

**THE EFFECTIVENESS OF TALKING CHIPS
TECHNIQUE TO STUDENT’S SPEAKING ABILITY**

(An Experimental Research at the Second Grade of SMPN 23 Kota Serang)

A PAPER

Submitted to the Department of English Education
Faculty of Education and Teacher Training as a Partial
Fulfillment of the Requirement for the “Sarjana” Degree



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STATEMENT OF ORIGINALITY

Here, I declare that this research paper I wrote as a partial fulfillment of the requirements for the degree of “Sarjana of Education” and submitted to the English education department, the faculty of education and teacher training wholly constitutes my own original scientific writing.

As for the other person’s works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Fitri Septiani Kurniasih. 132301547. 2017. *The Effectiveness of Talking Chips Technique to Improve Student's Speaking Ability, A Quasi-Experimental at Second Grade of SMPN 23 Kota Serang.*

This research investigates the Effectiveness of Talking Chips Technique to Improve Student's Speaking Ability, specifically it is written in the title of this research paper. This researcher is aimed to know student's response of using Talking Chips Technique in the student's speaking ability at the second grade students of SMPN 23 Kota Serang; this research aims for checking the student's ability especially in speaking. Knowing the effectiveness of Talking Chips Technique in student's speaking ability at the second grade of SMPN 23 Kota Serang. The method that is used for this research is quasi-experimental research with two classes, called experimental and control class using pre-test and post-test techniques. This research involves 60 students as sample among second grade students of SMPN 23 Kota Serang year 2017 as population. The result of this research showed that score of t-test $t_o:t_t = 5,10 > 1,67$, in degree of significance 5% and $t_o:t_t = 5,10 > 2,39$ in degree of significance 1%. So that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that using Talking Chips Technique has significant on student's speaking ability.

Keywords: Talking Chips Technique, Speaking Ability, Quasi-experimental.

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DEDICATION

This research paper is dedicated to:

My beloved parents (Muhammad Saefullah (Alm) and Siti Nahilah), My step father (Sawian), My young sisters

My beloved husband (Ade Supriadi) who always supports me in arranges this paper, always be there when I need spirit to finish this paper

And all my beloved friends who always supported me arranging this paper

MOTTO

“Patience is needed when you want to achieve a success”

A BRIEF BIOGRAPHY

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ACKNOWLEDGEMENT

In the name of Allah, the Merciful, the Compassionate

There are no available words to be said but all praises be to Allah, almighty God, who has sent Muhammad *Shallallahu 'alaihi wa sallam*, peace be upon him, to be His prophet and messenger for people all over the world. The researcher realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for her to finish the paper.

On this opportunity, the researcher here with would like to express her profound gratitude, more than she can express, to Dr. Apud, M.Pd, as my first advisor, who has painstakingly spent his valuable time to guide me. My special thanks also to H. Abdul Muin, S.Ag., M.M. as my second advisor and also the present headmaster of the English Education Department for the correction and invaluable criticism. This thanks also goes to Hotman, S.Pd., M.Pd who has permitted me to conduct observations and research at SMPN 23 Kota Serang.

Last, but far from least, she very sincere thanks especially to her own beloved parents, her husband and all of the those who have helped her, who are not mentioned personally here, without their patience, guidance, and cooperation this paper could have never been written.

Serang, October 2017
The Researcher,

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CHAPTER I INTRODUCTION

This chapter presents the general information of the research. It discusses about background of the research, identification of the problems, limitation of the problems, formulation of the problem, objective of the research and significances of the research.

A. Background of Study

Language is an important way to build communication with others. People can express their ideas verbally using language. English, as the most popular worldwide languages in the world, has a certain role in every country. It can be a mother tongue, a second language or a foreign language. In countries where English is regarded as a foreign language not as a second language, it may be an important school subject and necessary to pass an examination in English to enter a school or university. According to Richards, Platt and Weber that as a foreign language, English has a role as a subject in schools but used as a medium of instruction in education not as a language of

communication in government, business, or industry within the country.¹

Learning a foreign language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual, and emotional responses are necessary to successfully send and receive message in a second language.² Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick time. It is need a long and complex process.

In Indonesia, we also have a second language which we used in our daily activity that is our mother language or mother tongue. Why we did not using English as a second language? Because we did not use English to

¹J. Richard & H. Weber, *Longman Dictionary of Applied Linguistic*, (England: Longman, 1985), p. 93

²Brown H. Douglas, *Principles of Language Learning and Teaching (Fourth Edition)*, (New York: Addison Wesley Longman, 2000), p. 1

speak in our daily activity, so English is a foreign language for us. English is one of the international languages that play an important role in the international communication. It is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.³ Based on the importance of English as a tool in the development of the country, both for international relations and scientific-technological advancement, English was chosen by policy makers in Indonesia as a foreign language to be taught in school nationwide.

In Indonesia, English is a foreign language that is taught in many schools. English has a role as a subject in schools but not used as an instruction in the daily communication. English is one of the compulsory subjects that have to be taught for junior high school students. The English subject consists of four skills, namely listening, speaking, reading and writing. All of

³Brown H. Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy*.(New York: Pearson Education, 2001) p.

those skills are integrated each other and become the important substances in learning English at junior high school.

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the macro-skills of language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, monologue, and news casting. Burns & Joyce state that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occur and the purpose of the communication.⁴

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only in limited

⁴ Burns, A & Joyce, H. *Focus on Speaking*. (Sydney: National Center for English Language Teaching and Research, 1997) p.

contents of speaking (monologues, speeches, or telling a story and reading aloud) can we assess oral language without the aural participation of an interlocutor.⁵ So, we can conclude that speaking is having a correlation with listening. But, in this research paper we will only discuss about speaking.

Speaking is a tool to communicate with other people. It is an activity conducted by a person to communicate with others in order to express ideas, feelings, opinions, etc. It also used to share information among people, to negotiate, to solve problems, to maintain social relationship and friendship. As we know that people is social beings, so speaking is used by people almost every time to interact with others. Therefore, it is an essential skill to be learned by students in learning English.

Nevertheless, many of students are faced the difficulty in learning speaking skill. Sometimes it is because of the lack of vocabulary that the students

⁵ Brown H. Douglas, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 140

have, or the students always think that speaking is very difficult, or they feel shy and lack of confidence to speak in English language, or it is because of the learning methodology that the teacher used is not interesting. These are some problem that faced by the most people, not only the students. Almost all English learners have difficulty in communicating this language. There are some problems in speaking activities faced by the learners according to Ur (as cited in Rohadi, 2013) that stated that, “there are four problems faced by the learners in speaking activities. The problems include inhibition, nothing to say, low or uneven participation, and mother-tongue use”. These four problems will cause the accuracy and fluency in speaking.⁶ Then Thornbury (as cited in Arsyad, 2014) described that, “speaking is like another skill, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to speak”.⁷ Most English learners

⁶Rohadi, I, *The effectiveness of role play on speaking ability of the seventh grade students of MTsN Kediri II Kediri. Language-Edu Journal of English Teaching and Learning* (Kediri: 2013), 451-458.

⁷Arsyad, M. *Problems and solutions in developing speaking skill by the students of midwifery academic study of Banua Bina Husada Banjarbaru. Language-Edu Journal of English Teaching and Learning*, (2014), 67-73.

actually know that they have to always practice many times in their spare time to gain good speaking ability.

In teaching activity, the teacher will gain successfulness towards the students when the teachers can know what technique can be appropriate and helpful for the students in the class. Students will never get improvement, and they will not pay more attention to the teacher and lesson when the teacher cannot decide and use the best and suitable technique to be used in the class. Especially in speaking ability, speaking ability is one of difficult skills in English that the students' feel difficult to gain improvement. Knowing this problem, the teacher should be sensitive to decide and use the appropriate technique in the teaching activity.

In this paper, the researcher wants to try a new method that still probably strange for us, that is Talking Chips technique. The use and applying talking chips technique will be very helpful to improve student's speaking ability because Talking Chips is one of teaching techniques that can make the student's speaking ability

improve. It can improve student's speaking ability because when the teachers apply this technique in the class, the students' are monitored to be active in the class, not only a student that dominates the speaking activity in the class. In addition, this technique forces the students to be active in the speaking activity in the class.

Finally, to conduct this research, the researcher chooses a vocational second grade students of SMPN 23 Kota Serang as the location of this research. Because based on my observation result, the second grade students of SMPN 23 Kota Serang have some problem in learning English especially speaking. Their problems in learning English are lack of opportunity to speak English, lack of student's vocabulary, student's mispronunciation, lack of source material, and lack of teacher's ability to create an interesting method in learning process.

From the explanation above, the researcher concludes that it is very difficult for the students to gain the speaking well. It needs concern more in teaching

learning speaking activity. Because, the students cannot use English in daily activity. They still find difficulty to master the vocabulary or maybe they should collect their confidence to speak English.

So the researcher would like to discuss it in her "Skripsi" under the title "The Effectiveness of Talking Chips Technique to Student's Speaking Ability" (An Experimental Research at the Second Grade Students of SMPN 23 Kota Serang).

B. Identification of Problem

Based on the background of the study, the researcher can identify the problems as follow:

1. The students seem to lack of opportunity to speak English. Most of the students did not have enough opportunities to practice their speaking ability during the teaching and learning process.

2. The lack of student's vocabulary. The mastery of vocabulary is really important in speaking. However, most of the students do not have enough vocabulary so they find that speaking in English is difficult.
3. The student's mispronunciation. Since the students rarely use English in their daily life, the students are not familiar with the words and the way to pronounce the English words, so they find difficulties in pronouncing the English words.
4. The lack of source of materials used during the teaching and learning process.
5. The lack of teacher's ability to create the interesting method or strategy in teaching learning process.

C. Limitation of The Problems

Based on the problems above about the student's speaking ability in this paper, the researcher tries to limit the problem that happens in the school on speaking ability.

To avoid the study being too broad, the researcher limits the study to know the student's speaking ability before and after using Talking Chips technique.

To solve the problem, the writer tries to apply the cooperative learning. The researcher divides students into some groups and chooses one theme to discuss.

D. The Statement of Problems

The problems of study in this research are formulated as following:

1. How is the student speaking ability of SMPN 23 Kota Serang?
2. How is to apply the 'Talking Chips' Technique in learning speaking?
3. How effective is the 'Talking Chips' Technique on student's speaking ability?

E. The Objective of Study

Related to the statement of the problems above, this research is aimed :

1. To know about the student's speaking skill of SMPN 23 Kota Serang.
2. To know the way to apply the 'Talking Chips' technique in learning speaking.
3. To know the effectiveness of 'Talking Chips' technique on student's speaking ability.

F. The Significant of Research

The researcher hopes this research can give the benefits either for the readers or for all people generally the teachers, the students and for the researcher herself. The research about improving the student's speaking ability by using the Talking Chips technique can give theoretical and practical benefits.

1. Theoretical Benefit

Giving contribution to the education world that this method can improve student's speaking ability at SMPN 23 Kota Serang, and this method can be adopted by the teachers at school for better improving student's speaking ability.

2. Practical Benefit

- a. For the students, hopefully they will improve their speaking ability whether in the learning process or in other occasions.
- b. For the teachers, the results of this study are

hopefully useful for the English teachers as the motivation and reinforcement about how to make students more understand in speaking English and they may also find it easier to develop the materials which are interesting to the students so that teachers will be more creative in teaching.

- c. For School, this research is expected able to help school for more pay attention which is the method used by the teachers there, in order to the school can graduate the quality students especially in English. So, they can continue their study to other country.

G. Organization of Writing

In this research, the researcher organizes this writing as follow:

Chapter one is part of introduction. This chapter includes background of study, identification of problems, limitation of problems, statement of problems, the objective of study, the significance of study, and organization of writing.

Chapter two is part of theoretical framework. It consists of the review of related literature. This chapter consists of the review about 'Talking Chips' technique and learning speaking.

Chapter three is part of research methodology. It describes the method for this research. In this chapter there are objective of the research, method of the research, technique of data collection and technique of data analysis.

Chapter four is part of research findings and discussions. It reports the findings and results of the data collection. Detailed description of the results obtained from this study is presented.

Chapter five is part of conclusions and suggestions. It concludes the results of the study, some suggestions to the reader and also recommendations for the future research.

CHAPTER II

THEORETICAL LITERATURE

This chapter reviews the theories related to the research. Then, to support the research, the writer discusses some previous studies that relevant to the research, thinking framework of the research and hypothesis of the research.

A. Theoretical Foundation

1. Speaking

a. Definition of Speaking

There are four skills of language that need to be learned by the language learners. They are listening, speaking, reading and writing. Bailey in Nunan states that the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred as productive, while language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message

(aural/ oral or written). So that, Bailey in Nunan describes speaking as the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning.⁸

Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. It requires the ability to cooperate in the management of speaking turns and non-verbal language⁹.

In addition, Thornbury states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. However, speaking

⁸Nunan, D, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 48

⁹Harmer, J, *The Practice of English Language Teaching* (Third Edition), (London and New York: Longman Group, 2001), p. 269

activities are not simply producing words and sounds, yet every speaker has purposes on doing the activities¹⁰.

From some definitions above, it could be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers" ideas to the listeners.

b. Functions of Speaking

There have been numerous attempts made to classify the functions of speaking in human interaction. Richards distinguishes the functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance¹¹.

¹⁰Thornbury, S, *How to Teach Speaking*, (London: Longman, 2005), p. 20

¹¹Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message.¹² The main features of talk as interaction described by Richards could be quoted as follow:

- 1) Has a primarily social function
- 2) Reflects role relationships
- 3) Reflects speaker’s identity
- 4) May be formal or causal
- 5) Uses conversational conventions
- 6) Reflects degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register
- 9) Is jointly constructed

Richards also promotes some of the skills involved in using talk as interaction involve knowing how to do the following things; opening and closing conversations, choosing topics, making small-talk,

¹²Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 22

joking, recounting personal incidents and experiences, turn taking, using adjacency pairs, interrupting, reaching to others, and using an appropriate style of speaking¹³.

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other¹⁴. Talk as transaction has different main features from talk as interaction. As quoted from Richards, the main features of talk as transaction are:

- 1) It has a primarily information focus.
- 2) The main focus is on the message and not the participants.
- 3) Participants employ communication strategies to make themselves understood.
- 4) There may be frequent questions, repetitions, and comprehension checks.
- 5) There may be negotiation and digression.
- 6) Linguistic accuracy is not always important¹⁵.

¹³Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 23

¹⁴Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 24

¹⁵Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 26

Some of the skills involved in using talk for transactions proposed by Richards are; explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, also agreeing and disagreeing.

The last type of talk proposed by Richards is talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches¹⁶. This type of talk tends to be in the form of monolog rather than dialogue. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from talk as interaction or transaction. Language is more like written language is one of the main features of talk as performance, other main features of talk as

¹⁶Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 27

performance are, a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) often monologic. Some skills required to use talk as performance involve; using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing¹⁷. Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

c. Aspects of Speaking

Gower describes speaking aspects into two categories; accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasized in controlled and guided speaking activities, where the teacher makes it clear

¹⁷Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 28

from feedback that accuracy is important. While in freer speaking activities, the teacher is hoping for the correct use of language but is also keen to encourage the student's attempts to use the language they have in order to communicate.

Fluency, on the other side, can be thought of as the ability to keep going when speaking spontaneously. Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher better not to give comment during fluency activity, however in feedback afterwards the teacher can comment favorably on any strategies the students used to increase their fluency.¹⁸

In addition, Richards defines fluency as natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed

¹⁸ Gower, R. D. Philips, and S. Walters. 1995. *Teaching Practice Handbook*, (London: Macmillan Heinemann, 1995), p.99

by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Contrasted with fluency practice, the focus of accuracy practice is on creating correct examples of language use¹⁹. While Bailey, cited in Nunan, defines accuracy as the extent to which student's speech matches what people actually say when they use the target language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on²⁰.

d. Elements of Speaking

Harmer mentions some elements of speaking. They are language feature and mental/ social processing.

1) Language features

¹⁹Richards, J.C. *Communicative Language Teaching Today*,(New York: Cambridge University Press, 2006), p. 14

²⁰Nunan, D, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 55

The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English but one also is able to produce a group of phonemes. The second element is expressive devices. A speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances vary volume and speed and use paralinguistic features to show what they are feeling. The third element is lexis and grammar. Speaker can make spontaneous speech by using a number of common lexical phrases especially in the performance of certain language functions. The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

2) Mental/ social processing

There are three components in mental/ social processing. The first component is language processing. Speaker needs to be able to process

language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meaning that re inherited. The second is interacting with others. Speaking involves a good deal of listening to other participants, understanding of how they are feeling, and also the ability how to take turns or allow others to do so. The third component is information processing. A speaker should also be able to process the information people tell him or her the moment he or she gets it.²¹

Moreover, in order to communicate successfully, one needs to consider the relationship between the speaker and listener. The fact that language is used to interact implies that foreign language learners also need knowing the interactional aspects of communication. They are concerned with the use of correct sounds and structures of the language and skills of the management interaction and negotiation of the

²¹Jeremy Harmer, *The practice of English Language Teaching*, (England: Pearson education limited, 2001), p. 269-271

meanings. The management of the interaction involves such things as knowing when and how take floor, when and how to keep a conversation going, and when, and how to terminate the conversation. The negotiation of a meaning, on the contrary, refers to the skills of making sure that both speakers and listeners have correctly understood what they are talking about. To develop these aspects, language learners may use conversational routines. However, conversational routines will make the listeners and speakers speak fluently or listen accurately. As known that speaking needs practice a lot to have a good conversation.²²

e. Types of classroom speaking performances

Speaking performances have different function in daily communication, as Brown states that there are six categories are applied to the oral production that

²² Richard,J., &Weber, H, *Longman Dictionary of Applied Linguistic*, (England: Longman, 1985), p. 131

students are expected to carry out in the classroom²³.

They are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking is one step beyond imitative since it includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive. It is short replies to teacher or student initiated

²³Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*, (New York: Addison Wesley Longman, Inc, 2001), p. 271-274

questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

- 4) Transactional (dialogue).
Transactional language is an expanded form of responsive language. It is carried out for the purpose of conveying or exchanging specific information.
- 5) Interpersonal (dialogue)
Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
- 6) Extensive (monologue)
Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.²⁴

f. Difficulties in Speaking

Indonesian students often find difficulties when they have to express their ideas or opinion orally. They

²⁴Brown H Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy*. (New York: Pearson Education, 2001), p. 271-274

feel that they do not have a good ability in English, so they are afraid to speak using English. The students are afraid to make mistakes or errors, furthermore, they are afraid to be laughed by their friends. According to Brown, there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication²⁵.

The first factor is clustering. Someone could be said to have fluent English if they could make phrases, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. The second factor is redundancy. Redundancy gives opportunity to the speaker to make clearer meaning. Learners can capitalize on this feature of spoken language.

The next factor is reduced forms. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do

²⁵Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*, (New York: Addison Wesley Longman, Inc, 2001), p. 270-271

not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. The fourth factor in speaking is performance variables. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as uh, um, well, you know, I mean, like, etc. Colloquial language is the next factor in speaking that could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms. Colloquial language is often used in informal situation.

Another salient characteristic of fluency is rate of delivery which is the sixth factor in speaking. The teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important

characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students. The last factor in speaking is interaction. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

2. Teaching Speaking

Teaching speaking is important to learner's language acquisition and academic learning. Teaching speaking is important for English teachers because they do not only teach about reading or writing, but also teach speaking. When people communicate with others, their intention to speak is to express their ideas, thought, and also feeling. It makes others understand what they feel and what they think.

Byrne states that the classroom is a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. It means that teachers do not only teach or give knowledge and information to the students, but also they teach and develop student's ability to use the language in real communication.²⁶

Speaking is a crucial part of English language learning and teaching which needs special attention and instruction. Nunan asserts that the notion of speaking is helping learners to be able to do the following activities:

- 1) Producing the English speech sounds and sound patterns;
- 2) Using words and sentence stress, intonation patterns and the rhythm of the second language;

²⁶Donn Byrne, *Teaching Writing Skill*, (London: Longman Group Limited, 1997) p. 1

- 3) Selecting appropriate words and sentences according to the proper social setting situation and subject matter;
- 4) Organizing their thoughts in a meaningful and logical sequence;
- 5) Using language as a means of expressing values and judgments, and
- 6) Using the language quickly and confidently.²⁷

In line with the previous explanation, the researcher summarizes that the aim of teaching speaking is helping students being able to carry out conversation in the target language. English teachers, therefore, should train them for communication. Instead of increasing the teacher's talking time, the teaching of speaking should increase the student's talking time. Thus, the students will successfully improve their speaking skills.

a. Principles of teaching speaking

²⁷David Nunan. *The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region*. (TESOL Quarterly, 2003), p. 48

Principles in teaching speaking are important for improving speaking in the classroom. In order to keep on the intentional communicative class, the teacher should consider those principles. The principles also help the teacher to design the appropriate materials. Thus, the teacher should concern on the teaching of speaking comprehension to gain the goals of the teaching and learning process.

As stated by Brown (2001) there are some principles for designing speaking techniques as follows.

- 1) *Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.* This principle concerns on how to make meaningful activities without throwing away the learner needs. It means that teacher should maintain balance among accuracy, fluency and meaning.
- 2) *Provide intrinsically motivating techniques.* It is very often that the students do not understand the objective of doing tasks giving and benefit of achieving linguistic

competence. The teachers should give them understanding about them in order the students are interested and motivated to learn better. It means that the teacher should link the students' interest and their need for knowledge to achieve the competence.

- 3) *Encourage the use of authentic language in meaningful contexts.* Teaching and learning activities will be more interesting if teacher provides students with authentic context and meaningful interaction. Teachers should give his students the materials which are relevant to the student's knowledge, interest, and experience. It means that the meaningful interaction is important to encourage the student's willingness to speak in the target language.
- 4) *Provide appropriate feedback and correction.* Since the most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give it appropriately at the moment.
- 5) *Capitalize on the natural link between speaking and listening.* As the teacher perhaps focusing on the speaking goals, listening goals may naturally precede.

Skills in producing language are often initiated through comprehension.

- 6) *Give students opportunities to initiate oral communication.* It means that the activities should give a lot of opportunities for the students to initiate the target language.
- 7) *Encourage the development of speaking strategies.* It means that the students do not have to worry about their low level of proficiency since they will build their personal speaking strategies for accomplishing oral communication purposes.²⁸

The principles proposed by Brown above imply that the teacher needs to consider the learners needs in order to design good technique in teaching speaking. The technique implied in the classroom should be accompanied by activities that could motivate the students to practice their English. The appropriate technique would boost the student's motivation and maintain good atmosphere during the teaching and

²⁸Brown, Douglas H. *Teaching by Principles: and Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p.275-276

learning process. However, the technique should also cover the student's lack and improve their speaking as well.

The role of the teacher is also an important aspect in designing the speaking technique. The teacher should provide appropriate authentic materials in order to make the speaking teaching and learning meaningful. The teacher should also be a feedback provider and corrector during the speaking practice to improve the students' speaking ability. Since oral speech derives from listening activity, the teacher should integrate the listening activities and speaking activities. In other words, the listening skill should be integrated with speaking skill. In order to make the students accustomed in using English, the teacher needs to give opportunities to initiate conversation since it is a part of oral communication competence. The last, the teacher needs to build an atmosphere where the students could improve their confidence to express their ideas and opinions.

Further, Bailey in Nunan, proposes five principle for teaching speaking²⁹. They are:

- a) Be aware of the differences between second language and foreign language learning contexts. Speaking learned in two broad contexts; foreign language and second language situations. The challenges faced by the teacher are determined partly by the language context. A foreign language context is a situation where the foreign language is not the language of communication in society. Learning foreign language would be very challenging for both teacher and students since they have very few opportunities to use the language outside the classroom. A second language context is a situation where the language is used in the society. Some second language learners achieve notable speaking skills, but many other progresses to a certain proficiency level and then do not develop any further.

²⁹David Nunan. *The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region*. (TESOL Quarterly, 2003), p. 54-56

b) Give students practice with both fluency and accuracy.

Teacher should give opportunities for the students to develop both their fluency and accuracy. The students cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher needs to provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

c) Provide opportunities for students to talk by using group

work or pair work, and limiting teacher talk. Unconsciously, according to numerous researches, teachers mostly spent 50 to 80 percent to dominate the communication in the classroom. Teacher needs to be aware of how much she or he talks during the lesson, so the teacher does not take up all the time the students could be talking. Pair work and group work activities can be applied in the learning process to increase the amount of time that learners get to speak in the target language during the lessons.

d) Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communication in the target language since the core of interaction is trying to understand and make you understood. This process is called negotiating meaning where it involves checking to see if the learners have understood what someone has said, clarifying the learner understands, and confirming that someone has understood the learner's meaning. By negotiating meaning, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners would have to speak the target language in both transactional and interactional setting. Interactional speech is communicating with someone for special purposes. It

includes both establishing and maintaining social relationships. While transactional speech involves communicating to get something done, including the exchange of goods and/ or services.

b. Teacher's Roles during the Speaking Lesson

According to Harmer, teachers use many metaphors to describe what they do. Some says they are actors because "we are always on the stage". Others think they are like orchestral conductors because "I direct conversation and set the pace and tone"³⁰. From those statements, we could see that teachers have so many roles depend on the point of view of the teacher.

Besides, the teachers also need to play a number of different roles, including during the speaking activities. Below are three particular roles of the teacher proposed by Harmer³¹.

³⁰Harmer, J, *The Practice of English Language Teaching (Fourth Edition)*, (London and New York: Longman Group, 2007), p.56

³¹Harmer, J, *The Practice of English Language Teaching (Fourth Edition)*, (London and New York: Longman Group, 2007), p.275-276

- 1) Prompter. This role could be applied by the teacher when the students “get Lost”, cannot think of what to say next, or in some other way lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.
- 2) Participants. The teacher acts as a participant when she or he participates in the discussions, role plays, or dialogue with the class. However, teacher needs to be careful not to participate too much and dominate the speaking and drawing all the attention to themselves.
- 3) Feedback Provider. The teacher’s feedback on the student’s speaking depends upon the teacher’s tact and the appropriateness of the feedback given in particular situations. The feedback could cover the content of the activity as well as the language used.

c. Assessing Speaking

Assessing speaking skill is not an easy thing to do. Speaking is a productive skill that can be directly and empirically observed, those observations varied by the accuracy and effectiveness of a test-taker’s listening skill, in this case, the test taker is the teacher. The score of the students may differ from one teacher to the other.

One solution to overcome this problem, the teacher needs to assign several scores for each response, and each score representing one of several traits such as pronunciation, fluency, vocabulary use, grammar, comprehensibility, and so on³².

According to Tuan, there are two main methods in assessing oral speech. They are holistic scoring and analytical scoring. Analytical scoring means of assessment by breaking down the objective of final product into criteria parts, and each part is scored independently³³. The procedure of this method involves the separation of the various features of a discourse³⁴. Holistic scoring uses a single global numeric rating to assess student's performance. Holistic scoring has advantage of being faster and lower cost, however it provides less information about the weakness and the

³²Brown, H.D, *Language Assesment*, (New York: Addison Wesley Longman, Inc, 2004), p. 140.

³³Tuan, L. T, *Teaching and Assessing Speaking Performance through Analytic Scoring Approach*, (Academy Publisher Manufactured in Finland, 2012), p.1

³⁴Tuan, L. T, *Teaching and Assessing Speaking Performance through Analytic Scoring Approach*, (Academy Publisher Manufactured in Finland, 2012), p.1

strength of the students. By contrast, analytic scoring takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance, however this method provide more useful diagnostic information about student's speaking ability.

As stated on Cambridge Certificate in English Language Speaking Skills (CELS), there are four categories need to be considered, they are vocabulary, discourse management, pronunciation, and interactive communication. Dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The student's ability to express ideas and opinions coherently and convey clear information deals with discourse management aspects. In the pronunciation aspect, the students have to produce the appropriate linking of words, the use of stress and intonation to convey intended meaning. Finally, interactive communication means the ability to maintain

the coherence of the discussion and asking for clarification, if necessary. Those four elements are in line with what Brown states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task ³⁵. The student's speaking performances were assessed using a scoring rubric adapted from J. Michael O' Malley and Pierce L. Vendez as it is cited in Nurjanah ³⁶. The rubric is shown in the following table.

Table 2.1
Speaking Rubric

Aspect	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation.

³⁵Brown, H.D, *Language Assesment*, (New York: Addison Wesley Longman, Inc, 2004), p.172-173.

³⁶Nurjanah, A.V, *Improving the Speaking Ability of Grade XI Students of SMAN 2 Klaten through Think-Pair-Share (TPS) Technique in the Academic Year of 2012/ 2013. A Thesis*, (Yogyakarta: English Education Department, FBS, UNY, 2013), p. 122

	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.

	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.

	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice
	4	Excellent	Uses a variety of vocabulary and expressions.
Interaction	1	Poor	Purposes is not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

3. Talking Chips Technique

a. The Nature of Talking Chips Technique

Kagan and Kagan point out that Talking Chips is a strategy in teaching speaking which makes the students work in group³⁷. In line with Kagan, Hayman states that Talking Chips is one of techniques could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics. This strategy also allows the students in a group to speak without one student dominating the group discussion. In holding Talking Chips Technique, the students would be given chips and the chips are used for every time they speak, they must put the chips in the centre of the table. When the chips are over, the activity is done and the students may not speak until chips of all members of the group are over too.

In the previous explanation, Kagan and Kagan propose the PIES principle to distinguish cooperative

³⁷Kagan, S. and M. Kagan, *Kagan Cooperative Learning*, (San Clemente:Kagan Publishing, 2009), p. 17

learning from group discussion³⁸. Talking Chips, as one of the structures of cooperative learning, also fulfill at least two of the principles. The first element is the individual accountability. During the activity, every member of the group has accountability to participate in discussion. They have to actively engage during the discussion, and they are accountable to their teammates. However, each member of the group must use their chips before proceeding to the next round. So, they have chances to practice their speaking, and in the same time, they are also practicing their active listening. The second element is equal participation. The rules during the implementation of the Talking Chips strategy establish guidelines for equal participation. Each member of the group has same opportunity to speak during the discussion. They also learn on how to respect other's opinions.

According to Gray, inspired by Reeves's explained that talking chips technique is a technique to make the

³⁸Kagan, S. and M. Kagan, *Kagan Cooperative Learning*, (San Clemente:Kagan Publishing, 2009), p. 122

students have opportunity to speak. More definition stated by Hilson that elaborate that “Talking Chips is the strategies guarantees equal participation in discussion groups. Each group member receives the same member of poker chips (or any other markers, such as index cards)”. Talking chips technique definition is also defined by Turville that stated that talking chips is a way to make the student’s participation equal in the class by using chips on each group discussion.³⁹

Talking Chips are making small class discussion that consists of three or four students, one student to be moderator that monitors this activity and control the time that is used, every student is given chips by the teacher and then they have to tell about the commands in the chip to the other friends and the time is about two minutes for each chip, then the teacher will give score based on the time and speaking ability aspects like pronunciation, vocabulary, grammar, and fluency used by the

³⁹<http://blogbuleindonesia.blogspot.in/2015/04/the-effectiveness-oftalking-chips-tml?m=1>

students when they are telling the things in the chip to the other friend. The last step is if the students have finished tell the things in the chip, it must be given again to the moderator; they may not speak again and return to their chairs.

From the definition presented by several experts above, the researcher conclude that Talking Chips Technique is a technique which is applied by the teachers in teaching speaking. This technique is very effective to be used by the teacher in the classroom, because this technique can make all students taught actively in the speaking activity. On the other words, this technique tries to not make the speaking activity dominated by a student only.

b. The Advantages of Talking Chips Technique

There are some advantages from applying Talking Chips Technique during the learning process. Talking Chips Technique allows every student to hold

accountable for participating. Talking Chips regulates discussion where it ensures everyone in the group could participate and contribute during the discussion. Since everyone in the group should participate during the discussion, shy students, low achievers, and less-fluent students are encouraged by the social norms of structure to fully participate and develop their language skills too.

The next advantage of applying Talking Chips is it develops the student's speaking and listening ability. During the activity, the students need to discuss certain topics in a group. Each student should share their ideas when their turn comes. However, when they already use their opportunity to speak, they need to be patient and turn to listen the other member's ideas. This kind of turn-taking help the student to speak yet at the same time also help them to develop their listening ability.

c. **The Steps of Talking Chips Technique**

The procedure of Talking Chips proposes by Kagan (2010) cited in

Syafryadin (2011) are as in the following.

- 1) Teacher provides a discussion topic. The teacher could provide certain topics for the groups to be discussed. It would help the students to maintain their ideas to be shared.
- 2) Begins the discussion. Anyone in the group could start the discussion related to the topic by placing his or her chip in the centre of the team table.
- 3) Continues the discussion. Any student could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.
- 4) When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.
- 5) During the students' discussion about the topic, accuracy and fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency or accuracy.

d. Implementing Talking Chips in SMP

There are several activities that have to be done in the speaking activity using Talking chips. The first activity is grouping the students. The teacher should divide students into several groups. One group consists of four to five students. Using group work is one of the ways to encourage students in a speaking activity so that the interaction and communication between the students will be improved.

The second activity is applying Talking Chips. First, the teacher asks the students to form groups. The teacher can also help them to create groups to minimize the time. Next, the teacher will give each student three to five tokens that will serve as permissions to share, contribute, or debate in conversations. And then, the teacher will ask the students to participate equally in the group discussion, specifying that as they contribute comments, the teacher should give a token and place it in view of the other group members. Finally,

when all of the students have contributed to the discussion and all tokens are down, the students are asked to retrieve and redistribute the chips. Therefore, the procedure repeats for the next round of discussions, or end of the discussions if the activity is complete.

B. Reviews of Related Studies

Based on the previous study, the researcher will explain about the research by Syafradin (2011). The research entitled “The Use of Talking Chips Technique in Improving Student’s Speaking Achievement”. The research shows that Talking Chips Technique can improve the student’s speaking ability. The student’s scores on speaking ability got improvement and the students showed progress on each cycle in speaking. For example, the students were active in speaking, high motivation, responsible to their task and so on. Besides, the cooperative learning elements that well

implemented during Talking Chips Technique also help to improve the student's speaking ability.

Another research was conducted by Hendrawan (2013). The research was conducted as experimental research, entitled "The Effect of Talking Chips Strategy on Student's Speaking Ability at Grade XI of SMAN 8 Kota Jambi". After conducting the research, the researcher concluded that Talking Chips technique gives a significant difference on student's English speaking ability between experimental class and control class. The significant progress showed in experimental class. The students in experimental class can give and share their idea and opinion in front of the class bravely. Some positive values are established there such as togetherness and teamwork.

From those two previous studies, the researcher has a similar research methodology with Hendrawan (2013), which is using the experimental research to check the effectiveness of Talking Chips Technique. Based on those previous research conducted, it can

be concluded that Talking Chips technique gives a good impact towards the student's speaking ability. This is the reason why the researcher wants to conduct this research, because the researcher also wants to prove the true those previous studies.

C. Research Hypothesis

Hypothesis presents the researcher's expectations about the relationship between variables within the question. A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms what you expect will happen in your study.⁴⁰ And hypothesis as follow:

1. The experimental hypothesis (H_a): There is an effect or difference between the results of control class and experiment class in the post-test of speaking. Talking Chips Technique can influence the student's speaking ability.
2. The null hypothesis and alternative hypothesis (H_0): There is no effect or difference between the results of the post-

⁴⁰Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavich, *Introduction to Research in Education*, (Canada: Wards worth, 2010), p. 81

test of speaking between control class and experiment class. Talking Chips Technique cannot influence the student's speaking ability.

Based on the explanation above, the researcher's hypothesis about this research is experimental hypothesis (H_a), it means that the Talking Chips Technique can influence the student's speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Methodology explains how to conduct the study including the proposed research design, the population of concern, the sampling procedure, the measuring instruments and any other information relevant to the conduct of the study.⁴¹ In methodology, the researcher not only knows the research methods or techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation, how to apply particular research techniques, but they also need to know which of these methods or techniques are relevant and which are not, and what would they mean and indicate and why.

⁴¹Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavich, *Introduction to Research in Education*, (Canada: Wards worth, 2010), p. 95

The approach which is used by the researcher is Quantitative Method. The former in quantitative involves the generation of data form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion.⁴² Quantitative research also seeks to determine a relationship between two or more variables. It is primarily related to numerical data, measurement and statistical analysis. The procedures of data collection and analysis are usually planned before.

In this research, the researcher used the experimental research to know the real data that got from the respondent. Experimental research is a research method that tests the hypothesis which has the form of cause and effect relation by manipulating dependent variable during manipulating time, the researcher has to control extraneous variables, perhaps that transitional that occurred really as an effect of manipulating which is out caused by other variables.

⁴²C.R. Khotari, *Research Methodology: Methods and Techniques*, (New Delhi: New Age International Limited, Publishers, 2004), p. 5

Nunan, experiments are carried out in order to explore the strength of relationship between variables.⁴³

The researcher does the data analysis with collecting the data from the field it means that the researcher must go to the research place. Moreover, in this research the researcher uses the quasi experiment because in this research there will be pre-test and post-test where two classes are involved in this research, it is experimental class and control class. The experimental class consists of the students who receive the treatment. Meanwhile, the control class was not received the treatment. Both classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given. To make this research more clear, the researcher provide the research design as follow:

Table 3.1
Research Design

⁴³David Nunan, *Research Method and Language*, (New York: Cambridge University Press, 1999), 24-25

No	Class	Pre-test	Treatment	Post-test
1.	Experimental Class	X	X	X
2.	Control Class	X	0	X

B. Place and Time

The researcher takes a place of this research at the second grade of SMPN 23 Kota Serang, which is located at Jl. Dalung – Gelam, Cipocok jaya, Kota Serang, Banten 42128. This research will be conducted on October 2017. The researcher chooses that school to conduct this research because the students in SMPN 23 Kota Serang felt difficult in learning English especially in speaking and the learning strategy that the teacher uses is not effective, so it makes students were bored while English learning process.

C. Population and Sample

In related with this research, the researcher takes population in the second grade students of SMPN 23 Kota Serang in the Academic year 2017/2018. The total of the second grade are 160 students. The researcher

takes two classes as sample research by clustering from the second grade students at SMPN 23 Kota Serang. The researcher will take class VIII D as Experimental class with 30 students and VIII E as control class with 30 students.

D. Technique of Data Collecting

The research uses three kinds of research instruments namely interview, observation, and test. This technique is used in order to get specific data related to problems of research. The instruments of research will be discussed in the followings paragraph.

1. Observation

First, the researcher observed the students while they are learning English especially in speaking ability. The researcher observed one time times then makes field notes regarding what difficulties does they faced. Observation is only done by seeing the phenomena that happens in the research field without asking. The

research observes respondents activities and the way to learn speaking English in the class. Information will be got from:

- a. English teacher at the second grade of SMPN 23 Kota Serang in teaching-learning process.
- b. The situation in the class of English subject, especially in teaching and learning speaking.

2. Test

According to Noam Chomsky “Test is one of method or process to know about student’s ability, knowledge or performance (skills) in a given domain”⁴⁴ then, in order to know how deep the student’s ability in speaking, the researcher will use pre-test and post-test. Pre-test is the way to know the speaking ability before treatment and post-test is the way to know the speaking ability after treatment.

3. Interview

Interview is a verbal interchange, it can form face to face (direct interview), or through the telephone may be used (indirect interview), in which an interviewer tries to elicit information, beliefs or opinions from another

⁴⁴H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Lonhman, 2004), 3.

person. It can be summarized that interview is any person-to-person interaction; either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview.

Interview is done by the researcher to the English teacher at SMPN 23 Kota Serang and the students there. For the first step, the researcher asks to the English teacher about the condition of students in the second grade in learning English, how is their speaking ability, and where are the classes that get the higher and the lower averages in speaking ability. The second step, the researcher asks the students why they get low and high score, and what their perception after the researcher applies Talking Chips Technique in speaking material.

E. Technique of Data Analyzing

Determine variables as the analysis technique for comparative research test:

1. Determining range of data with using the formula:

$$R = H - L + 1$$

2. Determining interval/class of data by using formula:

$$k = 1 + 3 \log n$$

$$P = \frac{R}{k}$$

3. Determining mean distribution score of both variables

with using Mean of Difference (MD), by formula Mean =

$$\frac{\sum fx}{N}$$

- Determining mean of experiment class and control class

$$\text{Pre-test } X_1 = \frac{\sum x}{N_1} \quad \text{post-test } Y_1 = \frac{\sum x_1}{N_2}$$

$$\text{Pre-test } X_2 = \frac{\sum x}{N_1} \quad \text{post-test } Y_2 = \frac{\sum x_1}{N_2}$$

Notes :

X : The mean score

$\sum fx$: The sum of student's score

N : The number of students

4. Make distribution frequency
5. Determine mean, by formula:

$$\text{Mean} = M' + i \left(\frac{\sum fx}{N} \right)$$

6. Determining standard deviation by formula:

$$SD = \sqrt{\frac{\sum f \cdot x^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

7. Determine error standard

$$SE_{x^2} = \frac{SD x^2}{\sqrt{N-1}}$$

8. Make the polygon graphic
 9. Comparison scores of experimental and control class
 10. Determine average score
 $M = M_2 - M_1$
 11. Determine difference of error standard

$$SE_{M_x} - SE_{M_y} = \sqrt{SE_{x^2} + SE_{y^2}}$$

12. After getting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of T-test with the degree of significances 5% and 1%. The formula

of T-test as follow

$$t_0 = \frac{M_x - M_y}{SE_{M_x} - SE_{M_y}}$$

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

In this chapter, the researcher would explain the result of the research. The researcher would attempt to submit the data as outcomes of research has hold in the Second Grade of SMPN 23 Kota Serang. The researcher took 60 students as the subjects in this research. It was divided into two classes. There were 30 students from Experimental Class and 30 students from Control Class.

For getting the data, the researcher used test as instrument, they were result of pre-test and post-test. The result of post-test in experimental class was named variable (X_2) and the result of post-test in control class named variable (Y_2).

The pre-test and post-test was same shape, the students were asked about their opinion of something. And then, the researcher gave the card of number and picture that specify the situation. The topic of the test was profession, things and animal.

And then the students looked at the picture in whiteboard and the researcher asked “What do you think about the picture?”.

B. Analyzing the Data

1. The score of pre-test and post-test of experimental class

The student’s score of experimental class obtained 64,6 for mean of pre-test and 78,9 for mean of post-test. The scores of pre-test and post-test would be described in this following table.

Table 4.1
Student’s Score of Experiment Class

NO.	Name of Student	Pre-test	Post-test
1	AK	64	75
2	A	64	80
3	AS	53	70
4	CMM	73	75
5	DN	58	73
6	EY	75	85
7	FAM	64	75
8	F	66	80
9	GZC	65	85
10	H	57	73

11	H	65	70
12	H	65	75
13	IS	66	75
14	J	66	85
15	J	66	75
16	K	66	70
17	MRI	53	83
18	MR	53	75
19	MSF	64	70
20	MS	71	90
21	MR	62	80
22	MR	66	75
23	M	53	60
24	N	66	75
25	RJ	66	75
26	R	64	70
27	R	66	70
28	RH	67	70
29	SN	67	75
30	SN	68	85
N=	TOTAL SCORE	1919	2274

30			
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After knew the result of the pre-test of experimental class, to make easy to look the result, the researcher reserved the graphic below:

Graphic 4.1
Result Pre-test and Post-test of Experimental Class⁴⁵



⁴⁵Graphic is made by *Microsoft Word 2007*.

From the graphic above, could be seen the scores from 30 students in the experimental class, the highest score in pre-test was 75, while the highest score in the post-test was 90. Whereas the lowest score in the pre-test was 53 and the lowest score in the post-test was 60. From the graphic above, it showed that in the experimental class, the student's score got increasing from pre-test to post-test score.

a. The Score of Pre-Test in Experimental Class

Based on the table and graphic above, the researcher will arrange the scores from the lowest to the highest score as follow:

53	53	53	53	57	58	62	64
64	64	64	64	65	65	65	66
66	66	66	66	66	66	66	66
67	67	68	71	73	75		

1) Find out range with formula:

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 75 - 53 + 1
 \end{aligned}$$

$$= 23$$

2) Looking for the class interval (k), with using Sturges

formula:

$$k = 1 + 3 \log n$$

$$k = 1 + 3 \log 30$$

$$k = 1 + 3 (1,447)$$

$$k = 1 + 4,447$$

$$k = 5,447$$

$$k = 5$$

3) Looking for the table with formula:

$$P = \frac{R}{k} = \frac{23}{5} = 4,6 = 5$$

4) Making distribution frequency table

Table 4.2

Distribution Frequency of Experiment Class Pre-test

Interval	F	X	f.X	x'	f.x	f.x ²
53 – 57	5	55	275	+2	+10	100
58 – 62	2	60	120	+1	+2	4
63 – 67	19	65 (M')	1.235	0	0	0
68 – 72	2	70	140	-1	-2	4
73 – 77	2	75	150	-2	-4	16
Total	N = 30	325	Σf.X = 1920	0	Σf.x' = 6	Σf.x² = 124

Note : to find mean (M') in the table, if the table was

even, the researcher must use the formula:

$$M' = \frac{\sum f.X}{N} = \frac{1920}{30} = 64$$

It means that middle point is in interval 3rd,

because 64 is in 63 – 67 in 3rd interval.

5) Determine Mean Score of Mx'

$$M_{X_i} = M' + i \left(\frac{\sum f x_i'}{N} \right)$$

$$= 64 + 3 \left(\frac{6}{30} \right)$$

$$= 64,6$$

6) Determine Standard Deviation

$$SD_{x_1} = i \sqrt{\frac{\sum f \cdot x^2}{N} - \left(\frac{\sum fx}{N} \right)^2}$$

$$= 3 \sqrt{\frac{124}{30} - \left(\frac{6}{30} \right)^2}$$

$$= 3 \sqrt{4,13 - 0,04}$$

$$= 3 \sqrt{4,09}$$

$$= 3 \times 2,02$$

$$= 6,06$$

7) Determine error standard

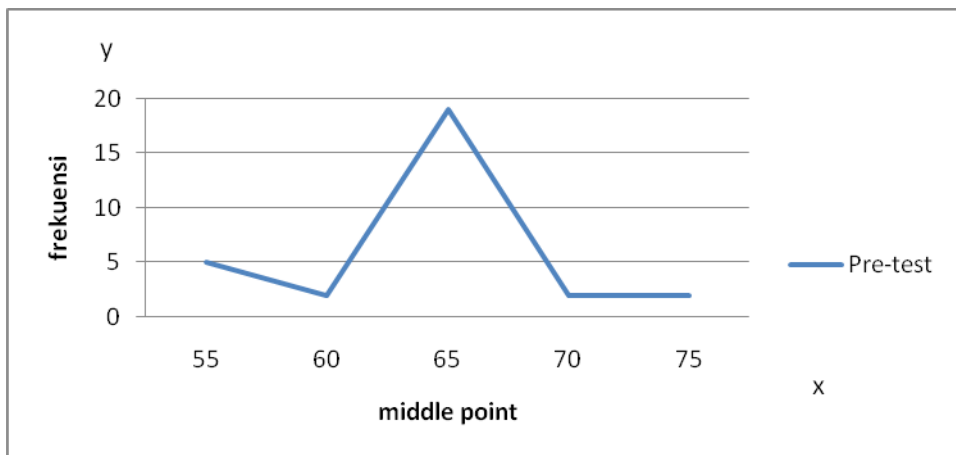
$$SE_{x^1} = \frac{SD_{x^1}}{\sqrt{N-1}}$$

$$= \frac{6,06}{\sqrt{30-1}}$$

$$= \frac{6,06}{5,38} = 1,12$$

8) Making Polygon Graph

Graph 4.2
Pre-test in Experimental Class



From the graphic above, could be seen the scores from 30 students in the experimental class, the highest frequency was in the middle point 65 and the lowest frequency was in the middle point 75. So, it showed that in the experimental class, the students who got the low score were more than the students with high score.

b. The Result of Post-test of Experimental Class

Based on the table above, the researcher will arrange the scores from the lowest to the highest score as follow:

60 70 70 70 70 70 70 70
 73 73 75 75 75 75 75 75
 75 75 75 75 75 80 80 80
 83 85 85 85 85 90

- 1) Find out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 90 - 60 + 1 \\ &= 31 \end{aligned}$$

- 2) Looking for the class interval (k), with using Sturges

formula:

$$\begin{aligned} k &= 1 + 3 \log n \\ k &= 1 + 3 \log 30 \\ k &= 1 + 3 (1,447) \\ k &= 1 + 4,447 \\ k &= 5,447 = 5 \end{aligned}$$

- 3) Looking for the table with formula:

$$P = \frac{R}{k} = \frac{31}{5} = 6,2 = 6$$

- 4) Making distribution frequency table

Table 4.3

Distribution Frequency of Experiment Class Post-test

Interval	F	X	f.X	x'	f.x	f.x' ²
60 – 65	1	62,5	62,5	+3	+3	9
66 – 71	7	68,5	479,5	+2	+14	196
72 – 77	13	74,5	968,5	+1	+13	169
78 – 83	4	80,5 (M')	322	0	0	0
84 – 89	4	86,5	346	-1	-4	16
90 – 95	1	92,5	92,5	-2	-2	4
Total	N = 30	465	Σf.X= 2271	0	Σf.x'= 24	Σf.x'² = 394

Note : to find mean (M') in the table, if the table was even, the researcher must use the formula:

$$M' = \frac{\sum f \cdot X}{N} = \frac{2271}{30} = 75,7$$

It means that middle point is in interval 4th,

because 75,7 is in 78 – 83 in 4th interval.

- 5) Determine Mean Score of Mx'

$$\begin{aligned} M_{X_1} &= M' + i \left(\frac{\sum f x'}{N} \right) \\ &= 75,7 + 4 \left(\frac{24}{30} \right) \\ &= 75,7 + 3,2 \\ &= 78,9 \end{aligned}$$

- 6) Determine Standard Deviation

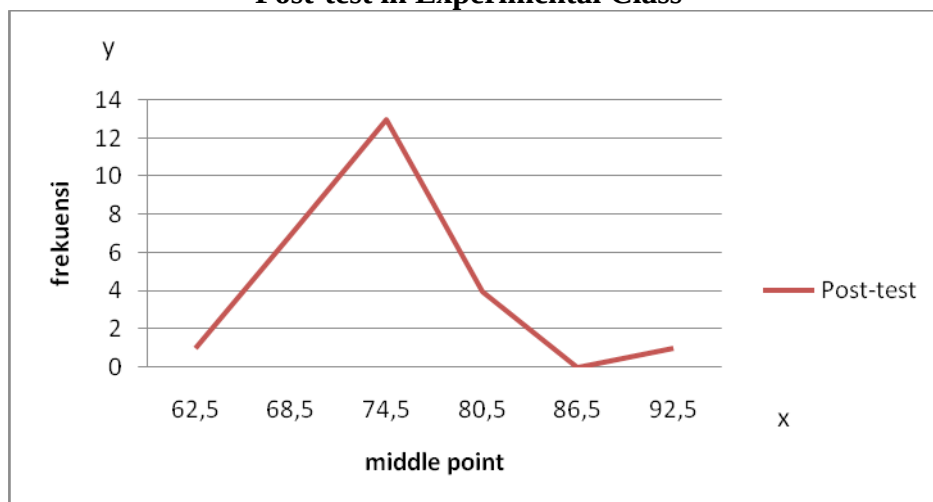
$$\begin{aligned} SD_{X_2} &= i \sqrt{\frac{\sum f \cdot x^2}{N} - \left(\frac{\sum f x'}{N} \right)^2} \\ &= 4 \sqrt{\frac{394}{30} - \left(\frac{24}{30} \right)^2} \\ &= 4 \sqrt{13,13 - 0,64} \\ &= 4 \sqrt{12,49} \\ &= 4 \times 3,53 \\ &= 14,12 \end{aligned}$$

- 7) Determine error standard

$$\begin{aligned} SE_{x^2} &= \frac{SD_{x^2}}{\sqrt{N-1}} \\ &= \frac{14,12}{\sqrt{30-1}} \\ &= \frac{14,12}{5,38} = 2,62 \end{aligned}$$

- 8) Making Polygon Graph

Graph 4.3
Post-test in Experimental Class



From the graphic above, could be seen that the highest frequency in experimental class post-test was in the middle point 74,5 and the lowest frequency was in the middle point 86,5. So, it showed that in the post-test of experimental class, the students who got high score were more than the students with low score.

2. The Score of Pre-test and Post-test of Control Class

The student's scores of VIII E as the control class obtained 66,1 for mean of pre-test and 68,4 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

Table 4.4

Student's Score of Control Class

NO.	Name of Student	Pre-test	Post-test
1	A	72	75
2	A	68	60
3	ARS	65	68
4	D	74	75
5	DA	60	65
6	F	75	70
7	HH	70	65
8	H	65	70
9	IS	60	60
10	J	64	60
11	J	73	75
12	K	56	60
13	K	70	70
14	MAA	76	70
15	MA	75	70
16	MM	70	70
17	MM	60	66
18	MR	60	65
19	M	65	66
20	MA	70	70
21	M	80	80
22	NA	65	75
23	N	64	66
24	R	65	65
25	R	70	75
26	R	60	70
27	S	66	70
28	SM	70	70
29	S	70	69
30	S	65	65

After knew the result of the pre-test and post-test in the control class, to make easy to look the result, the researcher reserved the graphic below:

Graphic 4.4

Result Pre-test and Post-test of Control Class

70 70 70 70 70 70 70 72
73 74 75 75 76 80

- 1) Find out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 80 - 56 + 1 \\ &= 25 \end{aligned}$$

- 2) Looking for the class interval (k), with using Sturges

formula:

$$\begin{aligned} k &= 1 + 3 \log n \\ k &= 1 + 3 \log 30 \\ k &= 1 + 3 (1,447) \\ k &= 1 + 4,447 \\ k &= 5,447 \\ k &= 5 \end{aligned}$$

- 3) Looking for the table with formula:

$$P = \frac{R}{k} = \frac{25}{5} = 5$$

- 4) Making distribution frequency table

Table 4.5

Distribution Frequency of Control Class Pre-test

Interval	F	X	f.X	x'	f.x	f.x' ²
56 – 60	6	58	348	+2	12	144
61 – 65	8	63	504	+1	8	64
66 – 70	9	68 (M')	612	0	0	0
71 – 75	5	73	365	-1	-5	25
76 – 80	2	78	156	-2	-4	16
Total	N = 30	340	Σf.X = 1985	0	Σf.x' = 11	Σf.x'² = 249

Note : to find mean (M') in the table, if the table was

even, the researcher must use the formula:

$$M' = \frac{\sum f.X}{N} = \frac{1985}{30} = 66,1$$

It means that middle point is in interval 3rd,

because 66,1 is in 66 – 70 in 3rd interval.

- 5) Determine Mean Score of Mx'

$$\begin{aligned} My_1 &= M' + i \left(\frac{\sum fx'}{N} \right) \\ &= 66,1 + 3 \left(\frac{11}{30} \right) \\ &= 66,1 + 1,08 \\ &= 67,18 \end{aligned}$$

- 6) Determine Standard Deviation

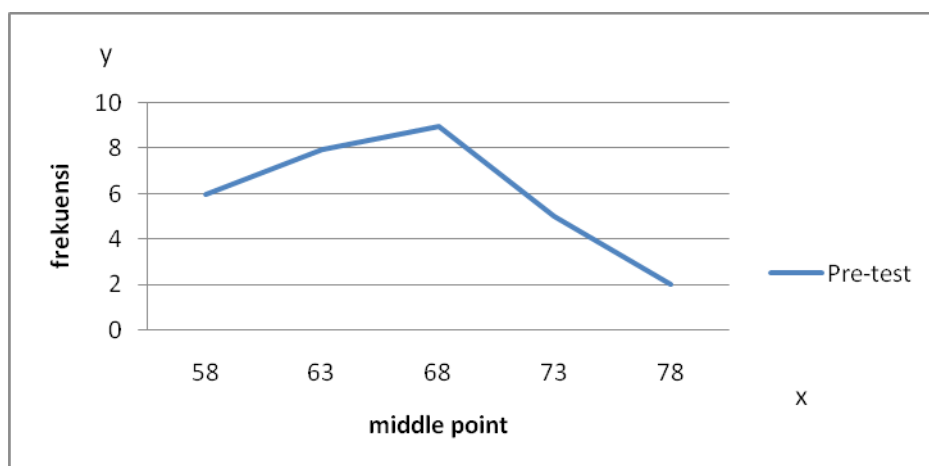
$$\begin{aligned} SDy_2 &= i \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx'}{N} \right)^2} \\ &= 3 \sqrt{\frac{249}{30} - \left(\frac{11}{30} \right)^2} \\ &= 3 \sqrt{8,3 - 0,12} \\ &= 3 \sqrt{8,18} \\ &= 3 \times 2,86 = 8,56 \end{aligned}$$

- 7) Determine error standard

$$SEy^2 = \frac{SDy^2}{\sqrt{N-1}} = \frac{8,56}{\sqrt{30-1}} = \frac{8,56}{5,38} = 1,59$$

- 8) Making Polygon Graph

Graph 4.5 **Pre-test in Control Class**



From the graphic above, could be seen that the highest frequency in control class pre-test was in the middle point 68 and the lowest frequency was in the middle point 78. So, it showed that in the pre-test of control class, the students who got low score were more than the students with high score.

b. The result of Post-test in control class

Based on the table above, the researcher would arrange the scores from the lowest to the highest score as follow:

60 60 60 60 65 65 65 65
 65 66 66 66 68 69 70 70
 70 70 70 70 70 70 70 70
 75 75 75 75 75 80

- 1) Find out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 80 - 60 + 1 \\ &= 21 \end{aligned}$$

- 2) Looking for the class interval (k), with using Sturges

formula:

$$\begin{aligned} k &= 1 + 3 \log n \\ k &= 1 + 3 \log 30 \\ k &= 1 + 3 (1,447) \\ k &= 1 + 4,447 \\ k &= 5,447 \\ k &= 5 \end{aligned}$$

- 3) Looking for the table with formula:

$$P = \frac{R}{k} = \frac{21}{5} = 4,2 = 4$$

- 4) Making distribution frequency table

Table 4.6

Distribution Frequency of Control Class Post-test

Interval	F	X	f.X	x'	f.x	f.x' ²
60 – 63	4	61,5	246	+2	8	64
64 – 67	8	65,5	524	+1	8	64
68 – 71	12	69,5 (M')	834	0	0	0
72 – 75	5	73,5	367,5	-1	-5	25
76 - 79	0	77,5	0	-2	0	0
80 – 83	1	81,5	81,5	-3	-3	9
Total	N = 30	429	Σf.X = 2053	-3	Σf.x' = 8	Σf.x'² = 162

Note : to find mean (M') in the table, if the table was even, the researcher must use the formula:

$$M' = \frac{\sum f.X}{N} = \frac{2053}{30} = 68,4$$

It means that middle point is in interval 3rd,

because 68,4 is in 68 – 71 in 3rd interval.

- 5) Determine Mean Score of Mx'

$$\begin{aligned} My_1 &= M' + i \left(\frac{\sum fx'}{N} \right) \\ &= 68,4 + 3 \left(\frac{8}{30} \right) \\ &= 69 \end{aligned}$$

- 6) Determine Standard Deviation

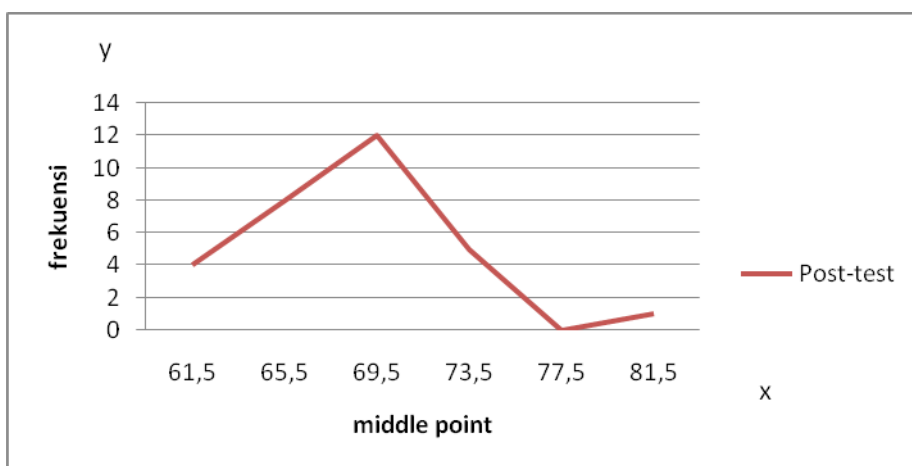
$$\begin{aligned} SDy_1 &= i \sqrt{\frac{\sum f.x^2}{N} - \left(\frac{\sum fx}{N} \right)^2} \\ &= 3 \sqrt{\frac{162}{30} - \left(\frac{8}{30} \right)^2} \\ &= 3 \sqrt{5,4 - 0,04} \\ &= 3 \sqrt{4,96} \\ &= 3 \times 2,2 = 6,6 \end{aligned}$$

- 7) Determine error standard

$$SEy' = \frac{SDy^1}{\sqrt{N-1}} = \frac{6,6}{\sqrt{30-1}} = \frac{6,6}{5,38} = 1,2$$

- 8) Making Polygon Graph

Graph 4.6
Post-test in Control Class



From the graphic above, could be seen that the highest frequency in control class post-test was in the middle point 69,5 and the lowest frequency was in the middle point 77,5. So, it showed that in the post-test of control class, the students who got low score were more than the students with high score.

C. Comparison Scores of Post-test in Experimental and Control Class

Based on the data above, the researcher would compare between post-test in experiment class using treatment and post-test in control class without treatment.

Table 4.7

Score of Post-test in Experiment and Control Class

No	Post-test Experiment Class	Post-test Control Class
1	75	75
2	80	60
3	70	68
4	75	75
5	73	65
6	85	70
7	75	65
8	80	70
9	85	60
10	73	60
11	70	75
12	75	60
13	75	70
14	85	70
15	75	70
16	70	70
17	83	66
18	75	65

19	70	66
20	90	70
21	80	80
22	75	75
23	60	66
24	75	65
25	75	75
26	70	70
27	70	70
28	70	70
29	75	69
30	85	65

After knew the result of the test, to make easy to look the result, the researcher reserved the graphic below:

Graphic 4.7

Comparisons between Post-test in Experimental and Control Class

$$= 78,9 - 64,6$$

$$= 14,3$$

- 2) Determine average from control class

$$MY = My_2 - My_1$$

$$= 69 - 67,1$$

$$= 1,9$$

- 3) Determine difference of error standard from X and Y

$$SE_{mx} = \sqrt{SE_x^2 - SE_y^2}$$

$$= \sqrt{2,62 - 8,56}$$

$$= \sqrt{5,94} = 2,43$$

- 4) Determine t_o (t observation)

$$t_o = \frac{MX - My}{SE_{mx} - SE_{my}}$$

$$= \frac{14,3 - 1,9}{2,43} = 5,10$$

- 5) Determine T-table with significance 5% and 1%

$$Df = N_1 + N_2 - 2$$

$$= 30 + 30 - 2$$

$$= 58 \text{ (consult to "t" table score)}$$

Based in T-table that there is 58. With df as number 58 is got

t table as follow:

- At significance level 5% : $t_t = 1,67$
- At significance level 1% : $t_t = 2,39$

So, after the researcher calculated this data

based on formula T-test, the obtained t_o or

$t_{observation}$ was 5,10

E. Testing Hypothesis

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If $t_o > t_t$: the alternative hypothesis is accepted. It means there is improvement in using Talking Chips Technique in student's speaking ability.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no improvement in using Talking Chips Technique in student's speaking ability.

From the result calculation above, it is obtained that the value of t_0 ($t_{observation}$) is 5,10, degree freedom (df) is 58. In degree significance 5% from 58 (t table) = 1,67, in degree of significance 1% from 58 (t table)=2,39.

After that the data, the writer compared it with t_t (t table) both in degree significance 5% and 1%. Therefore,

$t_o : t_t = 5,10 > 1,67$, in degree of significance 5% and

$t_o : t_t = 5,10 > 2,39$ in degree of signficance 1%.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that using Talking Chips Technique has significant on student's speaking ability.

D. Discussion of Research Findings

Based on findings of the research, It has found that the students who are taught by using Talking Chips Technique has been improved in speaking ability than the students who are taught without using Talking Chips Technique because the students who are taught by using Talking Chips Technique could improve their speaking ability such as increasing vocabulary, pronunciation, and the most important things was they could lost their fear to speak in English. On other hand, in control class where students are taught speaking Talking Chips Technique, students got the material about "Asking and Giving Opinion" and only did exercise in their work sheet.

Based on the result of data analysis, that the mean of pre-test score obtained by students in SMPN 23 Kota serang class VIII D (experimental class) 64,6 was greater than class VIII E (control class) 78,9. The highest score of pre-test in class VIII D (experimental class) was 75 and in class VIII E (control class) also was 80. The lowest score of pre-test in class VIII D (experimental class) was 50 and class VIII E (control class) also was 53. It means that the capability of reading comprehension on narrative text in experimental and control class before treatment was almost same.

The mean of post-test score in experimental class is 78.9 was greater than in control class is 64,6. The highest score of post-test in SMPN 23 Kota Serang class VIII D (experimental class) was 90 and in class VIII E (control class) was 80. The lowest score of post-test in class VIII D (experimental class) was 60 and class VIII E (control class) 60. It means that the distribution of score in experiment class was greater than control class.

Then, the result of t-test shows that $t_o:t_t = 5,10 > 1,67$, in degree of significance 5% and $t_o:t_t = 5,10 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that Using of Talking Chips Technique has significant influence on student's speaking ability.

The result of the t-test is also supported by the result of observation and interview that done by experiment class (VIII D). In result of observation, there were two indicators in observation sheet, they are student's enthusiastic in learning and learning process. Indicator of observation include student's enthusiastic in learning, students have had an interest in learning speaking, it showed when teaching-learning process students were enjoy in studying using Talking Chips Technique. The other indicators was learning process, it showed when learning process students followed the teacher's instruction, studied with their group well

and students have had high level was be peer tutoring in their group. After doing team work, they speak in front of class individually.

The result of interview sheet about student's response of using Talking Chips Technique in learning speaking at the second grade of SMPN 23 Kota Serang showed that almost student's 20 students from 30 students in experiment class choose the Talking Chips to improve their speaking ability, because it made them to be braver in speaking English. Although they study on a group, but there is no only one student who dominated the learning process.

Finally, based on the interpretation above, the researcher could conclude that using Talking Chips Technique has significance in student's speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding that was presented in the previous chapter, the researcher would like to give conclusions as follow;

1. Based on an interviewed that was done by the researcher to the English teacher of 2nd grade students in SMPN 23 Kota Serang, the student's speaking ability there was lack because some factors such as lack of vocabulary, mispronunciation, lack of source of materials, lazy, and monotone method.
2. From the result of pre-test and post-test between experiment and control class, the researcher had already known that students who had given a treatment in experiment class with taught by using Talking Chips Technique got better score and more significant improvement in their speaking ability than the students who did not give a treatment in control class.

3. This technique was very useful for the shy students, low achievers, and less-fluent students rather than the high achievers. Because it make the low achievers more active to participate and contribute in the discussion.
4. Based on the result of analysis about using Talking Chips Technique in teaching speaking that the distribution of score in experiment class was greater than the control class. And the result of t-test showed that $t_o : t_t = 5,10 > 1,67$, in degree of significance 5% and $t_o : t_t = 5,10 > 2,39$ in degree of sifnificance 1%. So that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that using Talking Chips Technique has significant on student's speaking ability.
5. Using Talking Chips Technique is a good method in teaching speaking, it seemed from the result of test and learning process, with doing team work students could share their opinion, increase their vocabulary, increase

their confident, and there is no only one student who dominated the discussion because all students have same opportunity to speak and gave their opinion.

B. Suggestion

According to the conclusions above, the writer would give some suggestions as follows:

1. For the headmaster
The headmaster should add some dictionary in the school library to make the students easy to learn English.
2. For the committee
The school was good that having learning schedule for English lesson was twice a week, but the researcher felt that learning English still not intensive and effective because lack of facilities in the class, such as the classroom was dark because lack of light there, it made the students felt difficult to see what the teacher wrote on the board. So, the researcher hoped that the parties involved to more completing the facilitation.
3. For the teachers
The teacher should be creative in developing English learning process in the classroom in order to make

students interested and mastery the material well. Using good method can improve understanding students learn

English especially in speaking ability.

4. For the students

The students should always be active in learning process, they must study hard if they want to be successful in mastering English and be diligent to do the activity that can increase their English skill, such as reading book because they can get some new vocabularies that will increase their speaking ability.

5. For the researcher

It is suggested to other researchers, to complete this research by conducting any other research by using a method in learning process. The researcher would like to suggest that the result of the study can be used as an additional reference for further research with different sample.

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APPENDIXES

1. Syllabus

SILABUS

Sekolah : SMPN 23 Kota Serang
Mata Pelajaran : Bahasa Inggris
Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p>					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam</p>					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja</p>	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungk 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me. Attention, please. Yes, please. Alright., dan semacamnya</i></p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan semacamnya.</i></p>	<p>lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekati hubungan interpersonal dengan siswa (keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut 	<p>apkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, 		<p>komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet,

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang benar dan sesuai konteks	<p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i></p> <p>(3) Penggunaan nominal singular dan plural secara</p>	<p>untuk mencontoh keteladanan tersebut dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang</p>	<p>peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja</p>		<p>seperti:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya</p>	<p>perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan 	<p>yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	diri, dan bertanggung jawab.	<p>banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai 	<p>dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a)</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai 	<p>meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) meminta 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			

Serang, Oktober 2017

<p style="text-align: center;">Mengetahui, Kepala Sekolah</p> <p style="text-align: center;"><u>Hotman, S.Pd. M.Pd</u> NIP. 19580818 198303 1 018</p>	<p style="text-align: center;">Guru Mata Pelajaran</p> <p style="text-align: center;"><u>Farid Firdaus, S.Ag</u> NIP. 19761219 201001 1 007</p>
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2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: <i>Asking and Giving Opinion</i>
Pertemuan Ke-	: <i>disesuaikan</i>
Alokasi Waktu	: 8 x 40 menit (4x pertemuan)

A. Kompetensi Dasar

- 2.1. Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
- 3.1. Mengenal berbagai cara berbeda dalam membuka percakapan (meminta atau mengungkapkan pendapat serta menginisiasi topik percakapan)
- 1.1. Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

B. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris (*Asking and Giving opinion*)
3. Melakukan tindak tutur meminta dan mengungkapkan pendapat dalam bahasa Inggris dengan percaya diri
4. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan meminta pendapat melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
5. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan mengungkapkan pendapat melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris dengan percaya diri.

C. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menggunakan ungkapan meminta pendapat ke dalam praktik berbicara bahasa Inggris.
2. Melalui contoh, peserta didik dapat menggunakan ungkapan mengungkapkan pendapat ke dalam praktik berbicara bahasa Inggris.

D. Materi Pembelajaran

a. Ungkapan meminta dan mengungkapkan pendapat

Asking opinion	Giving opinion
What is your opinion about...?	In my opinion . . .
What do you think of ...?	I think . . .
What do you feel about...?	I feel . . .
What's your view on...?	In my mind . . .
What is your idea about...?	As far as I'm concern . . .
What's your comment on...?	I don't think it is good
Do you think...?	I think it's good enough

b. Kosakata yang berhubungan dengan aktivitas meminta dan mengungkapkan pendapat: *thank you, I agree, I disagree, good, etc.*

1. *Fungsi sosial*

Meminta pendapat, memberi pendapat, menyetujui, tidak menyetujui.

2. *Struktur teks*

- a. Meminta pendapat tentang profesi, binatang, dan benda.
- b. Mengungkapkan pendapat tentang profesi, binatang, dan benda.
- c. Menyetujui/ tidak menyetujui pendapat teman.

3. *Unsur kebahasaan*

- a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- b. Kata ganti *it, they, she, we, our, my, your, their, dst.*

- c. Kata sifat yang sangat lazim seperti; *young, old, clever, big, small, easy, difficult, good, bad, tall, short, beautiful*, dan sejenisnya.
- d. Kata kerja untuk menyatakan keadaan dalam ungkapan meminta dan memberikan pendapat dalam present tense: *be, have, go, play, get, take, give*, dan sebagainya.
- e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

4. *Topic*

Profesi, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, dan peduli.

c. Model/Metode Pembelajaran

- 1. Pendekatan: *scientific*
- 2. Strategi: *observe – practice*.
- 3. Metode: *Talking Chips*

d. Kegiatan Pembelajaran

e. Pertemuan pertama (pre-test)

Kegiatan	Deskripsi	Waktu
Pendahuluan	<ul style="list-style-type: none"> ✓ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; ✓ Mengecek kehadiran peserta didik ✓ Mengajukan pertanyaan-pertanyaan tentang materi 	5 Menit

	yang terkait dengan materi yang akan dipelajari;		
Inti	Peserta didik	Pendidik	

	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> ✓ Siswa membaca/mendengarkan/menonton berbagai macam teks yang didalamnya terdapat ungkapan-ungkapan meminta dan memberikan pendapat tentang profesi, binatang, dan benda, dalam bentuk teks/dialog pendek. ✓ Siswa memperhatikan fungsi sosial, struktur teks, unsure kebahasaan maupun format penyampaian dalam ungkapan meminta/memberikan pendapat. <p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> ✓ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan meminta dan memberikan pendapat dalam bahasa Inggris dengan ungkapan dalam bahasa Indonesia, serta 	<ul style="list-style-type: none"> ✓ Guru memberikan teks bacaan/video/percakapan yang menyatakan ungkapan-ungkapan meminta/memberikan pendapat. ✓ Guru memerintahkan siswa untuk memperhatikan penjelasan guru mengenai fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian dalam ungkapan meminta/memberikan pendapat. ✓ Sebelum guru 	<p>15 Menit</p>
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Penutup	<ul style="list-style-type: none"> ✓ Pendidik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ✓ Menyanyikan lagu Bahasa Inggris untuk menambah kosakata dan sebagai <i>refreshing</i> bagi siswa; ✓ Pendidik menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit
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Pertemuan kedua (Treatment)

Kegiatan	Deskripsi	Waktu		
Pendahuluan	<ul style="list-style-type: none"> ✓ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; ✓ Mengecek kehadiran peserta didik ✓ Mengajukan pertanyaan-pertanyaan tentang materi yang terkait dengan materi yang akan dipelajari; 	5 Menit		
Inti	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Peserta didik</td> <td style="width: 50%;">Pendidik</td> </tr> </table>	Peserta didik	Pendidik	
Peserta didik	Pendidik			

	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> ✓ Siswa membaca/mendengarkan/menonton berbagai macam teks yang didalamnya terdapat ungkapan-ungkapan meminta dan memberikan pendapat tentang profesi, binatang, dan benda, dalam bentuk teks/dialog pendek. ✓ Siswa memperhatikan fungsi sosial, struktur teks, unsure kebahasaan maupun format penyampaian dalam ungkapan meminta/memberikan pendapat. 	<ul style="list-style-type: none"> ✓ Guru memberikan teks bacaan/percakapan yang menyatakan ungkapan-ungkapan meminta/memberikan pendapat tentang profesi (perawat, guru, polisi) dan membimbing siswa untuk membuat percakapan sederhana tentang ungkapan meminta/memberikan pendapat sebagaimana yang telah dicontohkan oleh guru. ✓ Guru memerintahkan siswa untuk membaca/melafalkan kata dalam gambar 	<p>15 Menit</p>
--	---	--	---------------------

Penutup	<ul style="list-style-type: none"> ✓ Pendidik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ✓ Menyanyikan lagu Bahasa Inggris untuk menambah kosakata dan sebagai <i>refreshing</i> bagi siswa; ✓ Pendidik menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit
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Pertemuan ketiga (post-test)

Kegiatan	Deskripsi	Waktu		
Pendahuluan	<ul style="list-style-type: none"> ✓ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; ✓ Mengecek kehadiran peserta didik ✓ Mengajukan pertanyaan-pertanyaan tentang materi yang terkait dengan materi yang akan dipelajari; 	5 Menit		
Inti	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Peserta didik</td> <td style="width: 50%;">Pendidik</td> </tr> </table>	Peserta didik	Pendidik	
Peserta didik	Pendidik			

	<p>Mengasosiai (<i>Associating</i>)</p> <ul style="list-style-type: none"> ✓ Ssecara berpasangan siswa maju kedepan kelas untuk melakukan percakapan yang menggunakan ungkapan meminta/memberikan pendapat tentang profesi, binatang atau benda. ✓ Siswa memperoleh umpan balik (<i>feedback</i>) dari guru tentang hasil percakapan kelompok tersebut. <p>Mengkomunikasikan (<i>Communicating</i>)</p> <ul style="list-style-type: none"> ✓ Siswa secara individu memberikan opini/pendapat mereka tentang profesi, binatang atau benda di sekitar dan mempresentasikan di depan kelas. (post-test) 	<ul style="list-style-type: none"> ✓ Guru memerintahkan siswa secara berpasangan (dengan teman sebangku) untuk melakukan percakapan yang menggunakan ungkapan meminta/memberikan pendapat tentang profesi, binatang atau benda. ✓ Guru memberikan umpan balik (<i>feedback</i>) mengenai percakapan kelompok tersebut. ✓ Guru memerintahkan siswa secara individu untuk memberikan opini/pendapat 	<p>15 Menit</p> <p>15 Menit</p>
--	---	--	---

Penutup	<ul style="list-style-type: none"> ✓ Pendidik melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram; ✓ Pendidik memberikan motivasi kepada siswa; ✓ Pendidik menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit
---------	--	------------

f. Sumber/Media Pembelajaran

1. Sumber: Buku Paket Siswa
2. Media: Audio/video, *White board*, *board marker*

g. Penilaian

1. Penilaian dari Aspek Pengetahuan (*knowledge*)

Aspect	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.

Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.

2. Penilaian dari Aspek Sikap (*attitude*)

Aspek	Keterangan	Skor
Bertanggung jawab	✓ Melaksanakan tugas dengan baik tepat waktu.	3
	✓ Melaksanakan tugas tetapi tidak tepat waktu.	2
	✓ Tidak melaksanakan tugas	1
Peduli	✓ Bersungguh-sungguh dalam memperhatikan dan ikut serta dalam setiap kegiatan dalam proses	3
		2

	<p>pembelajaran</p> <p>✓ Sedikit bersungguh-sungguh dalam memperhatikan dan ikut serta dalam setiap kegiatan dalam proses pembelajaran</p> <p>✓ Tidak bersungguh-sungguh dalam memperhatikan dan ikut serta dalam setiap kegiatan dalam proses pembelajaran</p>	1
Kerjasama	<p>✓ Bekerja sama dan proaktif dalam kelompok selama proses pembelajaran</p> <p>✓ Tidak sepenuhnya dan kurang proaktif dalam kelompok selama proses pembelajaran</p> <p>✓ Tidak bekerja sama dan proaktif dalam kelompok selama proses pembelajaran</p>	3 2 1

➤ **Evaluation**

1. Goal : the purpose of the task is to make the students are able to give opinion about something
2. Task orientation : Guided. The students are given picture and chips that specify the situation
3. Topic : Profession, things, or animals

4. Situation : Look at the picture, take turn to ask for and give opinion about each of the job in the chips. Do it in pairs.
5. Scoring Rubric

Oral Assessment sheet						
Topic:						
Date:						
Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

Rumus perhitungan skor akhir

$$\text{Skor Akhir} = \frac{\text{Jumlah perolehan skor}}{\text{Skor maksimal}} \times 5$$

$$\text{Skor Maksimal} = \text{Banyaknya Indikator} \times 5$$

- Keterangan
- A : 85-100
 - B : 75-84
 - C : 65-74
 - D : 55-64
 - E : 00-54

KONVERSI KOMPETENSI PENGETAHUAN, KETERAMPILAN
DAN SIKAP

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	89-100	89-100	Sangat baik
B	79-89	79-89	Baik
C	69-80	69-80	Cukup
D	50-60	50-60	Kurang

Serang, Oktober 2017

English Teacher <u>Farid Firdaus, S.Ag</u> NIP. 19761219 201001 1 007	Researcher <u>Fitri Septiani Kurniasih</u> NIM. 132301547
Headmaster of SMPN 23 Kota Serang <u>HOTMAN, S.Pd. M.Pd</u> NIP. 19580818 198303 1 018	

PRE- TEST SPEAKING SKILL

1. Goal : the purpose of the task is to make the students are able to give opinion about something
2. Task orientation : Guided. The students are given picture and card that specify the situation
3. Topic : Things
4. Situation : Look at the picture, what do you think of?
5. Scoring Rubric :

Oral Assessment sheet						
Topic:						
Date:						
Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

POST-TEST SPEAKING SKILL

- 1. Goal : the purpose of the task is to make the students are able to give opinion about something
- 2. Task orientation : Guided. The students are given card that specify the situation
- 3. Topic : Profession
- 4. Situation : what do you think of...?

No	Situation
1	The new English teacher is really boring.
2	Do you want to be a teacher? Why?
3	What is your opinion about or new headmaster?
4	What is your opinion about a nurse?
5	What do you think about a doctor?

5. Scoring Rubric

Oral Assessment sheet						
Topic:						
Date:						
Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

3. Table T-Test

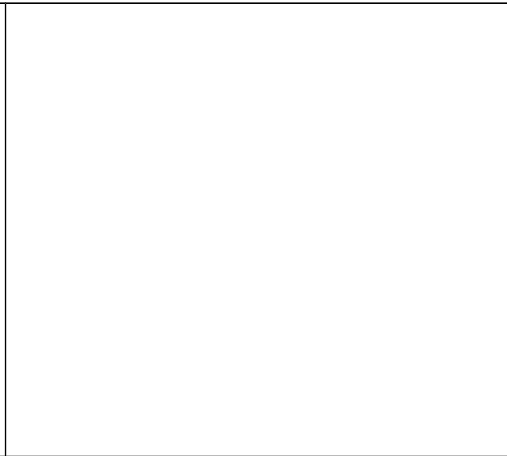
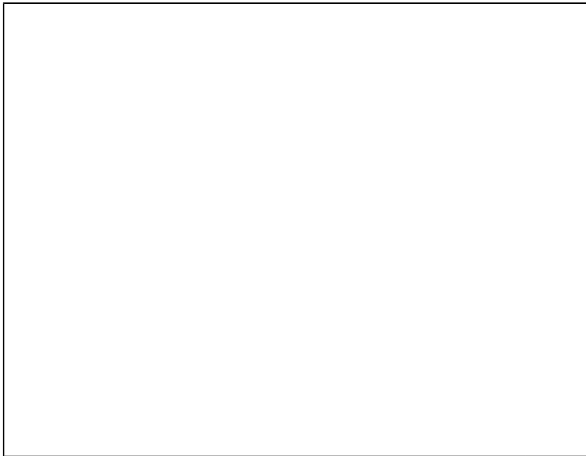
Df	0.1	0.05	0.025	0.01	2.6
51	1.2984	1.6753	2.0076	2.4017	2.6
52	1.2980	1.6747	2.0066	2.4002	2.6
53	1.2977	1.6741	2.0057	2.3988	2.6
54	1.2974	1.6736	2.0049	2.3974	2.6
55	1.2971	1.6730	2.0040	2.3961	2.6
56	1.2969	1.6725	2.0032	2.3948	2.6
57	1.2966	1.6720	2.0025	2.3936	2.6
58	1.2963	1.6716	2.0017	2.3924	2.6
59	1.2961	1.6711	2.0010	2.3912	2.6
60	1.2958	1.6706	2.0003	2.3901	2.6
61	1.2956	1.6702	1.9996	2.3890	2.6
62	1.2954	1.6698	1.9990	2.3880	2.6
63	1.2951	1.6694	1.9983	2.3870	2.6
64	1.2949	1.6690	1.9977	2.3860	2.6
65	1.2947	1.6686	1.9971	2.3851	2.6
66	1.2945	1.6683	1.9966	2.3842	2.6
67	1.2943	1.6679	1.9960	2.3833	2.6

68	1.2941	1.6676	1.9955	2.3824	2.6
69	1.2939	1.6672	1.9949	2.3816	2.6
70	1.2938	1.6669	1.9944	2.3808	2.6
71	1.2936	1.6666	1.9939	2.3800	2.6
72	1.2934	1.6663	1.9935	2.3793	2.6
73	1.2933	1.6660	1.9930	2.3785	2.6
74	1.2931	1.6657	1.9925	2.3778	2.6
75	1.2929	1.6654	1.9921	2.3771	2.6
76	1.2928	1.6652	1.9917	2.3764	2.6
77	1.2926	1.6649	1.9913	2.3758	2.6
78	1.2925	1.6646	1.9908	2.3751	2.6
79	1.2924	1.6644	1.9905	2.3745	2.6
80	1.2922	1.6641	1.9901	2.3739	2.6

4. Documentation Sheet



The researcher explained the material about asking and giving opinion by using Talking Chips Technique in class VIII D as the experiment class . The students listen the explanation of the researcher.



The researcher divides the students of experiment class into some groups. One group consist of 4-5 students.



The researcher teaching speaking in the class VIII E as the control class without giving the treatment. But, between class VIII D and VIII E were given the same material and exercise.



The researcher controlled the discussion of each groups.

6. Paper Advisor Letter



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
Nomor: /B.411/B.01/F.I/PP.00.9/02/2017

tentang:

PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS
FAKULTAS TARBİYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN

MEMBACA

Surat Ketua Jurusan Tadris Bahasa Inggris (TBI) Nomor: In.10.F.I.I/PP.00.9/269/6 Maret 2017, tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:

a.n. FITRI SEPTIANI KURNIASIH
NIM 132301547

MENIMBANG

Judul: THE EFFECTIVENESS OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS'SPEAKING SKILL

MENGINGAT

- a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;
 - b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesariaannya;
 - c. bahwa Saudara **Dr. Apud, M.Pd** dan Saudara **H. Abdul Muin, S.Ag., M.M.** masing-masing Dosen Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten Serang telah memenuhi syarat untuk diangkat sebagai Pembimbing Utama dan Pembimbing Pembantu;
1. Undang-Undang R.I. Nomor 17 Tahun 2003 tentang Keuangan Negara;
 2. Undang-Undang R.I. Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 3. Undang-Undang R.I. Nomor 1 Tahun 2004 tentang Perbendaharaan Negara;
 4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelola dan Tanggung Jawab Keuangan Negara;
 5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 6. Undang-Undang R.I. Nomor 27 Tahun 2014 tentang APBN Tahun Anggaran 2015;
 7. Peraturan Pemerintah R.I. No. 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 8. Peraturan Pemerintah R.I. No. 45 Tahun 2013 tentang Tata Cara Pelaksanaan APBN;
 9. Keputusan Presiden R.I. No. 91 Tahun 2004 tentang perubahan STAIN "SMHB" Serang menjadi IAIN "SMH" Banten;
 10. Peraturan Menteri Agama R.I. No. 1 Tahun 2012 tentang Perubahan ketiga atas Peraturan Menteri Agama No. 2 Tahun 2006 tentang Mekanisme Pelaksanaan atas Beban APBN di lingkungan Departemen Agama;
 11. Peraturan Menteri Agama R.I. Nomor 10 Tahun 2013 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten;
 12. Peraturan Menteri Agama R.I. Nomor 37 Tahun 2014 tentang Statuta IAIN Sultan Maulana Hasanuddin Banten;
 13. Peraturan Menteri Keuangan R.I. No. 53/PMK.02/2014 tentang Standar Biaya Masukan Tahun Anggaran 2015;
 14. Peraturan Menteri Keuangan R.I. No. 171/PMK.02/2013 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;
 15. Keputusan Menteri Keuangan R.I. Nomor : 67/KMK.05/2010 tentang Penetapan IAIN "SMH" Banten pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Keuangan Badan Layanan Umum;
 16. Keputusan Menteri Keuangan R.I. Nomor 16/PMK.05/2012 tentang Tarif Layanan Badan Layanan Umum IAIN "SMH" Banten;
 17. Keputusan Menteri Agama Republik Indonesia Nomor 20 Tahun 2014 tentang Penunjukan Kuasa Pengguna Anggaran dan Pelaksana Tugas Kuasa Pengguna Anggaran di Lingkungan Kementerian Agama;
 18. Keputusan Menteri Agama Republik Indonesia Nomor B.11/3/71247/2014 tentang Pengangkatan Rektor IAIN SMH Banten Masa Jabatan 2015-2019;
 19. Keputusan Menteri Agama Republik Indonesia Nomor In.10/B.11.2/Kp.07.6/194/2015 Tanggal 5 Februari 2015 tentang Pengangkatan Dekan Fakultas Tarbiyah dan Keguruan IAIN SMH Banten Masa Jabatan 2015-2019.

Keputusan.....

MEMPERHATIKAN

1. Keputusan Rektor Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 294 tanggal 20 Mei 2016 tentang Buku Pedoman Akademik IAIN Sultan Maulana Hasanuddin Banten Tahun 2016
2. Keputusan Rektor Nomor. In.1009-IV/ILK.005/294/2016 tanggal 20 Mei 2016 Tentang Kalender Akademik IAIN SMH Banten 2016/2017.

MEMUTUSKAN

MENETAPKAN

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBIIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN

Pertama

Menangkat Saudara **Dr. Apud, M.Pd** sebagai Pembimbing Utama dan Saudara **H. Abdul Muin, S.Ag., M.M.** sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas.

Kedua

Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini.

Ketiga

Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku.

Keempat

Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.

Dikeluarkan di Serang

Pada Tanggal 14 Maret 2017


Dean Fakultas Tarbiyah dan Keguruan



Tembusan:

1. Wakil Rektor I IAIN Sultan Maulana Hasanuddin Banten;
2. Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten;
3. Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten;
4. Dosen Pembimbing;
5. Mahasiswa yang bersangkutan;
6. Arsip.

7. Research Permission Letter

**KEMENTERIAN AGAMA**
INSTITUT AGAMA ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Nawawi Al-Bantani Kp. Andamu' Kel. Sukawana Kec. Caring Kota Serang 42171
Web Site: <http://ik.iaibanten.solid Email: ik@iaibantenid.yahoo.com>

Serang, 14 Maret 2017

Nomor : B-269/In.01/F.LPP.00.9/02/2017
Lampiran : -
Perihal : *Izin Penelitian*

Kepada Yth,
Kepala SMPN 23 Kota Serang
Di

Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa :

Nama : FITRI SEPTIANI KURNIASIH
Nomor Induk Mahasiswa : 132301547
Semester : VIII, IX, X, XI, XII, XIII, XIV^{*)}
Jurusan : Tadris Bahasa Inggris (TBI)

Sehubungan dengan Studi Penelitian mahasiswa tersebut yang berjudul :


THE EFFECTIVENESS OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS'S SPEAKING SKILL

Kami mohon kesediaan lembaga yang Bapak/Ibu pimpin sebagai lokasi penelitian mahasiswa kami.

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Fakultas Tarbiyah dan Keguruan,


Dr. H. Subhan, M.Ed.
NIP. 19680910 200003 1 001

**) Coret yang tidak perlu*

**7. The statement letter from the principal of
SMPN 23 Kota Serang**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN
FAKULTAS TARRBIYAH DAN KEGURUAN
Jl. Syekh Nawawi Al-Bantani Kp. Andamu LKil. Sukawati Kec. Caring Kota Serang 42171
Web Site: <http://ik.iainbanten.ac.id/Email: ik.iainbanten@yahoo.com>

Serang, 14 Maret 2017

Nomor : B-269/In.01/F.IPP.00.9/02/2017
Lampiran : -
Perihal : *Izin Penelitian*

Kepada Yth,
Kepala SMPN 23 Kota Serang
Di

Tempat

Assalamu 'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa :

Nama : FITRI SEPTIANI KURNIASIH
Nomor Induk Mahasiswa : 132301547
Semester : VIII, IX, X, XI, XII, XIII, XIV^{*)}
Jurusan : Tadris Bahasa Inggris (TBI)

Sehubungan dengan Studi Penelitian mahasiswa tersebut yang berjudul :

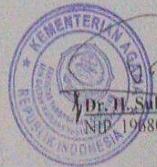
THE EFFECTIVENESS OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS'S SPEAKING SKILL

Kami mohon kesediaan lembaga yang Bapak/Ibu pimpin sebagai lokasi penelitian mahasiswa kami.

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Dekan,
Fakultas Tarbiyah dan Keguruan,



Dr. M. Subhan, M.Ed.
NIP. 19680910 200003 1 001

**) Coret yang tidak perlu*

8. Consultation Book

CONSULTATION BOOK



ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHERS TRAINING
THE STATE INSTITUTE FOR ISLAMIC STUDIES
SULTAN MAULANA HASANUDDIN BANTEN

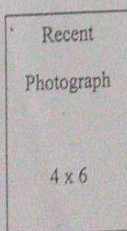
BRIEF BIOGRAPHY

Name : Fitri Septiani Kurniasih
Student's Number : 132201547
Program : English Education Department
Previous School : MA Miftahul Huda
Place and Date of Birth : Tangerang, 22 September 1995
Address : Perum Safira Regency Blok F7 No. 27

Phone : 087771308377
Academic Adviser :
Paper Adviser : 1. Dr. Apud, M Pd.
2. H. Abdul Muin, S Ag M M
Paper Title : The Effectiveness of Talking Chips Technique
to Student's Speaking Ability (An Experimental
Research at The Second Grade of SMPN 23
Kota Serang).







Serang, 2017

The Head of
English Education Department




As'ari, S.S., M.Si.
NIP. 19741029 200003 1 002

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
1)	5 Oct 2017	Chapter 1-3 - Limitation of Research - RPP and Instruments		
2)	12 Oct 2017	- RPP and Instruments		
3)	19 Oct 2017	Chapter 9		
4)	27 Oct 2017	Chapter 9		
5)	20 Nov 2017	Chapter 5		
				

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	1	2	3
1)	11 Oct 2017	Chapter I - III		
2)	18 Dec 2017	Chapter IV - V		