

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the research and discussion toward the result of the research

A. The Description Of Data

1. Pretest

Data presentation is done to show the result of research that has been carried out to the subjects of the research. The subjects of the research were 41 students of the eight grade students at MTs N Tunggangri. The purposes of the research is to know the effectiveness of talking chips technique in teaching speaking

The pretest was given by ask students to tell story using series of pictures in the form of recount text. It was done before giving treatment. This test is to know the student's speaking skill achievement before students got treatment. The data of the students achievement before taught by talking chips technique can be seen at appendix.

Table 4.1 Qualification

Standard of performance	
86-100	Excellent
76-85	very good
65-75	good
55-64	fair
< 55	poor

Table 4.2 Descriptive Statistic of Pretest

VAR00001

N	Valid	41
	Missing	0
Mean		56.2195
Median		55.0000
Mode		55.00
Std. Deviation		8.12254

Based on the table 4.1 above, it consists of 41 students. It shows that the mean score is 56.2195, it means that the average score of 41 students are got 56. Thus, the mean score of the students shows that most of students got enough score. The median score is 55. It can be seen that there is equal score above and below 55. There are 14 students who got score below 55 and 16 students who got score above 55 (see table 4.2). In this case the mode score is 55, it means that many students got enough score because it is the most frequent score.

Table 4.3 frequency of Pretest

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	6	14.6	14.6	14.6
50	8	19.5	19.5	34.1
55	11	26.8	26.8	61.0
60	8	19.5	19.5	80.5
65	4	9.8	9.8	90.2
70	3	7.3	7.3	97.6
80	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Based on the table 4.3, it can be seen that 45 is the lowest score. There were six students who got that score. Thus, there was eight students who got 50 score. It means that they got poor score in which students were not yet demonstrate an emergent ability to express their idea. Besides, the fluency and accuracy below basic level. Eleven students got 55 score and eight students got 60 score, it means that they got enough score, in which students can sometimes demonstrate an emergent ability to express their ideas with adequate accuracy and speak with occasional hesitation. Then, four students got 65 score and three students got 70 score, it means that they got good score. Here students can adequately demonstrate an emergent ability to express their ideas and speak the language with sufficient structural accuracy and fluency. Lastly, there was one student who got the highest score that is 80, it means the student got very good score; the student can effectively demonstrate an emergent ability to express her ideas and speak the language fluently and accurately.

2. Posttest

The posttest was given to the students by asked them to tell the activity in series of pictures again, but with different topic. There were 41 students as respondent or subject. It was done after the treatment. This test was intended to know the students speaking skill after using talking chips technique. The data of students' achievement of posttest can be seen at the appendix.

Table 4.4 Descriptive Statistic of Posttest

VAR00002		
N	Valid	41
	Missing	0
Mean		66.2195
Median		65.0000
Mode		65.00
Std. Deviation		9.92349

Based on the table 4.3 it can be seen that the mean score is 66.2195 its mean that the average score of 41 students got 66. It means that most of students got good score. Where, most of students can adequately demonstrate an emergent ability to express their ideas and speak the language with sufficient structural accuracy and fluency. Therefore, there was rising in mean score of posttest, it means that the students' ability in speaking skill also increase. Then, the median score is 65, the score above and below the value is the same. There were 16 students who got score less than 65 and 15 students who got score more than 65. The mode score is 65. It means the most frequent score is 65. Therefore, many students got good score.

Table 4.5 Qualification

Standard of performance	
86-100	Excellent
76-85	very good
65-75	good
55-64	fair
< 55	poor

Table 4.6 Frequency of Posttest

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.4	2.4	2.4
	55	7	17.1	17.1	19.5
	60	8	19.5	19.5	39.0
	65	10	24.4	24.4	63.4
	70	5	12.2	12.2	75.6
	75	3	7.3	7.3	82.9
	80	3	7.3	7.3	90.2
	85	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Based on table 4.5 above, there was one student got 45 score, it means the student still got poor score, in which students were not yet demonstrate an emergent ability to express their idea. Besides, the fluency and accuracy below basic level . Then, there was seven students got 55. It means that the students got enough score. In which students can sometimes demonstrate an emergent ability to express their ideas with adequate accuracy and Speak with occasional hesitation. 65 score was gotten by ten students, 70 score was gotten by five students. The score 75 was gotten by three students It means that they got good score. Here students can adequately demonstrate an emergent ability to express their ideas and speak the language with sufficient structural accuracy and fluency.

Then, 80 score was gotten by three students. It means that they got very good score in which the students. Where, the student can effectively demonstrate an emergent ability to express her ideas and speak the language fluently and accurately. The last, the students who got 85 score is four students, it was the highest score. It means that they got excellent score. They have demonstrated an emergent ability to express their ideas very well and speak the language fluently and accurately to participate effectively

Therefore there are differences of data presentation between before taught by using talking chips technique and after taught by using talking chips technique. The data present that the score after taught by using talking chips technique is higher than before taught by using talking chips technique.

B. Hypothesis Testing

The hypothesis testing of this study as follows:

- a. When the significant level is less than 0.05, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant difference in speaking achievement between the students before are taught by talking chips technique and after are taught by talking chips technique
- b. When the significant level is more than 0.05, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant difference in speaking achievement between the students before are taught by talking chips technique and after are taught by talking chips technique

To know whether the significant level is less or more than 0.05 the researcher analyzed the data by using SPSS statistics 16.0

Table 4.7 Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00001 - VAR00002	-1.00000E1	4.87340	.76110	-11.53823	-8.46177	-13.139	40	.000

Table 4.8 Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	56.2195	41	8.12254	1.26853
	VAR00002	66.2195	41	9.92349	1.54979

Based on table 4.6, the Sig. (2-tailed) is 0.000. When Sig. (2-tailed) > 0.05, Null hypothesis (H_0) is accepted. Then, Sig. (2-tailed) < 0.05 Alternative hypothesis (H_a) is accepted. Based on the result of paired sample test, we can see that the Sig. (2-tailed) is 0.000. It means the the significance level is less than 0.05 ($0.000 < 0.05$). Therefore, Alternative hypothesis (H_a) that states there is significant difference in speaking achievement between the students before are

taught by talking chips technique and after are taught by talking chips technique is accepted. While, null hypothesis that states there is no significant difference in speaking achievement between the students before are taught by talking chips technique and after are taught by talking chips technique is rejected.

In addition, Table 4.7 shows that the mean score before and after being taught by using talking chips technique is different. There is improvement of mean score. It can be seen in variable 1 (pretest) the mean score is 56,2195. It means that most of students got enough score. Thus, variable 2 (posttest) shows that the mean score is 66.2195. It means that most of them got good score. Therefore, there is difference between students' speaking score of the second grade students at MTs N Tunggangri before being taught by using talking chips technique and after taught by using talking chips technique.

C. Discussion

Based on the data analysis, the Sig. (2-tailed) is 0.000. It means that the significance level is less than 0.05 ($0.000 < 0.05$). Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore there is significant difference in students' speaking achievement before and after taught by using talking chips technique. In other word, talking chips technique give significant effect to the students' speaking ability. 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 the students said

that they can't speak. It was difficult for them; however talking chips technique 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 technique can ensure all students in a group share their ideas. Since this technique emphasizes full and even participation from all the members, this technique encourages passive students to be able to speak out confidently.

In addition, Dutro, (2013: 1) stated that talking chips technique 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 technique 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. During the researcher conducted the treatment, many students showed that they can improve their thinking skill. Firstly, students just

can make short story which less appropriate with the topic and used limited vocabulary. 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 technique 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. Then, in social skill, the students are able to cooperative in classroom; Active listening, appreciating others' idea , caring, diversity skills, encouraging others, leader ship skills, patience, respect, responsivity, sharing. Many of these skills are naturally acquired in the process of working together. Next is communication skill. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. Thus, thinking skills. it is mental processes used to do things like: solve problems, make decisions, ask questions, construct plans, evaluate ideas, organize information and create objects. The last is knowledge building .Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas. These pursuits should advance the current understanding of individuals within a group, at a level beyond their initial knowledge level.

So, the effect of using talking chips technique in teaching speaking can be seen from the improvement of their participation in the class, knowledge of

language component, students' thinking skill, social skill and communication skill. It was reinforced with the computation of paired sample t test which showed that the mean score of pretest is lower than mean score of posttest; the mean of pretest is 56.2195 and the mean of posttest is 66.2195. The improvement of the mean of students' score showed that talking chips was really effective in teaching speaking. It means that teaching speaking by using talking chips technique can create positive classroom activity, in which all students can give their participation in speaking class in order to achieve the teaching and learning objective related to standard competence and basic competence of school based curriculum. Where, students of Junior High School level should be able to reach literacy level of functional competence. Here, language has function as communication tool that have to be mastered of students. It is impossible to be reached if the students do not want to speak. Because they can't learn how to speak or communicate using English without practice it.

Based on explanation above, it can be said that talking chips gave contribution to the teaching speaking in MTs N Tunggangri. Moreover, it also influenced the teaching speaking of Mts N Tunggangri. Before the researcher conduct research using talking chips technique. The English teachers tend to use traditional approach in teaching English. In which, teacher mostly used teacher centered approach, the process of teaching learning focused on teacher. Here, the teacher explained the material, students listened it, and do the task from teacher. The teaching English in MTs N Tunggangri more emphasize teaching in reading and grammar. Whereas, speaking skill is important skill that has to be mastered by

students in order to reach interpersonal, transactional, and functional competence. By implemented talking chips technique, it give teacher new references in teaching speaking. The used of talking chips change the teaching and learning process at MTs N Tunggangri in which before the teacher know there is new technique in teaching speaking, speaking is rarely to be taught to the students. Now, the teachers know that speaking is important and need to be taught to the students.

The effectiveness of using talking chips technique also proved of the result of the previous study which conducted by safriyadin (2013), students of Indonesia University of education with the tittle “*the effectiveness of using talking chips technique in improving students speaking ability*”. In his conclusion he stated that talking chips technique is effective in improving students’ speaking skill. In conclusion the use of talking chips technique is effective in teaching speaking of second grade students of at MTs N Tunggangri Kalidawir Tulungagung. It can help students to their ability.