CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is one of four skills in language that have to be mastered by the students. It can be a tool for the students to communicate. The students can get the other information from other students through speaking.

Speaking is a verbal communication of language use to communicate with others. The students can tell their information/problem from their mind ideas through speaking. Speaking helps students to make them be talk active, so they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion to send expression or desire to do something, problem, relationship, or friendship. It is also stated by Martin Bygate [1] that "speaking is often thought of as a 'popular' form of expression which uses the unprestigious 'colloquial' register.

In teaching English for speaking skill, the English teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. Byrne in Paisal [2] "states that the first task of the teacher is creating the best condition for the students to study". In other words, the teacher is responsible for the situation were the student can orally communicate with their classmates. Most of the students think that speaking English is really difficult because we used adapt among the

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[1] Martin Bygate, *Language Teaching Speaking,* Oxford University Press.
[2] Byrne, *Teaching Oral English*, New Jersey: Longman Group Ltd.

written form and pronunciation. We can see the fact that most of the Indonesian students cannot perform speaking English well.

In reality, many students are difficult to speak in English. Some students do not know how to speak English well which include the pronunciation, fluency, vocabulary, grammar and interaction of speaking. They are difficult to speak in English because some factors influence them such as not confidence, shy, they do not understand about the words, they do not know what they want to say, and there is no interaction enough between teacher and students well while English learning process happen in the class. The problem are come from teachers and students, because of the teacher is seldom to come in class to give the English learning. When the teacher ask the students to speak or ask the students about understanding of the subject study, the students just silent and they do not want to speak. So , many reasons which are make the students do not want to speak or communicate with their friend especially in front of the class. The teacher should have some various strategy , such as speech method and grammar translation method for students which can make them to express their ideas more and have prepare it before learning will begin. So, the students will feel enjoy or comfort when speak English in front of the class.

The students must involve and active in the learning process. So, it is important to the activities during the lesson. Talking chips strategy that is as one of the strategies in cooperative learning can be applied the activities during the learning process. This strategy will help the teacher to give each students

opportunity to practice their speaking ability since in this strategy and give contribution during the discussion process.

Based on the problem above, the researcher attempts to improve the students ability in speaking English by using talking chips strategy. According to Syafryadin[3] asserts that "talking chips as one of teaching technique in cooperative learning plays significant role in teaching and learning process of speaking". Talking chips strategy also provides opportunity for every students to talk, so there is no gap between students who are active to speak and those who are not. Furthermore, this strategy will allow the students to speak during the learning process.

So, that why the researcher use talking chips technique. Because the researcher wants the students speaking ability is increase better than before.

B. Statement of the Problem

Based on background of the study, the researcher is formulated the research question as follows:

1. Does talking chips technique able to improve the students in speaking ability?

2. How is the effectiveness of talking chips technique to improve the students speaking ability?

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[3] Syafryadin, *The Use of Talking Chips Technique in Improving Students' Speaking Achievement*, International Conference The Future of Education, (Bandung: Indonesia University of Education).

C. The Objective of The Study

Based on the research question above, the general objective of the study is to make students more active in learning English speaking skill, specifically it aims to:

1. To investigate the effectiveness of talking chips technique in improving students' speaking ability.

2. To identify the students improvement in speaking English by using talking chips technique.

D. The Significances of Study

1. For the students, hopefully this research will improve their speaking skill in English whether in the learning process or in other occasions.

2. For the teacher of English, the results of this research are hopefully useful for teacher of English they may also find it easier to develop the materials through talking chips strategy which are interesting to the students so that teachers will be more creative in teaching and the students speaking ability more increase again.

3. For the school, hopefully this research can be used as a conceptual contribution. So, it can improve the quality of education and innovation for learning and teaching English especially in speaking ability.

4. For the researcher, the research is useful for showing her ways to find and evaluate problems, plan the action, and implement the actions to the process of teaching and learning English.

E. Conceptual Framework

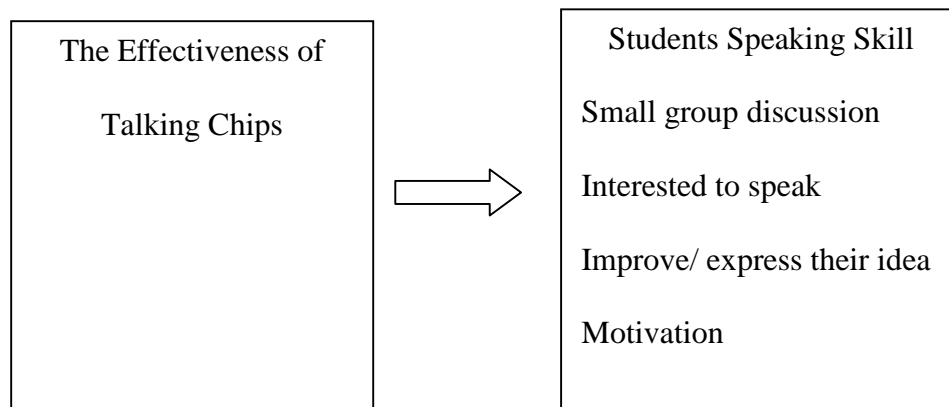|	
The Effectiveness of Talking Chips	Students Speaking Skill Small group discussion Interested to speak Improve/ express their idea Motivation

Figure : 1.1 conceptual Framework

Talking Chips strategy could be applied as an effort to improve the students' speaking ability. Talking Chips strategy could be applied in small group discussion during the learning process. This strategy allows the students to participate and to give contribution in their group. This strategy also helps those who have low motivation and shy students to improve their idea during the learning process. By using this strategy every students would have more opportunity to practice English orally and gradually would increase their speaking ability.

F. Previous Study

There are some previous studies conducted the applying of talking chips technique on the students speaking skills. The researcher takes two previous studies as a reference. They are:

1. Syafryadin. The research entitled "The Use of Talking Chips Technique in Improving Students' Speaking Achievement"[4]. The research shows that talking chips technique can improve the students' speaking. The students' scores on speaking skill got improvement and the students showed the 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 students' speaking skill.

2. Hendrawan. The research was conducted as experimental research, entitled "The Effect of Talking Chips Strategy on students' Speaking Ability at Grade X of SMAN 8 Kota Jambi"[5]. After conducting the research. The researcher concluded that Talking Chips strategy gives a significant difference on students' English speaking ability between experimental class and control class. The significant progress showed in experimental research. The students in experimental class can give and share their idea and opinion in front of the class bravely. Some values are established there such as togetherness and teamwork.

   Based on those previous study, it can be concluded that Talking Chips strategy gives a good impact towards the students' speaking ability. That is the

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[4] Syafryadin, *The Use of Talking Chips Technique in Improving Students' Speaking Achievement,* International Conference the Future of Education, (Bandung: Indonesia University of Education).

[5] Hendrawan, *The Effect of Talking Chips Strategy on Students' Speaking Ability* at Grade X of SMA N 8 Kota Jambi, (Unpublished: University of Jambi).

reason why the researcher tried to conduct a research on "The Effectiveness of Talking Chips on Teaching Students Speaking Skill".

G. **Hypothesis**

There are two hypothesis in this research, they are:

1. Null hypothesis (Ho) : there is no significant effect of using talking chips technique on tenth grade students' speaking skill at SMKN 3 Kota Serang.

2. Alternative hypothesis (Ha) : there is significant effect of using talking chips technique on tenth grade students' speaking skill at SMKN 3 Kota Serang.

H. **Writing Organization**

The writer divides the research paper into three chapters in order to make easy understanding this paper. They are as follows:

Chapter I is introduction : background of the study, the statement of the problem, the objective of the study, the significances of study, conceptual framework, previous study , hypothesis and writing organization.

Chapter 2 is theoretical descriptions : definition of speaking, element of speaking, basic types of speaking, classroom speaking activities, problem of speaking activities, the assessment of speaking, definition of talking chips, the nature of talking chips, the advantages of talking chips, and the steps of talking chips technique.

Chapter 3 is research methodology : methodology of the research, the setting of the research, population and sample, technique of sampling, the research instrument, the technique of data collecting, the technique of data analyzing.

Chapter 4 is result and discussion : research findings, data description, analysis of data, hypothesis testing, interpretation of data.

Chapter 5 is conclusion and suggestion : conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

As the main objective of this study is to improve students speaking skill by using Talking Chips Technique. This chapter present the theoretical descriptions and conceptual framework related to speaking skill and talking chips technique. The following are discussions of each item.

A. Speaking

1. Definition of speaking

Speaking is one of language skill that people use in communication to others. The purpose of the teacher of speaking is to enable the students to speak and interpret the message that occurs in the communication process. Speaking ability is an ability to express, to convey the idea and suggestion. According to Ahmad,[1] "speaking is one of the important skill that need to be mastered by the others, because it is used to assess and respond a communication that occur constantly in order to inform, request, persuade, or to build relationship with others".

And also stated by Orwig[2], "speaking is a process. Speaking is the process of developing and sharing the meaning through the use of verbal or non-verbal symbols in a variety of contexts". On the other hand, speaking is the process could be defined as producing, receiving and processing information.

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[1] Shaik Riyaz Ahmad, *The Importance of English Communication Skills,* (International Journal of Applied Research 2016), 478-480.
[2] J. C. Orwig, *Speaking Skill*. Retrieved From SIL International.

In the same line also states that "speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context"[3]. The result or the product that produce from speaking activity is verbal utterances which the people usually have purpose to produce it such as to tell about their feelings, information, story, and etc.

However, Harris state there are four components use in speaking ability such as:

a. Pronunciation

Pronunciation here refers to the standard of correctness and regional differences. Through pronunciation, it will create misunderstanding toward listeners that invited to speak and the message that will be conveyed, will lose and difficult to be understand.

b. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well.

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. If the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies.

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[3] Scott Thornbury, *How To Teach Speaking*, Longman.

d. Fluency

Fluency is the speed of the flow while the students speak. The students can be called master of English or have a good ability in English if they can speak fluently.

In conclusion, speaking is a productive skill that is two-way process of social communication which include the use of verbal and non-verbal language to convey meaning.

2. Element of speaking

Harmer mention some elements of speaking. They are language feature and mental/social processing[4].

a. Language feature

In the first element is connected speech. A speaker should be 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 speaking should be able to do as what native speakers of English do.

b. Mental/social processing

There are three components in mental/social processing. The first component is language processing. The second is interacting with others. The third component is information processing.

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[4] Jeremy Harmer, *The Practice of English Language Teaching,* (Third Edition, Completely Revised and Update), 269.

3. Basic Types of Speaking

1. Imitative

    At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

    A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such a intonation, stress, rhythm).

3. Responsive

    Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

    The different between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive (monolog)

    Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from

listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether[5].

4. Classroom Speaking Activities

Students are required to use the language learned when learning English class as both a second language and a foreign language (EFL/ESL) and many students who experiences difficulty, especially foreign language with various factors: for example because of differences in student background, so that the teachers use many style in teaching, are: [6]

a. Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations. There are some discussions:

1). Seminar

A lot of seminars were conducted to explain a product, problem, or something that was done to attract the interest of the community. In the seminar, there are some experts in their fields who discuss certain topics to reach an agreement.

2). Conference

The conference is a meeting held to negotiate or exchange opinions about the problems being faced together by the participants of the discussions.

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[5] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco State University, 2004), 141-142.
[6] Jeremy Harmer, *The Practice of English Language Teaching,* 271-275.

3). Debate

Debates open occur in almost every discussion because everyone who expresses opinion certainly has different views and opinions. Each discussion participant will argue to defend his arguments and ideas.

4). Discussion forum

Discussion forum or container or place conducted by discussion participants to combine certain dialogues. Usually, there is high democracy in a discussion forum.

5). Congress

Congress is usually carried out by political actors or representatives of an organization, the purpose of this congress is to think together in decision making.

Based on some discussions above, the researchers used discussions in the form of debates for the process of activities in the classroom.

b. **Questionnaires**

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design

process. The results obtained from questionnaires can then from the basis for written work, discussions, or prepared talks.

c. Simulation and Role-Play

Many students derive great benefit from simulation role-play. Student 'stimulate' a real-life encounter (such as a business meeting, encounter in an aero plan cabin, or an interview) as if they were doing so in the real world, either as themselves in the meeting or aero plane or taking on the role or character different from them self or with though and feelings they do not necessarily share.

d. Prepared Talks

A popular kind of activity is the prepared talk where a students makes a presentation on a topic on their own choice. Such talks, they are not design for informal spontaneous conversation: Because they are prepared, they are more writing like than this. However, if possible, students should speak from notes rather than from a script. Prepared talks represent and defined useful for speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

e. Communication Games

Games which are designed to provoke communication between student frequently depend on an information gap so that one students has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities or differences between picture.

f. Acting from a Script

Students will often act out of dialogues they have written themselves. This frequently involves them in coming out to front of the class. When choosing who would come out to front of the class we need to be careful not to choose the shyest student first, and we need to work also to create the right kind of supportive atmosphere in the class.

In learning, of course a teacher must be able to manage the class well, from the material side and the classroom. Interactive teachers will make students interested to be more interactive in communicating in the classroom.[7] Creating an interesting atmosphere for students is one of the most important things for teachers when starting learning.[8]

5. The Problem of the Students in Speaking Activities

As it is known that there are many problems that students experiences in learning English, such as difficulty to learn listening because not yet used to listen to foreign language, difficulty reading foreign language book, difficulty writing foreign language sentence, and difficulty talking using foreign language, especially in learning English in the field of speaking skills.

There are some problems in getting learners to talk in the classroom there are:

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[7] Simon Gieve, Ines K. Miller, *Understanding the Language Classroom* (Palgrave Macmillan: 2006), 69.

[8] Bruce Tillit, Marry Newton Bruder, *Speaking Naturally: Communication Skill in American English* (Cambridge University Press, 1999), 1.

a. Inhibition, Unlike reading, writing and listening activities. Speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of critics of losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that should be speaking.

c. Low or uneven participation. Only one participant can talk at time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use in the classes where all or a number of the learners share the same mother tongue, they may tend use it, because it easier, because it feels unnatural to speak to one another in a foreign language, and because they are speaking their mother tongue. If they are talking in the small group it can be quite difficult to get some classes-particularity the less disciplined or motivated ones-to keep to the target language.

Common problems in learning English have been encountered, for example, unclear pronunciation, weak of vocabulary mastery, lack of grammar understanding, this is what students will encounter in learning English. But the researcher is more focused interested to know more about the problems that arise when learning to speak English.

6. The Assessment of Speaking

Assessment is the systematic process includes collecting information (number, verbal description), analysis, interpreting the information to make decision.

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.

In this research the researcher use the oral test that to assess the oral test researcher use scoring instrument that notes by hughes with the proficiency description as follows:[9]

a. Accent

1) Pronunciation frequently unintelligible

2) "foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding

3) No conspicuous mispronunciations, but would not be taken for a native speaker

4) Native pronunciation, with no trace of "foreign accent"

b. Grammar

1) Grammar almost entirely inaccurate expect in stock phrases

2) Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding

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[9] Jack C. Richards, and Willy A Renandya, *Methodology in Language Teaching – An Anthology of Current Practice,* (New York: Cambridge University Press, 2002), 222-223.

       3) Few errors, with no patterns of failure

       4) No more than errors during interview

c. Vocabulary

       1) Vocabulary inadequate for even the simplest conversation

       2) Constant limited to basic personal and survival areas

       3) Vocabulary apparently as accurate and extensive as that of an educated native speaker

d. Fluency

       1) Speech is very slow an uneven expect for short and routine sentence

       2) Speech is effortless and smooth, but predictably nonnative in speak and evenness

       3) Speech on all professional and general topics as effortless and smooth as a native speaker

e. Comprehension

       1) Understand too little for simplest type conversation

       2) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

       3) Understand only show, very simple speech on common social and touristic topics, requires constant repetition

Table 2.1

Scoring Instrument

Weighting Table							
Proficiency Description	1	**2**	**3**	**4**	**5**	**6**	**(A)**
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	2	15	19	23	
Total	**16**	**33**	**50**	**65**	**82**	**99**	

B. Talking Chips

1. Definition of Talking Chips

Talking is a word taken from the English language, means to speak, while the chips means the card. So, the meaning of Talking Chips is the card to speak. Talking Chips technique is a technique of teaching speaking which make the students interested and help student to speak.

"Talking Chips is a technique in which students participate in a group discussion and surrender a token each time they speak. It is particularly useful for ensuring equitable participation".[10]

Swaray also states that "Talking Chips is recognized as effective means of improving the students speaking skill and promoting cooperative learning"[11].

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[10] Elizabeth Barkley, *Collaborative Learning techniques,* United States of America: John Willey & Sons, Inc.

[11] Raymond Swaray, *An Evaluation of a Group Discussion Using Talking Chips to Promote Active Learning,* (Philadelphia: Rouledge Publishing House).

In the process of talking chips technique the students participate in small group discussion and they give a sign that is chip when they are going to speak . in Talking Chips, students are divided into small group of about 4-6 people in group. In the groups, the students were asked to discuss an issue or subject matter. Each group was given 4-5 cards used for students in talking. After the students give their opinion, the card kept on the table of their group. The process continued until all students can use their cards to speak.

In addition argue that "talking chips can help the students to produce and deliver their ideas orally in the discussion because every students have to use their chips to speak up"[12]. So, they will share their ideas to their member group and avoid classroom condition problem such as dominating group members. This technique will ensure the students' participation by regulating how often the member of each group is allowed to speak. Talking Chips is useful for helping students discuss controversial issues, and it is also useful to solve communication or process problems, such as dominating or clashing group members.

2. The Nature of Talking Chips

"Talking Chips is a technique in teaching speaking which makes the students interested in speaking English"[13]. It is because this technique stimulates the students to be active in the classroom and can learn by collaborative learning activity. This technique makes the students have chance to speak English because in Talking Chips Technique, students are divided into several teams and each member of group will have a role to speak English.

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[12] Elizabeth Barkley, *Collaborative Learning techniques.*
[13] W. Jisda, *Teaching Speaking by Combining Talking Chips and Numbered Heads Strategies for Senior High School.* (Public Knowledge Project: Retrieve December 4th 2014).

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.

3. **The Advantages of Talking Chips**

There are some advantages from applying Talking Chips technique during the learning process. Talking Chips technique allows every students 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 students speaking and listening skills. During the activity, the students need to discuss certain topics in a group. Each students 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 members ideas. This kind of turn-taking help the students to speak yet at the same time also help them to develop their listening skills.

4. The Steps of Talking Chips Strategy

Before applying talking chips in the teaching and learning process of speaking. The teacher should make some preparations[14].

a. The teacher divides groups of 4-5 students and each member in the group was given 3-4 cards.

b. The students in the group discussed the question which was given by the teacher.

c. Every students who would like to speak or express an idea, students raise their cards and then kept their cards on the table of their group.

d. Students could not talk anymore if his/her cards had been used, until all of the cards of other members in his group were used.

e. The teacher gave score based on the time and the speaking skill aspects, such as pronunciation, vocabulary, grammar, fluency.

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[14] Syafryadin, *The Use of Talking Chips Technique in Improving Students' Speaking Achievement:* International Conference the Future of Education, (Bandung: Indonesia University of Education).

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Method of Research

Research in education is a disciplined attempt to address questions or solve problems through the collection and analysis or primary data for the purpose of description, explanation, generalization and prediction. Research is fundamentally a problem-solving activity with address a problem, tests an hypothesis or explains phenomena.[15]

The method of this research is experimental method belong to one of the type quantitative research. According to David Nunan that "Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated".[16] It means experimental research is a method of research that can used to find out the influence of particular treatment toward other under controlled condition.

Moreover, the researcher uses quasi experimental design, in which the research give certain treatment to experimental class to find whether or not there are significant of difference of students' speaking skill by using talking chips technique.

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[15] Gary Anderson, *Fundamental of Education Research,* (London The Flamer Press, 1998), 6.

[16] David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 230.

B. **The Setting of The Research**

     This research was conducted within in the end of the second semester of tenth grade students in SMK N 3 Kota Serang. The location is on Jl. Kimara No. 1 Lebak Wangi Kec. Walantaka Kota Serang Provinsi Banten 42183.

C. **Population**

     A population is a group of elements or cases whether individuals, object, or events, that conform to specific criteria and to which we intend to whom to generalize the result of the research.[17] "A population consists of an entire set of objects, observations, or scores that have something in common."[18] It means population is the set of all possible data on the observations recorded by a researcher, and Nunan defined population as "cases, situations or individuals who share one or more characteristics".

     In the other hand, population is set of objects or totality of all objects that researcher want to study. The population of this research is the tenth grade of SMKN 3 Kota Serang. They are X AK 1, X AK 2, X AP 1, X AP 2, X MM 1 , X MM 2, X PB 1, X PB 2 , X TKJ 1 , X TKJ 2, X TSM 1, X TSM 2 with the total population is 408 students. And the researcher took two classes as the research that is X TKJ 1 as the experimental class and X TKJ 2 as the control class with the total is 66 students.

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[17] James H. Mcmillan, *Educational Research Fundamentals for the Consumer,* Second Edition, (New York: The High Press, 1996), 86.
[18] Porte, *Appraising Reseach in Second Language Learning*, 241.

D. Sample

Sample is collecting data with small amount of population that tasted at the research. Nunan stated that "sample is a subject of individual or cases from within the population".[19]

The researcher took only 66 of students at tenth grade. The researcher took two classes as sample for the research; they are students in class X TKJ 2 as control class which consists of 33 students and they were taught without multiple intelligences activities. While students in class X TKJ 1 as experimental class that consists of 33 students, they were taught using talking chips.

E. Technique of Sampling

Sampling helps a lot in research. It is one of the most important factors which determines the accuracy of your research/survey result. There are a lot of sampling techniques which are group into two categories as probability sampling and non-probability sampling.

Probability sampling, this sampling technique uses randomization to make sure that every element of the population gets and equal chance to be part of the selected sample. It's alternatively known as random sampling.

Non-probability sampling is does not rely on randomization. This technique is more reliant on the researcher's ability to select elements for a sample.

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[19] David Nunan, *Research Method in Language Learning,* 231.

F. The Research Instrument

1. Test

a. Pre-test

Before applying the multiple intelligences model in experimental class, the researcher gives the pre-test to experiment and control class in the first meeting to know the initial students' speaking skill.

b. Post-test

Both experiment and control class will face the post-test after giving the treatment for experimental class. It will be used to measure the effect of multiple intelligences activities toward students' speaking ability.

2. Scoring Sheet

Scoring sheet used to make the researcher know about the ability of students in speaking. After giving test to the students the researcher has measure and scores the result of them by the purpose to analyze the test that was given by research. Based on FSI Proficiency Ratings[20] the scoring sheet as follows:

The rating sheet of speaking test

Name   : ………………….

Class   : ………………….

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[20] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching- An Anthology of Curret Practice* (Cambridge: Cambridge University Press, 2002), 316.

The Criteria of Students' Score

Conversational English Proficiency Weighting Table

Proficiency Description	->	1	2	3	4	5	6	Total
Accent		0	1	2	2	3	4	
Grammar		6	12	18	24	30	36	
Vocabulary		4	8	12	16	20	24	
Fluency		2	4	6	8	10	12	
Comprehension		4	8	12	15	19	23	
Total								

Letter	Score	Description
A	83-99	Very Good
B	63-82	Good
C	62-43	Enough
D	26-42	Less
E	16-25	Low

G. Technique of Data Collecting

In technique of data collecting , the researcher uses test and observation in teaching and learning process by giving the test to the students, the researcher obtained the data conducting teaching activity and collecting students test scores from both experiment class and controlled class before and after they have been taught speaking comprehension. The test was conducted at the first meeting that can be called pre-test and the second can be called post-test which the scores were the result of learning speaking comprehension through small group discussion.

Before giving the test to the students, the researcher consulted to the English teacher about the questions she made, weather these questions can be

given to the students, the researcher gave the same kind of test for both the experimental class and the control class.

H. Technique of Data Analyzing

The technique of data analysis in this research uses Test-t. According to Anas Sudijono Test-t is used for testing the null hypothesis of the mean differences of two sample. Because the quasi experiment use pre-test and post-test then the researcher uses this test to measure the final test between experiment class and control class.

The steps for statistic analyze that are:

a. Determining mean of variable XI with formula:

$$M_1 = \frac{\sum X_1}{N_1}$$

b. Determining mean of variable X2 with formula:

$$M_2 = \frac{\sum X_2}{N_2}$$

c. Determining derivation score variable X1 with formula:

$$X_1 = x_1 - M_1$$

d. Determining derivation score variable X2 with formula:

$$X_2 = x_2 - M_2$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(\Sigma x1^2 + \Sigma x_2{}^2)}{N_1 + N_2}}\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}$$

Notes:

M_1	= Mean score of the experiment class
M_2	= Mean score of the control class
$\Sigma x_1{}^2$	= Sum of square deviation score in experiment class
$\Sigma x_2{}^2$	= Sum of square deviation score in control class
N_1	= Number of students of experiment class
N_2	= Number or students of control class
2	= Constant number
Df	= Degree of freedom (df = $N_1 + N_2 - 2$)