

**THE USE OF TALKING CHIPS METHOD IN IMPROVING
STUDENTS' SPEAKING SKILL OF SMP NEGERI 39
BULUKUMBA**

(A Pre-Experimental Research)



A THESIS

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At faculty of Teacher Training and Education
Muhammadiyah University of Makassar*

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Motto

***"DO THE BEST AND PRAY.
GOD WILL TAKE OF THE
REST"***

I dedicate this thesis to:

My beloved parents

(Andi Saad Majid and Andi Johar)

And beloved sister Andi Irmawati Saad

ABSTRACT

A.SRI ATIRA. 2017. “The Use of Talking Chips in Improving Students Speaking Skill of SMP Negeri 39 Bulukumba”, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University Supervised by Hasnawati Latief and Nurdevi Bte Abdul.

This research was aimed to finding out the students’ speaking skill of SMPN 39 Bulukumba through the use of Talking Chips method. The use of Talking Chips is expected to improve students’ speaking skills. The method used in this research was pre experimental method. The population of this research was the second grade students of SMP Negeri 39 Bulukumba. The sample of this research consisted of 25 students. The research variables were students’ speaking accuracy and fluency. Independent variable was the use of Talking Chips Method. The instrument used pre-test and post test (test speaking) to collect the data and the data analysis used t-test formula

The research finding was the Talking Chips Method able to improve the students’ speaking skill. The mean score of students’ speaking accuracy in pre-test was 4.52 in post-test was 7.04. The mean score of students’ speaking fluency in pre-test was 4.85 in post-test was 7.11. The mean score of students in pre-test was 4.69 and the students’ score in post-test was 7.07. The result of data analyzed by t-test formula was 2.064 while the value of t-table of significant 0.05 with degree freedom N-1 (24) was 2.064, The result proved that the value of t-test was greater than the value of t-table, which means that the alternative hypothesis was accepted. Based on the fact, the writer concluded that using Talking Chips Method was effective to improve the students’ speaking skill.

Keywords: Improving. Talking Chips Method. Speaking Skill.

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ALHAMDULILAH WA SYUKURILAH, no other word worthy enough to express to Allah SWT, the Almighty God who has given guidance, mercy and health to complete the writing of this thesis. Salawat and Salam are addressed to the final and chosen messenger the prophet Muhammad SAW.

The researcher would like to express her deepest most profound and gratitude to her beloved parents, Andi Saad Majid and Andi Johar and her beloved sisters Andi Irmawati Saad and Andi Irmawati, and all her families for prayer, financial, motivation and sacrifices for her success and their love sincerely.

The researcher realizes that in carrying out the research and writing this thesis, many people have contributed their valuable suggestions, guidance, assistances, and advices for the completion of this thesis. Therefore she would like to acknowledge them:

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2. Erwin Akib, M.Pd., Ph.D the Dean of Teacher Training and Education Faculty.
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The Researcher

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CHAPTER I

INTRODUCTION

A. Background

In teaching 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. In this research, the researcher used the talking chips method. According to Kagan in Putra (2015:127), Talking chips is one of the teaching methods of cooperative learning in which students participate in a group discussion, giving a token when they speak. The purpose of this method is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all the members, this method encourages passive students to speak out and talkers to reflect. Talking chips is useful for helping students discuss controversial issues, and it is useful to solve communication or process problems such as dominating or clashing group members.

By using the talking chips method, students are divided into small groups of about 4-6 people in a group. In the groups, the students were asked to discuss an issue or subject matter. Each group was given 4-5 cards used for student participation in talking. After the students give their opinion, the card is kept on the table of their group. The process is continued until all students can use their cards to speak (Kagan in Fitri (2016:64)).

The teacher is able to improve the student's speaking skill by using the Talking Chips Method because it is an interesting method to apply in the

classroom. Studying English without practice speaking is useless. Through speaking, people can express their minds, ideas and thought freely and spontaneously. Mastering the speaking is the single most important aspect of learning foreign language and success is measured in terms of the ability to carry out a conversation in language.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. The researcher was confessed that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Furthermore, the students faced many problems in learning speaking because of many factors such as shy to speak, have low motivation, have less self confidence, afraid of making mistakes and etc. They sometimes understand about the topic or material but they are difficult to express their idea to the others. Nowadays, students should learn to speak the second language to interact with

others. For this case, students should master several speaking components' such as: pronunciation, vocabulary and self-confidence.

The implementation of talking chips will improve the students speaking ability. It is known from the result of previous study which is conducted by syafryadin (2013) from Indonesia University of education which showed that there is improvements of the students' speaking skill after teach by using talking chips. Therefore, the researcher want to prove that talking chips technique is an effective method in teaching speaking.

Based on the background above, the researcher would like to carry out a pre- experimental research under the title: "*The Use of Talking Chips Method in Improving the Students' Speaking Skill of SMP Negeri 39 Bulukumba*".

B. Research Problem

Based on the previous background, the researcher formulates the research question as follow:

1. Does the use of Talking Chips Method improve students' speaking accuracy in term of vocabulary and pronunciation of the second grade student of SMP Negeri 39 Bulukumba?
2. Does the use of Talking Chips Method improve students' speaking fluency in term of self confidence of the second grade student of SMP Negeri 39 Bulukumba?

C. Research Objective

Related to the problem statement above, the researcher states the objectives of this research are:

1. To find out whether the use of Talking Chips Method Improve the students' speaking accuracy at the second grade student of SMP Negeri 39 Bulukumba?
2. To find out whether the use of Talking Chips Method Improve the students' speaking fluency at the second grade student of SMP Negeri 39 Bulukumba?

D. Significance of the Research

The benefits of this research are:

1. For the students, by using Talking Chips Method improve the student speaking skill especially students speaking accuracy in the term of pronunciation and vocabulary and fluency in term of self confidence.
2. For the teachers, by using Talking Chips Method can be references to the teachers in teaching speaking English is on of essential aspects to make students can speaking English as foreign language.
3. For the researcher, the research can contribute to development of knowledge in teaching and learning English and also the way of teaching and learning English.

E. The Scope of the Research

This research conducted to find a good way to improve the students' speaking skill. This research is focused on students' speaking accuracy that covers pronunciation and vocabulary and fluency that covers self confidence of the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some previous findings related of the research as the following. Estiningrum (2015) found that First, the implementation of Talking Chips created the enjoyable learning atmosphere that enhances the students' motivation to build their confidence to practice speaking. This referred to the fact that they enthusiastically get involved in participating to the group discussion. While the students were having Talking Chips activity, it can be seen that they enjoyed being involved in the teaching and learning process. Later, Talking Chips could enhance the students' self-confidence. In the first cycle, there were only few students who were confident involved to speak up. Finally, in the second cycle, all of them confidently got involved in the teaching and learning process.

Mukadimah (2014) found that the students made a better improvement in all aspects. The most improvement made by the students is in vocabulary and pronunciation aspect. The interact aspect showing a good improving. However, the fluency and the grammar aspects did not show a big improvement. It does not mean that the students could not master the aspects, but rather they need more practice.

Darsini (2013) stated that the implementation of cooperative learning method can improve the achievement of the eighth grade students of SMPN 2 Ubud in academic year 2012/2013 in speaking skill. This improvement can easily be seen by comparing the students' mean scores of pre-test and post-test. The

mean figure of the students in pre-test is 56.58 and it is considered as low achievement. After having treatment in cycle I, the grand mean figure of the cycle I is 70.04; in addition, the students' mean figure in cycle II is 79.61 and categorized as good achievement. It is significant progress of the students compared with the result of the pre-test and post-test in cycle I. These findings showed the fact that the application of cooperative learning method in improving speaking had successfully solved the problem faced by students in speaking skill.

The previous findings above, this research has similarity with these journals. This research and three journals above explain about using Talking Chips to improve the students the quality of teaching learning process in which the students participate actively in speaking activity and they have more time to practice speaking in group. Three theses above are using Classroom Action Research, while this research uses Pre-Experimental Research.

B. Theory of Speaking

1. Definition of Speaking

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers . Based on Competence Based Curriculum speaking is one of the four basic

competences that the students should gain well. It has an important role in communication.

Chastain in Shabani (2013: 26) maintains that speaking a language involves more than simply knowing the linguistic components of the message, and developing language skills requires more than grammatical comprehension and vocabulary memorization. One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should incorporate activities in a group work (Oradee in Derakhshan, 2016: 178). Harmer (1998: 88) states in his book, good speaking activities can and should be highly motivating. If all the students are participating fully – and the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it.

Based on the definition above, the researcher concludes that speaking is one of basic competence in learning English that is complex and difficult so it should be taught well that make learners interest, enjoy, and fun in the classroom and it is important skill in communication or in sharing with each other that should be gained well.

2.The Elements of Speaking

a. Accuracy

According to Hornby (1995) accuracy is the state of being correct or exact and without error, especially as a result of careful effort. Marcel

(1978) states that accuracy is a manner of people in using appropriate word and the pattern of sentences. In this case accurate divided into three elements, namely vocabulary, pronunciation, and grammar.

1. Vocabulary

The essential elements to learn before practising speaking are vocabulary. We are difficult to speak without mastering vocabulary. Students sometimes get difficulties in memorizing all vocabularies that they have known; it caused by lack of practicing and uses them. That is why the student need to practice more to keep in their mind. According to Hornby (1995) vocabulary is all the words that person knows or uses. While Harmer (1991), distinguishes two types of vocabulary in the words, which we want students to understand, but they will not use themselves.

2. Pronunciation

According to Hornby (1995) pronunciation is way in which a language or a particular word or sounds is spoken. While Harmer (1991: 11) states that pronunciation is how to say a word in which make of sound, stress and intonation.

a. Sound

On their own the sound of language may will be meaningless some of preambles that speaker of English as foreign language because they have difficulty with individual sound.

b. Stress

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken, (Boughton, 1997).

c. Intonation

According to Harmer(1991: 12) intonation means the tune you use when you are speaking, the music of speech.

b. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistake made. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse, it includes a consideration of how sentences pattern vary in word order and omit element of structure and also certain aspect of the prosily of discourse.

For example, a learner might be fluent (make their meaning clear) but not accurate (make a lot of mistake).To speak fluently, we must have both rhythms in our speaking and an absence of non fluency in our word. Rhythm has to do with regularly of irregularity of accenting and phrasing with which we present our words.Hornby (1995) states that fluency is the quality or condition of being fluent.

1. Self Confidence

Self confidence is feeling sure about thing expressed or done by someone to others. Furthermore, confidence is the way feels about what we are to do or say, Frenderike in Mukaddimah (2014:15) states that self confidence is a mental process which which makes someone to do or take action. With other people speaking need braveness. There are speak many students who have no self confidence, so they cannot communicate with other people. They sometimes feel embarrassed to speak English. It is considered peculiar behavior in our part if we show in our face what we are rarely felt. Therefore, we present must to teach with other when we are involuntarily rating to something the face we present to the world is rarely our real face.

2. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces from (Brown, 1980:267). A good clustering in speaking with phrasal fluently. It means that speak English not word and reduceform are the use English with construction, elisions and reduce vowel. It means that speak English not word and reduce form are to use English with contraction, elisions and reduce vowels.

Relating to the explanation above, the researcher can cloud that smoothness is a good clustering to speak with phrasal fluently not and reduce are form are to use English contraction, relision and reduce vowel.

3. Teaching of Speaking

Teaching speaking is important to learners' 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 (1997:1) 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 students' ability to use the language in real communication.

3. Principles of teaching speaking

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: 275-276) 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 students' knowledge, interest, and experience. It means that the meaningful interaction is important to encourage the students' 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.

4. **Characteristics of Successful Speaking Activity**

English teachers often ignore speaking on their teaching and learning process since it is difficult to perform. Some say that it is difficult to assess students' performances. However, they still have to include it on the classroom activity. In order to carry out successful speaking, the students should fulfill some characteristics of a successful speaking activity which can be used to assess the teaching and learning process. According

to Ur (1996:120), some characteristics of a successful speaking class are presented on the following points.

- 1) Learners talk a lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners' talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participation is even: Classroom discussion is not dominated by a minority of talkative participants. All have a chance to speak and contribute to the discussion.
- 3) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy. In connection with the description above, the speaking class is supposed to be dominated by the learners' talk. They are supposed to communicate with each other to speak out their minds by using language they have learnt. Moreover, the speaking activity should not be dominated by a few talkative learners. Then, each student should have the same opportunity to get involved in the speaking activity. Furthermore, a successful speaking is characterized by high motivation. The students should be highly motivated to be engaged in all classroom tasks. Then, the language should be in an acceptable level of the learners' comprehension.

C. Theory of Talking Chips

1. Talking Chips Method

In teaching speaking skill to the foreign language learners, the teacher should know variety of learning strategy which can make significant progress for the students' ability. One of the strategies that can be applied to increase students' ability in speaking is Talking Chips Method which has been explained generally before. Before applying this strategy in learning process, the teacher should understand well about it, starting from the definition, the purpose and kinds of Talking Chips that are offered by the strategy.

Talking Chips is develop by Kagan (1992) in Fitri (2016:64), 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 interest and help students to speak. In the course of talking chips, each member of the group gets a chance to provide their construction and listen to the views and concerns of other members.

Kagan in Fitri (2016:64) Talking chips learning model is one model of learning using cooperative learning methods. In cooperative learning, students learn together in small groups and help each other. Classes are arranged in groups of 4-5 students with heterogeneous capabilities. Heterogeneous in this regard, previous grades, gender, religion, race, and so on. In Talking Chips, students are divide into small

groups of about 4-6 people in group. In the groups, the students are asking to discuss an issue or subject matter. Each group is given 4-5 cards for use by students in talking. After the students give their opinion, the card is kept on the table of their group. The process continues until all students can use their cards to speak. This method makes no student more dominant and no student to be passive; all students have to express their opinions.

Barkley (2005) states that using Talking Chips improves the students' active participation in English classroom. This technique creates equal joy to learn, equal share of job and equal chance to practice. The students then have self motivation to finish their job conscientiously for their own benefit to have the same chance to practice. Besides that, Barkley states that by using this technique, the group members' contribution for the success of achieving the meaningful learning is bigger than using individual technique. Moreover, active learning, equal contribution and enjoyment are achieved optimally through this collaborative learning.

In implementing Talking Chips in teaching and learning process, there are several strengths and weaknesses. By using this technique in the classroom, students are encouraged to actively participate in the lesson. As stated by Cottell in Barkley (2005) that Talking Chips requires the students' surrendering a token, passive students feel encouraged to speak because the ground rules have created an environment that promotes participants by all. At the first time, students spoke in English because of the rule; students who usually ignore the lesson are forced to be more focused.

As they used the rule in every meeting, students got accustomed. They start to find the activities interesting and motivating so at last they will be brave to speak English voluntarily and they no longer took English lessons for granted.

2. Step Implementation of Talking Chips Method

Talking chips is one of cooperative learning techniques which is found by Spencer Kagan. Sari (2016: 97) said to facilitate language teaching while it is not only for language teaching but it can be implemented to all subjects. Talking chips technique facilitates the students to work in groups around 4-6 students to share ideas and give opinions about the topics. It also provides same opportunities for every student who has chips to express their mind. The steps can be described as follows:

- 1) Students are grouped into small groups
- 2) The small groups aimed to give the students to be active and cooperative in developing their knowledge. Minimally each group consists of 4-6 students
- 3) Teacher prepares a box when students can find sticks for each group as a mark and each mark/stick has an answer or explanation about the learning material.
- 4) Teacher gives students same amount of the sticks to every member of the group and it depends on the complexity of questions.
- 5) On this step, students who argue or giving an opinion has to put a stick into the center of group. When the sticks on their hands are empty then she/he cannot give another opinion or answer. And if the problem is not

solved yet, group can agreed a new chapter and re run the game until it finished. Teacher on this occasion is more being facilitator and motivator.

- 6) After all the groups have finished their learning through this talking sticks, then one of groups asked to present the result in front of the class
- 7) Teacher evaluates every students and groups to gain both individual score and group reports. In this study, talking chips has function as techniques to increase the students' learning activity by organize every student to be involved actively.

3. The advantages of using Talking Chips

Lie in Devi (2015) states the advantages of using talking chips technique is to give chance for every student to participate equally. In group work usually there is student that tends to more dominant or active than other students. Besides that, there are also students that tend to passive and silent in the class. This technique will ensure every student to participate. Moreover, Kagan in Mukaddimah (2014:38) states other advantage of using talking chips technique that is develops students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills. In addition, talking chips also useful in building on other's idea, contributing idea, elaborating, encouraging contribution, encouraging others, negotiating, and working together. Kagan's chart in the book of Cooperative learning also show

there are some skills or abilities that can be develop by using talking chips as follows:

a. Team building

Through team building, teammates get acquainted, create a team identity, promote mutual support, value individual differences, and develop synergistic relationship.

b. Social skill

Students require a variety of social skills to be successful in cooperative learning and in life. These are the very skills students practice daily in the cooperative classroom; Active listening, appreciating others' idea , caring, conflict resolution skills, cooperation, Diversity skills, encouraging others, leader ship skills, patience, respect, responsively, sharing. Many of these skills are naturally acquire in the process of working together.

c. Communication skill

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. Developing out communication skills can help all aspects of our life, from our professional life to social gatherings and

everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked.

d. Thinking skill

Thinking Skills are mental processes used to do things like: solve problems, make decisions, ask questions, construct plans, evaluate ideas, organize information and create objects

e. Knowledge building

Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas. These pursuits should advance the current understanding of individuals within a group, at a level beyond their initial knowledge level, and should be direct towards advancing the understanding of what is known about that topic or idea.

4. Implementing Talking Chips in SMP

Estiningrum (2014:30) states that 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 five to six 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.

D. Conceptual Framework

The conceptual framework of the research is designed as the following.

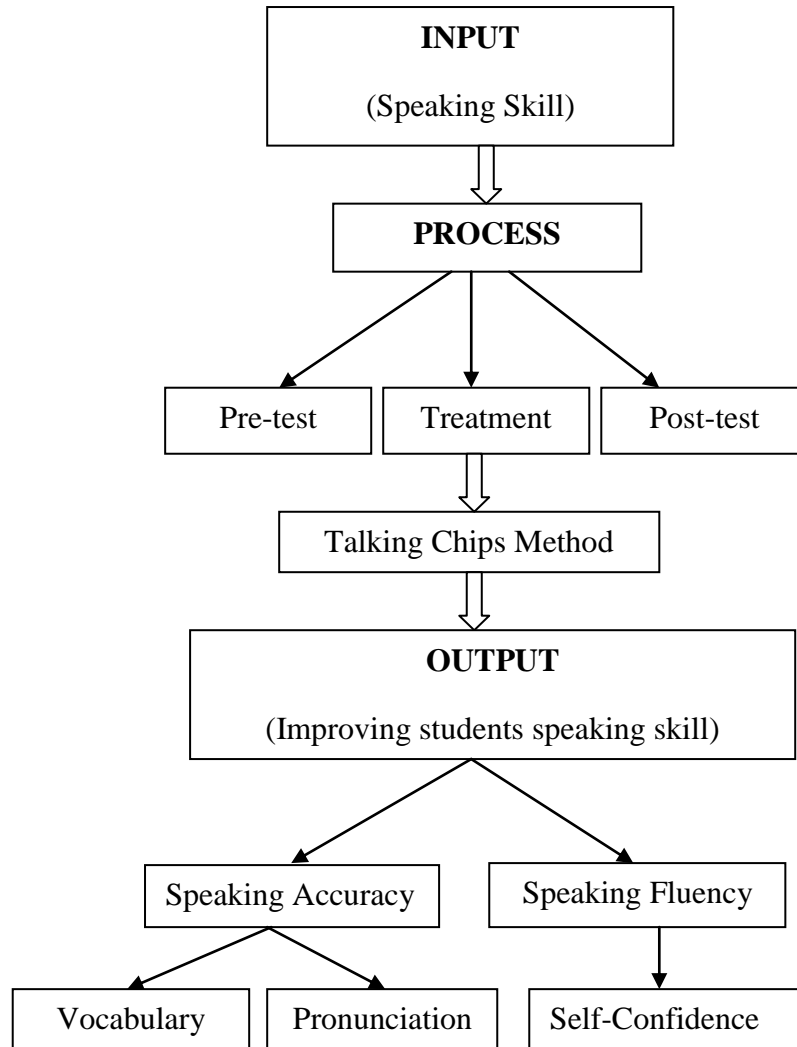


Figure 2.1. Conceptual Framework

This research focused on speaking skill. In speaking skill there are many objects that can observe but the researcher only took speaking accuracy in terms of vocabulary and pronunciation and fluency in term of self-confidence. Vocabulary, pronunciation and self-confidence are part of speaking that student feel difficult in this level so researcher use Talking Chips Method in treatment to solve students' problem in vocabulary, pronunciation and self-confidence. The

one factor is suitable process orientation method. Bad method in teaching can make the students lazy and raise impression that subject is not important so their motivation less and they consider that learning is the fact of being force. After Talking Chips methods apply to students, output from this research is improvement speaking accuracy and fluency of students.

E. Research Hypothesis

In this research, the researcher formulates hypothesis of the research as the following.

H0: There was no an improving the students' accuracy in vocabulary and pronunciation and fluency in self confidence of speaking skill by using Talking Chips Method of the Text.

H1: There was an improving the students' accuracy in vocabulary and pronunciation and fluency in self confidence of speaking skill by using Talking Chips Method of the Text.

CHAPTER III
RESEARCH METHOD

A. Research Method

The research employed a pre-experimental research method with one group pre-test and post-test design. The treatment was conducted after the pre-test and before post-test. The design was presented in the following table:

Pre-test	Treatment	Post-test
O_1	X	O_2

Source: Sugiyono (2012: 111)

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

1. Pre test

Before doing treatment, the researcher gave pretest. This test was used to found the students prior ability to speak. The researcher asked the students to stand up in front of the class one by one to delivered their arguments about the topic from the researcher.

2. Treatment

After giving pre test, the researcher conducted a treatment by using Talking Chips method. It was done for 6 times, each meeting ran for 80 minutes. The Procedure of treatment was as follows:

- a. The researcher prepared the chips and explained the rules of talking chips activity to students.
- b. The researcher divided students into some groups. Every one group consists of 5-6 students. Each student got two chips.
- c. The researcher gave some topic related to asking and giving opinion and asked the students to choose one topic that they are interested in.
- d. The researcher asked them to develop the topic became story according to their idea or experience, and then the students should share their idea in group.
- e. Every students who want to speak, must put the chips in the center of table
- f. Any student with a chip continued discussing using his/her chip
- g. If one of students have used all of their chips, he/she allowed to speak until all of member also used all of their chips
- h. If all chips have used, whereas the task not finished. The group can take chance to share their chips again and continued to speak.

3. Post test

After doing treatment, the last procedure of collecting data was post test. The post test was a test that given in the last meeting after conducting treatment. The objective of post test was aim to find out whether or not Talking Chips method improve the students' speaking skill. The researcher did same thing as in pre test.

B. Research Variables and Indicators

a) Research Variables

This research has two variables:

- 1) Dependent variable was the students' speaking accuracy and fluency.
- 2) Independent variable was the students' the use of Talking Chips Method.

b) Indicators

The indicators of the variable were accuracy and fluency. Speaking accuracy consists of pronunciation and vocabulary. Fluency consisted of self confidence.

C. Population and Sample

1. Population

The population of the research was the second grade students of SMP Negeri 39 Bulukumba in academic year 2017/2018 which consisted of 200 students from 7 classes.

2. Sample

The sample selected by using cluster random sampling technique of nine classes and this research, the researcher only took one class as the sample. It is conducted at the second grade namely class VIII C consisted of 25 students.

D. Instrument of the Research

In this research, the instrument used in collecting data was speaking test. The test was used in pre test and post test. The pre test was conducted to find out and measured the students' prior knowledge of speaking accuracy (vocabulary and pronunciation) and fluency (self confident) before they were given a treatment by using Talking Chips Method, while the post test was conducted to know whether the students' improvement in speaking accuracy and fluency after giving a treatment.

In assessing the students' speaking skill by using Talking Chips Method, the researcher gave speaking assessment in scoring the performance of the students' speaking skill in accuracy and fluency. The instruments that are used in collecting data are pre-test and post-test. The pre-test was given before treatment to find out the skill of the students in speaking, and the post test was given after treatment to find out the improvement of the students skill in speaking after present the materials. The test was recorded. The record was used as supporting instrument to measure the students' skill in speaking.

1. Accuracy in vocabulary

Table 3.2 Scoring Criteria of Vocabulary

Classification	Score	Criteria
Excellent	9.0 – 10	Vocabulary apparently as accurate and extensive as that of and education native speaker
Very good	8.6 - 9.5	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation

Good	7.6 – 8.5	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Fairly good	6.6 – 7.5	Choice of words sometimes inaccurate and limitations of vocabulary
Fair	5.6 – 6.5	Frequently uses the wrong words, conversation somewhat limited vocabulary
Poor	3.6 – 5.5	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	0 – 3.5	Vocabulary inadequate and limitations so extreme for even the simplest conversation

(Hughes in Haeril: 2011: 30)

2. Accuracy in pronunciation

Table 3.2 Scoring Criteria of Pronunciation

Classification	Score	Criteria
Excellent	9.0 – 10	No more than two errors during the practice
Very good	8.6 - 9.5	Few errors, with no patterns of failure
Good	7.6 – 8.5	Occasional errors showing imperfect control of same patterns but no weakness that cause misunderstanding
Fairly good	6.6 – 7.5	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
Fair	5.6 – 6.5	Constant errors showing control of very few major patterns and frequently preventing communication
Poor	3.6 – 5.5	Grammar and word order errors make comprehension difficult.
Very poor	0 – 3.5	Grammar almost entirely inaccurate and errors in stock phrases as severe as to make speech virtually unintelligible

(Hughes in Haeril: 2011: 30)

3. Fluency in self confidence

Table 3.4 Scoring Criteria of Self Confidence

Classification	Score	Criteria
Excellent	9.0 – 10	Their speaking is very understandable and high of self confidence.
Very good	8.6 - 9.5	Their speaking is very understandable and very good of self confidence.
Good	7.6 – 8.5	They speak effectively ad good of self confidence.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of self confidence.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self confidence.
Poor	3.6 – 5.5	They speak hasty and more sentences are inappropriate in self confidence.
Very poor	0 – 3.5	They speak very hasty and more sentences are inappropriate in smoothness an little or no communication

(Hughes in Haeril: 2011: 30)

E. Technique of Data Analysis

1. After collecting the data, the researcher classified the score of the students.

In classifying the students' score, there are seven classifications will be used as the following:

Table 3.4 Classify the Students' Score

1.	9.6-10	Excellent
2.	8.6-9.5	Very good
3.	7.6-8.5	Good
4.	6.6-7.5	Fairly good
5.	5.6-6.5	Fairly poor
6.	4.6-5-5	Poor
7.	0-4.5	Very Poor

(Depdikbud 1985:5)

2. Calculating the students' mean score of the pre-test and post-test by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} : The mean score

$\sum X$: The number of all scores

N : The number of sample (Gay, 1981: 298)

3. Finding out the improvement of percentage of the students' pre-test and post-test by using the formula:

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where :

% : The percentage of improvement

$X2$: The total of post test

$X1$: The total of pre test (Gay, 1981: 320)

4. Find out the significant different between mean score of the students by calculating the value of the t-test, the formula was used as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t : test of significance

\bar{D} : the mean score of total deviation

$\sum D$: the sum of total score of difference

$\sum D^2$: the square of sum score for difference

N : total number of subject (Gay, 1981: 335)

5. Hypothesis Testing

The Criteria of the hypothesis testing was as follows:

Table 3.5: Hypothesis Testing

Result of Comparison	Hypothesis	
	H_0	H_1
t-call < t-table	Accepted	Rejected
t-call > t-table	Rejected	Accepted

(Gay: 1981)

The table shows that the students' significance scores of t-value; it was compared with the value of t-table. When it was found that the t-test value was smaller than t-table, it means that the null hypothesis was accepted while the alternative hypothesis was rejected. And the t-test value was equal or greater than t-table value, it means that the null hypothesis was rejected while the alternative hypothesis was accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The researcher analyzed the data obtained from the students. The data consisted of the result of pre test and post test. Moreover, in this chapter, the findings of this research described the improvement of students' in pre test and post test, the frequency and percentage of students' score and the t-test value.

1. The Improvement of Students' Speaking Accuracy

The improvement of the students' speaking accuracy at the second grade of SMP Negeri 39 Bulukumba by using Talking Chips Method was presented clearly in the following table:

Table 4.1: Score of the Students' Speaking Accuracy

No.	Test	Mean Score	Improvement
1	Pre Test	4.52	55.70 %
2	Post Test	7.04	

The table 4.1 shows that the students' speaking accuracy in the result of calculating of students' pre test and post test by using Talking Chips method. The students' score in pre test (4.52) was different from the post test (7.04). The mean score of the post test was greater than the pretest. Based on the result, it can be concluded that the use of Talking Chips method was effective to improve the students' speaking accuracy with the percentage (55.70%) from the mean score (4.52) on pre-test to be (7.04) on posttest (See the calculating of score in appendix E.4 and E.5).

2. The Improvement of Students' Speaking Fluency

The improvement of the students' speaking fluency at the second grade of SMP Negeri 39 Bulukumba by using Talking Chips method was presented clearly in the following table:

Table 4.2: Score of the Students' Speaking Fluency

No.	Test	Mean Score	Improvement
1	Pre Test	4.85	46.58 %
2	Post Test	7.11	

The table shows that the students' speaking fluency in the result of calculating of students' pre test and post test by using Talking Chips Method. The students' score in pre test (4.85) was different from the post test (7.11). The mean score of the post test was greater than the pretest. Based on the result, it can be concluded that the use of Talking Chips method was effective to improve the students' speaking fluency with the percentage (46.58%) from the mean score (4.85) on pretest to be (7.11) on posttest (See the calculating of score in appendix E.4 and E.5).

After calculating the students' result in speaking accuracy and fluency, the researcher calculated the students' pretest and post-test which was presented in the following table:

Table 4.3: The Students' Result in Speaking

No.	Test	Mean Score	Improvement
1	Pre Test	4.69	50.93 %
2	Post Test	7.07	

The table shows that the students' speaking skill in the result of calculating of students' pretest and posttest by using Talking Chips method. The students'

score in pretest (4.69) was different from the post test (7.07). The mean score of the post test was greater than the pretest. Based on the result, it can be concluded that the use of Talking Chips method was effective to improve the students' speaking skill with the percentage (50.93%). (See the calculating of score in appendix E.4 and E.5).

3. The Frequency and Rate Percentage of the Students' Score

The frequency and rate percentage of the students' score presents the result of the students' speaking achievement in term of accuracy and fluency by using Talking Chips method. The students' scores of pretest and posttest were classified into some criteria. They were presented in the table below:

Table 4.4: The Frequency and Rate Percentage of Student' Score

No	Classification	Range	Pre-test		Post-test	
			F	(%)	F	(%)
1.	Excellent	9.6 – 10				
2.	Very Good	8.6 - 9.5				
3.	Good	7.6 - 8.5			2	8%
4.	Fairly Good	6.6 - 7.5			19	76%
5.	Fairly poor	5.6 - 6.5	6	24 %	4	16%
6.	Poor	3.6 - 5.5	15	60 %		
7.	Very Poor	0 - 3.5	4	16 %		
Total			25	100 %	25	100%

Based on the table above, it shows that in the pretest there was 4 (16%) student of the 25 students classified into "Very Poor" score, 15 (60%) of them

classified into “Poor” score, 6 (24%) of them classified into “Fairly Poor” score and none of the students classified into “Excellent”, “Very Good”, “Good”, and “fairly Good scores.

In the other side, in posttest can be seen that there were 4 (16%) of the 25 students classified into ‘Fairly Poor’ score, 19 (76%) of them classified into “Fairly good” score, 2 (8%) of students classified into “Good” score and none of the students classified into “Excellent”, “Very Good”, “poor” and “Very Poor” scores.

4. Test of Significance in the Students’ Speaking

To know the significant difference of the students’ result in pretest and posttest, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df)= N-1, where N= number of sample (25 students) or (df is (N-1) 25-1 =24). Then, the value of t-table is 2.064 (See clearly the t-table in appendix A.6). The t-test statistical analysis for independent sample was applied. The following table shows the result of t-test calculation.

Table 4.5: T-test of the Students Speaking

T-test	T-table	Comparison	Classification
7	2.064	T-test > T-table	Significant

The table 4.5 shows that the value of t-test (7) (See clearly the t-test value in appendix E.6) was greater than the value of t-table (2.064) for the level of significance (p) = 0.05. It indicated that there was a significant different between the pretest and posttest of the students’ speaking skill in term of accuracy and fluency.

5. Hypothesis Testing

The result of the statistical analysis for the level of significance (p) = 0.05 with degree of freedom (df) = $N - 1 = 24$ where $N = 25$ students. The value of t -test was higher than the t -table ($7 > 2.064$). It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. In other words, Talking Chips method can be used to improve the speaking skill of the students.

B. Discussion

In this part, the researcher presents the discussion with the interpretation of the research findings that gained from the result of data analysis that has been presented in the previous section.

The description of the data collected from students' speaking in term of accuracy and fluency in the previous section showed that the students' speaking skill had improved. It was supported by the mean score and percentage of the students' result in pretest and posttest. It was also proved by the mean score of students' speaking in posttest (7.07) was greater than pretest (4.69) with the percentage of improvement (50.93%). Based on the findings above, the use of Talking Chips method affected the students' mean score which was greater in posttest rather than before teaching them by using Talking Chips method.

Based on the previous findings research, Haeril (2015) concluded that the students' have a good skill after being taught Talking Chips in speaking skill in term of accuracy and fluency. It was supported by the score of the students'

speaking in posttest (7,8 %) was greater than pretest (6,2 %). So, it could be concluded that this method effective to improve the students' in speaking skill.

1. The Improvement of the Students Accuracy in Speaking

a. Vocabulary

During the use of Talking Chips method in the treatment, the students can improve their accuracy in vocabulary. The score of students' pre-test show that the students have some mistakes in term vocabulary. In Pre-test, the students still used the wrong words frequently, conversation and somewhat limited of inadequate vocabulary. After getting treatment for four times the researcher conducted post-test and found that the mean score of vocabulary was improved and it indicates that sometimes the students used inappropriate term and should rephrase ideas because of inadequate vocabulary.

The essential elements to learn before practising speaking are vocabulary. We are difficult to speak without mastering vocabulary. Students sometimes get difficulties in memorizing all vocabularies that they have known; it caused by lack of practicing and uses them. That is why the student need to practice more to keep in their mind. According to Hornby (1995) vocabulary is all the words that person knows or uses. While Harmer (1991), distinguishes two types of vocabulary in the words, which we want students to understand, but they will not use themselves.

b. Pronunciation

During the use of Talking Chips method in the treatment, the students can improve their accuracy in pronunciation. The score of students' pre-test show that the students have some mistakes in term of pronunciation. In Pre-test, the students have pronunciation problem with necessitate them to concentrate listening occasionally lead to misunderstanding . After getting treatment for four times the researcher conducted post-test and found that the mean score of pronunciation was improved and it indicates that the students intelligible though one conscious of definite accent.

According to Hornby (1995) pronunciation is way in which a language or a particular word or sounds is spoken. While Harmer (1991: 11) states that pronunciation is how to say a word in which make of sound, stress and intonation.

Based on the findings, the data were collected through the test as explained in the previous findings section show that the students' speaking accuracy terms of vocabulary and pronunciation was significantly improved. The score was (4.52) on pre-test to be (7.04) on post-test. It was supported by the mean score post-test of students' speaking skill in accuracyy was higher than pre-test.

2. The improvement of the students' speaking Fluency in term of Self-Confidence

During the use of Talking Chips method in the treatment, the students can improve their fluency in self confidence. The score of students' pre-test show that the students have some mistakes in term of self confidence. In Pre-test, the students do not want to speak in front of the class, when they are called by the researcher; the students are shy to stand in front of the class. After getting treatment for four times the researcher conducted post-test and found that the mean score of pronunciation was improved and it indicates that the students intelligible though one conscious of definite accent.

Frenderike in Mukaddimah (2014:15) states that self confidence is a mental process which which makes someone to do or take action. With other people speaking need braveness. There are speak many students who have no self confidence, so they cannot communicate with other people. They sometimes feel embarrassed to speak English. It is considered peculiar behavior in our part if we show in our face what we are rarely felt. Therefore, we present must to teach with other when we are involuntarily rating to something the face we present to the world is rarely our real face.

Based on the findings, the data were collected through the test as explained in the previous findings section show that the students' speaking fluency in term of self-confidence was significantly improved.

The score was (4.85) on pre-test to be (7.11) on post-test. It was supported by the mean score post-test of students' speaking skill in fluency was higher than pre-test.

Therefore, the use of Talking Chips method could improve the students' speaking skill in fluency, and it was helped the students to improved their speaking skill. It was indicated that Talking Chips method was a good contribution for the students to explored their knowledge and make the students be creatively.

3. The Significance of the Students' Speaking

The data described shows that the students' score success to improve the students' speaking accuracy and fluency by using Talking Chips method. This improvement was also followed by the significance. After calculating the value of t-test, it was compared with the value of t-table. Based on the table 4.4, the t-test value (7) was greater than t-table (2.064) for the degree of freedom ($df = N-1$ (25-1) = 24 and the level of significance (p) = 0.05. It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. On the other hand, the researcher concluded that the students' speaking score improved in term of accuracy and fluency at the second grade of SMP Negeri 39 Bulukumba.

Based on the t-test result, the researcher found that there was a significant difference between pre-test and post-test. In the other word, it could be concluded that the use of students' Talking Chips method was effective to improve the

students' speaking skill in term of accuracy and fluency at the second grade of SMP Negeri 39 Bulukumba.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in previous chapter, the researcher drew a conclusion as follows:

1. The students' speaking accuracy was effective to improve after using Talking Chips Method at the second year of SMPN 39 Bulukumba. It was proved by the improvement of the students' mean score in speaking accuracy (Vocabulary and pronunciation) could be seen in pre-test (4.52) and post-test (7.04) with the percentage (55.70%).
2. The students' speaking fluency was effective to improve students' speaking skill after using Talking Chips method at the second year of SMPN 39 Bulukumba. It was proved by the improvement of the students' mean score in speaking fluency (self-confidence) could be seen in pre-test (4.85) and post-test (7.11) with the percentage (46.58%).

The students who are taught by using Talking Chips method have better speaking skill. So, Talking Chips Method was effective in improving students' speaking.

B. Suggestions

After seeing the findings as well as the discussion, the researcher gave several suggestions which may be useful as follows:

1. For the English teacher

The English teachers in SMP Negeri 39 Bulukumba are suggested to keep on motivating their students to improve the students' speaking skill. For Talking Chips method contributed significant improvement to the students' speaking accuracy and fluency. Then, it is also suggested to be applied by the teacher in the classroom. Furthermore, the teacher is also to enhance students' speaking skill in expressing idea orally.

2. For the Students

The students are expected to be able maintain what they have already achieved now. It is also suggested that the students have to practice a lot in improving speaking skill. Furthermore, the students are suggested to have a lot of practice speaking in order to improve their vocabulary, grammar smoothness or pronunciation in speaking. By having the aspects, it will make them easier to express and explore their idea in speaking.

3. For the Other Research

For further the research, the researcher recommended for the other researcher in applying the research in studying the use of Talking Chips method in improving the students' speaking skill especially in accuracy and fluency.

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Appendix A

Data Analysis

Appendix A.1

The Result of Students' Speaking Skill in Pre Test

No	Sample	Accuracy		Mean Score (A)	Fluency	Mean Score X_1	Classification
		Vocabulary	Pronunciation		Self Confidence		
1	S1	4.5	4.6	4.55	4.8	4.67	Poor
2	S2	4	4.5	4.25	5	4.62	Poor
3	S3	4.2	4.4	4.3	4.8	4.55	Poor
4	S4	4	4.5	4.25	5	4.62	Poor
5	S5	6	5.8	5.9	5.9	5.9	Fairly Poor
6	S6	4	4.6	4.3	5.2	4.75	Poor
7	S7	4	4.5	4.25	5.2	4.72	Poor
8	S8	5	5.8	5.4	6	5.7	Fairly poor
9	S9	3.5	4	3.75	4.5	4.12	Very Poor
10	S10	4	4.6	4.3	4.6	4.45	Very Poor
11	S11	5.7	5.9	5.8	6	5.9	Fairly poor
12	S12	3.5	4	3.75	4	3.87	Very Poor
13	S13	4.2	4.5	4.35	4.7	4.52	Very Poor
14	S14	4.3	4.6	4.45	5	4.72	Poor
15	S15	4.3	4	4.15	5	4.57	Very Poor
16	S16	4.3	4.5	4.4	5	4.7	Poor
17	S17	5.4	5.8	5.6	6	5.8	Fairly poor
18	S18	4.5	4.7	4.6	5.2	4.9	Poor
19	S19	4	4.6	4.3	5	4.65	Poor
20	S20	4.2	4.5	4.35	5.1	4.72	Poor
21	S21	5.4	6	5.7	6	5.85	Fairly poor
22	S22	4.8	5	4.9	5	4.95	Poor
23	S23	4.5	4.9	4.7	5	4.85	Poor
24	S24	4	5	4.5	5	4.75	Poor
25	S25	4	5	4.5	5.5	5	Poor
Total Score (Σ)				113.1	121.4	$\Sigma X_1 = 117.25$	
Mean Score (X)				4.52	4.85	4.69	

Appendix A.2

The Result of Students' Speaking Skill in Post Test

No	Sample	Accuracy		Mean Score (A)	Fluency	Mean Score X_2	Classification
		Vocabulary	Pronunciation		Self Confidence		
1	S1	7.4	7.0	7.2	7.0	7.1	Fairly good
2	S2	6.6	6.7	6.65	7.0	6.82	Fairly good
3	S3	6.5	6.8	6.65	7.1	6.87	Fairly good
4	S4	6.6	6.7	6.65	6.7	6.67	Fairly good
5	S5	7.9	7.5	7.7	7.3	7.5	Fairly good
6	S6	6.8	6.4	6.6	6.5	6.55	Fairly Poor
7	S7	7.0	6.5	6.75	6.8	6.77	Fairly good
8	S8	6.5	7.0	6.75	7.0	6.87	Fairly good
9	S9	6.45	6.5	6.475	6.65	6.56	Fairly Poor
10	S10	6.5	6.9	6.7	7.0	6.85	Fairly good
11	S11	7.8	7.2	7.5	7.5	7.5	Fairly good
12	S12	7.7	7.5	7.6	7.5	7.55	Fairly good
13	S13	7.5	7.6	7.55	7.45	7.5	Fairly good
14	S14	7.4	7.0	7.2	7.2	7.2	Fairly good
15	S15	6.45	6.5	6.475	6.65	6.56	Fairly Poor
16	S16	6.6	6.4	6.5	6.5	6.5	Fairly poor
17	S17	7.8	7.9	7.85	7.9	7.87	Good
18	S18	6.9	6.7	6.8	7	6.9	Fairly good
19	S19	7	7.2	7.1	7.4	7.25	Fairly good
20	S20	7	6.9	6.95	7	6.97	Fairly good
21	S21	7.6	7.9	7.75	7.8	7.77	Good
22	S22	7.4	7.2	7.3	7	7.15	Fairly good
23	S23	7.3	7	7.15	7.2	7.17	Fairly good
24	S24	7.2	6.9	7.05	7	7.02	Fairly good
25	S25	6.9	7.5	7.2	7.8	7.5	Fairly good
Total Score (Σ)				176.1	177.95	$\Sigma X_2 = 176.97$	
Mean Score (X)				7.04	7.11	7.07	

Appendix A.3

The Students' Score in Pre Test and Post Test

No	Sample	Pre Test (X_1)	Post Test (X_2)	$D (X_2 - X_1)$	D^2
1	S1	4.67	7.1	2.42	5.88
2	S2	4.62	6.82	2.54	6.47
3	S3	4.55	6.87	2.32	5.38
4	S4	4.62	6.67	2.19	4.81
5	S5	5.9	7.5	1.6	2.56
6	S6	4.75	6.55	1.9	3.61
7	S7	4.72	6.77	2.97	8.82
8	S8	5.7	6.87	1.17	1.36
9	S9	4.12	6.56	2.68	7.20
10	S10	4.45	6.85	2.95	8.70
11	S11	5.9	7.5	1.6	2.56
12	S12	3.87	7.55	3.67	13.50
13	S13	4.52	7.5	2.97	8.85
14	S14	4.72	7.2	2.67	7.15
15	S15	4.57	6.56	2.48	6.17
16	S16	4.7	6.5	1.9	3.61
17	S17	5.8	7.87	2.07	4.28
18	S18	4.9	6.9	2.1	4.41
19	S19	4.65	7.25	2.85	8.12
20	S20	4.72	6.97	2.44	5.97
21	S21	5.85	7.77	1.92	3.68
22	S22	4.95	7.15	2.2	4.84
23	S23	4.85	7.17	2.32	5.38
24	S24	4.75	7.02	3.24	10.53
25	S25	5	7.5	2.5	6.25
Total Score (Σ)		$\Sigma X_1 =$ 117.25	$\Sigma X_2 =$ 176.97	$\Sigma D =$ 59.72	$\Sigma D^2 =$ 150.171
Mean Score (\bar{X})		4.69	7.07		

Appendix A.4

Mean Score of Pre Test and Post Test

1. Mean Score of the Students' Speaking Accuracy

Pre Test

Post Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{113.1}{25}$$

$$X = 4.52$$

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{176.1}{25}$$

$$X = 7.04$$

2. Mean Score of the Students' Speaking Fluency

Pre Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{121.4}{25}$$

$$X = 4.85$$

Post Test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{177.95}{25}$$

$$X = 7.11$$

3. Total Score of the Students' Mean Score in Speaking

Pre Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{117.25}{25}$$

$$X = 4.69$$

Post Test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{176.9}{25}$$

$$X = 7.07$$

Appendix A.5

The Percentage of the Improvement of Students' Pre Test and Post Test

1. The Improvement of the Students' Speaking Accuracy

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{176.1 - 113.1}{113.1} \times 100$$

$$P = \frac{63}{113.1} \times 100$$

$$P = \frac{6300}{113.1}$$

$$P = 55.70 \%$$

2. The Improvement of the Students' Speaking Fluency

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{177.95 - 121.4}{121.4} \times 100$$

$$P = \frac{24,656.55}{121.4} \times 100$$

$$P = \frac{5655}{121.4}$$

$$P = 46.58 \%$$

3. Total of the Improvement of the Students' Speaking

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{176.97 - 117.25}{117.25} \times 100$$

$$P = \frac{59.72}{117.25} \times 100$$

$$P = \frac{5972}{11725}$$

$$P = 50.93 \%$$

Appendix A.6

Test of Significance Difference of Students' Score between the Score of the Pre Test and Post Test

1. T-test

—

—

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{Where } D = \frac{\sum D}{N} = \frac{59.72}{25} = 2.38$$

$$t = \frac{2.38}{\sqrt{\frac{150.17 - \frac{(59.72)^2}{25}}{25(25-1)}}$$

$$t = \frac{2.38}{\sqrt{\frac{150.17 - \frac{3566}{25}}{25(24)}}$$

$$t = \frac{2.38}{\sqrt{\frac{150.17 - 142.65}{600}}}$$

$$t = \frac{2.38}{\sqrt{\frac{7.52}{600}}}$$

$$t = \frac{2.38}{\sqrt{0.12}}$$

$$t = \frac{2.38}{0.34}$$

$$t = 7$$

2. T-table

Level of Significance (p) = 0.05

Degree of Freedom (df) = $N-1 = 25-1 = 24$

T-table = 2.064

Appendix C

Teaching Material

STUDENTS ARE
MAKING IN GROUP
DISCUSSION



TEACHER GAVE THE
CHIPS TO THE
STUDENTS

Talking Chips

"Participants each receive a specific number of talking chips. Each time a participant contributes to the group conversation, they must place one of their chips at the center of the table until they are out of talking chips."



Statement 1

Statement 2

Statement 3

TEACHER START TO
TEACH



TEACHER GAVE THE
CHIPS TO THE STUDENTS



Teaching Material

The First Meeting:

The students are discussed about:

- Presiden Jokowi
- Baharuddin Yusuf Habibie



1. Students are grouped into small group
2. Teacher gave the chips to the students
3. Teacher start teach with the topic about asking and giving opinion
4. Every students who want to speak, must put the chips on the table
5. Any students with a chips continued discussing with their chip
6. If all the chips have used, whereas the task not finished the group can chance to share their chips again and continued to speak.

Teaching Material

The Second Meeting:

The students are discussed about:

Pilot

Nurse



1. Students are grouped into small group
2. Teacher gave the chips to the students
3. Teacher start teach with the topic about asking and giving opinion
4. Every students who want to speak, must put the chips on the table
5. Any students with a chips continued discussing with their chip
6. If all the chips have used, whereas the task not finished the group can chance to share their chips again and continued to speak.

Teaching Material

The Third Meeting:

The students are discussed about:

The new bag and new shoes



www.shutterstock.com - 92088067

1. Students are grouped into small group
2. Teacher gave the chips to the students
3. Teacher start teach with the topic about asking and giving opinion
4. Every students who want to speak, must put the chips on the table
5. Any students with a chips continued discussing with their chip

6. If all the chips have used, whereas the task not finished the group can chance to share their chips again and continued to speak.

Teaching Material

The Fourth Meeting:

The students are discussed about:

The school's yard

The school's library

1. Students are grouped into small group
2. Teacher gave the chips to the students
3. Teacher start teach with the topic about asking and giving opinion
4. Every students who want to speak, must put the chips on the table
5. Any students with a chips continued discussing with their chip
6. If all the chips have used, whereas the task not finished the group can chance to share their chips again and continued to speak.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RRP)**

Nama Sekolah : SMP Negeri 39 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/ I

Aspek / Skill : Speaking

Alokasi Waktu : 8 x 40 Menit

A. Standar Kompetensi

- Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.
- Memahami makna dalam teks lisan fungsional pendek dan monolog pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur, meminta, member, menolak jasa, member barang, mengakui, member fakta, meminta dan member pendapat.
- Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Tujuan Pembelajaran

Diakhir pembelajarn siswa diharapkan dapat:

D. Indikator

- Mengidentifikasi kosakata terbaru yang terdapat dalam bacaan.
- Mengidentifikasi dan mengelompokkan kosakata yang terdapat dalam bacaan.

E. Sumber belajar

Buku English in Focus

F. Materi Ajar

Asking for and giving Opinion

- Expressing of asking and giving opinion

Asking Opinion	Giving Opinion
<ul style="list-style-type: none">• What is your opinion about?• What do you thing of?• What do you feel about?• What's your view on?• What is your idea?• What is your comment?• Do you think?	<ul style="list-style-type: none">• In my opinion• I think• I feel• In my mind• as far as i'm concern• I don't think it's good• I think it's good enough

- The students are discussed about the topics:

First Meeting:

Baharuddin Yusuf Habibie

Presiden Jokowi



Second Meeting:

Pilot

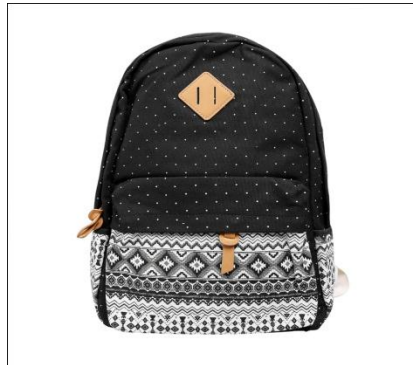
Nurse



Third Meeting:

The new bag

The new shoes



Third Meeting:

The school's yard

The school's library

G. Metode Pembelajaran

- Explanation
- Discussion
- Talking chips method

H. Langkah – langkah Pembelajaran:

a. Kegiatan awal :

- Salam dan tegur sapa.
- Berdoa, Cek kehadiran, menyiapkan buku pelajaran.
- Menjelaskan tujuan pembelajaran.
- Memberikan apersepsi.
- Siswa merespon pertanyaan dari guru berkenaan dengan materi yang akan di ajarkan.

b. Kegiatan Inti :

- Guru membagi siswa dalam beberapa kelompok
- Guru membagikan chips kepada setiap siswa
- Guru menjelaskan materi yang akan dipelajari
- Setiap siswa meletakkan chip di atas meja, siswa menggunakan chis tersebut ketika ingin berbicara.
- Ketika semua chips habis, rekan tim mengumpulkan semua chip mereka

c. Kegiatan akhir

1. Menanyakan kesulitan yang dihadapi oleh siswa
2. Menyimpulkan materi pembelajaran
3. Mengevaluasi siswa.

I. Instrument penilaian

The assessment of speaking accuracy and Fluency

4. Accuracy in vocabulary

Classification	Score	Criteria
Excellent	9.0 – 10	Vocabulary apparently as accurate and extensive as that of and education native speaker
Very good	8.6 - 9.5	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation
Good	7.6 – 8.5	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Fairly good	6.6 – 7.5	Choice of words sometimes inaccurate and limitations of vocabulary
Fair	5.6 – 6.5	Frequently uses the wrong words, conversation somewhat limited vocabulary

Poor	3.6 – 5.5	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	0 – 3.5	Vocabulary inadequate and limitations so extreme for even the simplest conversation

(Hughes, 1989: 111)

5. Accuracy in pronunciation

Classification	Score	Criteria
Excellent	9.0 – 10	No more than two errors during the practice
Very good	8.6 - 9.5	Few errors, with no patterns of failure
Good	7.6 – 8.5	Occasional errors showing imperfect control of same patterns but no weakness that cause misunderstanding
Fairly good	6.6 – 7.5	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
Fair	5.6 – 6.5	Constant errors showing control of very few major patterns and frequently preventing communication
Poor	3.6 – 5.5	Grammar and word order errors make comprehension difficult.
Very poor	0 – 3.5	Grammar almost entirely inaccurate and errors in stock phrases as severe as to make speech virtually unintelligible

(Hughes, 1989: 111)

6. Fluency in self confidence

Classification	Score	Criteria
Excellent	9.0 – 10	Their speaking is very understandable and high of self confidence.
Very good	8.6 - 9.5	Their speaking is very understandable and very good of self confidence.
Good	7.6 – 8.5	They speak effectively and good of self confidence.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of self confidence.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self confidence.

Poor	3.6 – 5.5	They speak hasty and more sentences are inappropriate in self confidence.
Very poor	0 – 3.5	They speak very hasty and more sentences are inappropriate in smoothness an little or no communication

(Hughes, 1989: 112)

Attendance List

No.	Names	Pre-Test	Treatment						Post Test
			1	2	3	4	5	6	
1	Aenun Ardilla Putri	✓	✓	✓	✓	a	✓	✓	✓
2	Afdal	✓	✓	✓	✓	✓	✓	✓	✓
3	Aldi Aditya	✓	✓	✓	✓	✓	✓	✓	✓
4	Andi Ahmad Syawal	✓	✓	✓	✓	✓	✓	✓	✓
5	Andi Aisyah	✓	✓	✓	✓	✓	✓	✓	✓
6	Andi Mu'agin	✓	✓	✓	✓	✓	✓	✓	✓
7	Ari Al-Ma'rifat	✓	✓	✓	✓	✓	✓	✓	✓
8	Eka Ahriani Abdullah	✓	✓	✓	✓	✓	✓	✓	✓
9	Eril Alif Utama	✓	✓	✓	✓	✓	✓	✓	✓
10	Febrianto	✓	✓	✓	✓	✓	✓	✓	✓
11	Jusda Ramadhani	✓	✓	✓	✓	✓	✓	✓	✓
12	Muh. Aldi	✓	✓	✓	a	✓	✓	✓	✓
13	Nirmala	✓	✓	✓	✓	✓	✓	✓	✓
14	Nita	✓	✓	✓	✓	✓	✓	✓	✓
15	Nur Haidil	✓	✓	✓	✓	✓	✓	✓	✓
16	Nur Ilham	✓	✓	✓	✓	✓	✓	✓	✓
17	Nur Syafikah	✓	✓	✓	✓	✓	✓	✓	✓
18	Nurfadillah Dwiani	✓	✓	✓	✓	✓	✓	✓	✓
19	Nurhafisah	✓	✓	✓	✓	✓	✓	✓	✓
20	Nurul Faety	✓	✓	✓	✓	✓	✓	✓	✓
21	Risky Amaliah	✓	✓	✓	✓	✓	✓	✓	✓
22	Risna	✓	✓	✓	✓	✓	✓	✓	✓
23	Tri Sulastri	✓	✓	✓	✓	✓	✓	✓	✓
24	Wahyu Aditya	✓	✓	✓	✓	✓	✓	✓	✓
25	Wanda	✓	✓	✓	✓	✓	✓	✓	✓

Keterangan

s = sakit

i = izin

a = alfa

Appendix E**Distribution of T-table**

<i>df</i>	<i>Probability (p)</i>			
	0.10	0.5	0.1	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850

21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay,1981)

Documentation of the Research





CURRICULUM VITAE



A.SRI ATIRA was born on July 05th 1994 in Marana. She is the third child from six siblings. Her father is Andi Saad Majid and her mother is Andi Johar. In 2007 she has graduated from SDN 93 Marana Kab. Bulukumba and continued her study at SMPN 2 Takalar Kab. Takalar graduated in 2010. In the same year, she continued her study at SMAN 10 Bulukumba and finished in 2013. After finished in senior high school, she preceded her study at Makassar Muhammadiyah University in 2013. She was accepted in English Department of Teachers Training and Education Faculty. At the end of his study, she could finish her thesis in 2017 entitle “*The Use of Talking Chips Method in Improving Students’ Speaking Skill of SMP Negeri 39 Bulukumba (A Pre-Experimental Research)*”