

ABSTRACT

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The summary on this research were: (1) speaking competence toward students taught by Procedure Text with How to make something from a Procedure Text, (2) speaking competence with talking chip learning who have Extrovert and Introvert personal trait achievement, and (3) effect the talking chip and ice breaking on students toward Procedure Text learning. An experimental quantitative research used by Quantitae Research Methodolgy as 2xw factorial design was used in the research and the population of this research was the students of eleventh grade year 2024/2025 of SMA Sw RK Deli Murni Diski. The sample of this research consist of two classes which XI science and XI social which is XI science was used the experimental group / class by Using Talking Chip and XII social was used controll group / class was treated by using Ice Breaking. The instrument for this research were Procedure Text as Talking Chip and Speaking achievement. The data were analysed by ANNOVA. According from this research, that were found that (1) students' speaking competence that was taught by using Talking Chip learning is higher than using Ice Breaking as Procedure Text with F_{observed} is higher than F_{table} the level significance $\alpha = 0.06$ ($F_A = 38.18 > F_{\text{table}} = 3.98$), (2) students ' speaking competence with ice breaking learning model as Procedure Text is higher than low interest, with F_{observed} is higher than F_{table} the level significance $\alpha = 0.06$ ($F_B = 6,73 > F_{\text{table}} = 3.98$), (3) there is significant effect between talking chip learning and ice breaking learning model F_{observed} is higher than F_{table} the level significance $\alpha = 0.06$ ($F_{AB} = 5,21 > F_{\text{table}} = 3.98$), Students' who have high interest got higher result if they were taught by Talking Chip and students who have high interest getting high score and result if they were taught by Ice Breaking and students who have low interest scoring getting higher result if they taught by Procedure Text which using Talking Chip learning.

Keywords: Ice Breaking Effect ,Speaking Competence, Talking Chip Learning,

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ABSTRAK

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Ringkasan pada penelitian ini adalah: (1) kompetensi berbicara terhadap siswa yang diajarkan oleh Teks Prosedur dengan Cara membuat sesuatu dari Teks Prosedur, (2) kompetensi berbicara dengan pembelajaran talking chip yang memiliki pencapaian sifat pribadi Ekstrovert dan Introvert, dan (3) pengaruh talking chip dan ice breaking pada siswa terhadap pembelajaran Teks Prosedur. Penelitian kuantitatif eksperimental yang digunakan oleh Metodologi Penelitian Kuantitatif sebagai desain faktorial $2 \times w$ digunakan dalam penelitian ini dan populasi penelitian ini adalah siswa kelas sebelas tahun 2024/2025 SMA Sw RK Deli Murni Diski. Sampel penelitian ini terdiri dari dua kelas yaitu XI IPA dan XI IPS yang mana XI IPA digunakan kelompok eksperimen / kelas dengan Menggunakan Talking Chip dan XII IPS digunakan kelompok kontrol / kelas diberi perlakuan dengan menggunakan Ice Breaking. Instrumen untuk penelitian ini adalah Teks Prosedur sebagai Talking Chip dan prestasi berbicara. Data dianalisis dengan ANNOVA. Berdasarkan penelitian ini, ditemukan bahwa (1) kemampuan berbicara siswa yang diajar dengan menggunakan pembelajaran Talking Chip lebih tinggi daripada yang menggunakan Ice Breaking sebagai Teks Prosedur dengan $F_{hitung} > F_{tabel}$ tingkat signifikansi $\alpha = 0,06$ ($FA = 38,18 > F_{tabel} = 3,98$), (2) kemampuan berbicara siswa dengan model pembelajaran ice breaking sebagai Teks Prosedur lebih tinggi daripada minat rendah, dengan $F_{hitung} > F_{tabel}$ tingkat signifikansi $\alpha = 0,06$ ($FB = 6,73 > F_{tabel} = 3,98$), (3) terdapat pengaruh yang signifikan antara pembelajaran talking chip dengan model pembelajaran ice breaking $F_{hitung} > F_{tabel}$ tingkat signifikansi $\alpha = 0,06$ ($FAB = 5,21 > F_{tabel} = 3,98$), Siswa yang memiliki minat tinggi memperoleh hasil yang lebih tinggi jika diajar dengan Talking Chip dan siswa yang memiliki minat tinggi memperoleh nilai dan hasil yang tinggi jika diajar dengan Ice Breaking dan siswa yang memiliki minat rendah memperoleh nilai dan hasil yang lebih tinggi jika diajar dengan Teks Prosedur yang menggunakan Belajar Chip Bicara.

Kata Kunci: Kompetensi Berbicara, Talking Chip, Pengaruh

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