

The Implementation of Cooperative Learning Model Talking Chips and Quick on the Draw to Enhance Motivation and Social Studies Learning Outcome

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Abstract: This study aims to analyze the implementation of Talking Chips learning model combined with Quick on the Draw in enhancing motivation and students' learning outcomes in Social Studies. Subject in this study is 19 students of the fourth grade students of SDN Grugu 02 Kawunganten Cilacap on the second semester of 2015/2016 academic year. This study is a classroom action research (CAR), which consists of two cycles. The data are collected through observation, interview, test, and questionnaire. Findings show that the implementation model of Talking Chips combined with Quick on the Draw for the fourth grade students at SDN Grugu 02 Kawunganten Cilacap is very successful. It can improve students' motivation and learning outcomes.

Keywords: Cooperative learning, Talking Chips, Quick on the Draw, Learning Motivation, Social Studies Learning Outcome, Classroom Action Research

I. Introduction

According to preliminary observations and interviews conducted on September 10 and 11, 2015, the researcher got the following information. They are: 1) the teacher still dominated the class activity; 2) students have not been encouraged to express their opinions, receive advice and feedback from other friends; 3) students still learn on their own while already using group-based learning; 4) the high ability students are more likely to dominate the group while those with less ability tend to be passive and silent; 5) only 5 out of 19 students always answer a teacher's question and express their opinion, 6) during the learning process, the students just sat quietly listening to the teacher's explanation, 7) students feel sleepy, lethargic and eager less during the study, but by the time the break arrived, they immediately brightened and cheered with joy, and 8) 17 of the 19 students have not reached the passing grade standard. Based on this reality, the researchers and the teacher agree that the lack of learning outcomes is due to the low student motivation to learn social studies. The low of students motivation is caused by the unsuitable learning model, monotonous, and less attractive. Teachers provide less opportunities for students to be active and has not given chance to speak to their students equally. This condition causes the students behavior during the learning process takes place silent, passive even fell asleep in class.

The low motivation and learning outcomes of students requires teacher to have the ability to choose the model and learning strategies appropriate to the characteristics of students. The lessons that can improve motivation and learning outcomes are cooperative learning. There is a wide range of cooperative learning models, but the researchers and the teacher agreed to choose Talking Chips and Quick on the Draw. Both learning models were chosen because it involves the activity of all students in a group, the students move on, students learn together each contribute ideas and there is equal opportunity for each student to speak.

Based on the researchers' observations, it showed that 5 out of the 19 students who have the high ability more likely to underestimate the group member who have less ability. The learning was less attractively because the students just sat passively and did not move from their desk. The learning was monotonous, nothing new and not challenging, so that the students followed the lesson passionless. This is not in accordance with the character of elementary children who have great curiosity and like to move as stated by Kartono (2007) that children at primary school age are very active and dynamic moves. Everything that moves is very attractive and able to grab attention of students and it can motivate the students.

The result of observations and interviews with some of the students indicate that students' motivation is low. Students do not have the desire to achieve success in learning, students feel that they do not need to learn and the students seem do not have hopes and ideals for the future. Generally, the students go to school because their parents require them to go to school and they just run the routine activities.

Cooperative learning can increase motivation and student learning outcomes. Quinn (2006) argues one method of instructions that has been shown to increase student motivation is cooperative learning. Next, Kagan

and Kagan (2009), state that the reasons of using cooperative learning among students are to get a more enjoyable learning experience and motivate students to learn. Joyce, Weil & Calhoun (2009) claim that the students can learn from each other without any students who discriminate them in cooperative learning classroom.

There are a variety of cooperative learning, cooperative learning used in this study is Talking Chips and Quick on the Draw. Both are chosen because it involves students' activities, students move on, students learn together, each contributing thoughts, provide equal opportunity to speak and be accountable for their learning outcomes both individually or in groups.

The use of Talking Chips and Quick on the Draw is in line with several previous studies. Syafryadin (2013) in a research entitled *The Use of Talking Chips Technique in Improving the Students' Speaking Achievement* mention that learning can improve the ability to speak because students are more actively talking, highly motivated, and responsible for the task. Next, Riyadi research results (2016), indicated that the implementation of cooperative learning model Fan N Pick collaboration with Quick on the Draw can improve social skills and cognitive learning outcomes for social studies for the fourth grade students of Elementary School I KarangKobarBanjarnegara.

Based on the above background and the results of discussions between the classroom teacher, school principal and researcher, then researchers conducted a classroom action research. The Research question is (1) How do the teacher implement the Talking Chips combined with Quick on the Draw for the fourth grade students of SDN Grugu 02 Kawunganten Cilacap to increase students' learning motivation and outcomes?

II. Methods

The subject of this study is the fourth grade student that consists of 19 (11 girls and 8 boys). This class is chosen because it has the lowest motivation and learning outcomes compared to other classes. The classroom action research was conducted in the first semester of 2015/2016 academic year. According to Mettetal (2001) Classroom Action Research (CAR) is a method of finding out what works best in your own classroom so that you can improve student learning. Wiriaatmadja (2008) revealed that in the classroom action research, teacher self-reflection as a criticism of the shortcomings and effort. Based on both opinions, it can be concluded that CAR is one of the efforts of teacher in improving learning and a way for teacher to increase knowledge, training, classroom learning with a variety of learning models. This research was conducted in two cycles each cycle consisting of two meetings and one additional meeting for final tests as well as through four stages: planning action, action, observation and reflection as disclosed Kemmis & McTaggart (1990: 14).

III. Findings

Description Cycle I

The planning stage is carried out after the agreement between researcher and teacher in the fourth grade and principals in September-October 2015, with the following activities: 1) creating lesson plans, 2) preparing facilities and infrastructure of learning, 3) making the observation sheet for students and teacher, 4) creating motivation questionnaire instrument, and 5) making the instrument test and guidelines for the interview.

Implementation of the measures done in the first cycle is an action in the learning process as much as two meetings with 3x35 minutes time allocation and one additional meeting to take the test by the end of the cycle 1. The first meeting was conducted on Friday, November 6, 2015 by teacher that started with apperception about the students' traveled experiences resumed then view photos of children on vacation at the beach and in the mountains. At the time of apperception, students seemed enthusiastic, then listened to the teacher's explanations related to the learning objectives and learning path that will be done.

Entering its core activities, the students pay attention to the picture presented by teacher. With their classmate they made two questions related to the images that are then exchanged for a friend to be answered. Teachers asked students to answer questions from friends. Students may use other sources. After finishing the discussion with a classmate, students and teacher did answer and question related to the images presented and questions which they had made.

Teacher explains the procedure of Talking Chips learning as follows.

Table 1 Talking Chips Procedure

Steps	Activities
1	The teacher presents a topic and time to think
2	Some students started the discussion by putting one of their chips in the middle of the table
3	Other students began to issue an opinion using their chips.
4	When all the chips have been used, chips are subdivided into individual members of the group and continue the discussion using the card talking chips.

Source: Kagan and Kagan (2009)

At the time of the formation, the group is very noisy. In fact, there were students who did not want to be grouped according to the direction of teacher. After the teacher gave the explanation, then the class was quiet. The activity of Talking Chips discussion by using the card was completed, followed by questions and answers related to the topic. After that, the students listened to the teacher's explanation related Quick on the Draw learning process. Activities in the form of small group race aiming at the first group to complete a set of questions that has been provided by teacher.

Below is the learning procedure for Quick on The Draw.

Table 2 the procedure for Quick on the Draw

Steps	Activity
1	Preparing a set of question cards, for example ten, on the topic being discussed.
2	Make enough copies so that each group has its own. Give a different color for each group. Figures facing up, number 1 above.
3	Divide the class into small groups Each group get the material resources
4	At the time the word "start", the first of each group ran to the teacher's desk taking card questionsdiscussion group seeking and writing answers on a separate sheet of paper Answer brought to the teacher by the second. Teachers check the answer.
5	If the student answers correctly students should take the next question
6	cards and brought to the group for discussion.
7	If any of the answers should be corrected before taking the next question.
8	One of the students ran to scan the source and refract themselves with its contents.
9	The winning group is the first group completed all the questions. Teachers and students discuss all the questions and the students make a written record.

Source: Ginnis (2007)

After playing Quick on the Draw cards, students perform individual task for explaining the mainland natural appearance in the city / local district. The learning was closed with a prayer led by one of his students. The second meeting was held on Friday, November 13, 2015. Teachers did apperception with the film tells the story of Detective Conan, then the teacher asked them to be a detective to look for the hidden words. The teacher motivated students and asked the students to identify the hidden words, then; the students listened to the teacher's explanations related to the learning objectives.

In the core activities, the students observed natural appearance picture in Indonesian water. Students are given a referral to create questions to be exchanged with other mates. Students answered questions from their mate. After that, the students pay attention to the teacher's explanation about learning Talking Chips. Students discuss with Talking Chips learning based on the learning procedure and the learning is continued with Quick on the Draw.

The third meeting is held on Saturday, November 14, 2015. The teacher gave final test in the first cycle to measure their ability. The question is essay test totaling of 10 questions.

Below is the learning activity check list both by teacher and students

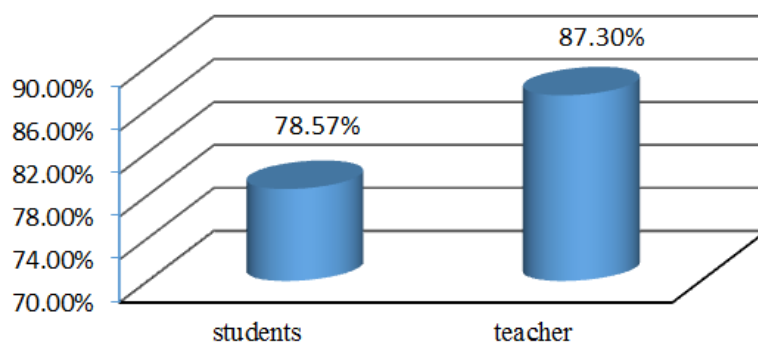


Figure 2 The percentage of learning activity check list by the teacher and students

Based on observation of the learning process in the first cycle, it can be seen that the results of the analysis of teacher' activities is 87.30%. While the results of the analysis of the students in the learning implementation in cycle I is 78.57%. If converted into criteria table implementation is good.

Result of motivation questionnaire for Talking Chips combined with Quick on the Draw reached the percentage of 75.41%. Final test in cycle I performed at the third meeting showed that 14 (73.68%) of the 19 students have been passed the grade.

The results of the final tests in the first cycle with an average of 76.84 and 14 of the 19 students (73.68%) obtained grades at least 70. Even though the average value of students increased, but the percentage of classical completeness only consist of 73.68%. In addition, the learning implementation percentage of students at the moderate level, and is still under the criteria for success. Then, this research should be continued on the next cycle.

Description for Cycle II

The action plan for the second cycle refers to the results of the reflection conducted in the first cycle, by improving the lesson plan, giving perception through learning games, provide additional time at each stage of learning and provide an explanation for Talking Chips and Quick on the Draw. Implementation of the action on the second cycle consists of two meetings and one additional meeting to work on the final test in cycle II.

In contrast to the first cycle, in the second cycle the teacher gave more varied apperception to enhance the students' learning passion. The teacher created a learning atmosphere that is fun and relaxed but serious and teacher added time at each stage of learning. The teacher also gave more explanation.

The first meeting in the second cycle was held on November 25th, 2015. Mr. Rohmat as the classroom teacher opened the meeting with a greeting, and asked how the students were. The teacher did apperception by reading stories Mr. Somat and Mr. Bejo, then the teacher asked, "Folks, please try to guess what kind of job Mr. Somat and Mr. Bejo have?" The student replied, "Mr. Somat is a farmer and Mr. Bejo is a Fisherman!" The teacher asked, "where do they live?" the student replied with enthusiasm. The teacher asked how they could answer and they gave reasons. Then the teacher asked, "Why did Mr. Somat is farmers and not fisherman?" The student was silent. The teacher gave students time to think. Students are encouraged to think about the natural features that affect the type of work. The teacher made story of Mr. Somat and Mr. Bejo activities to motivate students to study hard so that the learning objectives are delivered can be achieved. Teachers explain purpose of learning and the learning path that will be implemented.

Core activities of students are begun with observing the image of the culture ceremony in the sea. With their classmate, students create a question, then the question is exchanged with friends and answer the questions from his friend. Students and teacher make a question and answer relating to a picture and a list of questions. Teachers respond to any students' comments and provide reinforcement to students who answer correctly.

The students listen to the teacher's explanations related to Talking Chips learning model. Students are asked to form groups of 3-4 students. Students listen to the teacher's explanations about the learning steps for Talking Chips. Next, teachers distribute worksheets contain topics / issues natural appearance relationship with socio-cultural diversity. Students discuss in the group. Each student gives opinion and idea. Each student issued ideas, the students put the talking cards in the middle of the table. Then, they do discussion with the teacher and the student delivered questions related topics.

Students' understanding of mastery learning is strengthened by Quick on the Draw learning model. Students listen to the teacher's explanations related to the stages of Quick on the Draw learning. When the teacher said the word "start" one student immediately scrambled toward the teacher's desk and picked up a card question and answer sheets. The question was answered by students with enthusiasm. Teachers gave awards to the winning team. Students reflected on their learning. The learning was closed by giving students chance to conclude their learning, provide motivation, and homework.

Learning in Cycle II meeting was held on Wednesday, December 2, 2015. Mr. Rohmat as the model teacher started the lesson with a greeting, greet the students and ask one student to lead the prayers. The teacher checked the attendance of students and still the same as the first meeting, all of the students present at the second meeting. Teachers did apperception by asking a question, "folks, who have the experience to join the scouts?" Almost all of the students raised their hands. Students told me about the experience joining the scout activities and camping. Teachers respond to all student comments.

In groups, students create a question. Students exchanged a list of questions with another friend. Further, students discuss and answer questions. Teacher recalls steps Talking Chips learning model. Teachers explain with more detail. Students are grouped according to the direction of teacher. Before students work in groups, teacher stressed to the students to give a chance to talk to her friend and appreciated his friend who was issuing opinions, help each other in groups and carry out their duties with full responsibility.

Teachers distribute worksheets contain topics / issues related to the effect of natural features on the socio-cultural diversity. Each student gets two talking cards. Students discuss in the group. When the talking cards out and the problem is not resolved, the students divide it back. Students discuss until the issue is resolved.

After the problem is resolved, the student made question and answered session actively with the teacher regarding the material and the type cooperative learning model Talking Chips. The teacher explained back learning steps on the Quick Draw to detail. Students in the group are directed to play. Students are listening

to the explanation of the teacher learning steps Quick Draw calmly. The first group completed a set of questions is the winner. Students and teacher discussed all the questions and the students wrote their notes. After teacher give awards to the winning team. Students reflect on their lessons. The learning is closed by giving students the chance to conclude the lessons, provide motivation, homework and pray.

The third meeting was held on Thursday, December 3, 2015. The teacher gave the final test cycle II to measure their ability during the two meetings. The test was an essay or a description totaling 10 questions. Students were busy with each answer sheet. After Finishing taking the test, students completed questionnaires of students' motivation that guided by the teacher.

Based on data from the observation of the learning process in the second cycle, it can be seen that the results of the analysis of teacher' activities by 90.48%. Meanwhile, the results of the analysis of the students' activities in the learning implementation on the second cycle is 88.10%. it has reached the high criteria. This shows the active participation and enthusiasm of the students during the learning process reached the criteria of this research. The result of the learning motivation questionnaire reach the percentage of 90.23%.

Other findings found from field notes on the second cycle revealed that at the beginning of the learning students were very enthusiastic to pay attention in the apperception. Students were very interested in apperception delivered, during the learning process there was only one student that looks somewhat passive, while 18 other students were active in learning, very enthusiastic and energetic during the learning. Students become more enthusiastic in competing. It is shown from the efforts of each group to be the winners. At the end of the lesson students were active in using the learning materials.

Student's response is taken from the interview. Talking Chips learning combined with Quick on the Draw making students feel happy to learn, appreciate the opinion of friends, activate students, and eliminate the dominance of students in the group because there is equal opportunity to speak.

IV. Discussion

The implementation of cooperative learning model Talking Chips combined with Quick on The Draw at SDN Grugu 02 is a new experience that is challenging and interesting for students. This learning makes students able to communicate, express opinions, cooperate, active in the group, and provides the opportunity for friends to argue, thus eliminating the dominance student in the group. This shows that the social skill of students has increased. This situation is in accordance with the opinion of Hopkins (2008) that the group work cooperatively has a significant effect in improving student achievement for utilizing the synergy of collective action, while Piaget found (in Hergenhahn & Olson, 2008) that a challenging experience for students generating intellectual growth during the process of assimilation and accommodation. This condition is consistent with the theory put forward Kagan and Kagan (2009) who revealed that Talking Chips can improve the ability to communicate.

Lie (2010) revealed that each of the group members have an equal opportunity to contribute to them and listen to their views and thoughts of group members While Kagan and Kagan (2009) suggests that Talking Chips developed to solve the problem if there are one or two students dominates the discussion group. Talking Chips learning bring up a situation in which all members of the group had a turn to speak and express opinions. They will not get a chance to speak before all members of the group talking. Since all students have the same opportunity, then no student is dominating.

According to Ginnis (2007) Quick on The Draw is a fun activity and sensation but can train students to think. The purpose of this learning is to be the first group to complete a set of questions. Quick on the Draw learning fosters mutual respect and work together, as well as help students familiarize themselves based on a variety of learning resources.

The implementation of Talking Chips and Quick on the Draw on social studies material in fourth grade of SDN Grugu 02 can increase students' motivation. Improvement of learning undertaken by teacher packed in an interesting and fun game. Students in the group competing to be among the first completed set of questions. Learning a new thing makes students do not feel bored and became curious. This finding support Eggen & Kauchak (2012: 172) who claim that teamwork, cooperative learning, and discussions can increase motivation by utilizing the motivational effect, interaction and social engagement. Uno (2011: 34-37) claims that there are some motivation techniques that can be done in learning, of which raises curiosity, bring something unexpected by the students, create a healthy competition among the students, using simulations and games. While Moore (2015) revealed some of the advantages of learning simulation and games, among others to enable all students, improve communication skills and students' enthusiasm in learning.

Improvements in learning is done to put the teacher is no longer the sole source of learning and providers of information, but the teacher acts as a facilitator and motivator. Teachers create a conducive atmosphere, interesting and fun. While students in the group to communicate, inform each other, respect each other, bounce ideas off each one, work together to solve problems and build their own knowledge so that they are easier to understand the material.

This condition is in line with the research conducted by Liao (2006: 179) that Cooperative learning also brought about higher perception and task on the course material in terms of its interest, significance, and usefulness. Kagan and Kagan (2009) state the reasons students require cooperative learning among which are: (1) students get a more enjoyable experience and motivate students to learn, (2) students become more attentive, can help each other and prepare for the future better, (3) to successful students should have a sense of responsibility to your friends and groups, and (4) the students construct their own understanding. Arends (2013) said that cooperative learning benefits the whole student and improve student achievement, develop tolerance and social skills of students.

The implementation of research results of Talking Chips learning improvement combined with Quick on the Draw showed an increase during the pre-action, the first cycle and the second cycle. A total of 7 of the 19 students (36.84%) has a value at least 70 or reach the passing grade on the pre action. Learning outcomes of students who pass the grade in the first cycle is 14 students (73.68%). The data showed an increase in the percentage of classical completeness of 36.84% compared with the classical completeness pre-action. Although the classical completeness increased but still does not reach the criteria of classical completeness defined in this study because the results are not reached more than 85%.

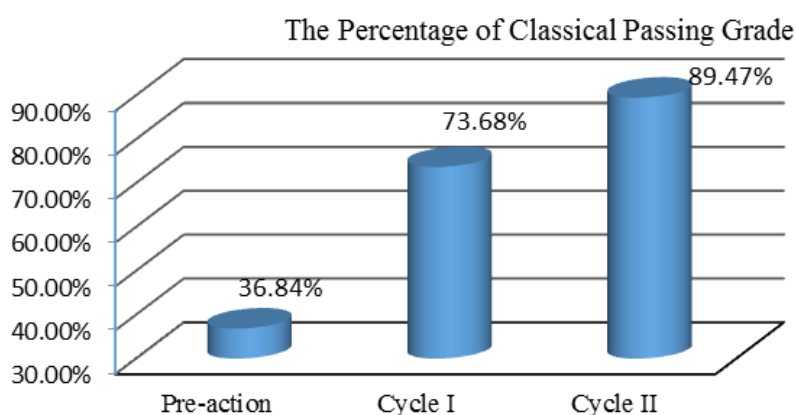


Figure 3 The Percentage of Pre-Action Classical Passing Grade in Cycle I and Cycle II

On the second cycle test results showed that there were 17 students (89.47%) who achieved mastery learning, an increase of 15.79% compared with the cycle I. Based on these data we can say that the fourth grade students of SDN Grugu 02 Kawunganten been thoroughly studied classically.

The results of these studies support the opinion of Mulyono (2003) and Sudjana (2012). Learning outcomes are the abilities of the students after receiving their learning experience. So at each end of the learning process, students are expected to show the abilities referred to as the cognitive learning.

According to Slavin (2005) cooperative learning group goals and individual responsibility will increase students' achievement. Improved learning outcomes in this study are also in line with Afifi (2014) findings. Cooperative learning can increase the interest, passion and achievement or student learning outcomes. While Santrock (2011) maintain through cooperative learning students are expected to help each other, work together and share information.

Cooperative learning is able to provide alternative learning which interesting and funs. These are implicated in increased motivation and student learning outcomes. The results of the Lestiyarningsih, Hobri and Indah (2013) research shows that the application of learning Quick on the Draw can improve learning outcomes and activities, where the percentage of classical completeness is increasing from pre action, the first cycle to the second cycle.

V. Conclusions and Recommendations

Based on the analysis of data and discussion it can be concluded that the enhancement of cooperative learning implementation model Talking Chips combined with Quick on the Draw in the fourth grade students at SDN Grugu 02 Kawunganten Cilacap is very successful. It can improve students' motivation and learning outcomes.

The researchers recommend the following things. (1) For other elementary school teacher, it is advisable to implement cooperative learning model Talking Chips combined with Quick on the Draw as an alternative learning to increase student motivation and learning outcomes. (2) Teachers should implement cooperative learning according to students' characteristics, consider range of material, and the learning objectives with the allocation of time to comply with the provisions of the curriculum. (3) The implementation

of cooperative learning should be preceded by an interesting and varied apperception according to the characteristics of students so that students do not get bored so that students are curious and interested in following the whole process of learning. (4) Teachers should always provide motivation to students during the implementation of cooperative learning improvement model. (5) For other researchers, the results of this research can be used as reference in conducting similar studies in the future, especially in terms of developing teaching models.

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