

**THE USE OF TALKING CHIPS TECHNIQUE IN
TEACHING SPEAKING AT THE EIGHTH
GRADE OF SMPN 2 SARUDU**

(Pre-Experimental Research)



A Thesis

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
for the degree of education in English department*

By :

INDRIANA TRY MELIWARDANI
10535 5655 13

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

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APPROVAL SHEET

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Name : **INDRIANA TRY MELIWARDANI**

Reg. Number : 10535 5655 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, November 2018

Approved by:

Consultant I

Consultant II



Erwin Akib, M.Pd., Ph.D.


Muh. Astrianto Setiadi, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



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

LEMBAR PENGESAHAN

Skripsi atas nama **INDRIANA TRY MELIWARDANI**, NIM **10535 5655 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **212 Tahun 1440 H/2018 M**, tanggal 11 Rabiul Awal 1440 H/19 November 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 22 November 2018.

Makassar, 14 Rabiul Awal 1440 H
22 November 2018 M

Panitia Ujian :

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.**

2. Ketua : **Erwin Akib, M.Pd., Ph.D.**

3. Sekretaris : **Dr. Baharullah, M.Pd.**

4. Dosen Penguji : 1. **Erwin Akib, M.Pd., Ph.D.**

2. **Amar Ma'ruf, M.Hum., Ph.D.**

3. **Muh. Astrianto Setiadi, S.Pd., M.Pd.**

4. **Farisha Andi Baso, S.Pd., M.Pd.**

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



| Terakreditasi Institusi

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Saya yang bertanda tangan di bawah ini:

Nama : Indriana Try Meliwardani

NIM : 10535 5655 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Talking Chips Technique in Teaching Speaking at The Eighth Grade of SMPN 2 Sarudu**

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Makassar, 2018

Yang membuat pernyataan

Indriana Try Meliwardani

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Indriana Try Meliwardani

NIM : 10535 5655 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Talking Chips Technique in Teaching Speaking at The Eighth Grade of SMPN 2 Sarudu**

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Motto

Manjadda Wa Jada

“Whoever really mean it will be successful”

***“I dedicate this thesis especially to my parents,
my family, beloved best friends and all who
know me”***

ABSTRACT

Indriana Try Meliwardani, 2018. *The Use of Talking Chips Technique in Teaching Speaking at the Eighth Grade of SMPN 2 Sarudu*. The Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by **Erwin Akib and **Muh. Astrianto Setiadi**)**

This research aimed to find out the improvement of the students' speaking skill by using Talking Chips Technique that focused on fluency by giving students activities related the technique in teaching the material.

The researcher applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class VIII of SMPN 2 Sarudu which consisted of 30 students. The sample was taken by using purposive sampling technique. The research findings showed that the eighth grade students of SMPN 2 Sarudu had fairly score in pre-test. After treatment, their reading comprehension was significantly increase.

The findings of the research were the mean score of students fluency obtained by the students through pre-test was 6.4 and post-test was 8 with the t-test value is greater than t-table ($0.68 > 0.25$).

The Result of this research shows that the use of Talking Chips Technique in teaching speaking at the eighth grade students of SMPN 2 Sarudu the academic year of 2017/2018 can improve students' speaking ability.

Key Words: Talking Chips Technique, Speaking Ability, Teaching Speaking.

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Indriana Try Meliwardani

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CHAPTER I

INTRODUCTION

A. Background

English as one of the international languages plays an important role in the international communication. English is used as a tool for international communication in many fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). Based on the importance of English as a tool in the development of the country, both for international relations and scientific-technological advancement, English was chosen by policy makers in Indonesia as a foreign language to be taught in school nationwide.

According to Brown (1990:8) There are four skills that should be mastered in learning English: Speaking, reading, listening, and writing. One of the skills is speaking. Speaking is an important competence that should be mastered by students when they learn language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom. In reality, in human daily life people mostly write more than they speak, yet many English teachers still spend most of the class time on reading and writing practice and almost ignoring speaking.

According to Syafryadin (2011), most of Indonesian students could not speak English well due to several reasons. Those were lack of vocabularies, make grammatical mistakes, mispronounce words, stuck in speaking pausing,

and shy to speak. At the time the researcher doing observation at the one of junior high school in Mamuju Utara. The researcher find out that the students of SMPN 2 Sarudu still lack on speaking ability. When the researcher asked them to act out a conversation in front of the class, they are still shy and afraid to do what they are asked to do. Most of the students said that they are afraid to mispronounce words and have low motivation on challenging themselves. Another problem during the lesson was, most of the students get stuck and do not know what they want to say. As the result, the class become less communicative since they prefer to remain silent. When the researcher asked the students why did they remain silent, most of them said that they do not know how to say what they want to say in English. In short, they have limited vocabularies. In the researcher's point of view, actually the students have interest in learning English, however they are afraid to make mistakes and shy to express their opinions.

Teaching speaking needs innovation to improve students' speaking ability. Thus, this research attempts to apply Talking Chips technique in teaching speaking in to see whether this technique could help students to improve speaking ability. According to Kagan (1992), Talking Chips Technique is a technique of teaching speaking which make the students interested and help students to speak. It is because this technique can make students: (1) active in the classroom, (2) learn how to cooperate in a group and (3) have a chance to speak English because in Talking Chip, students are divided into several groups and each member of the group will have a turn to speak English.

Related to Talking Chips Technique can improve the speaking ability of the eighth grade students of SMPN 2 Sarudu or not. The finding of the study shows that the Talking Chips Technique could improve the students' speaking ability.

The Talking Chips technique also applies three functions of speaking which are stated by Richard (1990:2). The first function is that speaking can be used by people to communicate with others in order to be more interactive or try to interact for other people. The Second function is that speaking can be used for transaction purposes because in speaking, a human can deliver his or her meaning and making other people understand clearly about the transaction. The Third function is that speaking can be seen as the consideration in our performance. It means that if someone speaks well in front of many people, someone will have good performance in speaking.

Based on the explanation above, the researcher is interested to conduct a research about Talking Chips technique on students' speaking ability at Grade VIII of SMPN 2 Sarudu.

B. Problem Statement

Referring to the background above, the research problem is formulated into a question as follow *“Does the use of talking chips technique in teaching speaking improve the students' speaking ability?”*

C. Objective of the Study

The objective of this study is to find out whether the use of talking chips technique improve the students' speaking ability or not.

D. Significance of the Study

The significance of this study will be explained as follows:

1. This study is expected to improve teachers' knowledge about various techniques in teaching speaking especially Talking Chips Technique.
2. This study would be useful for the school because this technique contributes to fulfill the school's target in improving students' speaking achievement.
3. This study would be useful for other researchers as their reference in conducting their research.

E. Scope of the Study

The coverage of this study is implementation of Talking Chips technique in teaching speaking, especially about its fluency by giving students activities related the technique in teaching the material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are some researchers who conduct researches to find out whether the use of talking chips technique improve the students' English ability or not.. These researchers find out some useful results in learning process, namely:

1. Khairun Nisa, Patuan Raja, Flora. (2016). *The Use of Talking Chips Technique to Improve Students' Writing Ability*. The researcher used Experimental research. This research was aimed at finding out whether there was a significant improvement in students' writing ability after being taught through Talking Chips Technique and which writing aspect improved the most. The result showed that there was an improvement in students' writing ability after being taught through Talking Chips Technique.
2. Reni Purnaningsih, Ahmad Dahlan Rais, Teguh Sarosa. (2015). *Improving Students' Speaking Vocabulary Through Talking Chips*. The researcher used Classroom Action Research (CAR). The objectives of the research are to identify whether and to what extent Talking Chips can improve the students' speaking vocabulary, and to describe the classroom situation when talking chips are implemented in the speaking class.
3. Purnamantari, Ni Ketut. (2013). *Teaching English Ability through Talking Chips Technique to the Eighth Grade Students of SMP Negeri 2 Sukawati*

in Academic Year 2012/2013. The present classroom action investigation was basically triggered by the fact that the subject under study still face problem in studying English especially speaking. Teaching English ability through Talking Chips Technique was expected to be an effective way in improving the speaking ability.

4. Maridha Fitri, Wina Viqa Sari, Eliyati, Nurul Aisyah (2012). *The Effect of Applying Talking Chips Technique on The Students' Achievement in Speaking Ability*. The objective of this research was 1) to find out the effect of applying talking chips on students' achievement in speaking 2) to find out the students' difficulties of applying talking chips technique in learning speaking. The result showed that the students who were taught by applying talking chips were better than those who were taught by discussion method. So, it can be said that alternative hypothesis (Ha) was accepted.

Based on the result of some researchers above, the researcher concludes that research findings indicated that there is an effectiveness of Talking chips technique in influencing the students' Speaking ability. The research above have a similarity and difference with the researcher's study.

B. Some Pertinent Ideas

1. The Nature of Speaking

a. Definitions of Speaking

There are four skills of language that need to be learned by the language learners. They are listening, speaking, reading, and writing. Bailey in Nunan (2003: 48) states that the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred as productive, while language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). So that, Bailey in Nunan (2003:48) describes speaking as the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning. Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. It requires the ability to cooperate in the management of speaking turns and non-verbal language. In addition, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing.

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

b. Kinds of Speaking

According to Martin (1991:9), speaking is commonly divided in two kinds; namely speaking competency and speaking performance.

1) Speaking Competency

According to Martin (1991: 80), competency is having ability, skill, and knowledge to do something then through this basic definition, researcher also may concludes that speaking competency is the ability of someone to speak in combining their inclusive skill and how to delivered competence is what one knows.

2) Speaking Performance

According to Martin (1991: 306), performance is the person's process or manner of play therefore may conclude that speaking performance is the way of one's manners in speaking with accessed opinion with fluency and accuracy performance is what one does.

c. Elements of Speaking

According to Harmer (2001: 89), speaking covers two elements that cannot be separated one another they are accuracy which consists of pronunciation, grammar, vocabulary, and fluency which consists of effectiveness and accent. In this research the writer only focus on speaking fluency to know the effect of Talking chips technique.

1) Accuracy

Based on Webster Dictionary (1991: 29), accuracy is the quality of being accurate. While in Oxford Dictionary, accuracy is degree of being correct. Marcel in Rahmawati (2008: 9) states that accuracy is a manner of people in using appropriate word and pattern of sentences. Accuracy covers with three elements that cannot be separated one another. They are pronunciation, grammar, and vocabulary.

2) Fluency

Based on Webster Dictionary (1991: 35), fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility the “riverbank” of instruction or some details of phonology, grammar or discourse explain that fluency is defined as the ability to get across communicative intent without too much hesitation and too many pauses or breakdown in communication.

2. Teaching Speaking

a. Principles for Designing Speaking Technique

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom. In order to implement the appropriate technique in the teaching and learning process, the teacher needs to pay attention on principles for designing speaking technique. Brown (2001: 275-276) proposes seven principles for designing speaking technique.

1. *Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.* In current interactive language teaching, teacher can easily slip into an activity that does not capitalize on grammatical pointers or pronunciation tips. So that, teachers need to pay attention to the language should be taught, however teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible.
2. *Provide intrinsically motivating techniques.* Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be."
3. *Encourage the use of authentic language in meaningful contexts.*
The teacher should encourage the students to use the authentic

language during the speaking activities, so that the activities would be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs to be creative to provide what kind of authentic language should be done during the speaking activities.

4. *Provide appropriate feedback and correction.* In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. When the students make some mistakes during the activities, the teacher should give appropriate feedback and correction so that the students would not make the same mistakes.
5. *Capitalize on the natural link between speaking and listening.* Speaking could not be separated from listening, so that during speaking activities, the teacher should also integrate the listening activities. Skills in producing language are often initiated through comprehension.
6. *Give students opportunities to initiate oral communication.* Initiate conversation is a part of oral communication competence. Asking questions or engaging the students in a conversation could give opportunities for the students to practice their communication competence.

The principles proposed by Brown above imply that the teacher needs to consider the learners' needs in order to design good technique in teaching speaking. The technique implied in the classroom should

be accompanied by activities that could motivate the students to practice their English. The appropriate technique would boost the students' motivation and maintain good atmosphere during the teaching and learning process. However, the technique should also cover the students' lack and improve their speaking as well.

b. Teacher's Roles during the Speaking Lesson

According to Harmer (2007:56), teachers use many metaphors to describe what they do. Some say they are actors because we are always on the stage". Others think they are like orchestral conductors because, I direct conversation and set the pace and tone". From those statements, we could see that teachers have so many roles depend on the point of view of the teacher. Besides, the teachers also need to play a number of different roles, including during the speaking activities. Below are three particular roles of the teacher proposed by Harmer (2007: 275-276).

1. *Prompter*. This role could be applied by the teacher when the students "get lost", cannot think of what to say next, or in some other way lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.
2. *Participants*. The teacher acts as a participant when she or he participates in the discussions, role plays, or dialog with the class. However, teacher needs to be careful not to participate too much

and dominate the speaking and drawing all the attention to themselves.

3. *Feedback Provider*. The teachers feedback on the students' speaking depends upon the teachers act and the appropriacy of the feedback given in particular situations. The feedback could cover the content of the activity as well as the language used.

3. Talking Chips Technique

a. The Nature of Talking Chips Technique

Kagan (2010: 17) cited in Syafryadin (2011), points out that Talking Chips is a technique in teaching speaking which makes the students work in group. In line with Kagan, Hayman states that Talking Chips is one of technique could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics. This strategy also allows the students in a group to speak without one student dominating the group discussion. In holding Talking Chips strategy, the students would be given chips and the chips are used for every time they speak, they must put the chips in the middle of the table. When the chips are over, the activity is done and the students may not speak until chips of all members of the group are over too.

In the previous explanation, Kagan (2009: 12) proposes the PIES principle to distinguish cooperative learning from group discussion.

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

b. The Advantages of Talking Chips Technique

There are some advantages from applying Talking Chips technique during the learning process. Talking Chips technique allows every student to hold accountable for participating. Talking Chips regulates discussion where it ensures everyone in the group could participate and contribute during the discussion. Since everyone in the group should participate during the discussion, shy students, low achievers, and less-fluent students are encouraged by the social norms of structure to fully participate and develop their language skills too.

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

c. The Steps of Talking Chips Technique

The procedure of Talking Chips proposes by Kagan (2010) cited in Syafriyadin (2011) are as in the following.

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

- 5) During the students' discussion about the topic, fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency.

C. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure:

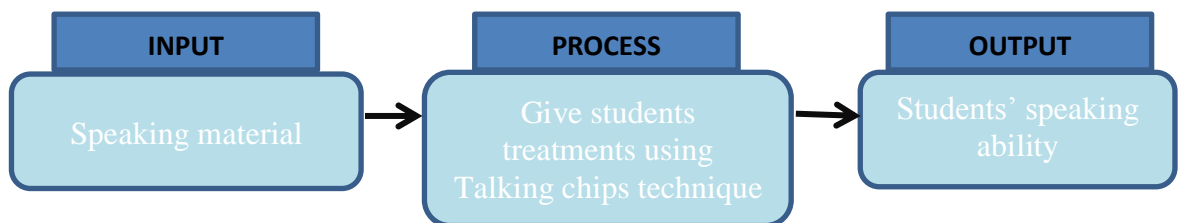


Figure 2.1 Conceptual Framework

In the conceptual framework above, the researcher uses experimental research to find out whether the use of talking chips technique improve the students speaking ability.

1. Input refers to the speaking material. The speaking material about describing pictures.
2. Process refers to the way to give the students treatments by using talking chips technique in teaching speaking with cooperative learning method. Students are divided into several groups and each member of the group will have a turn to speak English.
3. Output refers to the students' speaking ability.

D. Hypothesis

This research formulates the hypotheses as follows:

- H_0 (Null Hypothesis): The use of talking chips technique in teaching speaking is ineffective in improving students' speaking ability.
- H_1 (Alternative Hypothesis): The use of talking chips technique in teaching speaking is effective in improving students' speaking ability.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with description of the research design, research variables, population and sample, research instrument, data collection, procedure and data analysis. The design of this research is Experimental Research Design.

Experimental research is a research which has the purpose to find the cause- effect relationship among variables. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes. Sugiyono (2006:80)

A. Research Design

This research used a pre-experimental research. There was one class as the sample. Pre-test and post-test were given to the sample. The design of this research as proposed by Arikunto (2006:86) is follows:

Table 3.1 Experimental Design

Pre-test	treatment	Post-test
X ₁	O	X ₂

Gay (1981 : 225)

Where :

X₁ : Pre-test

O : Treatment

X₂ : Post-test

B. Research Variables and Indicator

1. Variables

There were two variables in this research, namely:

- a. Independent variable, namely talking chips technique.
- b. Dependent variable, namely students' speaking ability.

2. Indicator

The indicator of this research was the students' speaking ability, especially about its fluency.

C. Population and Sample

1. Population

The population of this research was the Second Grade students of SMPN 2 Sarudu in academic year 2017/2018. The second grade consist of 3 classes (VIII. 1-3). Total of the population was 100 students.

2. Sample

The sample of this research was Class VIII.1 of SMPN 2 Sarudu where the class consist of 30 students. Total of the sample was 30 students.

The sample were choosen by using purposive sampling. The reseacher select Class VIII.1 because the students of the class have been familiar and their English abilities have been known by the researcher.

D. Research Instrument

The instrument is the tool or facility that can be used by researcher in setting the data to make more easily. The instrument of this research was speaking test (Descriptive Test), based on the curriculum of SMPN 2 Sarudu . Kind of the test is speaking where the researcher give the test as pre-test and post-test. The post-test is intend to find out the change of the students' speaking abilities after the treatment was given.

E. Procedure of Data Collection

To collect the data, the researcher used of some procedures:

Test

a. Pretest

A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell,2008: 301).

Before gave the treatment, the researcher was given pre-test, the researcher of distribute the speaking material based on curriculum and syllabus SMPN 2 Sarudu.

b. Post-test

The last method used to collect the data was administering post-test. A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008: 301).

After gave the treatment, the researcher was given post-test, the content of the post-test is the same as the pre-test. The aim of the post-test is to find out the result of the treatment.

F. Technique of Data Analysis

The procedure was undertaken in analysis are as follows:

- a. To score of the student's answer of the speaking test by using the following formula:

Table 3.2 Data Analyzis

Classification	Score	Criteria
Excellent	9.6 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by

		someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Iskandar (2012: 53)

- b. Calculating the mean score of the students' speaking test by using the following formula:

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

Where :

\bar{X} = The Mean score

$\sum X$ = The total raw score

N = The number of students,

(Gay, 1981: 298)

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

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

Where:

P = The percentage of improvement

X2 = The total of post test

X1 = The total of pre test

(Gay, 1981: 320)

- d. To know the significant difference between the score of the pre-test and post-test. The researcher calculated the value of the test by using the following formula:

Where:

t = Tet of significant

\bar{D} = Mean Deviation

$(\Sigma D)^2$ = The square of the sum score for difference

ΣD = The sum of total score for diffrence

N = The Number of subject

(Gay, 1981: 335)

- e. The criteria for the hypothesis testing is as follows:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

(Gay, 2006)

The table above show if (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and if (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter particularly present the findings and discussion of this research. The findings of the research explain about the effectiveness of Talking Chips Technique which was used to know whether there was significant effect or not to students' speaking ability, especially in their fluency. The effectiveness of the strategy was known from the result of the pre-test and post-test. The researcher compared the result of pre-test and post-test. If the result of post-test was higher than pre-test, it means that this technique was effective.

Based on the result of data analysis, the researcher found that applying Talking chips technique in the class, students' speaking ability at the second grade students of SMPN 2 Sarudu could be improved. The researcher analyzed the data obtained from the students with two classes of pre-test and post-test. The data consisted of the result on pre-test and post-test. This result has proved that technique was effective to improve the students' speaking ability. It means that the technique was successful.

1. Improvement of Students' Speaking Fluency

The use of talking chips technique improved students speaking fluency. The improvement of students' speaking fluency can be seen early in the following table:

Table 4.1 Improvement of Students' Speaking Fluency

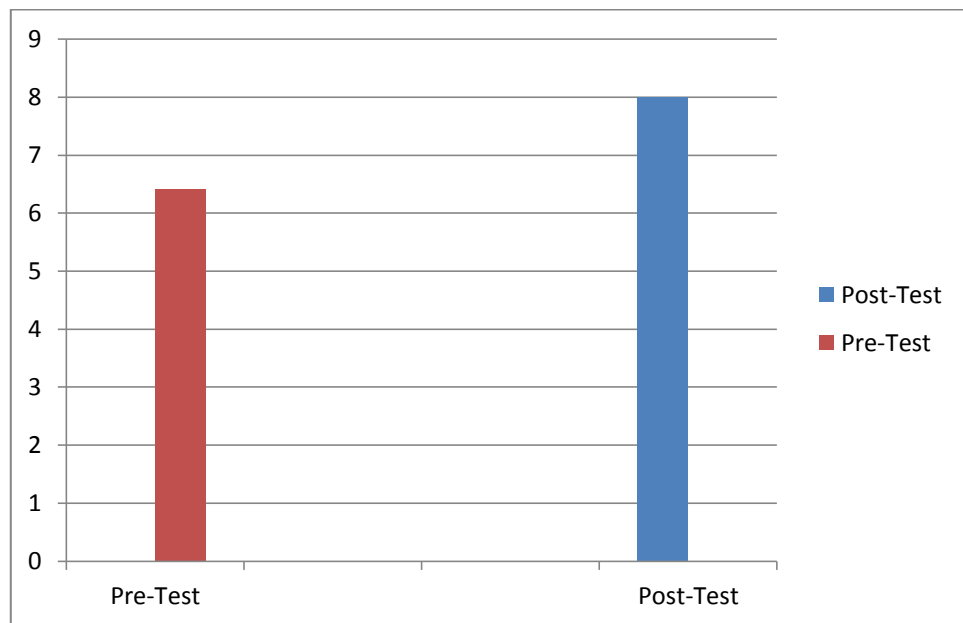
No	Indicators	25	ts' mean score	Improvement
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		Pre-test	Post-test	(%)
1.	Fluency (\bar{X})	6,4	8	25%

The table 4.1 shows mean score of students speaking fluency. The mean score of students speaking fluency in pre-test is 6,4 and in post-test 8 so the improvement of students' speaking fluency from pre-test to post-test is 25 %. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because talking chips technique provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion.

To see clearly the improvement of students' speaking fluency, the following chart is presented:

**Chart 4.1 Mean score of Students' Fluency
On Pre-test and Post-test**



The Chart 4.1 show that students' mean score in post-test is higher than students mean score in pre-test of speaking fluency assessment after conducting treatment. It proves that applying talking chips technique has significant effect in improving students' speaking ability, especially about its fluency.

In order the significant difference between the result of pre-test and post-test of students can be seen, the t-test was to be applid. The level of significance 25% (0.25) at the degree of freedom ($df = n-1$). The result of the calculating is shown as follows:

**Table 4.2 Significant difference of fluency between
pre-test and post-test**

Students' Mean Score	t-test Value	t-table Value	Category
	0,68	0,25	Significant

The table 4.2 shows that the test value (0,68) is higher than table value (0,25). It meant that this strategy was effective.

2. Findings of Students' Score in Classification on Pre-test and Post-test

The result of students' score on pre-test and post-test about its classification, namely excellent, very good, good, average, poor, and very poor will be described from the table below.

a. Classification in Pre-test

Table 4.3 Students' score classification in pre-test

Classification	Score	Fluency	
		Frequency	%
Excellent	9.6 – 10	0	0 %
Very Good	8.6 - 9.5	2	6.7 %
Good	7.6 – 8.5	2	6.7 %
Average	6.6 – 7.5	3	10 %
Poor	3.6 – 6.5	23	76.6%
Very Poor	0 – 3.5	0	0 %
TOTAL		30	100 %

The table 4.3 shows that the percentage of students' fluency in Pre-test is 23 students (76.6%) got poor score, 3 students (10%) got

average score, 2 students (6,7%) got good score, 2 student (6,7%) got very good score and no student got excelllent and very poor score.

b. Classification in Post-test

Table 4.4 Students' score classificaton in post-test

Classification	Score	Fluency	
		Frequency	%
Excellent	9.6 – 10	0	0 %
Very Good	8.6 - 9.5	5	16.7 %
Good	7.6 – 8.5	13	43.3 %
Average	6.6 – 7.5	12	40 %
Poor	3.6 – 6.5	0	0 %
Very Poor	0 – 3.5	0	0 %
TOTAL		30	100 %

The table 4.4 shows that the percentage of students' fluency in Post-test is 12 students (40%) got average score, 13 students (43,3%) got good score, 5 student (16.7%) got very good score and no student got excelllent and very poor score.

B. Discussions

This discussion present the result of the findings from pre-test and post-test. The pre-test was held before applying talking chips technique. While the post-test was held after applying the treatment. This discussion will describe students achievement about speaking fluency after conducting treatments.

1. Improving of Speaking Fluency

Applying talking chips technique in improving students' speaking fluency can be known by seeing the diffrence between students' result of mean score in pre-test and post-test. The conclusion is applying talking chips technique is effective to improve the students' speaking fluency.

Based on the Table 4.1, it indicates that applying talking chips technique in teaching speaking ability is successful, especially about its fluency. That is proved from the mean score of pre-test and post-test were students' score of post-test is higher than pre-test.

There is an improvement of students speaking fluency. Based on the table, it shows the difference between mean score of pre-test and post-test after conducting treatment where the mean score of students' speaking fluency in pre-test is 6,4 % and pre-test 8 %. After analysing the result of pre-test by using formula, it has gotten the percentage about 25 % of students improvement. It indicates that applying talking chips technique is effective to be used in learning speaking. It was happened because talking chips technique provided interesting way in studying English speaking so that students had high self-confidence to speak and to express their opinion about the topic.

The improvement of students' speaking fluency had known based on the steps of pre-experimental research. It was started from the students were given pre-test and after that, the researcher gave them some treatments. The post-test was given to the students after the treatments were finished. The post-test was used to measure students' improvement in speaking fluency. This test also was used to know whether the strategy was effective or not. If the result of post test was higher than pre-test, it means that the strategy was effective and successful. The computation of post-test shows that there is an improvement on speaking fluency. From the explanation above, a table can be drawn a conclusion that the students who receive treatments have significant improvements.

2. Findings of Students' Score in Classification on Pre-Test and Post-Test

The students' classification describes about how many students got excellent, very good, good, average, poor, and very poor. There is a difference between the students' classification before applying treatment and after applying the treatment by using Talking Chips Technique. It can be seen from table 4.3 and table 4.4.

Based on the result of the table, the researcher found that applying Talking Chips Technique was successful in improving the students' confidence in speaking ability. This technique allowed the students to work in groups. They needed to have discussion during the group work. In the discussion, they could give comments, share ideas, or even ask their friends' opinion. Each student also should have contribution during the discussion.

This technique helped the students to have more opportunity in practice speaking and gave them time to share their ideas with their friends.

In meeting 1 and 2, there were some technical problems related to the implementation of this technique. Then the researcher made some modification on implementing this technique. Before, the groups made based on the students' seats, but then in next meeting, she grouped the students so there would be no actions against the rules of the technique. The modification went well and the implementation of the technique could run as her expectation.

After the students had their group discussion, they needed to deliver the conclusion of their discussion in the form of group presentation. This activity allowed the students to learn on how to combine all the ideas into a conclusion. This way, the students also learned on how to respect others and worked together to achieve a goal. During the implementation of Talking Chips Technique, the students enjoyed the activity and enthusiastic to do the activity. The students had to actively participate during the teaching and learning process, so the students did not feel bored.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusion

Based on the result of data analysis of findings and discussions in the previous chapter, the researcher concludes that applying talking chips technique is effective in improving the students speaking fluency at the eighth grade of SMPN 2 Sarudu. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because talking chips technique provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion.

B. Suggestion

Based on the conclusion presented above, the researcher tries to give some suggestions for the English teacher, students, the next researcher, and anyone who reads this thesis as follows:

1. The teacher should be active and creative to arrange English material and manage the class to make the students more active in teaching speaking.
2. The teacher should apply an effective method in teaching English so that the students can enjoy in the classroom.
3. The students should make E³³ daily conversations in their activities even though they just speak little by little.

4. The students also should not to forget to memorize many English daily expressions in order to make them speak easily in their activities.

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APPENDIX A

- A.1 The Students' Row Scores of Pre-test**
- A.2 The Students' Row Scores of Post-test**
- A.3 The students' Scores of Pretest (X_1) and Post-test(X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)**
- A.4 Scoring Classification of the students pretest and posttest**
- A.5 Calculation of the Mean Score of Students' Speaking Fluency**
- A.6 The Percentage of the Students' Development in Speaking Fluency**
- A.7 Calculating test of significance**
- A.8 Table distribution of T-Value**

APPENDIX A.1

The Students' Row Scores of Pre-test

No	Respondents	Score
1.	Abd. Rahmat	6

2.	Asmila Dewi	6
3.	Dedi Harianto	6
4.	Diva Alifa	6
5.	Fadli	6
6.	Hera Astuti Nengsi	6
7.	Ilham	6
8.	Kartika	7.5
9.	Khaeratul Mar'ah	6
10.	Lenny	7.5
11.	Marsellah Mawa Darahmah	8
12.	Muhammad Akhmal	8
13.	Nabila Aura Puri	9
14.	Novia Pramitri	6
15.	Nur Chandra	6
16.	Nur Insan Fajri	7.5
17.	Nur Jannah	6
18.	Nurfadila Resky	9
19.	Nurhidayat	6
20.	Nurmi	6
21	Nurul Fadillah	6
22	Ramdani Nur	6
23	Rini Angriani	6
24	Risdah	6
25	Riswandi	6
26	Rita Anriana Bahar	6
27	Saharuddin	6
28	Sarmila	6
29	Syamsir Budu	6

30	Taufiq Hidayat	6
Total		$\sum \mathbf{X= 194.5}$
Mean Score (X)		X= 6.4

APPENDIX A.2

The Students' Row Scores of Post-test

No	Respondents	Score
1.	Abd. Rahmat	7.5
2.	Asmila Dewi	7.5
3.	Dedi Harianto	8
4.	Diva Alifa	8
5.	Fadli	7
6.	Hera Astuti Nengsi	7
7.	Ilham	7.5

8.	Kartika	8.5
9.	Khaeratul Mar'ah	8
10.	Lenny	8.5
11.	Marsellah Mawa Darahmah	9
12.	Muhammad Akhmal	9
13.	Nabila Aura Puri	9.5
14.	Novia Pramitri	7.5
15.	Nur Chandra	7.5
16.	Nur Insan Fajri	8
17.	Nur Jannah	9
18.	Nurfadila Resky	9.5
19.	Nurhidayat	8
20.	Nurmi	7
21	Nurul Fadillah	7
22	Ramdani Nur	7.5
23	Rini Angriani	8
24	Risdah	8.5
25	Riswandi	8.5
26	Rita Anriana Bahar	8
27	Saharuddin	7
28	Sarmila	7.5
29	Syamsir Budu	8.5
30	Taufiq Hidayat	8
Total		$\sum X = 240$
Mean Score (X)		X = 8

APPENDIX A.3

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

Respondents	Pre-test	Post-test	D (x2-x1)	D²
Abd. Rahmat	6	7.5	1.5	2.25
Asmila Dewi	6	7.5	1.5	2.25
Dedi Harianto	6	8	2	4
Diva Alifa	6	8	2	4
Fadli	6	7	1	1
Hera Astuti Nengsi	6	7	1	1
Ilham	6	7.5	1.5	2.25
Kartika	7.5	8.5	1	1
Khaeratul Mar'ah	6	8	2	4
Lenny	7.5	8.5	1.5	2.25
Marsellah Mawa D	8	9	1	1
Muhammad Akhmal	8	9	1	1

Nabila Aura Puri	9	9.5	0.5	0.25
Novia Pramitri	6	7.5	1.5	2.25
Nur Chandra	6	7.5	1.5	2.25
Nur Insan Fajri	7.5	8	0.5	0.25
Nur Jannah	6	9	3	9
Nurfadila Resky	9	9.5	0.5	0.25
Nurhidayat	6	8	2	4
Nurmi	6	7	1	1
Nurul Fadillah	6	7	1	1
Ramdani Nur	6	7.5	1.5	2.25
Rini Angriani	6	8	2	4
Risdah	6	8.5	2.5	6.25
Riswandi	6	8.5	2.5	6.25
Rita Anriana Bahar	6	8	2	4
Saharuddin	6	7	1	1
Sarmila	6	7.5	1.5	2.25
Syamsir Budu	6	8.5	2.5	6.25
Taufiq Hidayat	6	8	2	4
Total	$\sum X=194.5$	$\sum X=240$	$\sum D=46$	$\sum D^2=82.5$

APPENDIX A.4

Scoring Classification of the students pretest and posttest

Respondents	Pre-test	Classification	Post-test	Classification
Abd. Rahmat	6	Poor	7.5	Average
Asmila Dewi	6	Poor	7.5	Average
Dedi Harianto	6	Poor	8	Good
Diva Alifa	6	Poor	8	Good
Fadli	6	Poor	7	Average
Hera Astuti Nengsi	6	Poor	7	Average
Ilham	6	Poor	7.5	Average
Kartika	7.5	Average	8.5	Good
Khaeratul Mar'ah	6	Poor	8	Good
Lenny	7.5	Average	8.5	Good
Marsellah Mawa D	8	Good	9	Very Good
Muhammad Akhmal	8	Good	9	Very Good
Nabila Aura Puri	9	Very Good	9.5	Very Good
Novia Pramitri	6	Poor	7.5	Average
Nur Chandra	6	Poor	7.5	Average
Nur Insan Fajri	7.5	Average	8	Good
Nur Jannah	6	Poor	9	Very Good
Nurfadila Resky	9	Very Good	9.5	Very Good
Nurhidayat	6	Poor	8	Good
Nurmi	6	Poor	7	Average

Nurul Fadillah	6	Poor	7	Average
Ramdani Nur	6	Poor	7.5	Average
Rini Angriani	6	Poor	8	Good
Risdah	6	Poor	8.5	Good
Riswandi	6	Poor	8.5	Good
Rita Anriana Bahar	6	Poor	8	Good
Saharuddin	6	Poor	7	Average
Sarmila	6	Poor	7.5	Average
Syamsir Budu	6	Poor	8.5	Good
Taufiq Hidayat	6	Poor	8	Good

APPENDIX A.5

Calculation of the Mean Score of the Pre-test and Post-test and Gain (D)

- a. Mean Score of the Pre-test and Post-test

$$\begin{aligned}\text{Pre-test:} \quad \bar{X}_1 &= \frac{\Sigma X}{N} \\ &= \frac{194.5}{30} \\ &= \mathbf{6.4 \text{ (Poor)}}\end{aligned}$$

$$\begin{aligned}\text{Post-test:} \quad \bar{X}_2 &= \frac{\Sigma X}{N} \\ &= \frac{240}{30} \\ &= \mathbf{8 \text{ (Good)}}\end{aligned}$$

- b. The students' Mean score of gain (D)

$$\begin{aligned}\bar{D} &= \frac{\Sigma D}{N} \\ \bar{D} &= \frac{46}{30} \\ \bar{D} &= \mathbf{1.5}\end{aligned}$$

APPENDIX A.6

The Percentage of the Students' Development in Speaking Fluency

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

$$\begin{aligned}
 &= \frac{8-6.4}{6.4} \times 100 \% \\
 &= \frac{1.6}{6.4} \times 100\%
 \end{aligned}$$

$$P = \mathbf{25 \%}$$

APPENDIX A.7

Calculating test of significance

$$\begin{aligned}
T &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{1,5}{\sqrt{\frac{82.5 - \frac{(46)^2}{30}}{30(30-1)}}} \\
&= \frac{1,5}{\sqrt{\frac{82.5 - \frac{2116}{30}}{30(30-1)}}} \\
&= \frac{1,5}{\sqrt{\frac{82.5 - 70.53}{870}}} \\
&= \frac{1.5}{\sqrt{\frac{11.97}{870}}} \\
&= \frac{1,5}{\sqrt{0.013}} \\
&= \frac{1.5}{0.114} \\
&= 13.15
\end{aligned}$$

APPENDIX A.8

Table distribution of T-Value

Df	α (level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005

1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763

29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

Df = N-1

Df = 30-1

Df = 29 \longrightarrow t-table for (α) = **0.25 = 0,68**

APPENDIX B

B.1 Pre-test and Post-test

B.2 Lesson plan

B.3 Attendance List

B.4 Documentation

APPENDIX B.1

Pre-test and Post-test

PRE-TEST

Name :

Descriptive test

Describe this picture below with your own opinion!

Your time is 4 minutes



POST-TEST

Name :

Descriptive test

Describe this picture below with your own opinion!.

Your time is 4 minutes



APPENDIX B.2

Lesson plan

Meeting 1

RECANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 2 Sarudu

Kelas : VIII (Delapan)

Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.1 mengungkapkan makna dalam bentuk lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Jenis Teks	: Teks Lisan Fungsional
Tema	: Home Life
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

- a. Mendeskripsikan kembali hal-hal yang diketahui suatu bacaan.
- b. Mendeskripsikan suatu gambar.
 - **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian
(respect)
Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 13)

- Bacaan : Mr. Warsidi's Garden
- Gambar : Flowers

3. Metode Pembelajaran

Talking Chips Technique

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.

- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Guru menjelaskan tentang Talking chips technique.
- Guru membagi siswa dalam 5 kelompok, setiap kelompok terdiri dari 6 siswa.
- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Guru menjelaskan langkah-langkah talking chips technique
 - Guru memberikan 3 chips pada setiap siswa dengan warna yang berbeda pada setiap siswa dalam setiap kelompok.
 - Chip akan digunakan ketika siswa ingin berbicara. Salah satu dari siswa akan memulai diskusi.
 - Siswa yang akan berbicara selanjutnya dapat menggunakan chip yang dia miliki, tetapi chip dapat digunakan setelah pembicara pertama selesai berbicara.
 - Ketika semua chips telah di gunakan, maka ketua kelompok mengumpulkan semua chip. Apabila diskusi belum selesai, ketua kelompok dapat membagi kembali chip kepada setiap anggota diskusi dan melanjutkan kembali diskusi menggunakan talking chips technique.
 - Guru akan meminta siswa untuk berhenti diskusi ketika waktu telah habis.
- Guru memeriksa hasil kerja siswa.
- Guru meminta salah satu dari kelompok untuk membacakan hasil kerja di depan kelas.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Sarudu, Maret 2018

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Indriana Try Meliwardani

Nirwati Sakaring, S.Pd

Nip.19642015 201212 2 002

Meeting 2

RECANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 2 Sarudu
Kelas	: VIII (Delapan)
Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.1 mengungkapkan makna dalam bentuk lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Jenis Teks	: Teks Lisan Fungsional
Tema	: Home Life
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

- Mengidentifikasi karakteristik descriptive text.
- Membuat descriptive text.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian
(respect)
Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 16)

3. Metode Pembelajaran

Talking Chips Technique

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Guru menjelaskan tentang Talking chips technique.
- Guru membagi siswa dalam 5 kelompok, setiap kelompok terdiri dari 6 siswa.
- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Guru menjelaskan langkah-langkah talking chips technique
 - Guru memberikan 3 chips pada setiap siswa dengan warna yang berbeda pada setiap siswa dalam setiap kelompok.
 - Chip akan digunakan ketika siswa ingin berbicara. Salah satu dari siswa akan memulai diskusi.
 - Siswa yang akan berbicara selanjutnya dapat menggunakan chip yang dia miliki, tetapi chip dapat digunakan setelah pembicara pertama selesai berbicara.
 - Ketika semua chips telah di gunakan, maka ketua kelompok mengumpulkan semua chip. Apabila diskusi belum selesai, ketua kelompok dapat membagi kembali chip kepada setiap anggota diskusi dan melanjutkan kembali diskusi menggunakan talking chips technique.

- Guru akan meminta siswa untuk berhenti diskusi ketika waktu telah habis.
- Guru memeriksa hasil kerja siswa.
- Guru meminta salah satu dari kelompok untuk membacakan hasil kerja di depan kelas.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with

		considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Sarudu, Maret 2018

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Indriana Try Meliwardani

Nirwati Sakaring, S.Pd

Nip.19642015 201212 2 002

Meeting 3

RECANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 2 Sarudu
Kelas	: VIII (Delapan)
Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.2 mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Jenis Teks	: Narrating Past Events
Tema	: Home Life
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

- c. Mengidentifikasi karakteristik descriptive text.
- d. Membuat descriptive text.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian
(respect)
Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 56 dan 116)

3. Metode Pembelajaran

Talking Chips Technique

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Guru menjelaskan tentang Talking chips technique.
- Guru membagi siswa dalam 5 kelompok, setiap kelompok terdiri dari 6 siswa.
- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Guru menjelaskan langkah-langkah talking chips technique
 - Guru memberikan 3 chips pada setiap siswa dengan warna yang berbeda pada setiap siswa dalam setiap kelompok.
 - Chip akan digunakan ketika siswa ingin berbicara. Salah satu dari siswa akan memulai diskusi.
 - Siswa yang akan berbicara selanjutnya dapat menggunakan chip yang dia miliki, tetapi chip dapat digunakan setelah pembicara pertama selesai berbicara.
 - Ketika semua chips telah di gunakan, maka ketua kelompok mengumpulkan semua chip. Apabila diskusi belum selesai, ketua kelompok dapat membagi kembali chip kepada setiap anggota diskusi dan melanjutkan kembali diskusi menggunakan talking chips technique.
 - Guru akan meminta siswa untuk berhenti diskusi ketika waktu telah habis.
- Guru memeriksa hasil kerja siswa.
- Guru meminta salah satu dari kelompok untuk membacakan hasil kerja di depan kelas.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
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Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Indriana Try Meliwardani

Nirwati Sakaring, S.Pd

Nip.19642015 201212 2 002

Meeting 4

RECANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMPN 2 Sarudu
Kelas/Semester	: VIII (Delapan)
Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.1 mengungkapkan makna dalam bentuk lisan fungsional pendek sederhana dengan menggunakan

ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

Jenis Teks : Teks Lisan Fungsional
Tema : Home Life
Aspek/Skill : Berbicara
Alokasi Waktu : 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

Menyimpulkan definisi dan karakteristik descriptive text.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 56 dan 116)

3. Metode Pembelajaran

Talking Chips Technique

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Guru menjelaskan tentang Talking chips technique.
- Guru membagi siswa dalam 5 kelompok, setiap kelompok terdiri dari 6 siswa.

- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Guru menjelaskan langkah-langkah talking chips technique
 - Guru memberikan 3 chips pada setiap siswa dengan warna yang berbeda pada setiap siswa dalam setiap kelompok.
 - Chip akan digunakan ketika siswa ingin berbicara. Salah satu dari siswa akan memulai diskusi.
 - Siswa yang akan berbicara selanjutnya dapat menggunakan chip yang dia miliki, tetapi chip dapat digunakan setelah pembicara pertama selesai berbicara.
 - Ketika semua chips telah di gunakan, maka ketua kelompok mengumpulkan semua chip. Apabila diskusi belum selesai, ketua kelompok dapat membagi kembali chip kepada setiap anggota diskusi dan melanjutkan kembali diskusi menggunakan talking chips technique.
 - Guru akan meminta siswa untuk berhenti diskusi ketika waktu telah habis.
- Guru memeriksa hasil kerja siswa.
- Guru meminta salah satu dari kelompok untuk membacakan hasil kerja di depan kelas.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.

Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
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Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Sarudu, Maret 2018

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Indriana Try Meliwardani

Nirwati Sakaring, S.Pd

Nip.19642015 201212 2 002

APPENDIX B.3

Attendance List

NO.	NAMA	PERTEMUAN					
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
1	Abd. Rahmat	√	√	-	√	√	√
2	Asmila Dewi	√	√	√	√	√	√
3	Dedi Harianto	√	√	√	√	√	√
4	Diva Alifa	√	√	√	√	√	√
5	Fadli	√	√	√	√	√	√
6	Hera Astuti Nengsi	√	√	√	√	√	√
7	Ilham	√	√	√	√	√	√
8	Kartika	√	√	√	√	√	√
9	Khaeratul Mar'ah	√	√	√	√	√	√
10	Lenny	√	√	√	√	√	√
11	Marsellah Mawa D	√	√	√	√	√	√

12	Muhammad Akhmal	√	√	√	√	√	√
13	Nabila Aura Puri	√	√	√	√	-	√
14	Novia Pramitri	√	√	√	√	-	√
15	Nur Chandra	√	√	√	√	√	√
16	Nur Insan Fajri	√	√	√	√	√	√
17	Nur Jannah	√	√	√	√	-	√
18	Nurfadila Resky	√	√	√	√	√	√
19	Nurhidayat	√	√	√	√	√	√
20	Nurmi	√	√	√	√	√	√
21	Nurul Fadillah	√	√	√	√	√	√
22	Ramdani Nur	√	√	√	√	√	√
23	Rini Angriani	√	√	√	√	√	√
24	Risdah	√	√	√	√	√	√
25	Riswandi	√	√	√	√	√	√
26	Rita Anriana Bahar	√	√	√	√	√	√
27	Saharuddin	√	-	√	√	√	√
28	Sarmila	√	√	-	√	√	√
29	Syamsir Budu	√	√	√	√	√	√
30	Taufiq Hidayat	√	√	√	√	√	√

APPENDIX B.4

Documentation



Picture 1: The teacher explain Talking Chips Technique



Picture 2: The teacher explain steps discussion using Talking Chips Technique



Picture 3: The students have discussion in groups



Picture 4: In group, the students do the Talking Chips Technique

CURRICULUM VITAE



Indriana Try Meliwardani was born on May 31st, 1994 in Barru. She has 3 brothers. She lives at Skarda, Makassar city. She is the third child from the couple of Thamrin and Nirwati Sakaring. She started her education First, in elementary school at SDN Mandai and she graduated in 2005. Continues at MTsN 02 Biringkanaya, she graduates 2008. And she continued at SMK Keperawatan Dr. Wahidin Makassar and graduates at 2011. In the same time, she entered the English Department field in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with title **The Use of Talking Chips Technique in Teaching Speaking at the Eighth Grade of SMPN 2 Sarudu.**