THE USE OF TALKING CHIPS TO DEVELOP STUDENTS' SPEAKING ABILITY

(*An Experimental Research at the Eleventh Grade Students*

of Madrasah Aliyah Muhammadiyah Cambajawaya/Gowa)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
of the Requirement for the Degree of Education in English Department

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FACULTY OF TEACHERS TRAINING AND EDUCATION

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MOTTO

"The beauty behind loneliness is that you find out that to survive you don't need anyone but ALLAH"

DEDICATION

In the name of Allah, I dedicated my thesis to

My Beloved Parents, Hajerah and Tahir

My Beloved family

ABSTRACT

Hastuti. 2017.*The Use of Talking Chips to Develop Students' Speaking Ability (An Experimental Research at the Eleventh Grade Students of Madrasah Aliyah Muhammadiyah Cambajawaya/Gowa).* Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Erwin Akib and Maharida).

This research aimed at to finding out the development of the students' speaking ability by usingTalking Chips Strategy that focused on accuracy in term of pronunciation and vocabulary.The researcher applied pre-experimental design with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class XI IPS 2 of MA Muhammadiyah Cambajawaya which consisted of 25 students. The sample was taken by using purposive sampling technique.

The result of the research were the mean score students' pronunciation in pre-test was 56.4 and post-test was 78 with the t-test value pronunciation is greater than t-table (19.28 > 2.06866). Mean score students' vocabulary in pre-test was 58.4 and post-test was 79.88 with the t-test value vocabulary is greater than t-table (15.31 > 2.06866). Pronunciation developed38.98% and vocabularydeveloped36.68%. The result of calculating t-test score students' speaking ability is 21.55>2.06.Of the indicators in the t-test students' speaking ability (pronunciation and vocabulary) is greater than t-table.

It meant that there is significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Talking Chips Strategy in teaching speaking develop students' speaking ability in term of accuracy (pronunciation and vocabulary).

Keywords: Experimental Research, Talking Chips Strategy and Speaking Accuracy.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Makassar, December 2017

The researcher

HASTUTI

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CHAPTER I

INTRODUCTION

A. Background

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of languages in this world. Every country has their own national languages in addition to a variety of local languages spoken and understood by their people in different regions.

English is one of the international languages. English is the most popular worldwide languages in the world, has a certain role in every country. It can be a mother tongue, a second language or a foreign language. In Indonesia English is regarded as a foreign language not as a second language, it may be an important school subject and necessary to pass an examination in English to enter a school or university.

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. According to Richards, Platt and Weber (1985: 93), as a foreign language, English has a role as a subject in schools but used as a medium of instruction in education not as a language of communication in government, business, or industry within the country.

In English learning, a student has to master the four basic language skills, namely listening, speaking, reading, and writing. Listening is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at the first, and often seems to be the hardest of the skills.

Speaking is the productive skill of a language to express the idea or send messages to the hearer. It involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams, 2005:50). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. In this case, the students should have the ability to speak English in order that they can communicate with others. As an effort to build their ability to speak, teaching the speaking focuses on making students active to speak up when they are involving a speaking activity in the classroom. The great part of time in process of learning speaking in the classroom should be dominated by students.

Although speaking ability were crucially important, based on the preliminary observation at MA Muhammadiyah Cambajawaya, most of students could not speak English well because of several reasons. Some students did not want to speak up in classroom because they were afraid of making mistakes. They were lack of vocabulary mastery and they pronounced words incorrectly with pauses when they were speaking. There were domination member in group discussion so that some students did not have any chance to share their ideas. There was less teamwork skill in discussion activity.

Based on the problems above, the researcher attempted to develop students' speaking ability through Talking Chips strategy. Talking Chips strategy is a type of cooperative learning that was developed by Spencer Kagan in 1992. Kagan pointed out that Talking Chips strategy is a strategy in teaching speaking which makes the students interested in speaking English. It is because this strategy encourages the students to be active in the classroom and learns about cooperation in group. Next, this strategy makes the students have chance to speak English because in Talking Chip strategy, students are divided into several groups. Then, they are given chip as a chance for the students to speak in the discussion which is used when they are speaking. Each member of group is given a role to speak English by getting a chip with the same number.

The relationships between problem and the strategy was the use of Talking Chips Strategy could develop students' speaking ability. This strategy could the

students to have equal opportunity to practice their speaking ability since they needed to give contribution during the learning process. The researcher taught the students about argumentative dialogue through Talking Chips Strategy to develop students' speaking ability. The researcher used argumentative dialogue in teaching speaking through Talking Chips Strategy because this dialogue could attract the students to speak up in the classroom to argue their friends arguments based on the topic.

Based on the explanation above, the researcher was going to know under the title: "The Use of Talking Chips to Develop Students' Speaking Ability at the Eleventh Grade Students of MA Muhammadiyah Cambajawaya.

B. Research Problem

Based on the background of study above, the researcher formulated the problem statement as follow:

1. Is Talking Chips effective to develop students' speaking ability in terms of accuracy (pronunciation) at eleventh grade students of MA Muhammadiyah Cambajawaya?

2. Is Talking Chips effective to develop students' speaking ability in terms of accuracy (vocabulary) at eleventh grade students of MA Muhammadiyah Cambajawaya?

C. Objectives of the Research

Based on the problem statement, the aims of this research were:

1. To find out whether or not Talking Chips effective to develop students' speaking ability in terms of accuracy (pronunciation) at eleventh grade students of MA Muhammadiyah Cambajawaya?

2. To find out whether or not Talking Chips effective to develop students' speaking ability in terms of accuracy (vocabulary) at eleventh grade students of MA Muhammadiyah Cambajawaya?

D. Significances of the Research

The significance of the research as follow:

1. To help teacher/ researcher to find out the alternative way of teaching Speaking and to produce the relevant and valid knowledge for their class to develop their teaching.

2. This research can be useful as a reference for the development of education, and familiarize this strategy to the students that help them easier in speaking.

E. Scope of the Research

This research was limited on the use of Talking Chips to develop students' speaking ability in terms of accuracy that consisted of pronunciation and vocabularyat eleventh grade students of MA Muhammadiyah Cambajawaya.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There were some relevant studies related to the use of Talking Chips in teaching speaking ability. Actually, talking chips was effectively developed students' speaking ability. The studies conducted in different settings in which English was regarded as a foreign language. The studies were described as follows:

a. Purwasih, Vianty and Sitinjak(2016) which entitled "Using Talking Chips Technique to Improve Speaking Achievement of 11th Graders of One Senior High School in Indralayautara". The research used quasi experimental method. The research findings showed that there was a significant difference in speaking achievement the students who were taught by using Talking Chips Technique and those who were not. Talking Chips technique was effective to improved students' speaking achievement.

b. Syaripudin and Nuristiana (2014) conducted research entitled "The Use of Talking Chips Technique in Students' Improve to Speaking at The First Year in University of SwadayaGunungJati Cirebon". The method used quasi experimental design. The result finding showed that Talking Chips Technique effective in teaching speaking, especially in improved to students' speaking ability. Talking Chips gives many benefits to foster students' speaking ability.

c. Purwaningsih, Rais and Sarosa (2012) conducted a study entitled "Improving Students' Speaking Ability Through Talking Chips at The Eleventh Grade Students of SMA Negeri 4 Surakarta". This research used classroom action research. The result showed that there was an improvement students' speaking ability after being taught through Talking Chips. Talking Chips Technique as one of the appropriate technique to improved students' speaking ability.

The studies above proved the effectiveness of talking chips activities to develop students' speaking ability in educational settings and professional areas. Talking chips encourages the students to be more confident to speak with others, and it made the students tended to interact and communicate to other students. Moreover Talking Chips was helpful to develop their creative thinking skills and creativity. The different of the previous studied with this research is they were used quasi experimental research and classroom action research in conducted their research. While this research applied pre-experimental design with use Talking Chips Strategy to develop students' speaking ability.

B. The Concept of Speaking

1. Definition of Speaking

Speaking is very important in daily activities. This is because people can react to other people, situation and they can express their ideas, thought, and feeling through spoken language. It implies that in the speaking process, people try to communicate with each other and use their language to send message to the second

person. In this case, the speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receives information (Byrne, 1984: 8).

Hornby (1995: 127) defines speaking is making use of words in an ordinary voice. And Widdowson (1984: 58) adds that communication through speaking is performed face to face interaction and occurred as arts of a dialogue or other form of verbal exchange. Wherever people intend to learn or to understand a spoken language, they use the language by speaking in order to express their idea, feeling, and experience and so on. Therefore, Lado (1977: 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. Welty (1976: 47) also says that speaking is the main skill in communication. Furthermore, Irawati (2003: 7) states that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listener used to communicate information, ideas, and emotion to others using oral language.

Brown (2001: 270) says that spoken language is easy to perform, but in some cases it is difficult. In order that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to 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. 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.

3. Language is an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.

From the statements above, it can be inferred that in communication people do not only speak but also tried to understand the message which said or delivered by the speaker.

2. Elements of speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

a. Accuracy

Based on Webster Dictionary (1986:15), accuracy is the quality of being accurate. Accuracy in speaking is a way of people speaks by using an appropriate vocabulary, pronunciation and grammar.

According to Harmer (2001:15), aspect of speaking can be divided as follows:

1) Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some

standard of contents or accept ability. The concept of "pronunciation" may be said to include:

a) The sound of the language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. /t/, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

b) Stress

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

c) Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

2) Vocabulary

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in

particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

Harmer (2001:10) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

a) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.

b) Writing vocabulary is the words that come readily to one's finger vocabulary

c) Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other

d) Reading vocabulary is the words that one response in writing of others.

3) Grammar

Grammar is who subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance (Ba'dulu, 2001:15). As the fame work to find sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

b. Fluency

Fluency refers to able to speak to write smoothly, easy reading, to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a term of commendation. Marcel (1978: 12) states that fluency is someone's way of speaking dealing with how to procedure words in certain period of toned without missing any main words on their speech.

Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the "stream" of speech to "flow" then, assumes of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

3. Types of Speaking Performance

Brown (2004: 271) describes six categories of speaking performance based on skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focus on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses

drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. This kind of speaking performance more focus on transaction activity such as selling good or service.

e. Interpersonal (dialogue)

Interpersonal dialogue refers to the dialogue which more for the purpose of maintaining social relationships than for the transmission of facts and information.

The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

According to Osmo (1978: 37) that interpersonal dialogue is the process of exchanging messages between people whose lives mutually influence one another in unique ways in relation to social and cultural norms. This involves two or more people who are interdependent to some degree and who build a unique bond based on the larger social and cultural contexts to which they belong.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. This is monologue of speaking performance.

From the theories above, there are types of speaking performance; imitative, intensive, responsive, transactional, interpersonal, and extensive. In this research, the researcher focused on interpersonal dialogue. Based on the explanation before, discussion includes in interpersonal dialogue. In this researcher, the researcher gave treatment in discussion form, argumentative dialogue, to developed students' speaking ability through Talking Chips Strategy.

C. The Concept of Talking Chips

1. Definition of Talking chips

Talking Chips is a strategy which is consists of a group participation that uses of several chips in the procedure. In addition, Gray (2010: 217) add that Talking

Chips strategy is a strategy that makes the value of everyone's contribution tangible and gives chance to speak. It means all students have the same opportunity in the classroom to speak. If one student has two chances for speaking, the others also have the same opportunity to speak two times in the classroom. Moreover, Kagan (2009: 3) says that each student receives one more "talking chip". Talking chip here means a chip. The chips which are used in this strategy can be any kind of game token, or a pen, pencil, eraser, slip of paper, or any other tangible item. Every student in the team can begin the discussion by placing his or her chip in the center of the team's desk and keeping his or her hand on the chip while speaking. In teaching speaking, the teacher encourages reticent students to participate and have communication or process problems such as dominating or clashing group members.

Furthermore, Bowers and Keisler (2011: 138) state Talking Chip strategy is a strategy that ensures everyone has an opportunity to share in a discussion. So, there is no gap between students who active to speak and those who are not. This extends students speaking practice and students would have an equal opportunity to speak in the classroom. This explanation makes the researcher argues that Talking Chips Strategy is one of collaborative learning which can attract students to involve in learning process.

2. The Advantages of Talking Chips

Based on Gray (2010: 217) and Millis and Cottell (1998: 98), Talking Chips strategy has some advantages:

a. Talking Chips strategy provides students' opportunity to talk and give a challenge to the students.

b. This strategy requires challenge in group work and manages discussion. Thus, every individual has a chance to contribute and no individual dominates the meeting.

c. Talking Chips strategy helps students to see how they participate during group work.

d. This strategy also develops teamwork skills and self-awareness. This technique is probably best used to give students insight into effective teamwork and to solve problems of inequitable participation.

e. This strategy is probably best used to give students insight into effective teamwork and to solve problems of inequitable participation.

3. **Procedure of Talking chips**

Turville (2008: 91) states that Talking Chips Strategy is the strategy for speaking ability. This strategy gives different way in teaching speaking. There are some chips as tools in this strategy. Every student will get some chips in the same number. This condition makes each student has the same opportunity to speak in the classroom. This is like what Bowers and Keisler (2011: 138) state that Talking Chips Strategy ensures everyone has an opportunity to share in a discussion.

Bowers and Keisler (2011: 138) state that talking chips strategy has 4 steps. There are:

a. Teacher assigns student to discuss the material of discussion in a group and gives each student a designated number of chips to use during the discussion. For example, teacher gives a topic to be discussed by the students. After that, the teacher asks the students to discussed in a group consists of 5 students. Then every member in the group will get the same number of chips to use as a chance to speak in the discussion.

b. Teacher asks question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas. For example, the teacher shows the issue/topic in front of the class. Then, every group discusses the topic. During the discussion, the teacher will record the process.

c. Teacher tells students that the chips that they get are a minimum number of chips they must use during the discussion.

d. Teacher asks students to discuss. They place a chip in the center of the table when it is their turn to speak. As the example, the teacher asks the students to start the discussion. After that, the teacher asks directly about the issue/topic. The members of that group one by one gives their argument by placing the one chip for one argument in the center of the table.

According to the theories above, the researcher used Bowers and Keisler statement as a guide of this research since their procedure more simple and clear. Those procedures were applied in teaching speaking. The conversation that was

focused from the researcher in teaching speaking through Talking Chips Strategy is argumentative dialogue.

D. Argumentative Dialogue

The term "argument" is used in a special sense, referring to the giving of reasons to support or criticize a claim that is questionable, or open to doubt. To say something is a successful argument in this sense means that it gives a good reason, or several reasons, to support or criticize a claim. In every claim that should support by some reasons because the claim is open to doubt. This observation implies that there are always two sides to an argument, and thus that an argument takes the form of a dialogue.

On the one side, the argument is put forward as a reason in support of a claim. On the other side, that claim is seen as open to doubt, and the reason for giving the reason is to remove that doubt. In other words, the offering of an argument presupposes a dialogue between two sides. There are three goals of critical argumentation are to identify, analyze, and evaluate arguments (Douglas Walton, 2006: 1). The other theory comes from Eemeren and Grootendorst (1992: 108) who state that when people discuss ideas with others, they often fall into exchanges arguments that include making assertions, agreeing to others assertions, asking for justification, and refuting others assertions or justification.

In short, argumentative dialogue is the appropriate material to encourage students to speak. By teaching argumentative dialogue through Talking Chips

Strategy, every student got chance to give their argument based on the topic or issue. Teacher encouraged students to develop their speaking ability by giving some interesting topic that was argued by the students. Before gave treatment, the researcher taught the students how to ask and give argument in form of dialogue.

E. Conceptual Framework

The conceptual framework was the basic from this research can be visualized in figure below. The figured showed the activity process of the teaching and learning process of English in teaching speaking through Talking Chips Strategy. The components of figure were described as follow:

```
┌─────────────┐                    ┌─────────────────┐
│   INPUT     │ ══════════════▶    │    Speaking     │
└─────────────┘                    └─────────────────┘
                                            ║
                                            ▼
                         ┌──────────────────────────────────────┐
                         │                                        │
┌─────────────┐          │         **Talking Chips Strategy**      │
│   PROCES    │ ═══▶     │                  ↓                     │
└─────────────┘          │        **Argumentative Dialogue**       │
                         │                                        │
                         └──────────────────────────────────────┘
                                            ║
                                            ▼
                         ┌──────────────────────────────────────┐
                         │                                        │
                         │  **The Effects of Students' Speaking    │
┌─────────────┐          │              Ability**                  │
│   OUTPUT    │ ═══▶     │                  ↓                     │
└─────────────┘          │              **Accuracy**               │
                         │                                        │
                         │          -   **Pronunciation**          │
                         │          -   **Vocabulary**             │
                         └──────────────────────────────────────┘
```
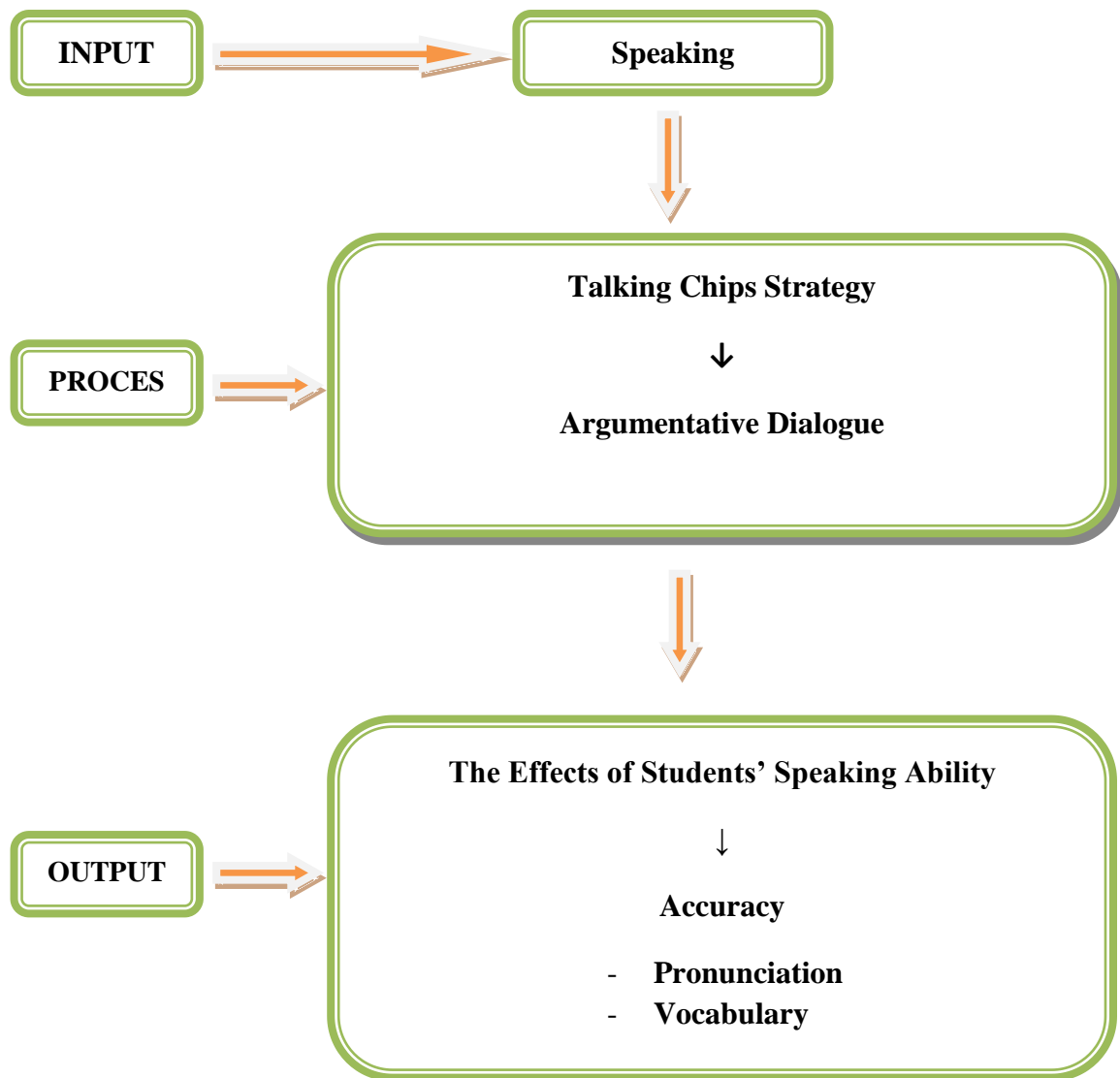
Figure 2.1.Conceptual framework

Speaking is one of the important skills that should be mastered by the
student. The students should have the ability to speak English in order that they could
communicate with others. As an effort to build the students' ability to speak, the
teacher should use good strategy. One of the effective strategies to develop the

students speaking ability was Talking Chips Strategy. Talking Chips was a strategy in teaching speaking which made the students interested in speaking English. It was because this strategy encouraged the students to be active in the classroom and learned about cooperation in group. The researcher used argumentative dialogue as a material to teach the student by using Talking Chips Strategy. This activity was done for six meeting in the class.

To know the effectiveness of the use Talking Chips Strategy, the researcher took elements of speaking, namely accuracy in terms of pronunciation and vocabulary. These elements are believed to be effective to develop the students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research method used was a pre-experimental design. It aimed to investigate the effect of Talking Chips strategy to develop students' speaking ability. The research was used pre-test and post-test design. The treatment was conducted after the pre-test and before post-test. The design as follow:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
T_1	X	T_2

(Setiyady, 2004: 40)

Note:

T_1:   Pre-Test

X: Treatment

T_2:   Post-Test

B. Research Variables and Indicators

1. Variables

This research had two variable, they were dependent variable and independent variable. Dependent variable was the variable that depends on other factors that were measured. These variables were expected to change as a result of an experimental manipulation of the independent variables. It was presumed effect.

Meanwhile, independent variable was the variable that stable and unaffected by the other variable you were tried to measure. It refereed to the condition of an experiment that was systematically manipulated by the investigator. It was presumed cause.

The explanation of dependent and independent variable this research showed as follows:

a. The dependent variable was students' speaking ability.

b. The independent variable used of talking chips strategy in learning speaking.

2. Indicators

The indicator of this research was the students' speaking ability in terms of accuracy (pronunciation and vocabulary).

C. Population and Sample

1. Population

The population of the research were all of the Eleventh Grade Students of MA Muhammadiyah Cambajawaya of social program in the 2017/2018 academic years. It was consisted of two classes; they were XI IPS 1 and XI IPS 2. The numbers of population were 53 students.As you could see the table of number population below:

Table 3.2 List of Population

Class	The Number of Students
XI IPS 1	28
XI IPS 2	25

2. Sample

The sample of this research taken by using Purposive Sampling technique, this sampling techniquehelped to determinesample with specific concideration. Because the population was large, the researcher took only one class as the sample, it was XI IPS 2 of MA Muhammadiyah Cambajawaya in the 2017/2018 academic years. The reason took this class as the sample because the students were still difficult to speak and got confused to speak in the class, so it was a good challenge for the researcher to develop their speaking ability.

D. Research Instrument

In this research, the researcher used oral test to find out the students' speaking ability. This oral test was in term of argumentative dialogue. The researcher gave a speaking test to the students by giving some instructions. The researcher asked the students to work in group consists of 5 students. And then, the researcher was given the issue/topic to discuss by the students. After that, they have to made some arguments about the topic consisted of agree and disagree arguments with a limited time. Every student was given two minutes to speak about their argument based on the topic. Then, in the end, the researcher recorded their argument by using gadget. This study was conducted during six meetings in the classroom.

In the intention to increase the reliability of the test, the researcher used the oral English assessment in term of accuracy that consisted of pronunciation and vocabulary. The assessment as follow:

Table 3.3 Assessment of Pronunciation

Classification	Score	Criteria
Excellent	96-100	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	86-95	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	76-85	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	66-75	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	56-65	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	36-55	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton, 1988:100)

Table 3.4Assessment of Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary.
Very Good	86 – 95	They speak effectively and very good of using vocabulary.
Good	76 – 85	They speak effectively and good of using vocabulary.
Average	66 – 75	They speak sometimes hasty but fairly good of using vocabulary.
Poor	56 – 65	They speak sometimes hasty fair of using vocabulary.
Very Poor	36 – 55	They speak very hasty, and more sentences are not appropriate using vocabulary.

(Layman, 1972: 219)

E. Procedure of Collecting Data

In collecting the data, the researcher used:

1. **Pre-test**

   Pre-test was given to the students before the treatment (teaching through Talking Chips Strategy). In the beginning of this research, the researcher gave the pre-test to the students to find out students' speaking ability before being taught through Talking Chips Strategy.

2. **Treatment**

   After gave pre-test to the students, the researcher gave treatment. The researcher taught speaking through Talking Chips strategy to make all the students has the opportunities to speak. By applying this strategy, the teacher encouraged the students to speak and also motivated them.

3. **Posttest**

   The researcher administered posttest after the treatments. It aimed to see the difference of students' speaking ability after they were taught by using Talking Chips Strategy in speaking class. The form of the test is argumentative dialogue. While researcher was teaching speaking through this strategy, the researcher also recorded the students' conversation. This recording result was as the data.

F. Technique of Data Analysis

The steps were undertaken in quantitative employing the following formula:

1. Calculation the mean of the students answer by using formula:

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

Where:

$\bar{X}$ = Mean score

$\sum X$ = The sum of all score

N = The total number of students

(Gay, 2011)

2. The percentage of increasing achievement used the following formula:

$$P = \frac{X2 - X1}{X1} \, x \, 100\%$$

Where:

P= Percentage

X_2= Average score of Post-test

X_1= Average score of Pre-test

(Gay, 2011)

3. After collecting the data of the students, researcher classified the score of the students into the following criteria:

Table 3.5 Students Score Classifications

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66-75	Average
56 – 65	Poor
X<51	Very poor

(Depdiknas 2015: 214),

4. The significance difference between the students' pre- test and post- test, the researcher applied the formula as follow:

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

Where:

t   =   Test of significance

D   =   The difference score between pre-test and post-test

$\overline{D}$ =   The mean of the difference score

$\sum D$ =   The sum of D score

$(\sum D)^2$ =   The square of the sum of $\sum D$

N   =   The number of students

(Gay, 2011)

G. Hypotheses

To find out whether there was significant differences achievement in teaching speaking before and after gave treatment in the class, the researcher was proposed two hypotheses to be tested:

1. H_o: There was no a significant differences of the students' speaking ability before gave the treatment through Talking Chips Strategy.

2. H_1: There was a significant differences of the students' speaking ability after gave the treatment through Talking Chips Strategy.

The criterion for accepting the hypotheses testing is as follows:

Table 3.6 Hypotheses Testing

Comparison	Hypotheses	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

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

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research based on the result of data analysis, the researcher found that the use of Talking Chips in teaching speaking class at the XI IPS 2 students of MA Muhammadiyah Cambajawaya developed their speaking ability. The researcher analyzed the data that obtained from the students pre-test and post-test score and the result has proved that the strategy was effective to develop students'speaking ability. It meant that this strategy was successful.

The findings dealt with the students'mean score, pre-test and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. It could be seen from the result of data analysis is follow:

1. The Improvement of the Students' Speaking Ability

a. Pronunciation

The use of Talking Chips Strategy developed the students'speaking ability in term of pronunciation. The improvement of the students' score in pronunciation can be seen clearly in the following table:

Table 4.1The Improvement of Students' Score In Pronunciation

Pre Test	Post Test	Improvement (%)
		Pre-test – Post-test
56.4	78	38.29%

The table 4.1 shows that the improvement of the students' score in pronunciation by use Talking Chips Strategy was successful. The students' mean score in pre-test was 56.4(poor) and the students' mean score in post - test was 78 (good). So, the improvement of the students' pronunciation between pre-test to post-test was 38.29%. It was clearly shown in the chart below:
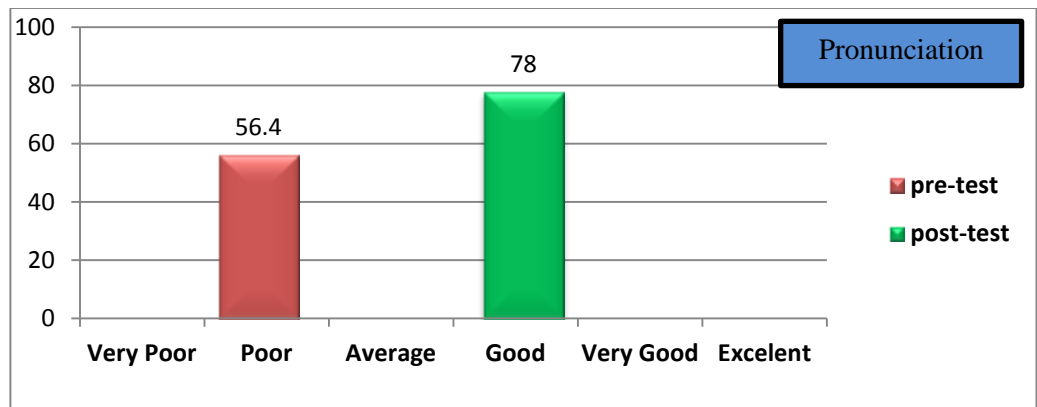
Chart 4.1 The Improvement of Students' Score in Pronunciation

The chart 4.1 shows that students' post-test score was 78. It was higher than students' score in pre-test was 56.4 after conducted the treatments. The improvement of the students' pronunciation in pre test to post test was (38.29%). The classification score was poor to good. It proved that the use of Talking Chips Strategywas effective to improved students' pronunciation.

b. **Vocabulary**

The use of Talking Chips Strategy developed the students'speaking ability in terms of vocabulary. The improvement of the students' score in vocabulary can be seen clearly in the following table:

Table 4.2 The Improvement of the Students' Score in Vocabulary

Pre Test	Post Test	Improvement (%)
		Pre-test – Post-test
58.44	79.88	36.68%

The table 4.2 shows that the improvement of the students' score in vocabulary by use Talking Chips Strategy was successful. The students' mean score in pre-test was 58.44(poor) and the students' mean score in post-test was 79.88 (good). So, the improvement of the students' pronunciation between pre-test to post-test was 36.68%. It was clearly shown in the chart below:
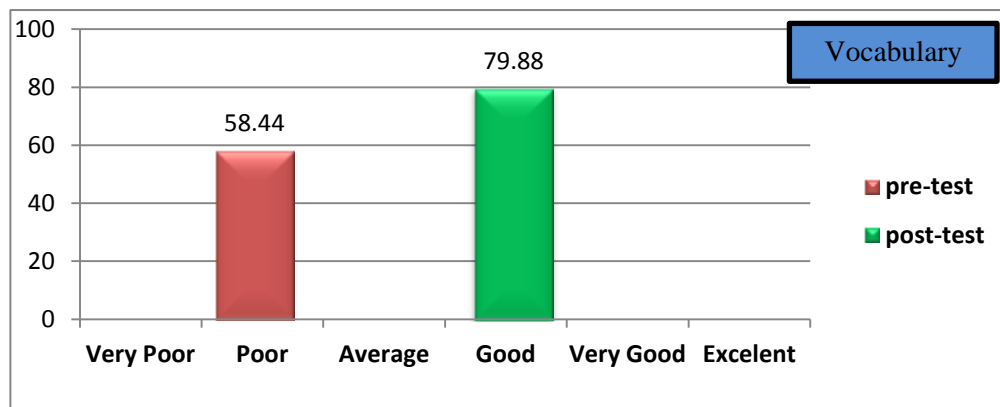
Chart 4.2 The Improvement of Students' Score in Vocabulary

The chart 4.2 shows that students' post-test score was 79.88. It was higher than students' score in pre-test was 58.44 after conducted the treatments. The improvement of the students' vocabulary in pre-test to post test was (36.68%). The classification score was poor to good .It proved that the use of Talking Chips Strategy was effective to improved students' pronunciation.

c. **Students' Speaking Ability**

The use of Talking Chips Strategy developed the students'speaking ability in terms of pronunciation and vocabulary. The improvement of the students' speaking ability can be seen clearly in the following table:

Table 4.3The Improvement of the Students' Speaking Ability

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Pronunciation	56.4	78	38.29%
2	Vocabulary	58.44	79.88	36.68%
	$\sum X$	**114.84**	**157.88**	74.97%
	X	**57.42**	**78.94**	37.47%

the table 4.3 shows that the improvement of the students' score in speaking ability was successful. The students' mean score in pre-test was 57.42(poor) and the students' mean score in post-test was 78.94 (good). So, the improvement of the students' pronunciation between pre-test to post-test was 37.47%. It was clearly shown in the chart below:
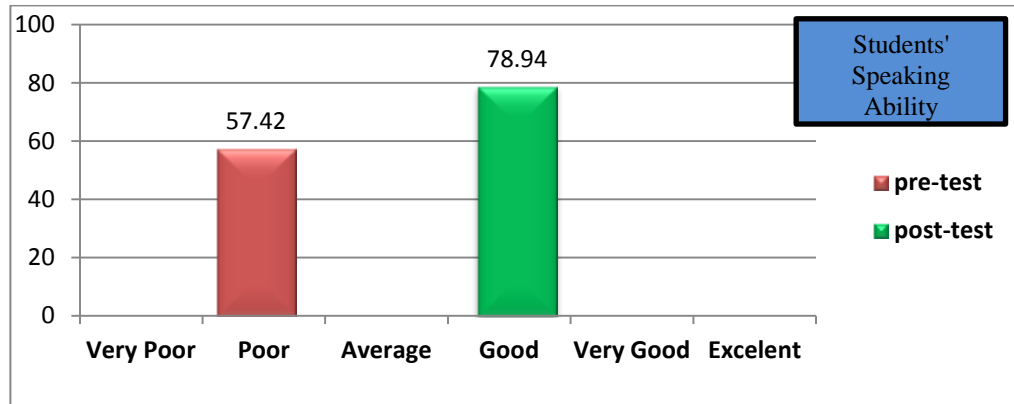
Chart 4.3 The Improvement of Students' Speaking Ability

The chart 4.3 shows that students' post-test score was 78.94. It was higher than students' score in pre-test was 57.42 after conductedthe treatments. The improvement of the students' speaking ability in pre-test to post test was (37.47%). The classification score was poor to good .It proved that the use of Talking Chips Strategy was effective to improved students' speaking ability.

2. **The Classification of the Percentage Students' Speaking Ability**

a. **Pronunciation**

The following table and chart showed the classification of the percentage students' speaking ability in term of pronunciation before and after using Talking Chips Strategy.

Table 4.4 The Classification of the Percentage Students' Pronunciation

No	Classification	Score	Pronunciation			
			Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	5	20%
3	Good	76 - 85	-	-	12	48%
4	Average	66 – 75	4	16%	6	24%
5	Poor	56 – 65	11	44%	2	8%
6	Very Poor	36– 35	10	40%	-	-
	Total		25	100%	25	100%

The table 4.4 shows it the classification of the students' pronunciation score from the pre-test and post-test. In the pre-test, 4 students got average score (16%), 11 students got poor score (44%), and 10 students got very poor score (40%), and nobody students got excellent, very good and good score. While, in the post-test there were 5 students got very good score (20%), 12 students got good score (48%), and just 2 students got poor score (8%). And then, no students got very poor score.

The data was also shown in the chart below:
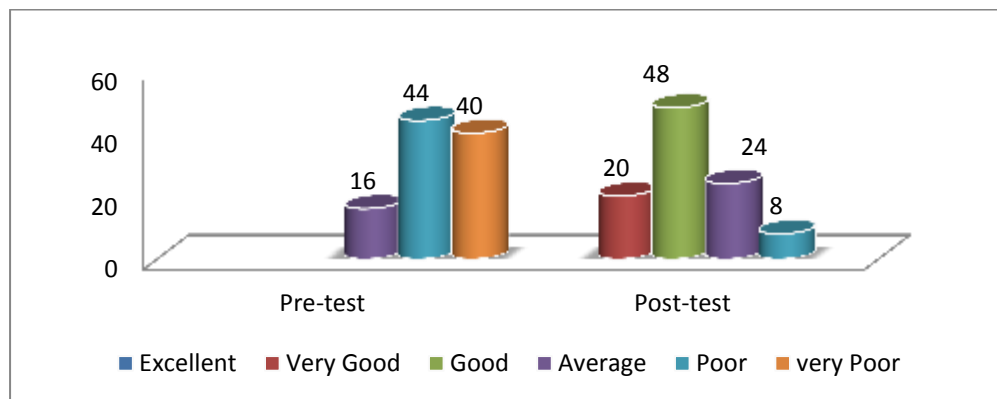
Chart 4.4: The Percentage of Students' Pronunciation

b. **Vocabulary**

The following table and chart showed the classification of the percentage students' speaking ability in term of pronunciation before and after using Talking Chips Strategy.

Table 4.5 The Classification of the Percentage Students' Vocabulary

No	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			Freq	%	freq	%
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	8	32%
3	Good	76 - 85	-	-	12	48%
4	Average	66 – 75	5	20%	5	20%
5	Poor	56 – 65	8	32%	-	-
6	Very Poor	36– 35	12	48%	-	-
	Total		25	100%	25	100%

The table 4.5 shows it the classification of the students' pronunciation score from the pre-test and post-test. In the pre-test 5 students got average score (20%), 8 students got poor score (32%), and 12 students got very poor score (48%), and nobody students got excellent, very good and good score. While, in the post-test there were 8 students got very good score (32%), 12 students got good score (48%), and just 5 students got poor score (20%). And then, no students got very poor score.

The data was also shown in the chart below:
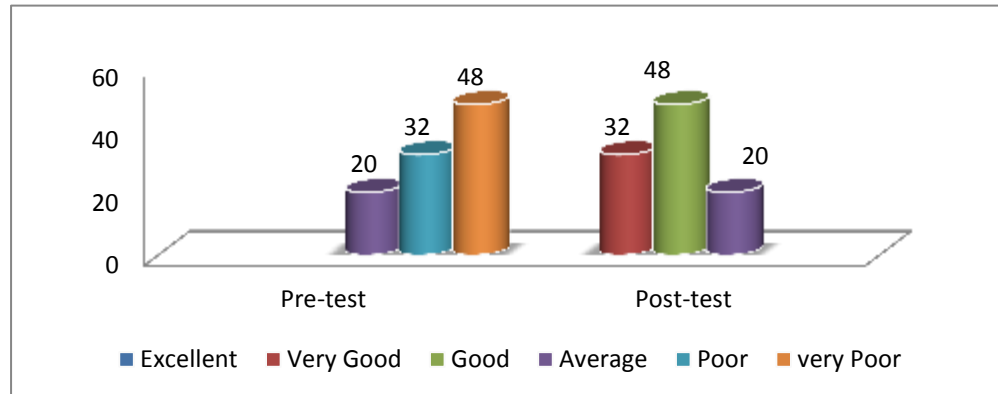
Chart 4.5 The Percentage of Students' Vocabulary

c. **Students' Speaking Ability**

The following table and chart showed the classification of the percentage students' speaking ability before and after using Talking Chips Strategy.

Table 4. The Classification of the Percentage Students' Speaking Ability

No.	Classification	Score	Speaking Ability			
			Pre-test		Post-test	
			Freq	%	freq	%
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	6	24%
3	Good	76 - 85	-	-	8	32%
4	Average	66 – 75	6	24%	11	44%
5	Poor	56 – 65	7	28%	-	-
6	Very Poor	36– 35	12	48%	-	-
	Total		25	100%	25	100%

The table 4.6 shows it the classification of the students' pronunciation score from the pre-test and post-test. In the pre-test, 6 students got average score (24%), 7 students got poor score (28%), and 12 students got very poor score (48%), and nobody students got excellent, very good and good score. While, in the post-test there were 6 students got very good score (24%), 8 students got good score (32%), and 11 students got poor score (44%). And then, no students got poor and very poor score in speaking ability.

The data was also shown in the chart below:
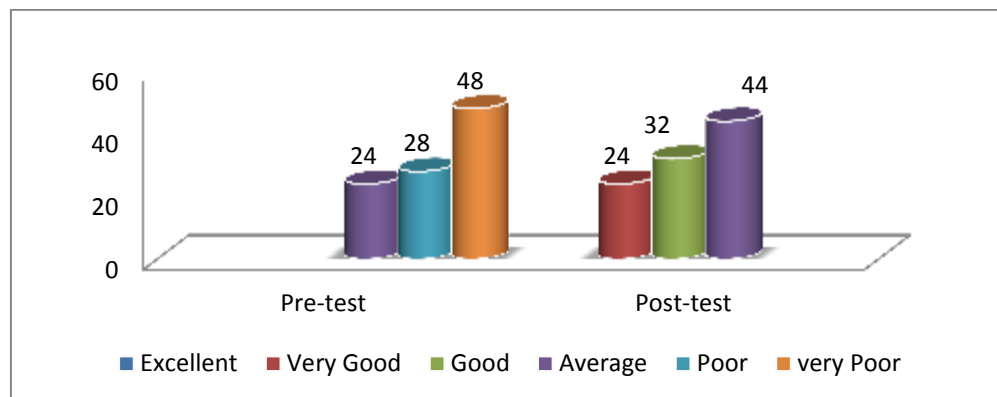
Chart 4.6 The Percentage of Students' Speaking Ability

3. Hypotheses Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test. It was a test to know the significant difference between the result of students' mean scores in pretest and posttest. If the result of t-test was higher than t-table, values thealternative Hypothesis (H$_1$)was accepted. While, if the result of t-test was lower than the t-table

value, the null hypothesis (H_0) was accepted.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 subject (25 students) then the value of t-table is 2.06390. The t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' speaking ability in Table 4.7 below:

Table 4.7 The Comparison of T-test and T-table Score of the Students' Speaking Ability

No	Components	t-test value	t-table value	Description
1	Pronunciation	19.28	2.06	Significant
2	Vocabulary	15.31	2.06	Significant
	X	21.55	2.06	Significant

Table 4.7 shows that the value of the t- test was higher than the value of t-table. The t-test value of pronunciation was greater than t-table (19.28>2.06) and t-test value of vocabulary was greater than t-table (15.31> 2.06). The result of calculating t-test of the indicators t-test students' speaking ability was greater than t-table (21.55> 2.06).

The value of the t-test was greater than t-table. The score in variable of students' speaking ability was (21> 2.06). It was said that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. It meant that there was

a significance difference between, the results of the students' speaking ability in teaching speaking by using Talking Chips Strategy after treatment.

B. DISCUSSION

The description the analysis of the data from speaking test as explaines in the previous section shows that the students' speaking ability in term of accuracy (pronunciation and vocabulary). It examines the result of treatment teaching and learning process toward the effectiveness of Talking Chips strategy to develop students' speaking ability at the eleventh grade student of MA Muhammadiyah Cambajawaya which was conducted with pre-test, treatment and post-test during 8 meetings.

The students' mean score after presenting in teaching speaking using Talking Chips strategywas better than before the treatment was given to the students. Before giving treatment, the students' speaking ability in accuracywas 57.42 categorized as *poor*. After giving the treatment, their ability was significantly develop 78.94 categorized as*good*. Thus, the improvement of students' achievement from mean score of pre-test to post-test was 37.47%.

1. **Students' Speaking Ability in Term of Pronunciation**

The description of data collected through speaking test as explained in the previous section show that the students' speaking ability in term of pronunciation and sequence of detail was developed. It was supported by the frequency and the rate percentage of the result of the students' pre-test and

post-test. Students score after presenting material using Talking Chips Strategy in teaching speaking was better than before treatment was given to the students.

The students' mean score of each indicators of accuracy including pronunciation and sequence of detail, it shows from the mean score (56.4) *poor*. But after application of Talking Chips, the students' score in the post-test became (78) *good*. Thus, the improvement of students' achievement from mean score of pre-test to post-test was 38.29%. The result of t-test value (19.28) was higher than t-table (2.06866).

From the explanation above, the researcher analyzed that by use Talking Chips Strategy could develop students' speaking ability in term of pronunciation. This strategy made the students enjoyable in learning process.

2. **Students' Speaking Ability in Term of Vocabulary**

The description of data collected through speaking test as explained in the previous section show that the students' speaking ability in term of vocabulary was developed. It was supported by the frequency and the rate percentage of the result of the students' pre-test and post-test. Students score after presenting material use Talking Chips Strategy in teaching reading was better than before the treatment was given to the students.

The students' vocabulary was supported by the mean score of students in pre-test and post-test. In pre-test was 58.44 (*poor)*and post-test was

79.88 (*good)*, the improvement of students' achievement from mean score of pre-test to post-test was 36.68%. The result of t-test value (15.31) was higher than t-table (2.06866). Therefore, it can be concluded that Talking Chips Strategy could develop the students' speaking ability in term of vocabulary.

Based on the finding above applying Talking Chips Strategy in the class, the data was collected through the test as explains in the previous finding section shows that the students' vocabulary is significantly developed. The students easily communicate with their friends in the class.

Based on the previous chapter above, this research has line with Purwasih, Vianty and Sitinjak (2016). The research findings showed that there was a significant difference in speaking achievement the students who were taught by using Talking Chips Technique and those who were not. Talking Chips technique was effective to improved students'speaking achievement.

Another research was Syaripudin and Nuristiana (2014) defines that Talking Chips Technique effective in teaching speaking, especially in improved to students' speaking ability. Talking Chips gives many benefits to foster students' speaking ability. Besides that, Purwaningsih, Rais and Sarosa (2012) defines that there was an improve students' speaking ability after being taught through Talking Chips. Talking Chips Technique as one of the appropriate technique to improved students' speaking ability.

After comparing the previews research findings, it can be concluded that the use of Talking Chips Strategy could develop the students' speaking ability. The effectiveness of talking chips activities to develop students' speaking ability in educational settings and professional areas. Talking chips encourages the students to be more confident to speak with others, and it made the students tended to interact and communicate to other students.

3. **The Significant Difference of T-test and T-table**

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 25 indicated that t-table value is 2.06866 and t-test value is 21.55. Therefore, it can be concluded that statistically hypothesis of (H_I) is accepted and the statistically hypothesis of (H_O) is rejected. It means that the use Talking Chips in teaching speaking could develop the students' speaking ability in term of accuracy (pronunciation and vocabulary).

By knowing the effectiveness of Talking Chips Strategy in speaking ability, the researcher found that the eleventh gradestudents of MA Muhammadiyah Cambajawaya have good response in learning process by use of Talking Chips Strategy in speaking English classroom.Talking Chips strategy provided students' opportunity to talk and give a challenge to the students.So,The researcher concluded that the use of Talking Chips Strategy an

alternative way to develop students' speaking ability was significant and effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and discussion in the previous chapter, the following conclusions were presented:

1. The use of Talking Chips was effective to develop students' speaking ability in terms of accuracy (pronunciation) at the eleventh grade students of MA Muhammadiyah Cambajawaya. The mean score of students in pre-test was 56.4 and post-test was 78. Thus the development of students' speaking accuracy (pronunciation) was 38.29%. It indicated because the students' accuracy score in post-test was higher than in pre-test.

2. The use of Talking Chips was effective to develop students' speaking abilityin terms of accuracy (vocabulary) at the eleventh grade students of MAMuhammadiyah Cambajawaya. The mean score of students in pre-test was 58.4 andpost-test was 79.88. Thus the development of students'speaking accuracy (vocabulary) was 36.68%. It indicated because the students' accuracy score in post-test was higher than in pre-test.

B. SUGGESTIONS

The researcher formulated practically his suggestion according to the research implications or significance of the study. The following suggestions were presented:

1. The teacher especially the English Teacher at the eleventh grade students of MA Muhammadiyah Cambajawaya may use Talking Chips Strategy as one alternative way of teaching speaking and to produce the relevant and valid knowledge for their class to develop their teaching.

2. To the further researcher who used this strategy, it was suitable to be applied in experimental research. There were still many things that have to be observed by the further researcher related to the English subject, especially in speaking skill.

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APPENDIX A

A.1. INSTRUMENTS OF PRE-TEST

A.2. INSTRUMENT OF POST TEST

A.3. TEACHING MATERIALS

A.4. LESSON PLAN

A.1. INSTRUMENTS OF PRETEST

Pre-test

"Social media likes Facebook, Instagram, Google and etc have more negative effects

more positive effects"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

A.2. INSTRUMENT OF POST TEST

Post-test

"Say no to drugs"

1. What is your argument/opinion about theissue?

2. Are you agree or disagree about the issue?

3. Give the reasons based on your argument!

A.3. TEACHING MATERIALS

1. Mengekspresikan kalimat meminta dan memberi pendapat / argument

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

2. Kalimat Menyetujui dan tidak setuju dengan pendapat / argument seseorang

Agreement	Disagreement
- That's a good idea	- I don't really think so
- I think so	- I disagree with you
- I do agree with you	- That's not a good idea
- I agree with you	- I'm so sorry, I don't agree
- That's a good idea	- Do you really think so? I think it is
- I think so	not like that
- Yes. I agree	- No, it seems not like that

1stMeeting

"Home schooling education system is more effective than public school"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

2nd Meeting

"In Indonesian schools, students need to wear uniform. In a week, students at least need four different kinds of uniforms. Parents need to spend some money to buy the uniform. However, the students' achievements do not depend on the uniforms, so it is not necessary"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

3thMeeting

"Juvenile delinquency begins from the school"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

4thMeeting

"Criminal behavior among adolescents is caused by a lack of attention from the parents"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

5thMeeting

"The nowadays style (kekinian) does not always have a negative side of the society"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

6thMeeting

"These days, there are many TV programs such as Pesbukers, YKS, etc on the TV. The programs aim to entertain the viewers, however many complaints come since the programs are categorized as uneducated programs, especially for children. So, it is better if such programs be banned to be aired"

1. What is your argument/opinion about the issue/topic?

2. Are you agree or disagree about the issue/topic?

3. Give the reasons based on your argument!

A.4. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN I

Nama Sekolah	**: MA Muhammadiyah Cambajawaya**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: XI IPS 2**
Jenis teks	**: Asking and Giving Opinion/Argument**
Keahlian	**: Speaking**
Alokasi Waktu	**: 4 x 45 Menit**
Topik	**: Issue about school**
Pertemuan	**: 1/2**

A. Standar Kompetensi

9. Mengekspresikan makna percakapan transaksional dan interpersonal singkat sederhana secara lisan untuk berinteraksi dengan masyarakat.

B. Kompetensi Dasar

9.1 Mengungkapkan makna dalam transaksional sederhana (untuk menyelesaikan sesuatu) dan percakapan interpersonal (sosialisasi) secara akurat, lancar dan dapat diterima menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur untuk meminta dan memberi pendapat / argumen, mengungkapkan suka dan tidak suka, meminta klarifikasi, dan menanggapi secara interpersonal.

C. Indikator

1. Menggunakan ungkapan yang sesuai untuk meminta pendapat / argumen

2. Menggunakan ungkapan yang sesuai untuk memberi pendapat / argumen

3. Melakukan dialog untuk bertanya dan memberi pendapat / argumen secara bebas.

4. Memproduksi pengucapan yang benar dalam mengekspresikan ungkapan.

5. Menggunakan isyarat yang sesuai untuk mengekspresikan ungkapan.

D. Tujuan Pembelajaran

1. Menunjukan ungkapan bertanya dan memberi pendapat / argumen secara akurat.

2. Menanggapi ungkapan bertanya dan memberi pendapat / argumentasi secara akurat.

3. Lakukan dialog meminta dan memberi pendapat / argumentasi secara akurat.

E. Materi Pembelajaran

1. Artikel tentang meminta dan memberi pendapat/ argumen

Pertemuan 1

"Home schooling education system is more effective than public school"

Pertemuan 2

"In Indonesian schools, students need to wear uniform. In a week, students at buy the uniform. However, the students' achievements do not depend on the uniformsleast need four different kinds of uniforms. Parents need to spend some money to, so it is not necessary"

2. Mengekspresikan kalimat meminta dan memberi pendapat / argumen

Asking opinion	Giving opinion
- What is your opinion about?	- In my opinion . . .

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

3. Kalimat Menyetujui dan tidak setuju dengan pendapat / argumen seseorang

Agreement	Disagreement
- That's a good idea	- I don't really think so
- I think so	- I disagree with you
- I do agree with you	- That's not a good idea
- I agree with you	- I'm so sorry, I don't agree
- That's a good idea	- Do you really think so? I think it is
- I think so	not like that
- Yes. I agree	- No, it seems not like that

F. Strategi Pembelajaran

   Talking Chips Strategy

G. Langkah Kegiatan Belajar

1. Pembukaan (10 ')

   a) Guru menyapaparasiswa

   b) Guru memimpinsebuahdoa

   c) Guru memeriksadaftarkehadiran

   d) Guru mengenalkanmateri

   e) Guru mengenalkanstrategi Talking Chips

2. Aktivitas utama (75 ')

a. Guru mengarahkan siswa

   a) Para siswa dan guru mengenalkan topic tersebut dengan mengajukan beberapa

      pertanyaan yang berkaitan dengan topic tersebut.

b) Guru menunjukkan topic kepada siswa.

c) Guru memberikan dialog tentang bertanya dan member pendapat / argumen

d) Siswa mengidentifikasi ungkapan bertanya dan member pendapat / argumen

e) Siswa belajar mengucap ucapan termasuk kata-kata dalam posisi stress dan tanpa tekanan, jatuh dan meningkatkan intonasi.

f) Siswa mempelajari isi dialog termasu kurutan kejadian

b. Konstruksi Terpandu (Talking Chips Strategy)

a. Guru membagi siswa menjadi beberapa kelompok

b. Guru member setiap siswa chips sebagai izin untuk berbagi, berkontribusi, atau berdebat dalam percakapan

c. Guru membimbing diskusi dan membua tsiswa berpartisipasi bersama dalam diskusi kelompok

d. Dengan bantuan guru, siswa menarik kesimpulan tentang issue/topic pembelajaran

3. Penutupan (5 ')

a) Guru mengevaluasi karya siswa dan merevisi tentang kesalahan siswa.

b) Guru membuat kesimpulan tentang ungkapan dan member umpan balik kepada siswa.

c) Guru mengakhiri kelas dengan doa dan mengucapkan selamat tinggal.

H. Evaluasi

a) Tujuan: Membuat siswa mampu memberikan pendapat tentang sesuatu

b) Orientasi tugas: Para siswa dipandu dan diberi topic/issue dan chips yang menentukan situasinya

c) Topik: Issue about school

d) Situasi: Setiap anggota kelompok dipersilahkan untuk mengungkapkan pendapat berdasarkan topic yang telah ditentukan.

e) Rubrik penilaian

Oral assessment sheet

Name   :

Date   :

Students	Pronunciation	Vocabulary

I. SumberMateri

a) LKS Smart BahasaInggris

b) Scaffolding

c) English in Focus

Makassar ,   Agustus 2017

Hastuti

RENCANA PELAKSANAAN PEMBELAJARAN II

Nama Sekolah : MA Muhammadiyah Cambajawaya

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPS 2

Jenis teks : Asking and Giving Opinion/Argument

Keahlian : Speaking

Alokasi Waktu : 4 x 45 Menit

Topik : Juvenile delinquency

Pertemuan : 3/4

A. Standar Kompetensi

9. Mengekspresikan makna percakapan transaksional dan interpersonal singkat sederhana secara lisan untuk berinteraksi dengan masyarakat.

B. Kompetensi Dasar

9.2 Mengungkapkan makna dalam transaksional sederhana (untuk menyelesaikan sesuatu) dan percakapan interpersonal (sosialisasi) secara akurat, lancar dan dapat diterima menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur untuk meminta dan memberi pendapat / argumen, mengungkapkan suka dan tidak suka, meminta klarifikasi, dan menanggapi secara interpersonal.

C. Indikator

1. Menggunakan ungkapan yang sesuai untuk meminta pendapat / argumen

2. Menggunakan ungkapan yang sesuai untuk memberi pendapat / argumen

3. Melakukan dialog untuk bertanya dan memberi pendapat / argumen secara bebas.

4. Memproduksi pengucapan yang benar dalam mengekspresikan ungkapan.

5. Menggunakan isyarat yang sesuai untuk mengekspresikan ungkapan.

D. Tujuan Pembelajaran

1. Menunjukan ungkapan bertanya dan memberi pendapat / argumen secara akurat.

2. Menanggapi ungkapan bertanya dan memberi pendapat / argumentasi secara akurat.

3. Lakukan dialog meminta dan memberi pendapat / argumentasi secara akurat.

E. Materi Pembelajaran

1. Artikel tentang meminta dan memberi pendapat/ argumen

Pertemuan 1

"Juvenile delinquency begins from the school"

Pertemuan 2

"Criminal behavior among adolescents is caused by a lack of attention from the parents"

2. Mengekspresikan kalimat meminta dan memberi pendapat / argumen

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

3. Kalimat Menyetujui dan tidak setuju dengan pendapat / argumen seseorang

Agreement	Disagreement
- That's a good idea	- I don't really think so
- I think so	- I disagree with you
- I do agree with you	- That's not a good idea
- I agree with you	- I'm so sorry, I don't agree
- That's a good idea	- Do you really think so? I think it is
- I think so	not like that
- Yes. I agree	- No, it seems not like that

F. Strategi Pembelajaran

   Talking Chips Strategy

G. Langkah Kegiatan Belajar

1. Pembukaan (10 ')

     a) Guru menyapa para siswa

     b) Guru memimpin sebuah doa

     c) Guru memeriksa daftar kehadiran

     d) Guru mengenalkan materi

     e) Guru mengenalkan strategi Talking Chips

2. Aktivitas utama (75 ')

a. Guru mengarahkan siswa

  a) Para siswa dan guru mengenalkan topic tersebut dengan mengajukan beberapa pertanyaan yang berkaitan dengan topic tersebut.

  b) Guru menunjukkan topic kepada siswa.

  c) Guru memberikan dialog tentang bertanya dan member pendapat / argumen

  d) Siswa mengidentifikasi ungkapan bertanya dan member pendapat / argumen

e) Siswa belajar mengucap ucapan termasuk kata-kata dalam posisi stress dan tanpa tekanan, jatuh dan meningkatkan intonasi.

f) Siswa mempelajari isi dialog termasu kurutan kejadian

b. Konstruksi Terpandu (Talking Chips Strategy)

   a) Guru membagi siswa menjadi beberapa kelompok

   b) Guru member setiap siswa chips sebagai izin untuk berbagi, berkontribusi, atau berdebat dalam percakapan

   c) Guru membimbing diskusi dan membua tsiswa berpartisipasi bersama dalam diskusi kelompok

   d) Dengan bantuan guru, siswa menarik kesimpulan tentang issue/topic pembelajaran

3. Penutupan (5 ')

   a) Guru mengevaluasi karya siswa dan merevisi tentang kesalahan siswa.

   b) Guru membuat kesimpulan tentang ungkapan dan member umpan balik kepada siswa.

   c) Guru mengakhiri kelas dengan doa dan mengucapkan selamat tinggal.

H. Evaluasi

   a) Tujuan: Membuat siswa mampu memberikan pendapat tentang sesuatu

   b) Orientasi tugas: Para siswa dipandu dan diberi topic/issue dan chips yang menentukan situasinya

   c) Topik: Issue about school

d) Situasi: Setiap anggota kelompok dipersilahkan untuk mengungkapkan pendapat berdasarkan topic yang telah ditentukan.

e) Rubrik penilaian

Oral assessment sheet

Name :

Date :

Students	Pronunciation	Vocabulary

I. Sumber Materi

d) LKS Smart BahasaInggris

e) Scaffolding

f) English in Focus

Makassar , Agustus 2017

Hastuti

RENCANA PELAKSANAAN PEMBELAJARAN III

Nama Sekolah	**: MA Muhammadiyah Cambajawaya**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: XI IPS 2**
Jenis teks	**: Asking and Giving Opinion/Argument**
Keahlian	**: Speaking**
Alokasi Waktu	**: 4 x 45 Menit**
Topik	**: Entertainment**
Pertemuan	**: 5/6**

A. Standar Kompetensi

9. Mengekspresikan makna percakapan transaksional dan interpersonal singkat sederhana secara lisan untuk berinteraksi dengan masyarakat.

B. Kompetensi Dasar

9.3 Mengungkapkan makna dalam transaksional sederhana (untuk menyelesaikan sesuatu) dan percakapan interpersonal (sosialisasi) secara akurat, lancar dan dapat diterima menggunakan bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur untuk meminta dan memberi pendapat / argumen, mengungkapkan suka dan tidak suka, meminta klarifikasi, dan menanggapi secara interpersonal.

C. Indikator

1. Menggunakan ungkapan yang sesuai untuk meminta pendapat / argumen

2. Menggunakan ungkapan yang sesuai untuk memberi pendapat / argumen

3. Melakukan dialog untuk bertanya dan memberi pendapat / argumen secara bebas.

4. Memproduksi pengucapan yang benar dalam mengekspresikan ungkapan.

5. Menggunakan isyarat yang sesuai untuk mengekspresikan ungkapan.

D. Tujuan Pembelajaran

1. Menunjukan ungkapan bertanya dan memberi pendapat / argumen secara akurat.

2. Menanggapi ungkapan bertanya dan memberi pendapat / argumentasi secara akurat.

3. Lakukan dialog meminta dan memberi pendapat / argumentasi secara akurat.

E. Materi Pembelajaran

1. Artikel tentang meminta dan memberi pendapat/ argumen

Pertemuan 1

"The nowadays style (kekinian) does not always have a negative side of the society"

Pertemuan 2

"These days, there are many TV programs such as Pesbukers, YKS, etc on the TV. The programs aim to entertain the viewers, however many complaints come since the programs are categorized as uneducated programs, especially for children. So, it is better if such programs be banned to be aired"

2. Mengekspresikan kalimat meminta dan memberi pendapat / argument

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

3. Kalimat Menyetujui dan tidak setuju dengan pendapat / argumen seseorang

Agreement	Disagreement
- That's a good idea	- I don't really think so
- I think so	- I disagree with you
- I do agree with you	- That's not a good idea
- I agree with you	- I'm so sorry, I don't agree
- That's a good idea	- Do you really think so? I think it is
- I think so	not like that
- Yes. I agree	- No, it seems not like that

F. Strategi Pembelajaran

Talking Chips Strategy

G. Langkah Kegiatan Belajar

1. Pembukaan (10 ')

a) Guru menyapa para siswa

b) Guru memimpin sebuah doa

c) Guru memeriksa daftar kehadiran

d) Guru mengenalkan materi

e) Guru mengenalkan strategi Talking Chips

2. Aktivitas utama (75 ')

a. Guru mengarahkan siswa

a) Para siswa dan guru mengenalkan topic tersebut dengan mengajukan beberapa pertanyaan yang berkaitan dengan topic tersebut.

b) Guru menunjukkan topic kepada siswa.

c) Guru memberikan dialog tentang bertanya dan member pendapat / argumen

d) Siswa mengidentifikasi ungkapan bertanya dan member pendapat / argumen

e) Siswa belajar mengucap ucapan termasuk kata-kata dalam posisi stress dan tanpa tekanan, jatuh dan meningkatkan intonasi.

f) Siswa mempelajari isi dialog termasu kurutan kejadian

b. Konstruksi Terpandu (Talking Chips Strategy)

a) Guru membagi siswa menjadi beberapa kelompok

b) Guru member setiap siswa chips sebagai izin untuk berbagi, berkontribusi, atau berdebat dalam percakapan

c) Guru membimbing diskusi dan membua tsiswa berpartisipasi bersama dalam diskusi kelompok

d) Dengan bantuan guru, siswa menarik kesimpulan tentang issue/topic pembelajaran

3. Penutupan (5 ')

a) Guru mengevaluasi karya siswa dan merevisi tentang kesalahan siswa.

b) Guru membuat kesimpulan tentang ungkapan dan member umpan balik kepada siswa.

c) Guru mengakhiri kelas dengan doa dan mengucapkan selamat tinggal.

H. Evaluasi

a) Tujuan: Membuat siswa mampu memberikan pendapat tentang sesuatu

b) Orientasi tugas: Para siswa dipandu dan diberi topic/issue dan chips yang menentukan situasinya

c) Topik: Issue about school

d) Situasi: Setiap anggota kelompok dipersilahkan untuk mengungkapkan pendapat berdasarkan topic yang telah ditentukan.

e) Rubrik penilaian

Oral assessment sheet

Name   :

Date   :

Students	Pronunciation	Vocabulary

I. Sumber Materi

g) LKS Smart BahasaInggris

h) Scaffolding

i) English in Focus

Makassar ,   Agustus 2017

Hastuti

APPENDIX B

B.1.The List Name of Students

B.2. The Students' Row Scores of Pre-test

B.3. The Students' Row Scores of Post-test

B.4.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)

B.5. Scoring Classification of the Students Pretest and Posttest

B.6. Table Frequency and Rate Percentage of the Student Pretest and Posttest

B.7. Calculation of the Mean Score of Pre-test, Post-test, and Gain (D)

B.8. The Percentage of the Students' Improvement Speaking Ability

B.9. Calculating Test of Significance

B.10. Table distribution of T-Value

APPENDIX B.1

THE LIST NAME OF THE STUDENTS OF CLASS XI IPS 2

MA MUHAMMADIYAH CAMBAJAWAYA

No	Sample	Code
1	Muh. Ilham	S-1
2	Muh. Ikram	S-2
3	Muh. Imran	S-3
4	Rafli Akbar	S-4
5	Sapri K	S-5
6	Suandi	S-6
7	Syafri J	S-7
8	AsriAyu	S-8
9	AsriAyuPutri	S-9
10	AstiawatiArfah	S-10
11	AyuSipani	S-11
12	Hardiani	S-12
13	Hasniati	S-13
14	Irmawati	S-14
15	Mentari	S-15
16	MuthiaArdilaSani	S-16
17	Nanda Sari	S-17
18	NurAnnisaFitrahRahmadani	S-18
19	NurAwalia	S-19
20	NurHasanah	S-20
21	Nurhilda	S-21
22	NurIstiqamahRahayu	S-22
23	NurLaili	S-23
24	NurRahmi	S-24
25	Wahdania S	S-25

APPENDIX B.2

The Students' Row of Pre-test

Respondents	Pre-test	
	Pronunciation	Vocabulary
S- 01	67	70
S- 02	56	60
S- 03	50	65
S- 04	60	50
S- 05	55	63
S- 06	63	68
S- 07	64	70
S- 08	67	72
S- 09	50	55
S- 10	60	73
S- 11	56	57
S- 12	50	53
S- 13	50	50
S- 14	62	55
S- 15	50	46
S- 16	52	50
S- 17	70	65
S- 18	42	40
S- 19	56	50
S- 20	70	75
S- 21	60	65
S- 22	56	50
S- 23	46	51
S- 24	48	56
S- 25	50	52
Total	$\sum$ X= 1410	$\sum$ X= 1461
Mean Score (X)	X=56.4	X= 58.44

$$\bar{X} = \frac{114.84}{2} = 57.42$$

APENDIX B.3

The Students' Row of Post-test

Respondents	Post-test	
	Pronunciation	Vocabulary
S- 01	86	88
S- 02	85	86
S- 03	78	82
S- 04	80	80
S- 05	79	78
S- 06	83	87
S- 07	77	78
S- 08	87	95
S- 09	72	79
S- 10	74	76
S- 11	87	89
S- 12	78	66
S- 13	70	76
S- 14	80	70
S- 15	70	76
S- 16	85	70
S- 17	86	90
S- 18	70	68
S- 19	76	71
S- 20	88	92
S- 21	83	89
S- 22	70	77
S- 23	65	76
S- 24	76	80
S- 25	65	78
Total	$\sum$ X=1950	$\sum$ X= 1997
Mean Score (X)	X= 78	X= 79,88

$$\bar{X} = \frac{157.88}{2} = 78.94$$

APPENDIX B.4

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)

1. **Pronunciation**

Respondents	Pronunciation			
	Pre-test	Post-test	D (X2-X1)	D^2
S- 01	67	86	19	361
S- 02	56	85	29	841
S- 03	50	78	28	784
S- 04	60	80	20	400
S- 05	55	79	24	576
S- 06	63	83	20	400
S- 07	64	77	13	169
S- 08	67	87	20	400
S- 09	50	72	22	484
S- 10	60	74	14	196
S- 11	56	87	31	961
S- 12	50	78	28	784
S- 13	50	70	20	400
S- 14	62	80	18	324
S- 15	50	70	20	400
S- 16	52	85	33	1089
S- 17	70	86	16	256
S- 18	42	70	28	784
S- 19	56	76	20	400
S- 20	70	88	18	324
S- 21	60	83	23	529
S- 22	56	70	14	196
S- 23	46	65	19	361
S- 24	48	76	28	784
S- 25	50	65	15	225
Total	$\sum x = 1410$	$\sum x = 1950$	$\sum d = 540$	$\sum {}_d 2 = 12428$

2. Vocabulary

Respondents	Vocabulary			
	Pre-test	**Post-test**	**D (X2-X1)**	**D^2**
S- 01	70	88	18	324
S- 02	60	86	26	676
S- 03	65	82	17	289
S- 04	50	80	30	900
S- 05	63	78	15	225
S- 06	68	87	19	361
S- 07	70	78	8	64
S- 08	72	95	23	529
S- 09	55	79	24	576
S- 10	73	76	3	9
S- 11	57	89	32	1024
S- 12	53	66	13	169
S- 13	50	76	26	676
S- 14	55	70	15	225
S- 15	46	76	30	900
S- 16	50	70	20	400
S- 17	65	90	25	625
S- 18	40	68	28	784
S- 19	50	71	21	441
S- 20	75	92	17	289
S- 21	65	89	24	576
S- 22	50	77	27	729
S- 23	51	76	25	625
S- 24	56	80	24	576
S- 25	52	78	26	676
Total	$\sum x = 1461$	$\sum x = 1997$	$\sum d = 536$	$\sum_d 2 = 12668$

3. **The Total Score of Students' Speaking Ability in Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)**

Code	Speaking Ability		D (x_2-x_1)	D^2
	Pre-test total score x_1	Post-test total score x_2		
S- 01	68.5	87	18.5	342.25
S- 02	58	85.5	27.5	756.25
S- 03	57.5	80	22.5	506.25
S- 04	55	80	25	625
S- 05	59	78.5	19.5	380.25
S- 06	65.5	85	19.5	380.25
S- 07	67	77.5	10.5	110.25
S- 08	69.5	91	21.5	462.25
S- 09	52.5	75.5	23	529
S- 10	66.5	75	8.5	72.25
S- 11	56.5	88	31.5	992.25
S- 12	51.5	72	20.5	420.25
S- 13	50	73	23	529
S- 14	58.5	75	16.5	272.25
S- 15	48	73	25	625
S- 16	51	77.5	26.5	702.25
S- 17	67.5	88	20.5	420.25
S- 18	41	69	28	784
S- 19	53	73.5	20.5	420.25
S- 20	72.5	90	17.5	306.25
S- 21	62.5	86	23.5	552.25
S- 22	53	73.5	20.5	420.25
S- 23	48.5	70.5	22	484
S- 24	52	78	26	676
S- 25	51	71.5	20.5	420.25
N= 30	$\sum x_1$= 1435.5	$\sum x_2$= 1973.5	$\sum D$=538	$\sum D^2$=12188.5

B.5.Classification of students' Pre-test and Post-test

1. **The Classification of Students' Pronunciation Score**

Code	Pronunciation			
	Pre-test	Classification	Post-test	Classification
S- 01	67	Average	86	Very Good
S- 02	56	Poor	85	Good
S- 03	50	Very Poor	78	Good
S- 04	60	Poor	80	Good
S- 05	55	Poor	79	Good
S- 06	63	Poor	83	Good
S- 07	64	Poor	77	Good
S- 08	67	Average	87	Very Good
S- 09	50	Very Poor	72	Average
S- 10	60	Poor	74	Average
S- 11	56	Poor	87	Very Good
S- 12	50	Very Poor	78	Good
S- 13	50	Very Poor	70	Average
S- 14	62	Poor	80	Good
S- 15	50	Very Poor	70	Average
S- 16	52	Very Poor	85	Good
S- 17	70	Average	86	Very Good
S- 18	42	Very Poor	70	Average
S- 19	56	Poor	76	Good
S- 20	70	Average	88	Very Good
S- 21	60	Poor	83	Good
S- 22	56	Poor	70	Average
S- 23	46	Very Poor	65	Poor
S- 24	48	Very Poor	76	Good
S- 25	50	Very Poor	65	Poor

2. The Classicication of Students' Vocabulary Score

Code	Vocabulary			
	Pre-test	**Classification**	**Post-test**	**Classification**
S- 01	70	Average	88	Very Good
S- 02	60	Poor	86	Very Good
S- 03	65	Poor	82	Good
S- 04	50	Very Poor	80	Good
S- 05	63	Poor	78	Good
S- 06	68	Average	87	Very Good
S- 07	70	Average	78	Good
S- 08	72	Poor	95	Very Good
S- 09	55	Very Poor	79	Good
S- 10	73	Average	76	Good
S- 11	57	Poor	89	Very Good
S- 12	53	Very Poor	66	Average
S- 13	50	Very Poor	76	Good
S- 14	55	Very Poor	70	Average
S- 15	46	Very Poor	76	Good
S- 16	50	Very Poor	70	Average
S- 17	65	Poor	90	Very Good
S- 18	40	Very Poor	68	Average
S- 19	50	Very Poor	71	Average
S- 20	75	Average	92	Very Good
S- 21	65	Poor	89	Very Good
S- 22	50	Very Poor	77	Good
S- 23	51	Very Poor	76	Good
S- 24	56	Poor	80	Good
S- 25	52	Very Poor	78	Good

3. The Classicication of Students' Speaking Ability Score

Code	Speaking Ability			
	Pre-test	Classification	Post-test	Classification
S- 01	68.5	Average	87	Very Good
S- 02	58	Poor	85.5	Good
S- 03	57.5	Poor	80	Good
S- 04	55	Very poor	80	Good
S- 05	59	Poor	78.5	Good
S- 06	65.5	Poor	85	Good
S- 07	67	Average	77.5	Good
S- 08	69.5	Average	91	Very Good
S- 09	52.5	Very Poor	75.5	Average
S- 10	66.5	Average	75	Average
S- 11	56.5	Poor	88	Very Good
S- 12	51.5	Very Poor	72	Average
S- 13	50	Very Poor	73	Average
S- 14	58.5	Poor	75	Average
S- 15	48	Very Poor	73	Average
S- 16	51	Very Poor	77.5	Good
S- 17	67.5	Average	88	Very Good
S- 18	41	Very Poor	69	Average
S- 19	53	Very Poor	73.5	Average
S- 20	72.5	Average	90	Very Good
S- 21	62.5	Poor	86	Very Good
S- 22	53	Very Poor	73.5	Average
S- 23	48.5	Very Poor	70.5	Average
S- 24	52	Very Poor	78	Good
S- 25	51	Very Poor	71.5	Average

B.6. The Percentage of the Students' Improvement in Speaking Ability

1. The percentage of the students' score in pronunciation

No.	Classification	Score	Pronunciation			
			Pre-test		Post-test	
			Frequency	Percentage	frequency	Percentage
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	5	20%
3	Good	76 - 85	-	-	12	48%
4	Average	66 – 75	4	16%	6	24%
5	Poor	56 – 65	11	44%	2	8%
6	Very Poor	36– 35	10	40%	-	-
	Total		25	100%	25	100%

2.Thepercentage of the students' score in vocabulary

No.	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			Frequency	Percentage	frequency	Percentage
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	8	32%
3	Good	76 - 85	-	-	12	48%
4	Average	66 – 75	5	20%	5	20%
5	Poor	56 – 65	8	32%	-	-
6	Very Poor	36– 35	12	48%	-	-
	Total		25	100%	25	100%

3. The percentage of the students' score in speaking ability

No.	Classification	Score	Speaking Ability			
			Pre-test		Post-test	
			Frequency	Percentage	frequency	Percentage
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 - 95	-	-	6	24%
3	Good	76 - 85	-	-	8	32%
4	Average	66 – 75	6	24%	11	44%
5	Poor	56 – 65	7	28%	-	-
6	Very Poor	36– 35	12	48%	-	-
	Total		25	100%	25	100%

APPENDIXB.7.Mean Score of the Pre-test, Post-test, and Gain (D)

1. **Data analysis of Pronunciation**
   a. **Score of students' pre-test in pronunciation**

   $$\bar{X}_1 = \frac{\Sigma X_1}{N}$$

   $$\bar{X}_1 = \frac{1410}{25}$$

   $$\bar{X}_1 = 56.4 \text{ (Poor)}$$

   b. **Mean score of students' post-test in pronunciation**

   $$\bar{X}_2 = \frac{\Sigma X_2}{N}$$

   $$\bar{X}_2 = \frac{1950}{25}$$

   $$\bar{X}_2 = 78 \text{ (Good)}$$

2. **Data analysis of Vocabulary**
   a. **Mean score of students' pre-test in vocabulary**

   $$\bar{X}_1 = \frac{\Sigma X_1}{N}$$

   $$\bar{X}_1 = \frac{1461}{25}$$

   $$\bar{X}_1 = 58.44 \text{ (Poor)}$$

   b. **Mean score of students' post-test in vocabulary**

   $$\bar{X}_2 = \frac{\Sigma X_2}{N}$$

   $$\bar{X}_2 = \frac{1997}{25}$$

   $$\bar{X}_2 = 79.88 \text{ (Good)}$$

3. **Data analysis of speaking ability**

   a. **Mean score of students' pre-test in speaking ability**

   $$\bar{X}_1 = \frac{\Sigma X_1}{N}$$

   $$\bar{X}_1 = \frac{1435.5}{25}$$

   $\bar{X}_1 = 57.42$ (Poor)

   b. **Mean score of students' post-test in speaking ability**

   $$\bar{X}_2 = \frac{\Sigma X_2}{N}$$

   $$\bar{X}_2 = \frac{1973.5}{25}$$

   $\bar{X}_2 = 78.94$ (Good)

4. **The Students' Mean Score of Gain (D)**
   a. **Pronunciation**

   $$Md = \frac{\Sigma d}{N}$$

   $$Md = \frac{540}{25}$$

   $$Md = 21.6$$

   b. **Vocabulary**

   $$Md = \frac{\Sigma d}{N}$$

   $$Md = \frac{536}{25}$$

   $$Md = 21.44$$

c. **Speaking Ability**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{538}{25}$$

$$Md = 21.52$$

APPENDIXB.8.

The Percentage of the Students' Improvement in Speaking Ability

1. **The Students' Improvement in Pronunciation**

   Pre-Test Score is 56.4

   Post-Test Score is 78

   The improvement of students' score in pronunciation from pre-test to post-test:

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

   $$= \frac{78 - 56,4}{56,4} \; x \; 100\%$$

   $$= \frac{21,6}{56,4} \; x \; 100\%$$

   $$= \frac{2160}{56,4}$$

   $$= 38.29$$

   The students' improvement from pre test to post test is 38.29%

2. **The Students' Improvement in Vocabulary**

   Pre Test Score is 58.44

   Post Test Score is 79,88

The improvement of students' score in vocabulary from pre-test to post-test:

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

$$= \frac{79.88 - 58.44}{58.44} \; x \; 100\%$$

$$= \frac{21.44}{58.44} \; x \; 100\%$$

$$= \frac{2144}{58.44}$$

$$= 36.68$$

The students' improvement from pre test to post test is 36.68%

3. **The Students' Improvement in Speaking Ability**

Pre Test Score is 57.42

Post Test Score is 78.94

The improvement of students' score in speaking from pre-test to post-test:

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

$$= \frac{78.94 - 57.42}{57.42} \; x \; 100\%$$

$$= \frac{21.52}{57.42} \; x \; 100\%$$

$$= \frac{2152}{57.42}$$

$$= 37.47\%$$

The students' improvement from pre test to post test is 37.47%

APPENDIX B.9. Calculating Test Significance of Speaking Ability

a. Test of Significance of Pronunciation

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{21.6}{\sqrt{\dfrac{12428 - \dfrac{(540)^2}{25}}{25(25-1)}}}$$

$$= \frac{21.6}{\sqrt{\dfrac{12428 - \dfrac{291600}{25}}{25(25-1)}}}$$

$$= \frac{21.6}{\sqrt{\dfrac{12428 - 11664}{600}}}$$

$$= \frac{21.6}{\sqrt{\dfrac{764}{600}}}$$

$$= \frac{21.6}{\sqrt{1.27}}$$

$$= \frac{21.6}{1.12}$$

$$= 19,28$$

b. Test of Significance of Vocabulary

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{21.44}{\sqrt{\dfrac{12668 - \dfrac{(536)^2}{25}}{25(25-1)}}}$$

$$= \frac{21.44}{\sqrt{\dfrac{12668 - \dfrac{287296}{25}}{25(25-1)}}}$$

$$= \frac{21.44}{\sqrt{\dfrac{12668 - 11491.84}{600}}}$$

$$= \frac{21.44}{\sqrt{\dfrac{1176.16}{600}}}$$

$$= \frac{21.44}{\sqrt{1,96}}$$

$$= \frac{21.44}{1.4}$$

$$= 15.31$$

c. Test of Significance of Speaking Ability

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{21.52}{\sqrt{\dfrac{12188,5 - \dfrac{(538)^2}{25}}{25(25-1)}}}$$

$$= \frac{21.55}{\sqrt{\dfrac{12668 - \dfrac{289444}{25}}{25(25-1)}}}$$

$$= \frac{21.44}{\sqrt{\dfrac{12668 - 11577.76}{600}}}$$

$$= \frac{21.55}{\sqrt{\dfrac{610.74}{600}}}$$

$$= \frac{21.55}{\sqrt{1.01}}$$

$$= \frac{21.55}{1.00}$$

$$= 21.55$$

B.10. Table Distribution of T-Value

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N − 1=25 − 1= 24, T- table= 2.06390

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

(Subana, et al, 2005: 206)

APPENDIX C

DOCUMENTATIONS

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

Nomor	: 1552/FKIP/A.1-II/X/1439/2017
Lampiran	: 1 Rangkap Proposal
Hal	: **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di –
    Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama	:	**HASTUTI**
N I M	:	10535 5437 13
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Perintis Kemerdekaan

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul: **The Use of Talking Chips to Develop Students' Speaking Ability (An Experimental Research at the Eleventh Grade Students of MA Muhammadiyah Cambajawaya)**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, Oktober 2017
D e k a n

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

بسم الله الرحمن الرحيم

Nomor	: 2252/Izn-5/C.4-VIII/X/37/2017	
Lamp	: 1 (satu) Rangkap Proposal	15 Muharram 1439 H
Hal	: Permohonan Izin Penelitian	05 October 2017 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
MA Muhammadiyah Cambajawaya
di –

      Gowa

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1552/FKIP/A.1-II/IX/1439/2017 tanggal 5 Oktober 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**HASTUTI**
No. Stambuk	:	**10535 5437 13**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelit an/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Talking Chips to Develop Students' Speaking Ability (An Experimemntal Research at the Eleventh Grade Students of MA Muhammadiyah Cambajawaya)"

Yang akan dilaksanakan dari tanggal 7 Oktober 2017 s/d 7 Desember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

10-17

MADRASAH ALIYAH MUHAMMADIYAH
CAMBAJAWAYA

Alamat : Abd. Rahman Dg Nassa Dusun Kampung Daeng, Desa Sengka Kec. Bontonompo Selatan Kab. Gowa

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NOMOR: 76/MAM.C/KET/IV.4.AU/2017

Yang bertanda tangan di bawah ini Kepala MA. Muhammadiyah Cambajawaya,

menyatakan bahwa:

Nama	:	HASTUTI
Stambuk	:	10535 5437 13
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan

Benar telah melaksanakan penelitian dengan judul *"The Use of Talking Chips to Develop Students' Speaking Ability (An Experimental Research at the Eleventh Grade Students of MA.. Muhammadiyah Cambajawaya)"*.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Kampung Daeng, 12 Desember 2017

Kepala Madrasah

Dra. Hj. St. Musyawarah
NIP. 19670612 201712 2 002

بســـم اللـه الرحمن الرحيـــم

KARTU KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Hastuti**

NIM : **105355437 13**

Judul Penelitian : *The Use of Talking Chips to Develop Students' Speaking Ability (An Eperimental Research at the Eleventh Grade Students of MA Muhammadiyah Cambajawaya*

Tanggal Ujian Proposal : **16 September2017**

Tempat/Lokasi Penelitian : **MA Muhammadiyah Cambajawaya**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Rabu 04-10-2017	Mengantar Surat Penelitian	Muh. Syukri. S.Ag	
2	Senin. 09-10-2017	Bertemu Guru Pamong MA. Muh. Cambajawaya	Muh. Syukri. S.Ag	
3	Rabu 11-10-2017	Pre-test	Muh Syukri.S.Ag	
4	Sabtu 14-10-2017	Treatment	Muh. Syukri.S.Ag	
5	Rabu 18-10-2017	Treatment	Muh Syukri.S.Ag	
6	Sabtu 21-10-2017	Treat ment	Muh Syukri. S.Ag	
7	Rabu 25-10-2017	Treatment	Muh Syukri, S.Ag	
8	Sabtu 28-10-2017	Treatment	Muh Syukri s.Ag	
9	Rabu 01-10-2017	Treatment	Muh. Syukri.S.Ag	
10	Sabtu 04-10-2017	Post-test	Muh. Syukri, S.Ag	

Gowa, 12-Des- 2017

Mengetahui,

Ketua Jurusan

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

Kepala Sekolah
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CURRICULUM VITAE

Hastuti was born on June18th, 1994 Bone regency. She is the third child and has three sisters from marriage couple of Hajerah and Tahir, her beloved parents. She started her education as a student of elementary school at SD Inpres 6/75 Mappesangka in 2000 and graduated in 2006. In the same year she registered as a student in SMP Negeri 1 Ponre and graduated in 2009. Then, she continued her education in SMA Negeri 1 Kahu and graduated in 2012.Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar.At the end of her study, she could finish her thesis entitled**"The Use of Talking Chips to Develop Students' Speaking Ability (** *An Experimental Research at the Eleventh Grade Students of Madrasah Aliyah Muhammadiyah Cambajawaya/Gowa)"*.