

Talking Chips Participatory Cooperative Learning Strategy for Children's Speaking Skills

Vira Az – Zahra Putri Irawan¹, Heldanita², Welli Marlisa³, Nurhasanah Bakhtiar⁴, Nurkamelia Mukhtar AH⁵, Zuhairansyah Arifin⁶, Nurhayati⁷

¹²³⁴⁵⁶⁷UIN Sultan Syarif Kasim Riau

Email Correspondence: heldanita@uin-suska.ac.id

ABSTRAK. Penelitian ini bertujuan untuk mengetahui keterampilan berbicara anak dengan menggunakan strategi pembelajaran kooperatif partisipatif tipe *Talking Chips*. Penelitian ini termasuk penelitian kuantitatif desain eksperimen semu (Quasi-ED) *pretest posttest control group design* dengan t-test atau uji memiliki rumus $t_{hitung} > t_{tabel}$. Jika t_{hitung} lebih besar dari t_{tabel} , maka H_0 ditolak dan H_a diterima dengan bantuan program microsoft excel 2010. Subjek dalam penelitian ini adalah anak kelompok B di Rumah Tahfidz Cilik Asyatibi Kecamatan Tapung Kabupaten Kampar. Untuk mengetahui seberapa besar pengaruh strategi pembelajaran kooperatif partisipatif tipe *Talking Chips* terhadap keterampilan berbicara anak kelompok B di Rumah Tahfidz Asyatibi Kecamatan Tapung Kabupaten Kampar digunakan rumus gain ternormalisasi. Adapun teknik pengumpulan datanya menggunakan observasi dan dokumentasi. Berdasarkan hasil analisis data dapat diketahui ada perbedaan yang signifikan pada perbandingan pretest dan posstest kelas eksperimen diperoleh $t_{hitung} = 1,890$ pada taraf signifikan 5% = 1,734 maka $1,890 > 1,734$. Data tersebut menunjukkan H_0 ditolak dan H_a diterima. Jadi dapat disimpulkan dari hasil penelitian bahwa terdapat pengaruh perkembangan bahasa anak setelah pelaksanaan pembelajaran kooperatif partisipatif tipe *Talking Chips* pada anak kelompok B di Rumah Tahfidz Asyatibi Kecamatan Tapung Kabupaten Kampar.

Kata Kunci : Keterampilan Berbicara, Kooperatif Partisipatif, Strategi Pembelajaran.

ABSTRACT. This research aimed at knowing out children's speaking skills using a participatory cooperative learning strategy of talking chips type. It was a quantitative research with a quasi-experimental design (Quasi-ED) *pretest posttest control group design* with a t test or test having the formula $t_{observed} > t_{table}$. If $t_{observed}$ was higher than t_{table} , H_0 was rejected and H_a was accepted. Micropsoft Excel 2010 program was used to help. The subjects of this research were B group B children at Tahfidz Cilik Asyatibi House Tapung District, Kampar Regency. The normalized gain formula was used to find out the influence cooperative learning strategy of the talking chips type has on the speaking skills of group B children at Tahfidz Cilik Asyatibi House Tapung District, Kampar Regency. Observation and documentation techniques were used for collecting data. It could be known from the significant difference between pretest and posttest experimental group obtained that, $t_{observed} = 1,890$ and $t_{table} =$ in significant 5% = 1,734 ($1,890 > 1.734$). Therefore, there was a significant effect after the implemetatiopn of participatory cooperative learning strategy of talking chips type toward group B children speaking skills at Tahfidz Cilik Asyatibi House, Tapung District, Kampar Regency.

Keywords: Speaking Skills, *Participatory Cooperative, Learning Strategies.*

INTRODUCTION

Based on the pre-survey that the researchers conducted on group B children at the Tahfidz Cilik Asyatibi House, Tapung District, Kampar Regency, it was revealed that the problem in the child's learning process was the aspect of language development, especially the child's speaking ability in terms of the child not being able to answer simple questions given by the teacher. children have not been able to repeat simple sentences and children lack confidence. This refers to evidence of low scores on each of the indicators that occur in children. These problems are caused by internal factors and external factors of children. Internal factors are factors caused by the child himself, here the child has a tendency to be too passive so that the child becomes easily bored and bored due to a lack of motivation or encouragement for himself. While external factors are factors that are caused from outside the child, namely: the teacher is still less creative or monotonous in using the method when conveying learning. Teachers only use lecture methods and books in conveying learning. So that students will feel less enthusiastic, and feel bored to take part in learning in class.

The existence of such a problem, a teacher should have an effective learning strategy to overcome it. One of them is by implementing a participatory cooperative learning strategy of the talking chips type which can encourage children to be able to convey information and contribute during the learning process (Prof. Dr. H. E. Mulyasa, n.d.). A participatory cooperative learning strategy of the talking chips type was developed by Spencer Kagan in 1992. The talking chips technique has a major influence on the learning process, with this technique not only training children to speak but also creating active and creative conditions in the classroom (Aulina, 2019). In order to achieve learning objectives, educators must package as well as possible so that students do not feel bored and lazy while learning, and teachers must also have suitable and varied methods to help students improve their learning abilities. Of course, to achieve this cannot be separated from the role of an educator (Zuchdi, 2001).

This research is motivated by the lack of courage of children in expressing opinions or things they want and children seem to tend to get bored easily. So the researchers carried out a child-centered talking chips type of cooperative learning strategy (R, 2004). Researchers hope that this strategy can be used as an alternative to develop children's speaking skills. as for previous studies that examined the same variables including them (Wati et al., 2013), (Fadlilah et al., 2019), (Ningsih & Hasibuan, 2015), (Selian et al., 2019), (Flood, 2012), (Hartanto et al., 2011), (Aprinawati, 2017). Some of this research proves that the talking chips strategy can influence and improve children's speaking skills.

METHODE

This research is an experimental research with a quantitative approach. Experimental research is a type of research that is oriented towards experimenting a variable at a particular research location to measure its effectiveness and influence on the dependent variable (Sofiyan Siregar, 2013). The flow of this study in outline includes several stages, namely: (1) Determining problems in children's speaking skills, (2) Collecting data that will be used to solve these problems, (3) Analyzing the data that has been collected, and (4) providing conclusions which ultimately becomes the answer to solving the problem (Mulyatiningsih, n.d.). This research was conducted at the Tahfidz Asyatibi House, Tapung District, Kampar Regency with a total population of 20 children. Meanwhile, the sample used was Purposive Sampling with 10 experimental class children and 10 control class children.

RESULT AND DISCUSSION

In this study, researchers used a participatory cooperative learning strategy, the talking chips type of the Tik Tok application, to improve children's speaking skills. This refers to a research journal article written by Tsalaatsa Qomariyah Ningsih entitled The Effect of the Storytelling Method Using Hand Puppets on the Speech Development of Group B Children in 2016. The results of this study indicate that this study aims to describe the effect of the storytelling method on speech development. An overview of the research sample obtained from the instrument aimed at 20 group B children at the Tahfidz Asyatibi House, Tapung District, Kampar Regency.

Table 1.
Data on Group B Children at the Asyatibi Little Tahfidz House
Tapung District, Kampar Regency

Class	Male	Female	Amount
B1	10	0	10
B2	0	10	10
Amount			20

Source: Documentation at the Little Asyatibi Tahfidz House Kindergarten in 2022

The purposive sampling technique is a deliberate sampling technique or a sampling technique with certain considerations. In this study, the sample used was the entire population, namely children in grades B1 and B2. This research was conducted using a pretest-posttest

control group design with one kind of treatment. Can be seen in the table below:

Table.2
Recapitulation of Group B Children's Speaking Skills at the Asyatibi Little Tahfidz House, Tapung District, Kampar Regency After being given Treatment (Experimental Class and Control Class)

Criteria	Range	Eksperimen		Control	
		F	%	F	%
BSB	76% - 100%	4	40%	3	30%
BSH	56% - 75%	6	60%	2	20%
MB	41% - 55%	0	0%	4	40%
BB	< 40%	0	0%	1	10%
Jumlah		10	100%	10	100%

Source: Recapitulation of Group B Children's Speaking Skills in 2022

The before and after comparison above can be seen that the entire population in the study which has been given treatment in the implementation of participatory cooperative learning talking chips in the experimental class has increased.

Table.3
Posttest Results Score Data for Experimental and Control Classes

Class	<i>X</i>
Ekperimen	73,75
Control	58,12

Based on the posttest test, it was obtained that the average of the experimental class and the control class showed a numerical difference. The experimental class average is higher than the control class average. This shows that children who learn by using the Talking Chips Type of Cooperative Participatory learning have a higher average score in developing speaking skills compared to the class that does not get treatment. From the research results, it is known that $t_{count} = 1.890$ t_{table} at a significant level of 5% = 1.734 then $(1.890 > 1.734)$ then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In the picture above it

can be seen the development of children's speaking skills in the experimental class and the control class. This figure shows that the average of the experimental class is higher than that of the control class. This shows that children who learn by using participatory cooperative learning of the talking chips type have a higher average score in developing speaking skills compared to the class that does not receive treatment.

CONCLUSSION

Based on the explanation and discussion above, it can be concluded that children's language development is said to be influential after the implementation of participatory cooperative learning of the talking chips type. With the talking chips cooperative learning strategy, it is hoped that this can be an alternative for developing early childhood speaking skills.

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