Journal of English Education and Literature // *Sinar Lima* *December 2024, Vol.1 No.4*
https://jose.sinarlima.com/index.php/JOEEAL/index *e-ISSN 3046-627X*
Email: jurnaljose@gmail.com *pp.163-169*

COOPERATIVE LEARNING TALKING CHIPS TOWARDS STUDENTS' CRITICAL THINKING IN SPEAKING

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A B S T R A C T S

Critical thinking is the activity of training the mind to explain how to use the function of the brain to publish ideas. Hence the focus of critical thinking is to tell the argument. Consequently, the ability to think critically is very important such as the ability to analyze and solve problems, especially in learning English. This research aims to find out cooperative learning talking chips towards students' critical thinking in speaking at SMAN 9 Mataram. The research design that has carried out is the Nonequivalent Control Group Design. The population in this study are all students of class IX MIA SMAN 9 Mataram which consisted of five 5 classes by the total 127 students and the sample were MIA 2 with 26 students as the control class and MIA 4 with 25 students as the experimental class. The result was Based on the observations of researchers, this is due to students who still lack students' interest in the learning process. In addition, students are also still lacking discipline in doing assignments and following the learning process. And also because the lesson hours are at the end of the learning process which causes students to lack focus due to fatigue and get bored quickly plus at that hour students are more likely to want to go home quickly. Apart from students, teachers are also not optimal in delivering and mastering the material and learning process, not fully implementing the syntax of Cooperative Learning Talking Chips.

A R T I C L E I N F O

Article History:

Received: December22nd, 2024

Revised: December 25th, 2024

Published: December 2024

Keywords:

Cooperative Learning Talking Chips, critical Thinking

INTRODUCTION

Speaking is one of the important skills among the four main skills that students ought to master in learning English. Due to its important role as the most frequently used language skill, speaking ought to be well mastered by all students to interact and communicate in expressing and conveying their opinions, intentions, expectations, and points of view. However, learning English is not merely focused on these four skills such as speaking, writing, listening, and reading but there are many things that we can develop in learning English, such as critical thinking which can be implemented in teaching and learning English or other subjects.

Critical thinking is the activity of training the mind to explain how to use the function of the brain to publish ideas. Hence the focus of critical thinking is to tell the argument. Consequently, the ability to think critically is very important such as the ability to analyze and solve problems, especially in learning English. According to Paul & Elder (2012: 7) Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances. Critical thinking skills are divided into two parts, namely Low-Level Thinking Skills (LOTS) and High-level Thinking Order Skills (HOTS). The students with high-level thinking skills are a barometer of the nation's intellectual level.

HOTS referred to, in this study, is the ability to think critically. This is reinforced by the opinion regarding the characteristics of HOTS according to Conklin (2012), namely characteristics of higher-order thinking skills encompassing both critical thinking and creative thinking.

Critical thinking ability is considered a very basic ability important to master. Simbolon et al (Simbolon et al., 2017) stated that critical thinking is the process of searching, analyzing, and conceptualizing information for one's thinking, increasing creativity and developing risk. Low critical thinking abilities are caused by several factors, namely, students tend to memorize material and formulas rather than understand concepts. Students still have an active role, as shown by the small number of students who are active in asking questions and opinions. This shows that students tend to focus on the teacher without belittling, criticizing, or expressing what the teacher said.

Speaking is a process of interaction between speaker and listener in which they share and receive the information. In a classroom situation, the speaker here is the students and the listeners are the other students and the teacher. However, the speaking process in the class is not going well for both students and teachers since the students tend to be passive and only receive what the teacher says. Consequently, the students are not given any feedback on the knowledge that the teacher shares. The results of observations, when the researcher carried out teaching practice at SMAN 9 Mataram in April - June 2023, showed that speaking was the English language skill that frustrated students the most. Many students experience obstacles in learning to use critical thinking in speaking due to many factors such as being embarrassed to speak, low motivation, lack of self-confidence, and fear of making mistakes. This can be seen when the teacher asks students to speak to explain in their own words the meaning of reasoning about a problem or issue, students are always confused about what to say. Consequently, they understand a topic or material but find it difficult to pronounce it. The second problem is related to the model or teaching and learning method used by teachers. The model used by teachers still uses monotonous methods which make students get bored quickly and cannot improve their critical thinking in learning. Alternatively, it is important to focus on the teacher to stimulate students in speaking. This requires active learning. This problem is a problem with the teaching methods used by teachers. Nevertheless, teachers must look for special methods to make it easier for students to solve their problems.

Based on the problem mentioned above, the researcher is interested in teaching the students to improve their critical thinking using the talking chips learning model to help the students learn to speak. Hence several studies used the talking chips method in previous studies with speaking skills and produced good results. Alternatively, the researcher is interested in using Cooperative Learning Talking Chips towards Students' Critical Thinking in Speaking. This model is also able to increase the mindset of students to get information, answer questions, and publish their ideas while doing discussions. Therefore, it is one of the best models to train critical thinking to analyze the problem.

RESEARCH METHODS

This research uses quantitative research. Cresswell (2012) states that quantitative research is the process of collecting, analyzing, interpreting, and writing up research results. In quantitative research, researchers identify research problems based on problems in the field or the need to explain why something happens. The way to find out is to compare one or more experimental groups that are treated with one group comparisons that are not given treatment. The research design that has carried out is the Nonequivalent Control Group Design. According to Emzir (2012: 102) with this design, both the experimental group and

the control group are compared, although the groups are selected and placed without randomization.

Nonequivalent Control Group Pretest – Posttest Design

Sample	Pretest	Treatment	Posttest
E (Experimental Class)	**T1**	**X1 Talking Chips**	**T2**
C (Control Group)	**T1**	**X2 Teaching Learning Centre**	**T2**

Description:
E : Experiment group
C : Control Group
T1 : Pretest Experiment
T1 : Pretest Control Group
X1 : Treatment Talking Chips
X2 : Teaching Learning Centre
T2 : Posttest Experiment
T2 : Posttest Control Group

Population or universe means, the entire mass of observations, the parent group from which a sample is to be formed, Singh (2006). The population in this study are all students of class IX MIA SMAN 9 Mataram which consisted of five 5 classes with 127 students. The sample of this research will be taken in two classes, Class Experiment and Class Control. The instruments that has used in this study are speaking tests and assessment analysis rubrics to collect data. Speaking tests was given to find out the results of the Pre-test and Post-test of students' critical thinking and assessment analysis rubrics based on Facione's theory are used to find out the categories and components of students' critical thinking. The researcher also used a voice recorder to obtain the data from the students' Pre-test and Post-test when they started speaking.

RESEARCH FINDINGS AND DISCUSSION

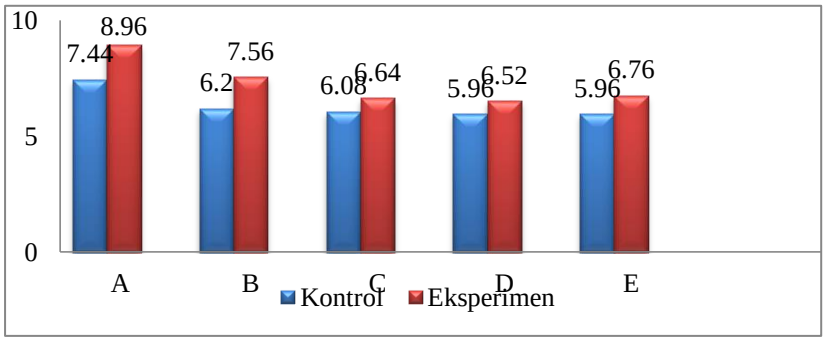
This study discusses the application of cooperative learning method of Talking Chips to determine the effect of students' critical thinking in speaking in English subject at SMAN 9 Mataram in the academic year 2024. This research includes data description, experimental test for data analysis, hypothesis testing, and discussion of research results. After the research was conducted, the pre-test and post-test data on critical thinking skills were obtained from the control class and experimental class. The data was then analyzed using SPSS to determine the effect of cooperative learning talking chips. To determine the effect of cooperative learning talking chips can be done by using Hypothesis Test. Before conducting hypothesis testing, the data to be tested must meet the requirements first, namely that the data must be normally distributed and homogeneous. To find out whether the data is normal and homogeneous, the Normality Test and Homogeneity Test were carried out. However, if the data is not normally distributed and not homogeneous there is another alternative, namely by using non-parametric statistical tests. The following describes the Normality Test, Homogeneity Test, and Hypothesis Test can be seen below:

a. Pre-test of Critical Thinking Skills

The average pre-test score of critical thinking skills in the control class and experimental class can be seen in Table 4.3 and the comparison of the average pre-test score of critical thinking skills per indicator can be seen in Figure 1.

Tabel 1 Average Pre-test and Post test scores of Critical Thinking Skills of Learners

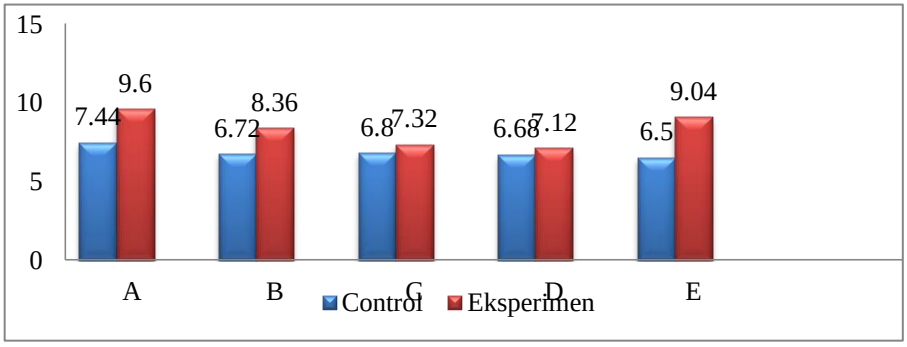
Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	25	51	17	68	36.36	12.203
Posttest Experiment	25	42	32	74	41.52	10.751
Pretest Kontrol	25	18	25	43	31.32	4.479
Posttest Kontrol	25	14	29	43	34.16	3.051
Valid N (listwise)	25					



Description :
A: Interpretation
B: Analysis
C: Evaluation
D: Inference
E: Explanation

Figure 1 Average Pre-test scores Per-Indicator of Critical Thinking Skills of Control Class and Experimental Classes

The average pre-test value of critical thinking skills per indicator in the control class and experimental class was obtained. The first indicator, namely Interpretation, the control class obtained an average score of 7,44 while the experimental class obtained an average score of 8,96. The second indicator, namely Analysis, the control class obtained an average score of 6,2 while the experimental class obtained an average score of 7,56. The third indicator is Inference, the control class obtained an average score of 6,08 while the experimental class obtained an average score of 6,64. The fourth indicator of Evaluation, the control class obtained an average score of 5,96 while the experimental class obtained an average score of 6,52. In the Explanation indicator, the control class obtained an average score of 5,96 while the experimental class obtained an average score of 6,76. Based on the explanation above, it can be concluded that the Experiment class obtained an average value of critical thinking skills that was higher than the control class. Furthermore, after applying the Cooperative Learning Talking Chips to the experimental class. Then the final test (post test) was conducted to determine the critical thinking skills obtained the average post test.



Description :
A: Interpretation
B: Analysis
C: Evaluation
D: Inference
E: Explanation

Figure 2 Average Posttest scores Per-Indicator of Critical Thinking Skills of Control Class and Experimental Classes

Itcan be seen that the average post test score per indicator of critical thinking skills. In the interpretation indicator, the control class obtained an average score of 7,44 while the experimental class obtained an average score of 9,6. Furthermore, the control class analysis indicator obtained an average score of 6,72 while the experimental class obtained an average score of 8,36. In the evaluation indicator, the control class obtained an average score of 6,8 while the experimental class obtained an average score of 7,32. Furthermore, in the inference indicator, the control class obtained an average score of 6,68 while the experimental class obtained an average score of 7,12. Finally, the control class Explanation indicator obtained an average value of 6,5 while the experimental class obtained an average value of 9,04. It can be concluded based on Figure 4.5 that the average value of critical thinking skills of the experimental class obtained a higher value than the control class.

This study used a quasy experiment with a nonequivalent control group design which was conducted to determine the effect of the Cooperative Learning Talking Chips towards Students' critical thinking skills in speaking iat class XI MIA SMAN 9 Mataram in the 2024/2025 academic year. Researchers used two classes, namely experimental and control classes. The experimental class used the Cooperative Learning Talking Chips and the control class used a conventional learning model. Before carrying out the learning process, researchers gave pre-test questions to determine the initial understanding of students as well as to determine the critical thinking skills of experimental and control classes.

After giving the critical thinking skills pre-test questions, then the teaching and learning process was carried out with the experimental class using the Cooperative Learning Talking Chips learning model and the control class using the conventional learning model. The teaching and learning process was divided into three meetings, at the first meeting the researcher gave a pretest to both sample classes, then at the second meeting the researcher gave lessons with the cooperative learning method for the experimental class and conventional learning or the previous method used by the teacher at school. After the learning process was completed, the experimental class and control class were given critical thinking skills questions to determine the knowledge of students after carrying out the learning process (post test).

CONLUSION

The importance of critical thinking in various fields of education such as in English speaking lessons encourages researchers to take this research. This research was conducted in class XI Mia at SMAN 9 Mataram. The object of this research was class XI, by sampling 2 classes as experimental class and control class. The purpose of this study was to determine whether there is an effect of Cooperative Learning Talking Chips towards Students Critical Thinking in Speaking at SMAN 9 Mataram. This study used Quantitative research, using quasi experimental design of nonequivalent-control group. Based on the results of hypothesis testing on critical thinking skills, the value is 0.000 where this value is more than 0.05, meaning that Ha is rejected and Ho is accepted, meaning that there is no effect of the Cooperative Learning Talking Chips learning model on students' critical thinking skills.

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