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The Effectiveness of Talking Chips Model Aided by Visual Media Toward Javanesse Language Learning Outcomes

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Abstract

Based on the results of observation, interview, and the data of learning outcomes, it was obtained that Javanesse language learning outcomes was less maximal, the model used by teacher was unvaried, and the limitation of the media used. This research aimed to examine the effectiveness of talking chips model aided by visual-media towards Javanesse language learning outcomes on fifth grade students of Gugus Cendana Elementary School, Blora Regency. This research used experimental quantitative method focused on nonequivalent control group design. The technique for choosing the sample was cluster random sampling. The total sample used in this research was 36 students. The method of collecting the data was by giving test, observation, interview, and documentation. The result of hypothesis test showed that the score of t count=3.067, and t table= 2.032, t count > t table (3.067 > 2.032), it meant that talking chips model aided by visual-media more effective for the Javanesse language learning outcomes. The result of n-gain on experimental group was higher than the controlled one. The score of n-gain on controlled group was 0.029 which belonged to the low level. Whereas, the score of n-gain on experimental group was 0.52 which belonged to the medium level. The result of observation on students' activity showed that the score average of experimental group was higher than the controlled one. While the experimental group stood for 76.5%, the controlled group stood for 62%. The conclusion of this research pointed out that talking chips model aided by visual-media was effective for the Javanesse language learning outcomes on the fifth grade students of Gugus Cendana Elementary School, Blora Regency. In this case, the researcher suggest that talking chips model aided by visual-media can be used as an alternative of learning model which can be applied to enhance the students' activity, giving the same chance for the students in the learning process. Therefore, hopefully the teacher is able to create an interesting and wonderful learning atmosphere for the students; so that the students are able to achieve the learning objectives.

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INTRODUCTION

Education is one of the ways which can be done to conserve the existed cultures. Through education, people can develop their own potential, have knowledge, have good behavior, and also are able to solve the change and life issue they face; for instance, facing the globalization. This is in line with the functions and objectives of national education listed in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II article

3 which stated that Education has a function to develop the skills and shape the character; and the civilization of the dignity nation in the context of developing the students' potential becoming the human beings who believe in and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

The regional local content is the learning content which is very essential to learn and conserve, especially the local language. Javanesse language is one of the local languages which belong to Indonesian national culture, so that it has to be conserved. The Javanesse language learning is expected are able to enhance the valuable value which exists in Javanesse life's order such as tolerance, affection, mutual cooperation, adhap asor, humanity, respect value, thanking, and so on (Ismiyati, 2018: 67).

In a process of learning, the learning media is needed. talking chips learning model was developed by Spencer Kagan (1990). Practically, this kind of model gives the chance to all of the group member on a discussion to have the same contribution, both in terms of giving opinions, doing exercises, asking questions, and so on Huda (2015: 142).

Besides the learning model which influences the students to participate in the learning process, the appropriate learning model is needed. The learning media is used as the connector of the material given by teacher for the students; so that it will be easier for the students to understand the learning material. According to Kustandi (2013: 98), the visual media, information, or the concept given to the students; are developed in various forms as a photo, illustration picture, sketch or line drawing. Based on Faroh (2018), the pictorial media is one of the good choices because Elementary school students mostly like colorful stories and pictures. According to Dimyati (2009:51), in order to help the students processing and cultivating the learning outcomes effectively; the students have to be active, intellectual, and emotional. The students' liveliness can be seen from the activities they are doing during the learning process.

The low students learning outcomes is caused by the method used by the teacher which mostly in the form of lecturing, question and answer, and discussion. In discussion, the active students mostly dominate the learning process, while others do not participate actively in the discussion and hang on their friends.

Those problems were supported by data of the students' outcomes on their Semester 1 Javanesse language final score of the 2018/2019 school year on the fifth grade as follow. In Karangjati 1 Elementary School, there were 9 students (56%) who got the score less than the KKM, while 7 students (44%) got the score above the KKM. In Karangjati 2 Elementary School, there were 14 students (66%) who got the score below the KKM, while 7 students (34%) got the score above the KKM. In Karangjati 4 Elementary School, there were 12 students (60%) who got the score less than the KKM, while 8 students (40%) got the score above the KKM. In Karangjati 5

Elementary School, there were 20 students (66%) who got the score below the KKM and 10 students (34%) got the score above the KKM. And in Tegalgunung 1 Elementary School, there were 8 students (53%) who got the score less than the KKM and 7 students (47%) got the score above the KKM.

Some researchers have conducted researches on the talking chips learning model and also the researches on visual media, one of them is the research conducted by Sakdiyah (2017). She conducted a research on talking chips learning model with the drawing strategy. The result of her research showed that the application of talking chips learning model could enhance the learning outcomes of the third grade Kebonsari 4 Elementary School students, Malang. This could be seen from the enhancement of students' learning outcomes in cycle I by means of 58.3% students got the score above the KKM; and the enhancement of cycle II by

means of 91.6% students got the score above the KKM.

A similar research was done by Dewi (2015). She conducted a research on the use of talking chips learning model to enhance the liveliness of the sixth grade students. During the three cycles, the students' liveliness enhanced from 18.8% into 45.45%, and lastly become 72.73%.The research conducted by Buchori (2018) focused on the liveliness of *group to group exchange* (GGE) learning model and talking chips technique in Elementary School. The result of his study showed that the average of students' learning outcomes used GGE model was better than who used conventional model. Then, the average of students' learning outcomes used talking chips learning model was more effective than the one who used conventional model.

Based on those issues, the research problems in this study are how does the application of talking chips model aided by visual-media on the content of Javanesse language learning in the fifth garde students of Gugus Cendana Elementary School, Blora Regency. Is the application of the learning model of talking chips model aided by visual-media effective on the content of Javanesse language learning in the fifth grade students of Gugus Cendana Elementary School, Blora Regency.

The objectives of this research are to describe the application of talking chips model aided by visual-media on the content of Javanesse language learning in the fifth grade students of Gugus Cendana Elementary School, Blora Regency; and to examine the effectiveness of talking chips model aided by visual-media on the content of Javanesse language learning in the fifth grade students of Gugus Cendana Elementary School, Blora Regency.

METHODS

This kind of research belongs to experimental research with *nonequivalent control group design.* In this design, the experimental and controlled groups are given a pre test. Based on the *nonequivalent control group* design, the researcher gives treatment in the form of pre test in order to find out the students initial abilities before the learning process. After given a pre test, then, the group is given the treatment to apply the learning model of visual-media aided the talking chips model. In controlled group, the teacher usually applies the conventional model. Those two groups are homogeneous in terms of the same learning ability. After given a treatment, the experimental and controlled groups are given a post test. The result of this post test is used to compare whether there is an effective learning outcomes using visual-media aided the talking chips learning model or not.the population of this research is all of the fifth grade students of Gugus Cendana Elementary School, Blora Regency as much as 103 students. The sample used for this research is the fifth grade students of Karangjati 01 and 04 Elementary School. The technique used by the researcher for choosing the sample is random sampling, that is *cluster random sampling.* The independent variable in this experimental research is the learning model of visual-media aided talking chips model; and the dependent one is the learning outcomes of Javanesse language learning. The methods of collecting the data are observation and documentation. The learning outcomes tests used in this research are pre test and post test in the form of multiple choices. Firstly, the test instrument is tested. Then, it is analyzed using validity test, reliability test, level of difficulty test, and the distinguishing questions test. The method of analyzing the data used by the researcher is normality test, homogeneity test, hypothesis test, gain test, and descriptive analysis.

FINDINGS AND DISCUSSION

The Normality Test of the First Data

Table 1. The Normality Test on the First Data of Learning Outcomes

Kelompok		Tests of Normality					
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Hasil Belajar	Statistic	Df	Sig.	Statistic	df	Sig.	
	Eksperimen	,130	16	,200*	,961	16	,676
	Kontrol	,121	20	,200*	,944	20	,287

a. Lilliefors Significance Correction

Based on the Table 1, it can be known that the significance score of experimental group on the Shapiro-Wilk table is 0.676 which means it is more than 0.05 (0.676 > 0.05). Whereas, the significance

score of the controlled group on the Shapiro-Wilk table is 0.287 which means it is more than 0.05 (0.287 > 0.05). It can be concluded that those two groups distribute normally because their significance scores are more than 0.05.

Based on the Table 4, it can be known that the significance score is 0.231 > 0.05, so it can be concluded that there is no difference in variants between the experimental and controlled group. It can be said that both of them are homogeneous.

The Homogeneity Test of the First Data

Table 2. The Homogeneity on the Data of Students' Learning Outcomes

		Levene's Test for Equality of Variances	
		F	Sig.
hasil belajar	Equal variances assumed	0,60	,809
	Equal variances not assumed		

Based on the Table 2, it can be known that the significance score on the Lavene's column is 0.809. It is more than 0.05; so it can be concluded that the pre test data of those two groups are homogeneous.

The Normality Test of the Final Data

Table 3. The Normality Test of the Final Data

Kelompok		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar	Eksperimen	,136	16	,200*	,977	16	,940
	Kontrol	,134	20	,200*	,943	20	,279
	a. Lilliefors Significance Correction						

Based on the Table 3, it can be known that the significance score on the Shapiro-Wilk column of the experimental group is 0.940 (> 0.05); and the controlled one is 0.279 (> 0.05). Therefore, it can be concluded that the post test scores of those two groups distribute normally because their significance scores are more than 0.05.

The Homogenity Test of the Final Data

Table 4. The Homogenity of Students' Learning Outcomes

		Levene's Test for Equality of Variances	
		F	Sig.
hasil belajar	Equal variances assumed	1,488	,231
	Equal variances not assumed		

Based on the Table 4, it can be known that the significance score is 0.231 > 0.05, so it can be concluded that there is no difference in variants between the experimental and controlled group. It can be said that both of them are homogeneous.

The Hypothesis Test

(the average difference test) was done in order to find out the effectiveness of talking chips model aided by visual-media towards the learning outcomes of Javanesse language on the fifth grade students of Gugus Cendana Elementary School, Blora Regency.

Table 5. The Result of One Sample t Test on Students' Learning Outcomes

One-Sample Test						
	Test Value = 67.26					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Hasil belajar	3,067	34	,004	11,05000	3,72888	18,37112

Based on the Table 5, the result of calculation using *independent sample t-test,* it can be known that the score of t count is 3.067; while the score of t table for df= 34 is 2.032. Therefore, it can be concluded that t count > t table (3.067 > 2.032), so that Ho is rejected and Ha is accepted. It means that talking chips model aided by visual-media is more effective than the conventional learning model towards the learning outcomes of Javanesse language on the fifth grade students of Gugus Cendana Elementary School, Blora Regency.

The Average Enhancement Test (N-gain)

Table 6. The Result of Average Enhancement Using the N-gain Score

Data	Nilai rata-rata N-gain	Kriteria
Eksperimen	0,52	Sedang
Kontrol	0,29	Rendah

Based on the Table 6 above, it can be known that both the experimental and controlled have the almost same capabilities. It can be seen from their average of pre test scores which are almost the same; that is the experimental group has the average of 52 and the controlled group hasthe average of 51.4. After they have given the different treatments, the experimental group uses talking chips model aided by visual-media. Whereas, the controlled group uses the conventional model. It is known that the post test score of experimental and controlled group have a huge difference. The average score of experimental group is 76.25, while the controlled one is 0.29. The *n-gain* score of experimental group uses of talking chips model aided by visual-media is higher than the controlled group which uses the conventional model. The *n-gain* score of experimental group is 0.52 which belongs to the medium level; while the *n-gain* score of the controlled group is 0.29 which belongs to the low level. It points out that the enhancemnt of students' learning outcomes involves the pre test and post test of experimental group which uses talking chips model aided by visual-media is higher than the controlled group which applies the conventional model.

Jasim (2017) conducted a research on the effect of using the talking chips towards the students' ability in using language. The result of his study pointed out that using the talking chips could enhance the interactions between students and teacher, and among students when they work in a group. It could maximize the chance of the students to speak English and give the potential benefit from the interactions among students. Also, it helped the students to concentrate. The difference between his research and the current research is that his research gave more focus on the effect of using the talking chips towards the students' speaking skill.

The research done by Lidiawati (2016) conducted the enhancement of students' learning outcomes on the economic activity material in the local environment by using the talking chips technique. It was analyzed the fourth grade students of Sinarngalih Tasikalaya Elementary School. The result of her study showed that the average score of cycle 1 group was 72.8 and the cycle 2 enhanced into 81.4. Considering the standard of learning completeness in cycle 1 was less than 75%. However, after cycle 2 was done, the result enhanced significantly into 88%.

Chin (2018) conducted a research on the effect of using visual signal towards the students' motivation. The result of his study pointed out that visual-media and its good signal will create the pupil getting larger. It means that the signal was able to catch the students' interest. In her research, the researcher focused on the media being used.

Nisa (2015) conducted a research on the development of flash cards media on English Subjects in the third grade Elementary School students. The result of her study showed that that kind of media was suitable and effective for teaching English based on the t test, that was t count 8.67 > t table 0.381.

Purwanto (2015) conducted a research on the enhancement of students' matematical communication and students' learning outcomes with talking chips model. The result of his study study showed that the average score of cycle I or cycle II has always increased, as well as the average student evaluation result which also increases each of its cycles. So it can be mined that talking chips model can improve the mathematical communication of student learning outcomes.

The Analysis of Descriptive Data

The application of talking chips model aided by visual-media on the Javanesse language Subject.

Table 7. The Observation's Result of talking chips model aided by visual-Media

No	Kelas	Persentase Penerapan Model				Rata-rata
		Pertemuan ke-1				
		1	2	3	4	
1	Eksperimen	70%	75%	79%	83%	76,75%

Based on the Table 7, it can be seen that the application of talking chips model aided by visual-

media on experimental group enhances from the first meeting up to the fourth.

The Analysis of Descriptive Data

Table 8. The Observation Result of Students' Learning Activities

No	Kelas	Persentase Penerapan Model Pertemuan ke-1				Rata-rata
		1	2	3	4	
1	Eksperimen	67%	76%	80%	8%	75,6%
2	Kontrol	56,5%	61%	65%	69%	62%

Based on the Table 8, it can be seen that the students' learning activities on both experimental and controlled groups enhance from the first meeting up to the fourth. Nonetheless, the activity of experimental group is higher than the activity of controlled group. Therefore, it canbe concluded that the application of talking chips model aided by visual-media influences the students' learning activities.

CONCLUSIONS

The effectiveness of talking chips model aided by visual-media based on the t count of average differences test which stood for 3.067 was higher than the t table 2.032. Thus, it can be concluded that Ho was rejected and Ha was accepted; which means that talking chips model aided by visual-media was more effective than the conventional model. There was an average difference between the experimental group and the controlled one. The post test average of experimental group was 76.25, while the controlled one was 65.2. The observation result of students' Javanesse learning activity showed that the activity of experimental group was better than the controlled group. It can be seen from the average of students' activity in experimental group by meant of 75.6% of the students was active in the learning process. Whereas, the average of students' activity in controlled group by meant of 62% of the students was active in the learning process.

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