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The Application of Cooperative Learning Model Type "Talking Chips" in Improving Students Speaking Ability in 5th Grade of Sdn Banjarsari 5 Cipocok Kota Serang

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Abstract

Based on the results of a preliminary study in SDN 5 Banjarsari Cipocok City of Serang, there were several findings; (1) ineffective learning process especially in speaking skills where 60% of students seem less enthusiastic in the learning process and the learning outcomes are under the KKM, (2) the learning atmosphere is less conductive because it seems that 60% of students are noisy, joking with their friends, and useless chatting while the learning process is taking place. Based on the exposure of the data, the researcher considers that it is important to apply the learning process by using cooperative methods of talking chips type. This research uses a Classroom Action Research (CAR) design. Classroom action research is a form of study conducted to improve the conditions of learning practices in the classroom in a professional manner. Student activities in the second cycle showed a very good category with an average percentage of 88.13%, greater than the percentage of the first cycle which was only 59.38%. While students' interest in learning in the second cycle is very high with a final score of 3.67, greater than the first cycle which was only 3.58. Likewise the test results in cycle II showed an increase compared to cycle I. The average value in cycle II was 77.03, greater than the first cycle which was only 71.41. The percentage of students' mastery learning in the second cycle was 96.88%, greater than the first cycle which was only 59.38%.

Keywords: *Talking Chips and Speaking Ability*

Background

Language skills that must be mastered by students as social humans consist of several components. The learning process at SDN Banjarsari 5 Cipocok City of Serang develops students' speaking skills by applying various effective learning methods and approaches. One of them is a learning process with a group learning strategy. Managing group learning can be cooperative learning, hence several related components need to be considered carefully, they are: groups must have a positive sense of interdependence, groups must also improve the quality of learning with each other, groups must discuss and be responsible for implementing assigned tasks, working together in an integrated, effective, and efficient manner.

The conditions at SDN Banjarsari 5 Cipocok City of Serang show that the process of learning language skills, especially in learning speaking skills, is less effective and not conducive. Students tend to chat more when the learning process is ongoing. When students are given the opportunity to provide responses, ideas, ideas, input or ask questions, they tend to be quiet as if they are embarrassed and afraid of speaking wrong.

Data on the results of speaking skills practice on the results of odd semester tests still shows an average below the minimum completeness criteria that is an average grade of 55. Ideally, according to the minimum completeness criteria (KKM) the grade obtained by students must be at least 70. Therefore , this condition must be anticipated sothat it is not sustainable. This condition is very alarming, because it has given an idea of how low students' speaking abilities. Improvement efforts must be made to overcome these problems.

Based on the above conditions, the author feels the need to conduct research related to improving speaking skills under the title of research "The application of the cooperative learning model of the Talking Chips type in improving the speaking skills of Grade VI students of SDN Banjarsari 5 Cipocok City of Serang. The author seeks to make improvements in language learning activities with a focus on speaking skills in class VI (six) by using the learning model of talking chips. Based on the above background, the formulation of the problem in this study ar

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1. How to design a Learning Implementation Plan in estimating information obtained from nonfiction books using the Talking Chips type learning model in class VI students of SDN Banjarsari 5 Cipocok City of SerangT 2018/2019 Academic Year?
2. How to increase learning activities by estimating information obtained from nonfiction books using the Talking Chips type learning model in class VI students of SDN Banjarsari 5 Cipocok City of Serang in the 2018/2019 Academic Year?
3. How to increase learning interest in estimating information obtained from nonfiction books using the Talking Chips type learning model in class VI students of SDN Banjarsari 5 Cipocok City of Serang in the 2018/2019 Academic Year?
4. How to improve learning outcomes in estimating information obtained from nonfiction books using the Talking Chips type learning model in class VI students of SDN Banjarsari 5 Cipocok City of Serang in the 2018/2019 Academic Year?

Theoretical Basis

Talking Chips Cooperative Learning

According to Kagan (2000: 1), cooperative learning is a term used in interactive learning procedures, where students learn together in small groups to solve various problems. Each student not only completes his individual assignment, but also has an obligation to help his group's assignments, until all group members understand a concept. Talking Chips type cooperative learning was first developed by Spencer Kagan in 1992. In the talking chips activity, each group member had the opportunity to give their construction and listen to the views and thoughts of the other members. Another advantage of this technique is to overcome the evenly distributed obstacles that often occur in group work. In conducting Talking Chips, each group member is given a number of cards / "chips" (usually two to three cards). Every time a group member expresses an opinion in a discussion, he must put one card in the middle of the group. Each member is allowed to add his opinion until all the cards he has run out. If the card he has runs out, he cannot talk again until all members of his group also finish all their cards. If there are no more cards left, while the task has not been completed, the group may take the opportunity to distribute the cards again and the discussion can be continued (Kagan, 2000: 47).

Language Proficiency

Language has a very important role for human life. Language is a communication tool with other people. Through language, people can express their desires, whether through oral, written, or other forms of language. From the communication process, four different activities occur, they are listening, speaking, reading and writing. These four activities are called aspects of language. Language skills are grouped by Nida and Ha in Tarigan (2016: 14) into 4 components, namely listening skills, speaking skills, writing skills, and reading skills. The four components are interrelated with one another.

Research Methods

This study uses a Classroom Action Research (CAR) design on the grounds that addresses the problem of classroom learning practices. The learning problem involves rectification improvement, and open class processing. Classroom action research is a form of study conducted to improve the conditions of learning practices in the classroom in a professional manner. Classroom action research is a form of reflective study conducted by someone to improve the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions under which learning practices are carried out. As for the stages as follows:

1) Development of focus of research problems,
2) Planning class actions,
3) Implementation of corrective actions, observation, and interpretation,
4) Analysis and reflection,
5) Planning for further action.

The subjects of this study were 32 students of Class VI SDN Banjarsari 5 Cipocok City of Serang. This research was conducted in the second semester of the 2018/2019 Academic Year from April to June 2019. This research was conducted in class VI SDN Banjarsari 5 Cipocok Serang City, Serang Regency. The instrument in the form of Observation Sheet is used to collect data related to student learning activities in the form of questionnaire observation guidelines (Likert Scale). This instrument is used to collect data related to student interest in the learning process in estimating information obtained from nonfiction using talking chips. The test in this study was used to obtain student knowledge data in estimating information obtained from nonfiction using talking chips. Analysis of each data collected through the instruments that have been made are as follows:

1. Observation sheet for student learning activities

Data analysis techniques using the results of observation sheets of student learning activities with the following flow:

a. Determining the percentage of student activity in each aspect measured by the formula:

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Information:

P = percentage
F = number of students doing the activity
N = number of students

b. Determining the average percentage of student overall activity with the formula:

Information:
rP = average percentage of student activity

The analysis techniques on the results of student interest in learning questionnaires are using an attitude scale. The form of attitude scale in this study uses a Likert scale. In this questionnaire, researchers used a scale of 4 (four), they are: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The scoring of answer choices on this Likert scale is guided by the following rules:

a. The statements in this questionnaire are all positive.

b. Highest ideal number of scores = number of statements or assessment aspects x number of choices (gradation of scores in rubrics)

c. Final score = (number of scores obtained: ideal highest score) x number of interval classes.

d. Number of interval classes = scale of assessment results. This means that if the assessment uses a scale of 4, the assessment results are classified into 4 class intervals.

e. Determination of the interval distance (Ji) is obtained by the formula:

Information:

t = highest ideal score on a scale
r = lowest score on the scale Jk
= number of interval classes

Based on these provisions, the classification of student learning interest questionnaire results is as follows:
Scores for the SS statement = 4, S = 3, TS = 2, and STS = 1
Interval distance (Ji) = (4 - 1) / 4 = 0.75

Final score (SA) =

The steps in processing the test result data were:

1) After students worked on questions about information in the text, the results were collected and corrected.
2) Researcher gave grades to each student with the formula:

Value =

3) Then researcher looked for the average value of students with the following formula:

Information:
= Average Scores
Σ = The total of student scores N = Number of students

4) Analyze the values or data that have been obtained based on the formula above then calculate how many students have completed and those who have not yet completed with the standard of 70.
5) Formulating conclusions from the results of the assessment.

The criteria for the success of this class action research is an increase in learning outcomes from estimating information obtained from nonfiction in Indonesian language lessons in Grade VI students of SD Negeri Banjarsari 5 after teaching and learning activities using talking chips. The measurement of the success for implementing this class action research are; students whose grades reach the KKM standard 70 and the percentage of students completeness reaches more than the criteria for the success of this class action research, also the increase of learning outcomes from Estimating information obtained from nonfiction in Indonesian language in grade VI students of SD Negeri Banjarsari 5 after teaching and learning activities using talking chips. The measurement of the successful implementation of this class action research is students whose grades reach the KKM standard of 70 percent.

Discussion of Research Results

Cycle I

The research results described in the form of test and non-test results, the results of this study were obtained from the results of the first cycle and second cycle. The results of the study in the form of tests in the first cycle and second cycle are the results of the test in Estimating information it can be seen that there are 17 students who ask or about 53.13%, 23 students answer questions or about 71.88%, 10 students express their opinions or 31, 25%, 25 students discuss or 78.13%, and 20 students work on assignments or 62.50%. The average percentage of student activity amounted to 59.38%. From the description above, it can be concluded that student activities in asking fall into the category of inadequate, answering questions in the category of good, expressing opinions into the category of lacking, discussing in the category of good, working on assignments into the

category of enough, and the average activity of students in the category of sufficient. The calculation of the final score of student interest is done by the following steps: First, calculating the score with the acquisition: ((188 x 4) + (129 x 3) + (3 x 2) + (0 x 1)) = 752 + 387 + 6 + 0 = 1145. Second, calculate the ideal number of highest scores: ((32 x 10) x 4) = 320 x 4 = 1280. Third, determine the final score: (1145: 1280) x 4) = (0.894531 x 4) = 3.578124, rounded up to 3.58. So, the final score of student interest in cycle I is 3.58. After seeing the classification table assessment of interest questionnaire, students' interest in estimating information obtained from nonfiction using the Talking Chips model is in the very good category. This shows students' interest in learning Estimating information obtained from nonfiction using the Talking Chips model in this first cycle is very high. Lesson test results Estimating information obtained from nonfiction using the Talking Chips model in the first cycle obtained the highest value of 90, the lowest value of 65 and the average student score of 71.41. Of the 32 students, 13 students did not complete because the grades obtained did not reach the expected KKM / KBM standards. The KKM / KBM standard set by the school is 70 so that the percentage of students completeness obtained is 59.38%, this shows that on average, the grades are in line with expectations because they are above the KKM / KBM standard. But the percentage of completeness is still far from expectations because there are still many students who have not been completed or are under the KKM / KBM standard. Some positive things have also been achieved by students in the implementation of this first cycle, including: 1) Students begin to look happy and enthusiastic in following the learning process of identifying plant parts; 2) Students begin to actively participate in the learning process, especially when the teacher conducts questions and answers and discussions; 3) Most students' test results are complete; and 4) Based on the results obtained from cycle I that have not been maximized, efforts to improve through cycle II are expected to be better than cycle I.

Cycle II

It can be seen the number of students who are asking questions as many as 26 people or 81.25%, answering questions as many as 28 people or 87.50%, expressing opinions as many as 26 people or 81.25%, discussing as many as 30 people or 93.75%, and doing as many as 31 people or 96.88%. The average percentage of student activity is 88.13%.

From the description above it can be seen that the activities of students in asking in the good category, answering questions in the excellent category, expressing opinions into the good category, discussing in the excellent category, doing the assignment into the excellent category, and the average student activity in the very good category well. From these data, then the final score of student interest is calculated by the following steps: first, calculating the score obtained: ((217 x 4) + (100 x 3) + (3 x 2) + (0 x 1)) = (868 + 300 + 6 + 0) = 1174. Second, calculate the ideal highest number of scores: ((32 x 10) x 4) = (320 x 4) = 1280. Third, determine the final score: (1174: 1280) x 4) = (0.917188 x 4) = 3.668752, rounded to 3.67. So, based on the classification table of interest questionnaire assessment, the final score of student interest in cycle II is 3.67, meaning students' interest in learning Estimating information obtained from nonfiction using the Talking Chips model is in the very good category. This shows students' interest in learning Estimating the information obtained from nonfixis using the Talking Chips model in this second cycle is very high. The number of the second cycle shows the very good category with an average percentage of 88.13%, greater than the percentage of the first cycle which is only 59.38%. Students' interest in learning in the second cycle is very high with a final score of 3.67, greater than the first cycle which was only 3.58. Likewise the test results in cycle II showed an increase compared to cycle I. The average value in cycle II was 77.03, greater than the first cycle which was only 71.41. The percentage of students' mastery learning in the second cycle was 96.88%, greater than the first cycle which was only 59.38%. Based on the explanation above, it can be concluded that the action hypothesis that reads: (1) Learning by using Talking Chips can increase learning activities of students in class VI of Banjasari Elementary School 5 Academic Year 2018/2019, (2) Learning using Talking Chips can increase interest learn the students' learning ability VI SD Negeri Banjasari 5 in 2018/2019 Academic Year; and (3) Learning by using Talking Chips can improve the learning outcomes of students in grade VI of SD Negeri Banjasari 5 in 2018/2019 Academic Year, which is proven to be true and acceptable.

Conclusion

Based on Classroom Action Research (CAR) conducted in class VI Banjasari Elementary School 5 in 2018/2019 Academic Year, the following conclusions can be drawn.

1) The use of Talking Chips in speaking skills can improve student learning activities. There was a 28.75% increase in the average percentage in the first cycle from 59.38% to 88.13% in the second cycle. 2) The use of Talking Chips on speaking ability can increase student learning interest. This can be seen from an increase of 0.09 in the final score of student interest in cycle I from 3.58 to 3.67 in cycle II; 3) The use of Talking Chips in speaking skills can improve student learning outcomes. This can be seen from the results of the average speaking ability in the first cycle of 71.41 increased 5.62 in the second cycle to 77.03. Similarly, the percentage of mastery learning increased 37.50% from 59.38% to 96.88%. Based on the conclusions and findings in the field, the authors submit the following suggestions 1) Talking Chips should be used as one of the learning models used by teachers in elementary schools because it can increase student interest, activities and

learning outcomes; 2) the use of various learning models must continue to be improved in order to create a fun learning process for students.

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