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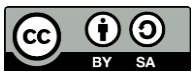

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The Effect of Using Buzz Group and Talking Chips Technique on Students' Speaking Ability at Senior High School

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Abstract

This study deals with the effect of using controlled Buzz Group technique and Talking Chips technique on students' speaking ability.. The method that was used in this research was quantitative through quasi-experimental research that incriminating three classes were experimental class 1, experimental class 2 and control class, in the experimental class the writer applied Buzz Group technique and Talking Chips technique while in controlled class applied without treatment. The population of this study was the eleventh-grade students of SMA Kristen Kalam Kudus Medan. The researcher used 75 students as the sample. The sample of this research was taken by using cluster sampling technique. To obtain the data the researcher used speaking oral test. The instruments used to gather the data were students' pre-test & post-test scores that were calculated and analyzed by using IBM SPSS 23.0. These tests consisted of two types, namely pre-test and post-test. The result of analyzing the data, the mean score for pre-test in experimental class one (Buzz Group technique) is 60.80 and the mean score for post-test is 79.60. The mean score for pre-test in experimental class two (Talking Chips technique) is 50.12 and the mean score for post-test is 74.24. The mean score for pre-test in control class is 66.76 and the mean score for post-test is 74.44. As the result of the ANOVA test, P= 0.00 < 0.05 or F count = 23.59 > F table = 2.28. It means that hypothesis alternative (Ha) was accepted while the null hypothesis (Ho) was rejected. In conclusion, the using of Talking Stick technique and Buzz Group technique is modestly effective on students' speaking ability of asking and giving opinion of eleventh grade at SMA Kristen Kalam Kudus Medan and Talking Chips technique is more effective than Buzz Group technique in teaching speaking skill.

Keywords: Buzz Group Technique; Speaking; Talking Chips Technique

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Introduction

Speaking is an important competence that should be mastered by students when they learn a language. The ability of speaking can measure the success of learning a language. Speaking skills should be taught and practiced in the language classroom (Brown, 2004; Harmer, 2001). In reality, in human daily life, people mostly speak more than they write, yet many English teachers still spend most of the class time on reading and writing practice and almost ignore speaking. The aim of English teaching at school is to assist students to acquire the four language skills: listening, speaking, reading, and writing. Among the four skills, speaking is considered to be the most crucial for students due to its function as a means of communication.

According to Syafryadin (2011), most Indonesian students could not speak English well due to several reasons. Those were lack vocabulary, make grammatical mistakes, mispronounce words, stuck in speaking pausing, and shy to speak. And according to Zhang (2009), speaking remains the most difficult skill to master for the majority of English learners, and the students are still incompetent at communicating orally in English. While the common problem that comes out from the teacher is the method, strategy, technique, and media did used by the teacher (Bakara & Pasaribu, 2022; Khadijah & Pasaribu, 2022; Tampubolon & Pasaribu, 2022). Sometimes, the teacher uses inappropriate or strategy in teaching speaking. Furthermore, the factor in speaking difficulty is levels of anxieties. Most of the students always show levels of anxieties because most of the students are nervous and hesitant when presenting something in front of the class or respond some questions from their teacher orally. Some of the difficulties that have been mentioned above in speaking are a general factor that has been experienced by students.

Based on the observation, interviews, and researcher's experience teaching speaking at the eleventh grade of SMA Kristen Kalam Kudus Medan, some problems were still found in the students' abilities in English, especially in speaking. The students' speaking skills were relatively low. They experienced difficulties in expressing ideas and opinions in an oral way as they were afraid that they would make mistakes and did not have confidence to speak English. It happens because their talking attitude is low which is influenced by their issues in the learning method in the classroom. Such as English training in the midst of learning technique shows up monotones, teachers instruct the students with the standard approach by passing on English materials before the class until the last time of the learning process, without giving much time for students to express their talking expertise. Based on the observations, the researcher also found some problems related to students speaking ability. First, the students are lack vocabulary. Generally, the students do not know the meaning of words and phrases. Second, they experienced obstacles in expressing their ideas and opinions in oral way as they were afraid to make mistakes and did not have confidence to speak English. Third, the students have low motivation in learning English. Since the teacher applied the teaching-learning process with unvaried and challenging technique otherwise, there is no

activity variation in learning. Students are mostly unmotivated and uninterested to improve their ability in speaking English. Of course, students need treatment and implication technique about teaching speaking skill.

From the explanation above, the researcher found that in learning process, the causes of the students' problem in speaking ability were still low. To tackle down this problem, a great teacher must be able to find the best solution by applying a great method in the process of teaching speaking. The technique that should be applied by the teachers is the method to make the students actively involved, feel comfort, and explore their ideas in speaking class. To explore their ideas, it is good to put the learners into small group so that they can get more speaking practice.

Based on the explanation, the researcher tried to apply Buzz Group and Talking Chips technique on students' abilities in speaking skill. According to Richards and Rogers (2009:12), technique is a foremost stratagem or procedure used to finalize a foremost objective to solve problems. Buzz group is one of the discussion techniques in which students are divided into several groups to respond to the question that are given. Buzz Group is a very good technique to teach speaking because it gives more time to practice their speaking. According to Kagan (1992), Talking Chips Technique is a technique of teaching speaking which make the students interested and help students to speak. One of the functions of Buzz Group and Talking Chips technique is to make students communicate with others more interactive. So, we may say that Buzz Group and Talking Chips is a good technique to be applied in enabling students to improve their speaking ability. The researcher assumes that Buzz Group and Talking Chips technique is appropriate to be implemented in teaching learning process of speaking ability as the solution to answer the problems which occur in the school. By using Buzz Group and Talking Chips technique, it can be concluded that in teaching-learning process and make the students active in joining the class, so that the students will not only be able to understand what they are learning but they are also able to give solution to a problem and students are likely be able to speak up what are in mind without hesitation and shy.

Method

Research Design

In conducting the research, the researcher used Anova in Quantitative Research design especially in Quasi-Experimental. It is appropriate with the research since it is related to the purpose of the research. Anderson (2005:98) states that" Quasi-Experimental is a comparative method in which different groups of people or organizations receive different opportunities and the researcher attempts to demonstrate the differences among the groups on some type of quantitative measure such as student examination results". These methods have dominated educational research for much of the century, though they are now being supplanted by more eclectic methods. In the example, there could be a range of comparative questions asked. Anderson (2005:98) adds that "quasi-experimental research approaches, being much more flexible, have been used for years in evaluation

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projects" and different with other methods (Purba, et al., 2021)

The goal of employing the quasi-experiment is to assess and contrast the effect of using Buzz Group and Talking Chips technique on Students' speaking ability of the eleventh grade of SMA Kristen Kalam Kudus Medan. Participants are assigned to groups in quasi-experiments, but not at random. Because the experimenter was unable to create an artificial group for the experiment due to the study setting's limitation, the quasi-experiment was used.

Based on the statement above, in doing the research, the researcher used Quasi-Experimental by using Pre-test and Post-test for both groups. Then, the differences of the pre-test and post-test were both in the groups by the effect of the treatment.

Table 1 research design

Groups	Pre-test	Treatment	Post-test
Experimental Group (A)	√	Buzz Group	√
Experimental Group (B)	√	Talking Chips	√
Control Group	√	-	√

Population and Sample

Population

Population is generally a large collection of individuals or objects that is the main focus of a scientific query. It's for benefit of the population that researches are done. However, due the large sizes of population, the researcher often cannot test every individual in the population because it is too expensive and time consuming. Levy and Lemeshow (2008:11) states "The population (or universe or target population) is the entire set of individuals to which findings of the survey are to be extrapolated". Population is college students that the specific group we are interested in studying. It means that the researcher has to determine the population from object or subject based on the research.

The population of the research is the students at the eleventh grade of SMA Kristen Kalam Kudus Medan which consists of 100 students and divided in fourth classes. The following table describes the number of the eleventh-grade students at SMA Kristen Kalam Kudus Medan.

Sample

Levy and Lemeshow (2008) state that sample is representative of the population. The concept of sample arises from the inability of the researcher to test all the individuals in a given population (Ginting, et al., 2021). The researcher took cluster sampling because Cluster Sampling Technique is one of the sampling techniques in which sampling units which were not identified independently but in group. It is supported by Kothari (2004:14) explanations stating "Cluster sampling

involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample." Therefore, to do this sampling, the researcher divided the students into group. To select the sample of the research by using Cluster Sampling Technique, the researcher followed some procedures.

Data Analysis

To analyze whether there was effect in Buzz Group technique and Talking Chips technique on the students' speaking skill in experimental classes and control class or not, the writer used ANOVA which was calculated by using IBM SPSS 23.0. The calculated data was known from score of experimental classes and control class.

Results

The total mean of pre-test in Buzz Group class was 60.80 and the total mean of post-test in Buzz Group class was 79.60. While in Talking Chips class the mean of pre-test was 50.12, and the mean of post-test was 74.24. In control class the total calculated means score was 66.76. Based on the table explanation of the mean score students in pre-test is lower than the mean score in the post-test, the students' score has significantly increased after the post-test.

Table 2 the Calculation of the Pre-Test and Post-Test in Experimental and Control Group

No	Pre-test (Buzz Group Technique)	Post-test (Buzz Group Technique)	Pre-test (Talking Chips Technique)	Post-test (Talking Chips Technique)	Pre-test (No Treatment)	Pre-test (No Treatment)
1	60	65	45	60	79	85
2	75	95	40	60	65	70
3	60	80	55	80	68	75
4	65	81	35	76	55	60
5	50	68	50	78	73	80
6	45	60	40	75	80	85
7	65	81	40	75	75	85
8	70	83	60	95	75	80
9	50	70	50	78	48	60
10	45	85	38	70	70	75
11	80	90	40	85	83	90
12	50	80	50	86	85	90
13	50	65	70	78	68	75
14	63	85	55	70	80	87
15	66	90	65	85	75	80

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16	60	78	40	60	75	86
17	45	95	50	80	65	75
18	80	95	60	75	60	70
19	63	68	60	70	50	60
20	55	65	50	70	45	60
21	82	96	50	65	65	70
22	35	60	45	65	70	75
23	50	75	60	75	70	78
24	81	90	55	75	40	50
25	75	90	50	70	50	60
	60.80	**79.60**	**50.12**	**74.24**	**66.76**	**74.44**

Based on the table 3, the average pre-test score in class control was 66.76, while the average post-test score in control class was 74.44. There was an increase in score 7.68. The average of pre-test score in Buzz Group class was 60.80, while the average post-test score in Buzz Group class was 79.60. On the average, there was an increase in score 18.80. The average of pre-test score in class Talking Chips class was 50.12, while the average post-test score in Talking Chips class was 74.24. On the average, there was an increase in score 24.12.

Table 3 The Enhancement of the Score

Group	Pre-test	Post-test	Enhancement
Control	66.76	74.44	7.68
Buzz Group Technique	60.80	79.60	18.80
Talking Chips technique	50.12	74.24	24.12

Based on the table, it is known that the highest average score increase occurred in class by using Talking Chips technique with average increase 24.12. While the average score of the lowest increase occurred in class control, with an average of 7.68.

Then the normality and homogeneity test is carried out, normally testing is done by using the Kolmogorov-Smirnov test. The following are the criteria for making decisions:

1. If the value of Asymp. Sig. (2-tailed) > a significance level of 0.05 0r 5%, then the data is normally distributed.
2. If value of Asymp. Sig. (2-tailed) & lt; a significance level of 0.05 or 5%, then the data are not normally distributed.

Table 4 Normality Test One- Sample kolmogorov- Smirnov Test

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre test Experiment 1	.153	25	.133	.950	25	.254
	Post Test Experiment 1	.160	25	.096	.922	25	.057
	Pre test Experiment 2	.133	25	.200*	.927	25	.075
	Post Test Experiment 2	.145	25	.184	.950	25	.245
	Pre test control class	.164	25	.082	.934	25	.105
	Pot test Control class	.160	25	.097	.931	25	.092

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table 4, the score of Smirnov *Sig.* for data of pre-test was 0,133, 0.200 0.082 > 0,05, it means the data had normal distribution and also the score of Smirnov *Sig* for data of post-test was 0,096, 0.184 and 0.097 > 0,05, it means the data had normal distribution.

The homogeneity test was carried out using the Levene test. The following are the criteria for making decisions:

1. If the value is Sig. & gt; a significance level of 0.05 or 5%, then the data is homogeneous.
2. If the value is Sig. & significance level of 0.05 or 5%, then the data is not homogeneous.

Table 5.Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.741	5	144	.129
	Based on Median	1.528	5	144	.185
	Based on Median and with adjusted df	1.528	5	132.784	.185
	Based on trimmed mean	1.656	5	144	.149

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Based on the 5, it is known that the Sig. for pre data is 0.056 > 0.05, then the pre data is homogeneous and also the Sig. for post data is 0.208 > 0.05, then the data is homogeneous, so that the test was continued using ANOVA test. Based on ANOVA test there was a significant effect between controlled technique and Clustering technique.

Table 6 ANOVA Test

Hasil Belajar Siswa					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14683.740	5	2936.748	23.591	.000
Within Groups	17925.920	144	124.486		
Total	32609.660	149			

The Validity of the Research

In this research the writer used content validity to saw the students' score in speaking. The writer used content validity to find out the score on speaking assessment. The writer used several types to find out the score of the students' speaking achievement there are accent, grammatical, vocabulary, fluency and comprehension in the table 7.

Table 7 Validity Content

Score	**Percentage**
Pronunciation	20 %
Grammatical	20 %
Vocabulary	20 %
Fluency	20 %
Comprehension	20 %

Measure the Effect size

In this study, in order to determine the effect size level of this research, the researcher used the formulation from Cohen's formula as follows:

$$d = \frac{M^1 - M^2}{Pooled\ standard\ deviation}$$

Mean Experimental Class = 79.60
Mean Control Class = 74.44
Mean Score Experimental Class – Mean Score Control Class = 5.16

Standard Deviation of Experimental Class = 11.690
Standard Deviation of Control Class = 11.023
Pooled Standard Deviation = 11.690 + 11.023 = 22.713
d = 5.16 / 22.713 = 0.227
Whereas the criteria of the effect size level are:

0.00 – 0.20	: weak effect
0.21 – 0.50	: modest effect
0.51 – 1.00	: moderate effect
> 1.00	: strong effect

According to the criteria above, the conclusion is that in this study the effect size in this research is 0.227. According to the criteria that have been presented, the effect size of 0.227 categorized as the modest effect size level. So, it means that there is modest effect of using talking stick strategy on students' speaking ability in teaching and learning of speaking skill of asking and giving opinion.

Testing Hypothesis

After doing some procedures in Preliminary Data Analysis which was doing normality test and homogeneity test and the data were proved distributed normally and homogeneous (the sample from experimental and control class have similar characteristic), the next step of calculation was to test the hypothesis.In order to test the hypothesis, the researcher calculated the data by using t-test. The purpose of using t-test was to check whether there is significance different between the students' speaking ability in experimental class and control class. So, in order to test the hypothesis of this study, the researcher using IBM SPSS 23.0, and conducted by using the formulation of both experimental class and control class mean scores. Then, in this study, the researcher also determined the significance value or alpha (α) to use it in the formulation. The researcher determined to use significance value which is 5% or 0.05.

Table 8 The Result of t-test Calculation

	Groups	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Scores	Experimental Class 1	25	79.60	11.690	2.338
	Experimental Class 2	25	74.24	8.623	1.724
	Control Class	25	74.44	11.023	2.204

Based on the Table 8 above, it was presented that the result of the post-test from both experimental class and control class. When looking at the Table 4.7, each class had similar number of students which is 25 students and symbolized with N.

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In addition, the column of Mean showed that the average score of post-test scores from both experimental class and control class. According to the Table 4.7, the mean score of experimental class was 79.60 while the mean score of control class was 74.44. So, it can be said that the experimental class has higher average score rather than control class. After getting the result of F observe, where 23.59 was higher than F table 2.28. It shows that Ha was accepted and Ho was rejected. It can be concluded that Talking Chips technique and Buzz Group technique were accepted and this technique can affect students' achievement in speaking on the eleventh-grade students of SMA Kristen Kalam Kudus Medan.

The result of this study indicated that teachers of English might be familiar with *Talking Chips technique and Buzz Group technique*. Besides, the English teachers who are teaching English may use this information to develop a good skill in listening, speaking, reading, and writing.

After the writer analyzed the students' ability, the findings of this study were presented:

1. It was found that there were significances difference of students' achievement in speaking between those was taught with Talking Chips technique and Buzz Group technique. Talking Chips technique and Buzz Group technique as seen from the result of the mean score of each group that show in class Talking Chips technique was 79.60, in Buzz Group was 74.24, and in controlled class was 74.44. It's also can be seen from the result of the pre-test and post-test score among the class.
2. Determining Talking Chips technique and Buzz Group technique were suitable to be applied in eleventh grade students of SMA Kristen Kalam Kudus Medan.
3. Talking Chips technique was more effective than Buzz group technique to improve students' achievement in speaking.

Regarding on the result of data analysis, it was found that Talking Chips technique is effective in speaking skill. The previous research had proved that speaking skill can be effective. Based on the first previous research the Talking Chips technique was used in teaching speaking. The research conducted by using experimental research and the second previous research was Buzz Group technique. Based on the two previous researches, the Talking Chips technique and Buzz Group technique were not only used for teaching speaking, but also the result of the test depends on how the teacher convey the material good or not and how about the students' conditions in English also can influence the result of the test. Based on the test result of the Talking Chips technique is more effective in teaching speaking.

The result of this research showed that there was a significant effect of students score both pre-test and post-test. Based on the data collection from the students showed in table 8, the hypothesis (Ho) was rejected and alternative hypothesis was accepted. It means that the technique is significantly effective because students showed the improvement test result.

Based on the result, the process of learning English using Talking Chips

technique and Buzz Group technique in teaching speaking ran well. These two techniques help students to be more active and participative easily in the learning process. The first stage focused on teacher transfer material for learners in this stage the students' focused about the material, the second stage focused on teacher and students working and interacting together put new material into practice, and the last stage focused on students demonstrating their ability to the teacher so the teacher can observe which students had progress and which students need additional support. The writer hopes that this technique helps the teachers process in teaching speaking because this technique is more effective to transfer new material to the students, by applying this technique in learning process makes teacher and students have a good interaction because there were stages for them to interact and work together in learning process, and the advantages of using this technique makes the teacher understand more about the student's condition in learning process.

Conclusion

The result of this research shows that Talking Chips technique and Buzz Group technique significantly affect to improve the students' ability in speaking. It can be seen at the conclusion of this thesis as follows:

1. There is positive effect of using Talking Chips technique and Buzz Group to improve students' achievement in speaking of the eleventh grade of SMA Kristen Kalam Kudus Medan in the academic year of 2022/2023. It is shown by means of pre-test and post-test in experimental 1 and experimental 2 classes and control classes. It means the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Thus, it can be concluded that using Talking Chips technique and Buzz Group significantly effects the students' achievement in speaking.
2. There is any significant effect of using Talking Chips technique and Buzz Group to improve student's achievement in speaking of the eleventh-grade students of SMA Kristen Kalam Kudus Medan in the academic year of 2022/2023. It is shown by the result of calculation the formula of ANOVA.

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