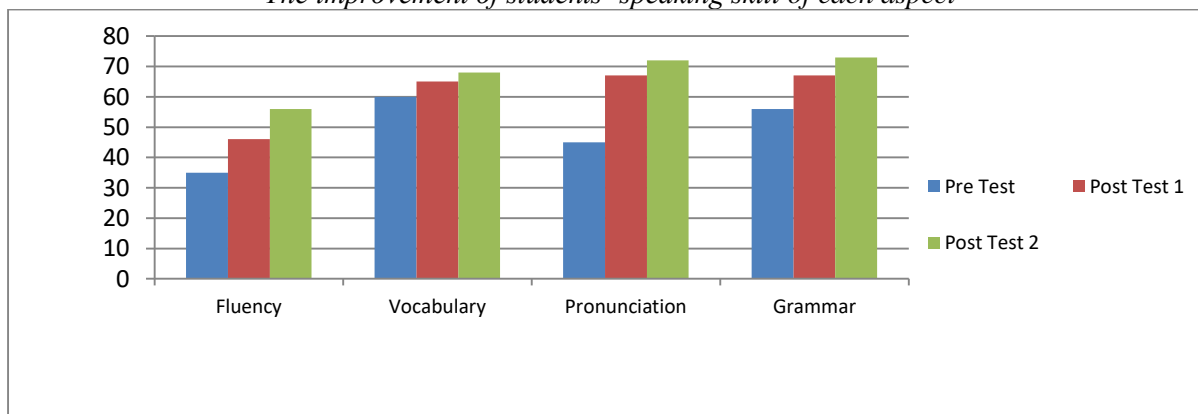
Based on the above chat, the score of those skill are increased from pre test and post test, and from post test 1 and post test 2.

2. The implementation of talking chips strategy

Talking Chips strategy implemented in both Cycle 1 and Cycle 2 really affect the students to have more opportunities to practise their speaking. During the action, students conduct discussion within the group and all of the members of the group had to have contribution during the discussion meanwhile the chips are used to show their turn to speak. This activity forces them to speak and give more contribution on the other hand the dominant students had to limit their time to speak therefore the teaching and learning process would be more attractive and communicative.

Based on the interview before the implementation of the cycle, some students said that some obstacles on learning speaking was due to their lack of vocabulary and pronunciation. They could not express their ideas and opinions well since they did not know how to say it in English therefore vocabulary practice in each meeting pursue them to create a new word and it helps the students to enrich their vocabulary. After the students get the vocabulary practice, they needed to practice on how to pronounce the words. This practice would give more opportunities for the students to learn speaking.

DISCUSSION

Based on the result of the test done in the first cycle compared to the second cycle, there is improvements in the score of speaking are almost every aspects of speaking competences. Improvements include: (a) the students' pronunciation in the way that several students improved their way of pronouncing words and could say the sentences clearly; (b) students' grammar which mean that most of students produce the sentences in correct grammar and tenses; (c) students' vocabulary, students get some new words during the discussions related the topic that they were discussed.

Later on, the students are able to communicate with others in the group in their speaking class. They delivered ideas or opinions with their simple language or in the novice level. It means that by using talking chips applied in this study, there are improvements in each of speaking aspects because this technique enabled the students to interact with the other members of the group. The interactions enabled the students to get support or even challenge from their mates. Thus, the students tented to make effort to be better. It is said by Silberman (1996) that one of the best ways to create active learning is to give learning assignment that are carried out in small group of students. The peer support and diversity of viewpoints, knowledge, and skill help to make collaborative learning become a good part of classroom learning climate. Therefore, the students would have chances to interact, to transfer their knowledge, to be the model, and to be supporter and competitor towards their member of the group.

Some students reported that after being applied the talking chips strategy, they had vocabulary practice and pronunciation practise, so that they got more knowledge and had opportunities to practise the new knowledge they have got before. They also said talking chips strategy is proved to be effective in giving the students more opportunity to practise speaking whereas some students felt shy to speak in English and dominated the time to speak during the teaching and learning process, after having the strategy they had the opportunities to practise their speaking. Joliffe (2007) states that there are two key elements that should be consisted in cooperative learning; positive interdependence and individual accountability. Positive interdependence means each student requires to contribute to the learning of the group during group discussion. Meanwhile, the individual accountability means each member of the group is accountable for completing his or her part of the work. The implementation of the strategy forced the shy students to share their ideas and gave contribution during the discussion. At the same time, this strategy limits the more active students to dominate the speaking opportunities.

The Talking Chips strategy is proved to be effective in gaining the students" confidence in sharing their ideas. Before the implementation of the cycles, the students rarely were willing to share their ideas in English. They said
that they were shy to speak in English. They also afraid mispronounced words and made grammatical mistakes. This strategy required each student to have contribution during their group discussion. They needed to share their ideas, or gave comments on their friend"s opinion. This way helped the students to practise their speaking and slowly it helped them to reduce their anxiety.

At last, the implementation of the Talking Chips strategy provides positive effects to the students" speaking skill. The students showed a good improvement in their speaking. Thornburry (2005) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The steps in the Talking Chips strategy helped the students to express their mind and ideas during the group discussion. During the discussion, each student should give contribution on the discussion and they also needed to listen to others" opinions. This strategy also allowed the students to learn on how to respect others and how to maximize their opportunities since each student needed to have contribution during the discussion.

CONCLUSION AND SUGGESTIONS

CONCLUSION

In short, there are some points to be noted as follows:

1. The implementation of talking chips in speaking class is able to improve the students' speaking competence for second semeter students of S1 Nursing program at STIKES Muhammadiyah Kudus in the way that it gives equal chances for each member of the group therefore it makes the students have similar chances to practice. The high frequency of practices can increase their self confidence to talk. Thus, better pronunciation, more vocabulary, and more familiar to the grammar can be achieved and then It can make the students' fluency better.

2. Through the discussion the students can communicate and share their idea, so they can create a speech with good content. In short, the implementation of the technique gives the students chance to be more competence in speaking

SUGGESTION

There are some factors that should be considered by the teacher to minimize the problem during the implementation of the strategy. Time management is one of the factors need to be considered. The teacher should be able to manage the time well so that the students could have enough time to practise their speaking. Another factor is the way to groups the students. The teacher should consider the students" ability to make the groups. It would be better if in a group consist of more active students and less active students. Implementing this strategy would help the students to learn on how to respect others and how to maximize their opportunities.

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