THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS SPEAKING SKILLS

( A Classroom Action Research at the Tenth Grade Students of Senior High School (SMA MUH 1) Gubug In Academic Year of 2017/2018)

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.)

In the English Education Department of Teacher Training and Education Faculty

Written by:

FAZA ADYAKSA

NIM. 113-11-124

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the researcher declares that this graduating paper is made by the researcher himself. This paper is written by the researcher and it does not contain any materials which have been published by other people and it does not cite any other people's ideas except the information from the references.

The researcher is capable of accounting for this graduating paper if in future can be proved of containing other's ideas, or in fact, the researcher imitates the other's graduating paper.

In addition, this declaration is written by the researcher and he really hopes that this declaration can be understood for all human being. This thesis is allowed to be published on e-respository IAIN Salatiga.

Salatiga, September 19th 2018

The researcher

Faza Adyaksa
113 11 124
Salatiga, August 22th 2017

Noor Malihah, Ph.D

The Attentive Counselor’s note:

Faza Adyaksa

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb

After reading and correcting Faza Adyaksa graduating paper entitled **THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL**, I have decided and would like to propose that this paper can accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb

Counselor,

Noor Malihah, Ph.D

NIP:197711282006042002
A GRADUATING PAPER
THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE
STUDENTS SPEAKING SKILL

(A Classroom Action Research for the Ten Grade Students of SMA MUHAMMADIYAH 1
Gubug in the Academic Year 2017/2018)

WRITTEN BY:
FAZA ADYAKSA
NIM: 113 11 124

Has been brought to the board of examiners of English Education Department of Teacher
Training and Education Faculty at the State Institute for Islamic Studies ( IAIN ) Salatiga on ( day and date ), and hereby considered to have completed the requirements for the degree of
Surjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Dr. Ruwandi, M.Pd.
Secretary : Noor Maliah, Ph.D.
First examiner : Norwanto, Ph.D.
Second examiner : Hanung Triyoko, S.S., M.Hum.,M.Ed.

Salatiga, 4 June 2018
Dean of Teacher Training

Education Faculty

NIP. 19670121 199903 1 002
MOTTO

“If you want to know your past, look into your present condition, and if you want to know your future, look into your present action”
DEDICATION

This graduating paper is dedicated to:

★ My beloved parents, Bapak Edi rahmanto and Ibu Yuniati, and my beloved sisters and brother Zalfa afifah and faiz adhigana and my special partner Nifika purwinaningrung, my beloved friends fahmadin, diyan, puji, risky and lutfi alawiyah who loves me, always prays and motivates me.
ACKNOWLEDGEMENT

_Bismillahirrahmanirrahim._

_Assalamu'alaikum Wr. Wb_

_Alhamdulilahirobbil'alamin_, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institutions. Hence, the writer would like to express special thanks to:

1. Dr. Rahmat Haryadi, M.Ag, the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.

2. Suwardi, M.Pd, the Dean of Teacher Traning and Education Faculty of State for Islamic Studies (IAIN) of Salatiga.

3. Noor Maliah, Ph.D, the Head of English Education Department and the counselor of this paper, who gives great attention, suggestion and guidance for this paper from beginning until the end.

4. All of lectures and staffs of State Institute for Islamic Studies (IAIN) of Salatiga.

_Salatiga, 22th August 2017_

The writer

[Faza Adyaksa]

[Signature]

113 11 124
ABSTRACT


Conselor : Noor Maliah, Ph.D.

The aims of this research are (1) to describe the use of cooperative learning by using talking chips technique toward students’ speaking skill and (2) to identify the improvement and result of students’ speaking skill through talking chips technique for the second grade students of SMA MUHAMMADIYAH Gubug. The research technique that is used in this research is research technique. The subject of the research were 27 students in second grade at SMA MUHAMMADIYAH Gubug. The research uses two cycles; each cycle consist of planning, action, observation and reflection. The result for his research show that there is an improvement of students’ speaking skill using talking chips technique. It can be seen from percentage of the test from cycle 1 to cycle 2 with standardized score (the minimum of passing criteria) is 75, at the cycle 1 is 51.85% students and 81.48% in cycle 2 who pass in test. The increasing of oral test from cycle 1 to cycle 2. This indicates by applying talking chips method, the students in speaking skill can be improved.

**Keywords**: Talking chips technique, improving speaking skill.
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CHAPTER 1

INTRODUCTION

A. Background of the Research

English as foreign language involves four skills, they are speaking, writing, reading and listening. In teaching English, those skills must be served integrate as much as possible. One of those language skills that influence the language ability is speaking.

According to Guang (2007:1) speaking is the ability to express oneself or communicate orally by using a language. It means speaking is an interactive process for producing, receiving, and process information. Furthermore, the students are expected to use language proficiency well.

Teaching speaking is considered to be difficult among the four skills. It means that more effort is required by student and various interesting activities are also required by the teacher. It is not enough for the students to hear or to listen speech only. The teacher will need to give the student opportunity to practice their speaking.

English teachers always try to make their class interesting with various methods, techniques, with instrument and material in order to stimulate students to learn language skills effectively, especially speaking. For example, in oral language class, the student is served with conductive learning activity, so that, they can practice English as well as possible. The first task of the teacher is to create the best condition for student to study. In other words, the teacher is responsible to situation where the students can communicate orally with their classmates.
The researcher has conducted an observation in SMA MUH GUBUG. The researcher found many problems in learning English especially in speaking. Many students who want to speak to others usually face some troubles such as producing their ideas, arguments. Most of the students still lack speaking ability, they were still shy and afraid to make mistakes. Students said they were afraid to mispronounce words and had low motivation on challenging themselves.

Based on the result of the interview with the students of X Class at SMA MUH Gubug, most of them felt that speaking is the most difficult skill. They felt afraid of making mistakes, shy, and having a lack of confidence when they speak English. The main point is all of those mistakes can happen if the students lack knowledge about language components. As a result, this situation made the student passive in the learning process. Considering the facts, it is necessary to convince the students that speaking will not be the difficult skill to master if the teacher gives interesting strategies in the teaching and learning process which facilitate their needs to practice speaking. Besides that, the technique should make students take more participation during the learning process and provide students to create positive classroom activities. In this researcher uses talking chips technique. Talking chips is one of the teaching strategies of cooperative learning which was developed by Kagan in 1992 for the first time. In this technique, the students do speaking activities cooperatively. It is a good technique to encourage all students to participate.

Furthermore, Kagan (2009: 12) writes that talking chips technique can ensure all students in a group share their ideas. This strategy allows the students in a group to speak without one of the students dominating the group discussion. In talking chips strategy, the
student would be given chips and the chips are used for every time they speak, the must put the chips in the centre of the table. When the chips are over, the activity is done and the students may not speak until chips all members of the group are over too.

Moreover, talking chips technique have some advantages that is useful in teaching speaking such as; it give chance for every student to participate equally. In addition, Kagan (2015: 3) advantages of using talking chips technique is to develop student’s speaking and listening skill especially for shy students, low achievers, and less-fluent students, uses talking chip, they will be fully participate and develop their language skills.

Based of the explanation above, the researcher is interested to apply talking chips technique in teaching speaking. This research is expected to have some contributions to the language teaching learning process, especially for teaching speaking Senior High School. Through this technique hopefully student will be more active and enjoy the speaking activity.

B. Research Questions

Based on the background of research, the problem of this research is formulated as follows:

1. Can talking chips technique be used to improve speaking skills of the ten grade students of SMA Muhammadiyah 1 Gubug in the academic year of 2017/2018?

2. Can talking chips technique be used to significantly improve speaking skills of the ten grade students of SMA Muhammadiyah 1 Gubug in the academic year of 2017/2018?

C. Objective of the Research
Based on the research problem above, the purposes of the research are:

1. To find out the improvement of the students before and after using talking chips technique.
2. To find out the significant improvement before and after using talking chips technique.

D. Significance of the Research

The researcher hopes this research will be useful for readers especially:

The teacher can use the result of this research as reference in teaching speaking. Besides that, the teacher can motivate students to increase their ability in speaking through talking chips technique.

For the students, by using that technique hopefully the students will be able to increase their speaking ability and more attractive in learning English without under pressure feeling.

E. Hypothesis and Success Indicator

Based on the students observation result about learning speaking in chapter I, the writer tries to resolve those problems by implementing talking chips technique as a good solution to help the students in learning speaking at the classroom. By conducting this research, the writer proposes a hypothesis: The implementation of these technique can improve the students’ speaking skills.

The success indicator of this research is shown in Lesson Plan (RPP) (see appendix). The students’ success and failure in conducting this research can be seen in cycle I and II by referring to the criterion of passing grade (KKM) (see appendix). The passing grade of
English Subject in SMA Muhammadiyah Gubug is 70. The teacher expects that there are at least 75% of the students who can pass the passing grade.

F. Procedure of the Research

1. Research Design

This research uses classroom action research. Bailey (2004: 490) says that a classroom action research is a method how a group of teachers can organize their teaching learning condition and learn from their own experience.

According to Kemmis and McTaggart (1998), there are four steps in each cycle for doing classroom action research, which can be explained as follows:

a. Planning

In this step, the writer focuses on who, what, when, where, and how the action is conducted.

b. Action

This step conducts to implement the strategies prepared in the planning.

c. Observation

Observation is the next step to monitor and watch closely teaching learning process and collects the data from the result of action. The writer prepares the observation paper to know class condition when the action done, then the writer makes the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem.

d. Reflection
Reflection is used to analyze the result based on the data which have been collected to determine the next action in the next cycle. In this phase, the writer could observe the activity which results any process, the progress happened, and also about the positives and negatives sides.

2. Subject of the Research

The subject of this research is the ten grade students of SMA MUHAMMADIYAH 1 Gubug in the academic year 2017/2018. This class consists of 27 students.

Table 1.1: List of the third ten grade students of SMA MUHAMMADIYAH 1 Gubug

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AA</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>AMN</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
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<tr>
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<tr>
<td>9</td>
<td>EDS</td>
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<td>15</td>
<td>MSH</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>MYP</td>
<td>Female</td>
</tr>
</tbody>
</table>
3. Step of the Research

In conducting this research, the writer makes some steps which can help him in doing good research. It also helps him in managing the schedule which can make it more effective. It can be seen in the table 1.2.

Table 1.2: Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the research proposal</td>
<td>May</td>
</tr>
<tr>
<td>2</td>
<td>Doing cycle</td>
<td>August</td>
</tr>
<tr>
<td>3</td>
<td>Doing observation</td>
<td>August</td>
</tr>
<tr>
<td>4</td>
<td>Analysis data</td>
<td>August</td>
</tr>
<tr>
<td>5</td>
<td>Writing the research result</td>
<td>August</td>
</tr>
<tr>
<td>6</td>
<td>Continuing writing the graduating paper</td>
<td>August</td>
</tr>
</tbody>
</table>

4. Data Collection Method and Research Instrument
a. Observation

Observation sheet was made as a guidelines in observing the students and the teacher. After the observation sheet was ready, the observation started. The teacher and an observer knew activities during the implementation of the Talking Chips Technique. Then, it was not only the application of this technique which was observed, but also the speaking accuracy and fluency of students in speaking English.

b. Interview

The researcher used interview to find out the teacher’s opinion toward the implementation of the strategy. To help the researcher kept the discussion on the track, interview guidelines were used. The interviews were resulted in interview transcripts.

c. Test

There were two kinds of test that would be given to students, those were pre-test and post-test or evaluation test. Pre-test was given in beginning before conducting the research. It was used to know the background knowledge of students. Next, evaluation test or post test was a test which given at the end of each cycle. It was used to know the progress of the student speaking English and whether the student improved their speaking achievement or not after talking chips technique applied.

d. Note taking

Note taking was instrument which used to take notes about what is going on in the classroom from beginning of the lesson until the end of the lesson. In this
case, it was included note the application of Talking Chips Technique in speaking activities.

e. Documentation

In this research, the researcher used photo as the documentation of the study.

5. Data Analysis

In this research, the researcher used mixed methods. It used qualitative and quantitative research. According to Lolico, Spaulding, and Voegtle (2006 : 282), mixed –methods research design are approaches involving well-developed procedures for collecting and analyzing both quantitative and qualitative data that are used primarily by the professional researchers and program evaluators.

According to Fraenkel and wallen (2009:557), mixed-methods research involves the use of both qualitative and quantitative methods in a single research.

Therefore, this research used qualitative and quantitative methods. The researcher got the total of number data from quantitative methods and informed the reason of quantitative data by using qualitative method.

1. Qualitative Data

According to Kothari (2004 :3), qualitative research is especially important in the behavioral science where the aim is to discover the underlying motives of human behavior. The qualitative data included documentation and interview, and it was analyzed by the researcher. First, the researcher presented the data. Second, the study selected the presented data. Third, the data was concluded and reviewed by the research.

2. Quantitative data
According to Kothari (2004:3), qualitative research is based on measurement of quantity or amount. According to Sudijono (2010: 86), to calculate the mean of pre-test and post-test, the researcher used the following formula:

a. Mean of pre-test and post-test

\[ M = \frac{\sum x}{n} \]

Explanation:

\[ M = \text{Mean of the students’ score} \]

\[ \sum x = \text{sum of the students’ score} \]

\[ n = \text{Total member of the students} \]

According to Sodijono (2010 : 305), to calculated t-test, the researcher used the following formula:

b. Calculated Mean of Difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

\[ MD = \text{Mean of difference} \]

\[ \sum D = \text{Total of difference between pre- and post-test} \]

c. Standard Deviation Calculating

\[ SD = \frac{\sqrt{\sum D^2}}{N\sqrt{(\sum D^2) / N}} \]

SD = Mean

\[ \sum D = \text{The sum of the d scores} \]

\[ N = \text{The number of the students} \]

d. Percentages score
\[ P = \frac{F}{N} \times 100 \% \]

Explanation:

P : percentages

F : frequency

N : Number of group

The standardized score (the minimum of passing criteria) is 70. If student have low mark from the standardized. They will be assumed that they have not passed. While students who passed the standardized are students who have equal mark or good mark.

G. Graduating Paper Outline

In order to have a guidance, the writer organizes this graduating paper into five chapter, they are: Introduction, Theoretical review, Implementation of the research, Research findings and data analysis and Closure. There are five chapters which will be discussed as follows:

Chapter I is introduction. It contains the background of the research, research question, objectives of the research, significance of the research, hypothesis and success indicator, research methodology, and graduating paper outlines. Chapter II is theoretical review. It contains theory of talking chips technique and previous research. Chapter III is implementation of the research. It contains procedures of the research. Chapter IV is research findings and data analysis. It contains the result of the research about the use of talking chips technique to improve students’ speaking skills of the ten grade students of SMA Muhammadiyah 1 Gubug in the academic year of 2017/2018. Chapter V is closure. It contains conclusions and suggestions. The last parts are bibliography and appendices.
CHAPTER II

THEORETICAL REVIEW

This chapter presents theories which are related to the variable of this research. The
supporting theories are needed to help the writer to conducts this research.

A. Previous research

There are some relevant studies related to the use of Talking Chips in teaching speaking
skill. The studies conducted in different setting in which English is regarded as a foreign
language. The studies are described as follows.

The first research conducted by Syafradin (2013). This research used a quasi
experimental design. He implemented talking chips technique to the grade X in one of
senior high school in Bandung in year 2013. The result of the research showed that there
was improvement of the students’ speaking ability at grade X of senior high school in
Bandung after being taught by using talking chips. It indicated that there was significance
improvement of students’ speaking in terms of fluency and accuracy. It was proved by the
mean score pre-test and post-test. The similarity of researches was in using Talking Chip
technique. The difference of research was the writer using classroom action research and
this research used quasi experimental.

The second research had been conducted by Rubiati (2011). This research was
classroom action research that was done in two cycles. The data collection was done using
observation and test. The data from the observation that had been taken from every cycle
analyzed descriptively while the data from test were analyze quantitatively. The participant
of this research was 31 students in class TBI 1B. The students got a better score after being taught by debate. The average of class increased in every cycle. It showed that debate could improve student speaking skill. The similarity of her research and writer were both of research used a classroom action research in research design, improving speaking skill, and in examining speaking. And the difference of both research was in using the technique, her research used Debate Technique and this research used Talking Chips Technique.

Third previous research was conducted by Etiningrum (2015). This research was categorized as action research. The research was conducted in two cycle. The data of the research were qualitative and quantitative. The qualitative data were collected through observation and interviews. The data were presented in the form of field notes and interview transcript. Then, the quantitative data were collected through the pre-test and the post-test. The result of the research showed that Talking Chips improved the teaching of speaking and the students’ speaking ability. Talking Chips activities encourage students to participate and overcome communication or problems. It created enjoyable learning climate motivated them to get involved in the teaching learning process. Furthermore, the students could build their self-confidence to speak in front of class. Moreover, the findings were also strength by the quantitative data. Both her research and this research were using classroom action research and Talking Chips Technique. The difference was this research was implemented in junior high school students and the participants of writer research was Senior high school students.

Fourth previous research was conducted by Malihah (2010) In this research paper, she focuses on the use of the method of task-based language teaching to improve the students’ speaking skill. According to her, task-based language teaching can improve
students speaking skill because it is more student-centered. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know. It motivates students during learning process and make them to be more active in the class.

Comparing with Maliahah research, this research has difference in the technique which wants to be used. This research focus on the improved students speaking skill using talking chips, while the Maliahah research focus on the improved students speaking skill through task-based.

B. Speaking

1. The Definition of Speaking

Speaking is a communicative event which includes the use of verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people. Speaking is one of skills that students should research in the classroom because speaking is not a simple skill in learning English. There are some definitions of speaking according to experts.

Nunan (2003: 48) defines that speaking is the productive aural or oral skill. It can be said that oral is the process of listening about someone talking and oral is the process of giving respond to what is someone talking. By speaking, the speaker can deliver the message about a topic to the listener orally and listener gives feedback. In addition,
Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners.

Furthermore, Louma (2004: 9) claims speaking as interaction and as a social and situations based activity. It means that, all these persepectives sees speaking as an integral part of peoples in daily lives. In other word, speaking as social interaction which happens in ours believes. She also said that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from four language skill however now days people usually judge the language skill from how well someone is able to speak in language itself. The professionals are expected to have good speaking skill. in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president. Moreover, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. From all statements above it can be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers ideas to the listeners. Speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech.

Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language
function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, vocabulary, pronunciation and all of these should be used appropriately in a social interaction. Therefore the appropriate method and technique are needed to improve speaking skill.

2. The Components of Speaking

As proverb says ‘practice makes perfect’. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part form that, to speak English, we have to know some important components. The component are what aspect influencing how well people speak English. Here are the components of speaking skill according to Syakur (1987 : 3):

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her.

From the statement above, it can be concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to be understood.

b. Grammar
Mastering grammar will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and um or er.

From the ideas above, it can be concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little pauses like ums and er.

e. Comprehension
In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

All of those components will produce speech that can be understood in communication. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing more practice in speaking.

Thus, it can be concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different from mother language. In order to have a good ability in speaking we must always practice it.

3. The Basic Types of speaking

Speaking performances have different function in daily communication, as Brown states that there are five categories are applied to the oral production that students are expected to carry out in the classroom. They are:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and production,
a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

We are interested only in what is traditionally labeled “pronunciation” no inferences are made about test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

b. Intensive

It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker must have been aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

It include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or
multiple participants, interaction can take the two forms of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

4. Speaking Rubric

The aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task Brown (2003: 172). The student speaking performance were assessed using a scoring rubric adapted from O’Malley and Vendes (1996). The rubric as show in the following table.

**Tabel 2.1 Scoring Rubric for speaking (O’Malley and Vendes, 1996 )**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronuncitaion and intonation</td>
<td>1</td>
<td>Poor</td>
<td>Frequent problem with pronunciation and intonation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Pronunciation and</td>
</tr>
</tbody>
</table>
intonation errors sometimes make it difficult to understand the student

<table>
<thead>
<tr>
<th>Score</th>
<th>Pronunciation and intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Fluency

<table>
<thead>
<tr>
<th>Score</th>
<th>Pronunciation and intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>Accuracy</td>
<td>1</td>
</tr>
<tr>
<td>----------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
</tr>
<tr>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>excellent</td>
</tr>
</tbody>
</table>

In my research use rubric adapted from O’malley and vendes (1996) in this rubric is more complete and there are criteria assessment from the highest to the low.

C. Talking Chips

In teaching English, especially speaking many different technique can be used among others Example non example, jigsaw, make-a match, mind mapping, snowball throwing,
student facilitator and explain, debate, role playing and talking chips. In this research the writer implements the use of talking chip to teach speaking.

1. **Definition of Talking Chips**

   Talking chips is one of the teaching strategies of cooperative learning which is developed by Kagan in 1992 for the first time. In talking chips students participate in a group discussion, giving a token where they speak. The aim of this strategy is ensuring equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all the members, this technique encourages reticence students be able to speak out confidently. Talking chips is useful for helping students discuss issues, and it is useful to solve communication problem such as dominating or clashing group members.

   Talking chips is based on the idea of currency and was developed according to Gray (2010: 217), inspired by Byron Reeves’s talking chips is the strategy that make the value of everyone’s contributions tangible and give everyone chance to speak. It means all students have the same opportunity in the classroom if one students has two times for speaking. The other students also have two times for speaking in the classroom.

   Furthermore, Bowers and Keisler (2011: 138) share that Talking Chip is this strategy ensures that 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. Furthermore, it extends students speaking practice and students would have an equal opportunity to speak in the classroom.
According to Hilson (2010: 164), Talking chips is the strategies guarantees equal participation in discussion groups. Each group member receives the same member of poker chips (or any other markers, such as index cards.

According to Turville (2008: 91) talking chips strategy is the strategy for speaking skill. Talking chips is a group participation that use of several chips in their procedure.

Based on the explanation above, it can be concluded that talking chip is a technique that gives equal chance to students in the learning process and creates active condition in class.

2. The Implementation of Talking Chip Technique

There are some procedures of talking chips technique, the procedure of Talking Chips based on Bowers and Keisler are (2011) are follows:

a. Teacher assigns students to discuss in a group and gives each student a designated number of chips to use during the discussion.

b. Teacher asks a question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas.

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

d. Teacher ask students discuss, they place a chip in the center of the table when it is their turn to speak.

While Bower and Keisler (2011) use the term chip in the implementation, Barkley (2005) use the term token to refer to procedure. The procedure is actually similar. But, there are some different point as follow:

a. Form students group
b. Give each student three to five tokens that will serve as permission to share, contribute, or debate in the conversation.

c. Ask students to participate equally in the group discussion, specifying that as they contribute comments, they should surrender a token and place it in view of the other group member.

d. When all students have contributed to the discussion and all tokens are down, ask students to retrieve and redistribute the chips, so that the procedure repeats for the next round of discussion, or end the discussion if the activity is complete.

Compare to Bower and Keisler (2011) and Barkley (2005). Kagan (1992) use the term strategy to refer to procedure. The procedure is different because Kagan does not implement a group work but individual work. There are some different point as follow:

a. Each person is given a number of markers.

b. Each time a person wants to talk, a chip is placed in the center of the table.

c. When an individual’s chips are all in the center of the table, she/ he cannot talk again until everyone’s chips are all in the center.

d. Last, the chips are then retrieved and tribute to begin again.

In this research, writer tries to modify talking chip technique as follows: first, teacher divides students into some groups. Second, teacher gives text to the students and gives time to read the text. Third, students count one until the rest of the member. Then, teacher gives one chip that contains question related to the text to each students. After that, student number one will be given chip number one and ask the other member according to the number in his/her chip, after that the student that given the chip should share her/his opinion.
about the answer. After finishing answer the question, the student should place his/her chip in the middle of the table as the mark that he/she has participated the discussion. It continues until the rest of the member placed their chip in the middle of the table.

3. **The advantage of Talking Chips Technique**

Lie (2002) states that the advantages of using talking chips technique is to give chance for every student to participate equally. In group work usually there is student that tends to more dominant or active than other students. Besides that, there are also students that tend to passive and silent in the class. This technique will ensure every student to participate. Other advantages of using talking chips technique that is develops students’ speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills.

Talking chips also useful in building on other’s idea, contributing idea, elaborating, encouraging contribution, encouraging others, negotiating, and working together. in the book of Kagan Cooperative learning also shows there are some skills or abilities that can be developed by using talking chips as follows:

a. **Team building**

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

b. **Social skill**

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

c. Communication skill

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

d. Thinking skill

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

e. Knowledge building

Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas. It can be concluded that talking chip technique not only develop thinking skill but also develop social skill. Moreover, talking chip can improve communication skill and build knowledge.

4. Disadvantages of Talking Chips Technique
Based on Gray (2010: 217) and Mills and Cottel (1998: 98), Talking chips Technique has some disadvantages, they are:

a. This technique can inhibit the natural flow of conversation since the procedure of this technique controls participations. But, this condition makes a chance for all the students to speak in the classroom.

b. This situation makes discussion feel stilted and artificial. But, in this case stilted and artificial would not disturb students’ learning process since the discussion is going well.

Although the technique has some disadvantages, the researcher believes this technique has more advantages can improve students’ speaking ability.
CHAPTER III

PROCEDURE OF THE RESEARCH

There are four steps in each cycle in actions research such as: planning, acting, observing and evaluating. In this research, the writer conducted the research into two cycles, those are cycle I and cycle II. The activities in each cycle is as follows:

A. Cycles of classroom Action Research

According to Kemmis and Mctaggart(1988) as quoted by Hopkins(1997: 49), “action research planner”, where a sequential program for the teacher intending to engage in action research is outlined is some detail. The researcher planned the cycle as below:

1. Description of Cycle 1

a. Planning

In planning stage, the researcher planned what action would be done.

The activities in the planning were presented as below:

1) Preparing syllabus, lesson plan, rubric, material and media
2) Preparing the students attendance list, the student scoring list
3) Preparing the teacher’s and students’ observational checklists
4) Preparing tools of learning in the class
5) Preparing pre-test and post-test
6) Preparing camera to take picture

   The media used in this study such as chip, the preparation was prepared in order to reach the purpose of teaching and learning process.

b. Acting

In acting stage, the researcher did his planning and he presented as below:
1) Teacher shows video about implementation talking chips to the students and gives time watch.

2) Teacher explaining about “narrative text”

3) Teacher give example in story telling (Cinderella)

4) Teacher assigns students to discuss in a group and gives each student a designated number of chips to use during discussion.

5) Teacher asks a question or provides a text to group and give students time to gather their thoughts and record some of their ideas

6) Teacher tells students that this is a minimum number of chips they must use during the discussion

7) Teacher ask student discuss, they place a chip in the center of the table when it is their turn to speak.

c. Observing

The writer observes the students activity by using blank paper. It is used to monitor the students’ activity during at the classroom.

The observed, observed the researcher how he taught his students. The researcher and observer also observed the students, and it will started from pre-test until post test. They collected the score of the student. The observer used observational checklist to observe the teacher and the students.

The observational checklist of the the teacher activities were listed below:

1) Greeting the student before the lesson begins

2) Praying before the lesson begins
3) Checking the student attendent list

4) Reminding previous material

5) Teacher show video to the students and gives time to watch.

6) Teacher divides student into some group

7) Student count until the rest of member

8) Student number one will be given and ask the other member

9) Student share her/his opinion about the answer

10) Giving feedback after the lesson

11) Giving motivation for the students

   The observational checklist of the students’ activities were below :

   1) Watching and analyzing video about implementation talking chips

   2) Analyzing story telling

   3) Teacher divides student into some group

   4) Working on group

   5) Collecting information from chips gave by the teacher.

   6) Share her/his opinion about the answer on group

d. Reflecting

   The researcher reflected his lesson plan, evaluated how he taught his student and calculated scored of his students. The observer gave data from the observation. When his lesson plan was not effective to teach, he would rebuild his lesson plan. If this score of his students were less than passing grade, he conducted the next cycle.
2. **Cycle 2**

a. **Planning**

   In the planing stage of the cycle 2, the researcher would prepare several activities.

   It would be explained as below:

   1) Preparing the student attendant list and scoring list

   2) Preparing pre-test and post test of cycle 2

   3) Revising the teacher’s and the student observational checklist

   4) Revising the lesson plan based on solution from the teacher and observer

   5) Reselecting the media of learning to improve student

b. **Action**

   The researcher in cycle 2 added new materials, it would be explained below:

   1) Teacher gives text about hortatory exposition to the students and gives time to read.

   2) Teacher divides student into some group

   3) Student count until the rest of member

   4) Teacher gives one chip that contains question related to text to each students

   5) Student number one will be given chip and ask the other member according to the number in his/her chip

   6) Student that given the chip should share her/his opinion about the answer

   7) After finishing answer the question, the student should place his/her chip in the middle of the table as the mark that he/she has participate the discussion.
8) It continues until the rest of the member placed their chip in the middle of the table.

c. Observing

The writer observes the students activity by using blank paper. The observer observed the researcher how be taught his students. The researcher and observer also would observe the students, would start from pre-test until post-test and would collect the score from the students.

d. Reflecting

The researcher reflected his lesson plan, evaluated how he taught his students, and calculated score his students. The observer gave data from the observation. The researcher evaluated the result of cycle 1 and cycle 2. After he conducted the cycle 2, researcher also expected 85% students could pass the passing grade. When the result of cycle 1 was less than 85%, the researcher would conducted the cycle 2.

Researcher evaluated the result of cycle 1, cycle 2. After he conducted the cycle 2, researcher also expected 85% students could pass the passing grade.

B. Minimal Standard of Successfulness

Success and failure in doing some plans above can be assessed by referring to the criterion of passing grade (KKM). The passing grade of English Subject in SMA Muhammadiyah 1 Gubug is 70. The writer hopes there are at least 75 % of the students can pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

A. The Result of The Research

The action research was conducted through pre cycle test and cycles. There two meeting for each cycle. The first meeting was Pre-cycle which was carried out on August 18 2017. Then, the writer continued the action cycle I on August 19 2017. Therefore, the action was continued in Cycle II on Augus 22 2017. The result of the Pre cycle and the three cycles are as follows

1. Cycle I
   a. Planning

   The activities in the planning were :

   1) Prepared syllabus (Talking Chips)
   2) Prepared lesson plan (Talking Chips)
   3) Prepared rubric (scoring of the speaking)
   4) Prepared teaching material
   5) Prepared students attendent list, and students scoring list

   This was first meeting for the student learning speaking used talking chips, so the teacher prepared the material about talking chips strategy. The teacher used a taking chips strategy and assess the student from five aspect. There were pronunciation, grammatical accuracy, vocabulary, interaction and fluency.
b. Implementation of the Action Talking Chips strategy

The researcher (the teacher) and the observer did research August 19th 2017 at 07.30 a.m in the class XI IS 1. The students surprised with our coming, because the English teacher was not with them, he asked the researcher to enter the class room early. The situation of the class room was crowded. The researcher conditioned the students until they have paid attention to the teacher. After all of the students was organized, the teacher began the class said *salam* and led to pray by reciting *bassmallah* together. After that, he greeted the students and also the students to.

The teacher told them about him participation in their classroom for about two weeks. He hoped the students and the teacher can be cooperative in teaching learning process. After checked the students’ list name he began the lesson by ask question about hobbies for ice breaking. The teacher asked the students did they have some hobbies or interests and they answered yes. The teacher asked one of student in the class “what do you usually do in your spare time?”, he said actually, I playing game, because it can make me happy. Then, the teacher asked another student “ how about you ? what do you usually do in your spare time ?”, she said I help my mother cooking, because I like cooking but still learn for cooking.

The activities was continuing the teacher asked the students did play talking chips and the answered not yet. Then, the teacher said “well, now we are going to learn with talking chips technique, but before we start id, I would like to explain the definition of talking chips and the rule how to learn it. Talking chips is a technique in learning by a chips, the students are given a chips. One of the
students begins the discussion, placing one of his/her chips in the center of the table. A student with a chip continuous discussion using her/her chips. When all chips are used, team mates each collect their chips and continuous the discussion using their talking chip. Did you get it? They answered “yes, I get it”. Then, the teacher gave video about implementation talking chips.

After playing video. The teacher told about the material they learn today about narrative text. The teacher said “Do you know? What is narrative text? They answered “an imaginative story to entertain people. Then, the teacher explain about generic structure of narrative text and example of narrative text.

The next activity was story telling. The teacher asked the students to retell a story. The teacher divided them into some groups, each group consist of four members. Then, he asked them to choose one of these stories, Cinderella, malin kundang, tangkuban perahu and beauty & the beast, retell the story in front of the class”. He gave 15 minutes to prepare it. After that, the students doing conversation with their group.

The activity was continuing until all of the students had done and it is the teacher doing pre-test and treatment by using talking chips technique. After that, the teacher gave each student different chips about online jobs. Then, the teacher gave the explanation and the example about the rule of test, after finished each student present their opinion about online jobs. The activity was continuing until all of the students done, and it is the teacher doing post-test.

After that, the teacher conclude the material and closed the learning process said hamdallah together. Teacher reminded the students to study for the next meeting.
He closed by reciting *Wassalamu’alaikum Wr. Wb.* and the students answered by reciting *Wassalamu’alaikum Wr. Wb.*

c. Observation

In the cycle I the teacher entered the class with the observer. Checklist observation was prepared in order to know the students’ activities during the teaching and learning process.

The class was to crowded and disorganized, but after that, the teacher spoke up and they paid attention to us, then the teacher and the observer introduced their selves to the students. The teacher compained by a collaborator observer. By monitoring the students’ activity in this action, we could see that the students were ready in the class when the teacher came. In the research the teacher had dominants function. He served as a model, provide help, support, guidance and facilities to build up an interaction in all learning activity in english class. When students presented the result in front of the class, some students still did not have high convidences and therefore they were so shy and afraid if they would do mistake. When they were doing assigment almost all of the students needed helping to the teacher, and the teacher always helped to students. When they were practicing speaking, they still did incorrect pronounciation and sometime they still read text, because they still have difficulties to speak up spontaneously.

Table 4.1 : The Students’ Result Observation Check List in Cycle I
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes/No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay Attention</td>
<td>✔</td>
<td>The students paid attention when the teacher explained the materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Activeness in asking questions</td>
<td>✔</td>
<td>There were just two students who asked and speak about the topic maling kundang and Cinderella</td>
<td>The students were still ashamed to deliver their question but some students were curious about the materials given</td>
<td>The teacher explained more and tried to make the students feel comfortable with the classroom condition</td>
</tr>
<tr>
<td>3</td>
<td>Activeness in responding questions</td>
<td>✔</td>
<td>The students always responded the teacher’s questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Enthusiasm in doing test</td>
<td>✔</td>
<td>There are more than a half of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The teacher analyzed the data of pre-test and post-test. First he gave score to the students based on the rubric assessment. Score of each question is ten and for wrong answer is zero, so the maximum score in this test is one hundred.

d. Reflection

The researcher used classroom English during the teaching and learning process regularly. It was applied in some ways such as in opening the lesson, greeting the students, lead a prayer, giving instructions, giving feedback, and closing the lesson. Generally, the implementation of classroom English was quite successful in making the students familiar with spoken English and improving students’ opportunities to speak English during the teaching and learning process.

However, not all of the students could fully understand what the researcher means when he used English to ask or explain certain things, so that he needed to repeat it again and if they still could not understand the meaning, the researcher then asked it in Bahasa Indonesian. In another case, some students could understand the meaning of what the researcher said, but when they asked to give an answer or explanation, they tend to say it in Bahasa Indonesian. At least, the use of classroom English during the teaching and learning process helped the students who are happy in doing test...
students to be familiar with spoken English and also helped them to improve their speaking skills.

The first cycle did not give a satisfactory result, because it was still found some problem in learning and teaching process. So, those are very important to continue to the next cycle to increase the students’ speaking skill. The cycle II is carried out as follow up of the cycle I, the teacher used the same technique and theme.

e. Calculation of the test result

1) Score of pre-test and post-test in cycle I

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>225</td>
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<td>100</td>
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<tr>
<td>Σ</td>
<td>1555</td>
<td>1845</td>
<td>280</td>
<td>3350</td>
</tr>
</tbody>
</table>

a) Mean of pre-test I
\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1555}{27} \]

\[ M_x = 57.59 \]

b) Mean of post-test I

\[ M_y = \frac{\sum y}{N} \]

\[ M_y = \frac{1845}{27} \]

\[ M_y = 68.33 \]

c) SD of pre-test and post-test

From the data above, the researcher calculates SD pre-test and post-test

\[ \text{SDD} = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{3350}{27} - \left(\frac{280}{27}\right)^2} \]

\[ = \sqrt{124.07 - 107.54} \]

\[ = \sqrt{16.53} \]
= 4.06

d) Percentages score

\[ P = \frac{F}{N} \times 100 \%
\]

Percentage of Pre-test : \( < 70 = \frac{22}{27} \times 100\% \)

\[ < 70 = 81.48 \%
\]

\[ > 70 = \frac{5}{27} \times 100\%
\]

\[ > 70 = 18.51 \%
\]

Percentage of Post-test : \( < 70 = \frac{13}{27} \times 100\% \)

\[ < 70 = 48.14 \%
\]

\[ > 70 = \frac{14}{27} \times 100\%
\]

\[ > 70 = 51.85 \%
\]

The result of the cycle I, there is 51.85% student who pass in oral test and 48.14% who does not pass in oral test. The score of result above also showed that the students’ score increased from the pre-test to the post-test. The mean of pre-test is 57.59 while the mean of post-test is 68.33.

In the other hand, from the percentage in the cycle I, based on the standardizes score (KKM) is 75 and the student who get the score approach with the KKM is 51.85 % students. The writer to get 70 % students who get score is 70.
It necessary for the researcher to conduct cycle II because from the result of this cycle is not suitable with the target’s writer. The researcher hopes the students who will pass the KKM in cycle II more than cycle I.

2. Cycle II
   a. Planning

   The activities in the planning as follow:

   1) Prepared syllabus (Talking Chips)
   2) Prepared lesson plan (Talking Chips)
   3) Prepared rubric (scoring of the speaking)
   4) Prepared teaching material
   5) Prepared students attendance list, and students scoring list

   After conducting discussion with the collaborators, it was determined that Cycle II still focused on the same problems found in Cycle I. The researcher decided to apply same activities but there were some changes implemented in Cycle II. The action plans of Cycle II can be seen below.

b. Implementation of the Action Talking Chips strategy

   The researcher (the teacher) and the researcher’s friend (the collaborator) did research on August 22 2017 in IPS I class. The situation of the class was ready to begin. Teacher began the lesson. He said salam and led to pray by reciting Basmallah together. After that, he greeted and also students too. He continued checking the students’ attendance.
After check the students’ list name he began the lesson by giving the material about expression of stance. The teacher asked the student “do you know what is expression of stance?” one of students answer “no”. The teacher explained on what is expression of stance and the types of expression of stance. The teacher done on explaining the expression of stance. After that, the teacher asked to the students to make a dialogue with their partner in expression of stance. Then, they were practice in front of classroom.

The activity was continuing until all of the students done, and it is the teacher doing pre-test. Then, the teacher said “now, we are going to the next material. The next material for lesson is hortatory expostition”. The teacher asked “do you know what is hortatory exposition. He answer “type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. After that, the teacher gave some text in hortatory exposition. The teacher divided them into some group, each group consist of 3 to 4 members. Then, he asked them to read and make an argument based on the text hortatory exposition. He gave 15 minute to prepare it. After that, the students doing conversation with their group. After finished the students to present their argument, the activity was continuing until all of the students done, and it is the teacher doing post-test.

After that, the teacher concluded the material and before closing the lesson, teacher and students prayed by reciting hamdallah together. He closed the class by reciting Wassalamualaikum Wr. Wb and the students answered by reciting Waalaikumsalam Wr. Wb.
c. Observation

This cycle used some method using talking chips technique. Students look enthusiastic in following teaching and learning process. The teacher reminded the student about the material that has been studied previously by giving question to the students. After explaining the material, the teacher asked the students to share about expression of stance based on the topic was given by teacher. At cycle II students look more confidence and just several who read the text when they speak up infront of class.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
</table>

Table 4.3: The Students’ Result Observation Check List in Cycle II
<table>
<thead>
<tr>
<th></th>
<th>Pay Attention</th>
<th>✓</th>
<th>All students always paid attention to the teacher and sit neatly</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Activeness in asking questions</td>
<td>✓</td>
<td>There were five students who asked and speak hortatory exposition and expression of stance</td>
</tr>
<tr>
<td>3</td>
<td>Activeness in responding questions</td>
<td>✓</td>
<td>The students are always active and also giving response to the teacher’ questions</td>
</tr>
<tr>
<td>4</td>
<td>Enthusiasm in doing</td>
<td>✓</td>
<td>All of the students did</td>
</tr>
</tbody>
</table>
d. Reflection

The students’ involvement during the teaching and learning process also increased since the use of classroom English made them familiar with spoken English. During the teaching and learning process, there were an increase on two-way communication between the researcher as the teacher and the students. When the researcher asked some questions or gave instructions in English, the students showed their involvement by responding the questions or the instructions. Even though they could not use full English, but at least they could understand her intention. Beside, the use of classroom English also helped the students to give more opportunities to practise their spoken English.

In Cycle I, there were some technical problems related to the implementation of this strategy. Then the researcher made some modification on implementing this strategy. Before, the groups made based on the students’ seats, but then in Cycle II, he grouped the students so there would be no actions against the rules of the strategy. The modification went well and the implementation of the strategy could run as his expectation. After the students had their group discussion, they needed to deliver the conclusion of their discussion in the form of group presentation. This activity allowed the students to learn on how to combine
all the ideas into a conclusion. This way, the students also learned on how to respect others and worked together to achieve a goal. During the implementation of Talking Chips strategy, the students enjoyed the activity and enthusiastic to do the activity. The students had to actively participate during the teaching and learning process, so the students did not feel bored.

e. Calculation of Test Result

1) Score of pre-test and post test in cycle II

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>80</td>
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<td>5</td>
<td>25</td>
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<tr>
<td>Σ</td>
<td>1685</td>
<td>1965</td>
<td>280</td>
<td>3150</td>
</tr>
</tbody>
</table>

a) Mean of pre-test II

\[ M_x = \frac{\sum x}{N} \]
\[ M_x = \frac{1685}{27} \]

\[ M_x = 62.40 \]

b) Mean of post-test II

\[ M_y = \frac{\sum Y}{N} \]

\[ M_y = \frac{1965}{27} \]

\[ M_y = 72.77 \]

c) SD of pre-test and post-test

From the data above, the researcher calculates SD pre-test and post-test

\[ SDD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{3150}{27} - \left(\frac{280}{27}\right)^2} \]

\[ = \sqrt{116.66 - 107.54} \]

\[ = \sqrt{9.12} \]

\[ = 3.02 \]

d) Percentages score

\[ P = \frac{F}{N} \times 100 \% \]
Percentage of Pre-test : < 70 = \frac{20}{27} \times 100\% \\
\therefore < 70 = 74.07 \% \\
: > 70 = \frac{7}{27} \times 100\% \\
\therefore > 70 = 25.92 \%

Percentage of Post-test : < 70 = \frac{5}{27} \times 100 \% \\
\therefore < 70 = 18.51 \% \\
: > 70 = \frac{22}{27} \times 100 \% \\
\therefore > 70 = 81.48 \%

The result of the cycle II, there is 81.48 \% students who pass in oral test and 18.51 \% students who does not pass in oral test. The score of result above also showed that the students’ score increased from pre-test to the post-test. The mean score of pre-test is 62.40 while the mean of post-test is 72.77.

In the other hand, from the percentage in the cycle I, based on the standardized score (KKM) is 75 and the students who get the score approach with the KKM is 81.48 \% students. The writer want to get 70 \% students who get score is 70.

Finally, the researcher not necessary to conduct cycle 3 because from the result of this cycle is suitable with the target’s researcher. It is successful based on the percentage in the cycle II which more than the cycle I.
B. DISCUSSIONS

The implementation of the action of this research was over. The research was focused on improving the students’ speaking ability by implementing Talking Chips strategy. This strategy was implemented in both Cycle I and Cycle II. The findings of the research show that Talking Chips strategy was successful in improving the students’ speaking ability.

First, the Talking Chips strategy is proved to be efficient to improve the students’ speaking skills. The improvement of the students’ speaking skills could be seen from the result of the post-test conducted by the researcher on August 19th, 2017. The mean of each aspect indicated that the students made improvement on their speaking skills. Below are the tables of the result from pre-test and the post test.

**Table 4.5**

The mean of the student score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyzing</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>57.59</td>
<td>68.33</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>62.40</td>
<td>72.77</td>
</tr>
</tbody>
</table>

**Table 4.6**

The Percentages of Students’ Score
<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;</td>
<td>48.14 %</td>
<td>18.51 %</td>
</tr>
<tr>
<td>&gt;</td>
<td>51.85 %</td>
<td>81.48 %</td>
</tr>
</tbody>
</table>

From the tables, we could see that the students made improvement on all aspects. The students showed a good improvement in those aspects since they got more opportunities to practise speaking in English through the implementation of the Talking Chips strategy.

Second, the Talking Chips strategy is proved to be effective in giving the students more opportunity to practise speaking. Previously, there were some students who were shy to speak in English. However there were also some students who dominated the time to speak during the teaching and learning process. In addition, the activity done in teaching and learning process rarely gave the opportunities for the students to practise their speaking.

Joliffe (2007: 3) states that there are two key elements that should be consisted in cooperative learning; positive interdependence and individual accountability. Positive interdependence means each student requires to contribute to the learning of the group during group discussion.

Meanwhile, the individual accountability means each member of the group is accountable for completing his or her part of the work. The implementation of the strategy forced the shy students to share their ideas and gave contribution during the discussion. At the same time, this strategy limits the more active students to dominate the
speaking opportunities. By applying this strategy, each student could have the same opportunity to practise their speaking skill.

Third, the Talking Chips strategy is proved to be effective in gaining the students’ confidence in sharing their ideas. Before the implementation of the cycles, the students rarely were willing to share their ideas in English. They said that they were shy to speak in English. They also afraid mispronounced words and made grammatical mistakes. This strategy required each student to have contribution during their group discussion. They needed to share their ideas, or gave comments on their friend’s opinion. This way helped the students to practise their speaking and slowly it helped them to reduce their anxiety.

Fourth, the implementation of the Talking Chips strategy provides positive effects to the students’ speaking skill. The students showed a good improvement in their speaking.

Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The steps in the Talking Chips strategy helped the students to express their mind and ideas during the group discussion. During the discussion, each student should give contribution on the discussion and they also needed to listen to others’ opinions. This strategy also allowed the students to learn on how to respect others and how to maximize their opportunities since each student needed to have it.

The last, there were some factors that should be considered by the teacher to minimize the problem during the implementation of the strategy. Time management is one of the factors need to be considered. The teacher should be able to manage the time
well so that the students could have enough time to practise their speaking. Another factor is the way to groups the students. The teacher should consider the students’ ability to make the groups. It would be better if in a group consist of more active students and less active students. Implementing this strategy would help the students to learn on how to respect others and how to maximize their opportunities.
CHAPTER V

CLOSURE

This chapter presents the conclusion and suggestion for the teacher, students and other researchers.

A. Conclusions

After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follows:

1. Talking chips technique can be used to improved speaking skills of the ten grade students of SMA Muhammadiyah 1 Gubug in the academic year of 2017/2018 this can be seen in the increase of mean score from cycle to cycle. The findings display that the students’ speaking skills increases from pre-test until post-test. The percentages score of the students is also improving from 62.40 % in cycle 1 up to 72.77 % in cycle 2. In addition, the improvement can be seen from the result of mean in all cycle from pre-test and post-test. The result showed that mean of pre-test I is 57.59 and up to 68.33 in post-test, the mean of pre-test II 68.33 and up to 72.77 of post-test II. It means that using talking chip technique is able to improve the students’ speaking skill.

2. Talking chips technique can be used to significantly improve speaking skills of the ten grade students of SMA Muhammadiyah 1 Gubug in the academic year of 2017/2018. This is proved by calculation of to which was better. The percentages score of the students who had passed the standardized score is really good, thosso from 51.85 % in cycle I up to 81.48% in cycle II. In addition, the result shows that
the mean of post test findings in cycle I and II are higher than the passing grade (KKM) of English Subject in SMA Muammadiyah 1 Gubug, because the passing grade is 70. So, there is a significant improvement after using talking chips technique in speaking skills.

B. Suggestion

After conducting the research, the researcher gives several recommendations for the students, English teacher, and other researchers. They are presented as below:

1. Students of Senior High School

   The English teaching and learning process can run effectively and communicatively if every participant involved gives positive contribution during the teaching and learning process. The students, as the subject in the teaching and learning process, should involve more and actively participate in the activities during the class. They also need to be serious and build more confidence to learn English, especially speaking. They need to keep practicing if they want to master the speaking skill.

2. English teacher

   It is essential for the English teacher to apply various kind of strategy in teaching and learning English, especially speaking. As stated in the previous chapter, the students rarely had chances to practice their speaking
outside the class, so the teacher needs to maximize the opportunity during the lesson to practice their speaking skill. The teacher should also be able to create an atmosphere where it is comfortable and challenging for the students to maintain their motivation on learning. There are so many activities that could be applied in the class, Talking Chips strategy is one of the example. Talking Chips strategy allowed the students to practice more on speaking since they need to have discussions within groups.

3. Other researchers

For other researchers who are interested in conducting research in the same field, the researcher proposes some suggestions as follow. Before implementing the Talking Chips strategy, it would be better if the other researchers explore the students’ knowledge related to the topic and give more background knowledge. It would also be better if the other researchers conduct more vocabulary and pronunciation practice. Those practices would help them during the group discussion. Talking Chips strategy requires the students to work in groups. It would be better to mix the students with higher capability level with the lower ones. Not only learn on how to conduct a good discussion, Talking Chips strategy would help them to respect each other’s opinion. The lower capability students would also have opportunities to share their ideas, so they have equal opportunity. It would help them to gain their confidence.
REFERENCES


APPENDICES
APPENDIX A :
INTERVIEW TRANSCRIPT

Interview 1
Date : August 16th 2017
R : Researcher
ET : English Teacher
R : Selamat siang bu..
ET : Ya, selamat siang juga mas..
R : Maaf ya bu mengganggu, ini saya mau bertanya tentang aktivitas, lebih tepatnya
aktivitas dalam mengajar bahasa inggris untuk kelas ipa 1 yang menjadi suyek research
saya. ada beberapa pertanyaan yang akan saya ajukan untuk ibu. apa ibu ada waktu?
ET : Ya, tentu mas, silahkan..
R : Saya mulai nggih bu nggih.. Yang pertama itu, kira-kira masalah apa yang muncul
selama pembelajaran Bahasa Inggris?
ET : Ini pembelajaran umum ya mas, bisa reading, speaking, writing.. kalo pas reading itu ya
anak-anak kesulitannya pada kosa kata, ga tau artinya, kalau pas speaking ada juga anak
yang minder, ada yang malu, jadi faktor-faktor yang menempel pada anak itu muncul atau
ee anak-anak terebut memang.. apa kurang ekspresif gitu ya mas kalau yang speaking..
kalau yang writing itu kosa kata maupun grammar.
R : Kalau lebih spesifik ke speaking ya bu ya, yang speaking ability, kirakira ee kesulitan
anak-anak itu lebih seperti apa?
ET : Ya itu mas kalau yang speaking sudah saya katakan tadi tu minder, trus mungkin
kurang ekspresif, impresif atau apa itu.. (R: Ekspresif ya bu?) kurang ekspresif trus itu
kesulitannya, jadi kadang kita perlu memotivasi
anak-anak yang malu itu.
R : Kalau itu tadi kan ada yang malu ada yang kurang motivasi dan sebagainya kira-kira
menurut ibu kegiatan yang eee apa ya.. sesuai gitu lho bu untuk anak-anak itu seperti
apa? apa kegiatan individu apa kelompok?
ET : Kalau untuk memotivasi anak yang malu itu ya di pasangkan dengan temannya yang ga
pemalu jadi nanti kan ada motivasi dari teman sebaya itu, kemudian eee mungkin dari
materi dibuat semenarik mungkin , mungkin bisa dibantu dengan gambar, atau kita
memberi eee guide ya.. guide khususnya eee vocabulary-vocabulary tertentu yang
mengacu pada topik speaking itu.. jadi anak akan tambah semangat gitu..
R : Ya, ini kan berkaitan dengan skripsi saya yang judulnya itu pake talking chips strategy
to improve speaking ability. Ibu pernah mendengar talking chips strategy sebelumnya
belum bu?
ET : Ooo belum e mas, tapi kalau ee... dulu mungkin jaman dulu saya kuliah mungkin
namanya itu bukan talking chips tapi mungkin dengan alat bantu apa ya mas? gambar
atau..
R : Kalau ini lebih saya ke chips itu saya ganti pakai kancing bu.... Jadi itu modelnya kaya
group discussion tapi nanti mereka bergiliran ee.. ngomong 123 speaking itu gilirannya
itu mereka pakai chipsnya itu untuk menandai urutan mereka itu bu.... Kalau menurut ibu
kegiatan seperti itu apakah bias kira-kira meningkatkan kemampuan speaking anak-anak?
ET : Ya tentu bisa mas, karena kalau grup diskusi yang misalnya group pertama sudah ngomong kalau group kedua ga ngomong kan malu.. jadi kalau sudah teman group lain sudah ngomong kan termotivasi untuk tampil juga.. jadi pada diri siswa itu akan muncul identitas masing-masing
Itu..
R : Oo.. jadi InsyaAllah bisa ya bu ya
ET : Ya InsyaAllah bisa...
R : Nggih sekian mawon bu pertanyaan dari saya. terima kasih untuk waktunya, maaf lho bu sudah mengganggu..
ET : Ya ga papa mas, semoga sukses nantinya..
R : Aamiin, terima kasih bu..

Interview 2
Date : August 16th 2017
R : Researcher
S : Student
R : Hallo,
S : Hallo, mas..
R : Kamu suka Bahasa Inggris ga?
S : Tergantung sih.. tergantung gurunya.. hehehe
R : Maksudnya?
S : Ya kalau gurunya asik sih aku bisa nera pelajaran gitu lho mas, tapi kalau gurunya yo marakke menyebalkan ngono kae males ikut pelajaran.
R : Kalau menurut kamu kesulitan dalam belajar Bahasa Inggris apa sih?
S : Berbicara, menulis.
R : Berbicara? Kenapa kamu itu susah untuk belajar berbicara?
S : Gak tau bahasa Inggrisnya, terus nyusunnya kata itu kan bolak balik gitu lho..
R : Oo.. nyusun kata ya berarti?
S : Iya.
R : Kalau kamu seneng gak kalau misalnya bekerja sama di grup itu? Maksudnya, kerja kelompokan.
S : Yaa itu juga tergantung sama anggotanya juga mas. Kalau anggotanya itu sama-sama aktif aku juga seneng, tapi kalau anggotanya itu pada males, maksudnya pada ga mau bekerja sama jadinya aku juga males, ga semangat gitu lho mas.
R : Oo, jadi kudu sama-sama yaa... Oke, kalau menurutmu kamu kegiatan pembelajaran Bahasa Inggris yang bisa membantu kamu belajar Bahasa Inggris apa? Khususnya dalam berbicara..
S : Gimana ya.. ya banyak berlatih juga seperti tadi lho.
R : Maksudnya latihan yang banyak itu ya? Lebih ke practice itu ya? 124
S : Iya.
R : Oke, thankyou yaa.
S : Iya, sama-sama.
Interview 3
Date: August 16th 2017
R: Researcher
S: Student (Annisa)
R: Hallo, nama kamu siapa?
S: Annisa Luthfiana Munawaroh.
R: Panggilannya?
S: Annisa..
R: Annisa, oke.. kamu suka Bahasa Inggris ga Nisa?
S: Lumayan sih.
R: Lumayan? Kok bisa lumayan?
S: Eee... setengah setengah mas..
R: Kalau menurut kamu, ee.. ada ga yang bikin susah belajar Bahasa Inggris?
S: Ada.
R: Apa?
S: Kosa kata.
R: Kosa kata? Terus kalau.. kan Bahasa Inggris itu ada speaking, listening, reading, ada writing, menurut kamu skill yang paling susah apa?
S: Listening, speaking.
R: Oke, kenapa susah buat belajar listening sama speaking?
S: Eee.. kan jarang ngomong kaya gitu to mas terus jadinya susah itu lho..
R: Oo.. susah buat ngomong bahasa Inggris ya soalnya ga familiar.. hooh, ke. Kalau kegiatannya itu kaya kelompokan itu kamu seneng ga?
S: Enggak.
R: Kenapa?
S: Kan beda pendapat terus malah jadi kaya debat gitu.
R: Oo.. kamu ga suka debatnya?
S: Iya.
R: Kamu sukanya gimana?
S: Sendiri-sendiri aja gitu.
R: Sukanya sendiri sendiri. Oke, jadi kalau Bahasa Inggris lebih seneng sendiri-sendiri ya?
S: Iya.
R: Makasih yaa.

Interview 4
Date: August 16th 2017
R: Researcher
S: Student (Indri)
R: Hallo, lagi makan ya? bisa minta waktunya sebentar?
S: Iya.
R: Nama kamu siapa?
S: Nikke Indri Diahtuti.
R: Panggilannya siapa?
S: Indri.
R: Indri, kamu seneng bahasa Inggris gak?
S: Gak begitu.
R: Kok gak begitu?
S: Susah soalnya. Gak biasa digunain.
R: Berarti kesulitannya dalam belajar Bahasa Inggris kenapa? Apa aja?
S: Pertama kosa kata, yang kedua kalau kita harus menentukan pakai verb 1, verb 2 gitu.
R: Kalau menurut kamu, skill Bahasa Inggris kan ada speaking, listening, reading, writing, yang paling susah apa?
S: Speaking.
R: Speaking? Ngomong? Kenapa?
S: Lidahnya beda mas, hehehe.
S: Suka.
R: Kenapa?
S: Soalnya kalau kalau misalnya saya salah nanti ada yang benerin, ada yang bias diajak tuker pikiran itu gitu mas.
R: Kalau menurut kamu, kegiatan dalam pembelajaran Bahasa Inggris yang bisa bantu kamu meningkatkan kemampuan berbicara kamu apa aja contohnya menurut kamu?
R: Oke, thankyou yaa..
S: Iya.

Interview 5
Date: August 16th 2017

R: Researcher
S: Student (Efin)
R: Hallo Efin..
S: Hallo mas.
R: Efin, kamu seneng bahasa Inggris nggak?
S: Agak-agak.
R: Agak seneng apa agak benci?
S: Agak seneng.
R: Agak seneng... menurut kamu kesulitan dalam belajar Bahasa Inggris itu apa aja?
S: Pada kosa katanya mas.. kurang memadai kosa katanya mas.
R: Dari empat skills dalam Bahasa Inggris, listening, speaking, reading, sama writing, yang paling susah apa?
S: Paling susah itu.. speaking.
R: Speaking? Menurut kamu kenapa kok speaking paling susah?
S: Karena harus menghafal itu lho mas.. menghafal kata-katanya itu.. kalau menggabungkan katanya itu bingung.
R: Oo.. bingung menggabungkan kata-katanya.... Kalau kamu seneng nggak bekerja sama dalam grup?
S: Agak.
R: Agak seneng atau agak apa?
S: Agak seneng.
R: Agak seneng... Oke, kalau menurut kamu, kegiatan pembelajaran yang bias meningkatkan kemampuan berbicara kamu itu apa?
S: Ya dengan cara membaca setiap hari...
R: Udah gitu aja?
S: Iya.
R: Oke, makasih ya fin....

**Interview 6**
Date: August 16th 2017
R: Researcher
S: Student (Afifah)
R: Halo dek, nama kamu siapa?
S: Afifah.
R: Dek Afifah maaf ganggu yaa, mau tanya, kamu seneng Bahasa Inggris nggak?
S: Lumayan....
R: Lumayan? Lumayan apa?
S: Lumayan seneng sih....
R: Kalau menurut kamu, kesulitan dalam kegiatan belajar mengajar itu apa aja?
S: Kesulitannya dalam Bahasa Inggris... mungkin kalau aku sendiri misalnya vocab-nya, verb-verbnya, kosa katanya yang belum banyak jadi nggak tahu...
R: Kalau dari skillnya menurut kamu yang paling susah apa?
S: Apa ya...? Bacaranya....
R: Speaking berarti yaa? Oke, kalau menurut kamu yang bikin susah speaking dalam Bahasa Inggris apa sih?
S: Apa ya... mungkin lidahnya.. hahaha... lidah orang Jawa mas.
R: Oke, lidah orang Jawa ya... kalau menurut kamu kegiatan di kelas kayak kerja berkelompok gitu kamu seneng nggak?
S: Seneng sih...
R: Kalau menurut kamu, kegiatan yang bisa membantu kamu meningkatkan kemampuan berbicara kamu apa?
S: Kegiatan... mungkin nonton film... kan dari nonton film gitu kan bias mas.
R: Oke... ya udah, makasih yaa....

**Interview 7**
Date: August 16th 2017
R: Researcher
S: Student (Eva)
R: Hallo Eva, minat waktu buat interview bentar yaa...
S: Iya mas.
R: Oke, tadi kan udah belajar Bahasa Inggris sama mas Faza, menurut kamu kegiatan pembelajarannya tadi kayak gimana?
S: Eeemmm.. menyenangkan.
R: Terus?
S : Menambah vocabulary, kan tadi ada tugas yang suruh nyari arti kata dulu. Jadi ya bisa nambah vocabulary.

R : Oke, kamu seneng nggak dengan kegiatan tadi?

S : Seneng.

R : Menurut kamu kegiatan Talking Chips tadi bisa meningkatkan kemampuan speaking kamu nggak?

S : Menurut saya bisa, soalnya kita dikasih kesempatan untuk berlatih berbicara.

R : Oke. Kalau menurut kamu, kekurangan dari kegiatan tadi apa? Ada masukan mungkin?

S : Nggak ada mas...

R : O ya udah, yang penting kamu seneng ya sama kegiatan hari ini? Jelas nggak?

S : Iya mas, jelas...

R : Ya udah, makasih yaa...

S : Iya.

**Interview 8**

Date : August 16th 2017

R : Researcher

S : Student (Diana)

R : Halo Diana, sorry ya ganggu, mas Faza mau tanya-tanya bisa nggak?

S : Bisa mas.

R : Gini, tadi kan udah belajar sama mas Faza, menurut kamu kegiatan pembelajaran hari ini gimana?

S : Menyenangkan, mengasyikkan, nggak membosankan. Ya intinya gitu mas.

R : Kamu seneng nggak dengan kegiatan talking chips tadi?

S : Seneng. Kan biasanya Bahasa Inggris itu membosankan, trus kalau ada mas itu kaya ada ide-ide kreatifnya itu yang bisa membuat nyangkut di otak gitu mas.

R : Oke. Kalau kegiatan tadi menambah percaya diri kamu untuk ngomong nggak? Lebih memberi kesempatan kamu untuk ngomong?


R : Kalo dari kegiatan yang kita praktikkan tadi ada kekurangannya nggak? Dari penjelasannya atau dari pelaksanaannya mungkin?


R : Oh ya sudah. Makasih buat waktunya yaa.

S : Iya mas.

**Interview 9**

Date : Thursday, April 10th 2014

R : Researcher

S : Student (Ari)

R : Hai Ari. Gimana kabarnya? Mas bisa minta waktunya bentar nggak?

S : Baik mas. Silahkan.

R : Oke. Tadi kan udah belajar Bahasa Inggris sama mas Faza, menurut kamu kegiatan pembelajaran hari ini kaya gimana?

S : Menyenangkan.

R : Kamu seneng nggak dengan kegiatan tadi? Jujur lho....
S : Seneng ya nggak, nggak ya nggak. Yaa biasa aja.
R : Oke. Tapi kalau pendapat kamu tentang kegiatan talking chips tadi kaya gimana?
R : Kalau kegiatannya itu menambah percaya diri kamu untuk melatih speaking kamu nggak?
S : Iya. Soalnya kan pas diskusi kita harus ngomong jadi ya mau nggak mau bisa melatih speaking kita. Ya minimal lebih pede ngomong di kelompok. hehe
R : Kalau kekurangan dari pelaksanaan kegiatan tadi apa aja?
S : Kekurangannya? Nggak ada sih.
R : Nggak ada? Kalau pas dikasih instruksi tadi paham berarti ya?
S : Iya, paham.
R : Ya udah, makasih ya Ari... sorry ganggu.
S : Iya mas, nggak papa.

Interview 10
Date : August 16 th 2017
R : Researcher
ET : English Teacher (Dra. Risbatin Kiyah)
R : Selamat siang, Bu. Maaf mengganggu. Apakah saya bisa meminta waktu ibu sebentar?
ET : Siang, mas. Iya bisa.
R : Begini bu, saya mau wawancara lagi dengan ibu.
ET : O ya, silahkan.
R : Begini bu, tadi kan ibu sudah masuk ke kelas dan melihat proses pembelajaran yang saya ampu di kelas, menurut ibu pelaksanaan talking chips strategy yang sudah kita bahas kemarin itu seperti apa bu?
R : Kalau dari interaksi antara guru (the R) dan muridnya bagaimana bu?
ET : Ya saya rasa sudah cukup untuk membangun interaksi yang komunikatif tadi di kelas.
R : Berarti kegiatan di kelas tadi interkasinya bagus ya bu? Alhamdulillah... Kalau kegiatannya bu?
R : Oh, sebenernya kegiatan yang seperti itu sudah dilakukan di pertemuan sebelumnya bu. Jadi kan kegiatannya ini ada dialog sama monolog, nah yang dialog itu sudah dilakukan kemarin bu, jadi hari ini fokus poenerapan talking chips sama monolog.
ET : Oh sudah... Oh ya.
R : Kalau menurut pengamatan ibu, selama proses pembelajaran tadi, apakah siswa itu termotivasi untuk mengikuti pelajaran?
R : Oh iya. Nah apakah itu juga mempengaruhi kepercayaan diri siswa bu?
ET : Ya anak-anak tadi saya lihat semakin percaya diri karena mereka modalnya sudah enjoy.
R : Nah, kalau masukan dari ibu untuk penerapan di cycle selanjutnya apa saja bu?
R : Jadi biar ada kaya debat gitu ya bu?
ET : Iya, mas.
R : Oh ya saya usahakan bu. Sekian saja bu wawancara untuk hari ini. Terima kasih atas waktunya dan selamat menjalankan aktivitas selanjutnya.
ET : Iya mas, sama-sama.

Interview 11
Date : August 16 th 2017
R : Researcher
S : Student (Wahyu Nilam)
R : Hai Wahyu.
S : Hai, mas.
R : How are you?
S : I’m fine, thanks. And you?
R : I’m fine too, thank you. Gini, tadi kan udah belajar sama mas Faza. Menurut kamu, kegiatan hari ini kaya gimana?
S : Seru mas. Beda dari guru yang lain.
R : Wedehh... Kamu enjoy nggak dengan kegiatannya tadi?
S : Iya mas, menikmati.
R : Kalau kegiatan talking chips tadi, menurut kamu membantu kamu untuk meningkatkan kemampuan speaking kamu nggak?
R : Kamu jadi lebih percaya diri nggak?
S : Iya mas.
R : Oke, kalau dari penerapan kegiatan talking chips tadi ada kekurangannya nggak? Misalnya mas Faza kurang jelas nerangin caranya, atau yang lain mungkin?
S : Enggak sih mas. Udh pas menurutku.
R : Udh pas ya? Oke. Sekarang kamu lebih termotivasi untuk lebih aktif dalam pelajaran Bahasa Inggris nggak?
S : Iya.
R : Ya udah, makasih ya Wahyu.
S : Iya mas, sama-sama.

Interview 12
Date : August 16 th 2017
R : Researcher
S : Student (Dita)
R : Hai Dita.
S : Hallo mas.
R : Mas Faza mau ngobrol bentar bisa?
S : Iya mas, bisa.
R : Tadi kan pelajaran Bahasa Inggris diajar mas Faza, menurut kamu kegiatan pembelajaran tadi gimana?
S : Seru sih. Beda dari guru-guru yang lain cara ngajarnya.
R : Haha... bisa aja. Kalau kegiatan talking chips tadi menambah kemampuan speaking kamu nggak?
S : Iya sih. Soalnya kan di kelompok saya juga ada temen yang pinter Bahasa Inggris jadi ya cukup membantu.
R : Kalau kegiatan hari ini ada kekurangannya nggak?
S : Nggak sih kayanya mas. Udah cukup.
R : Kegiatannya jadi menambah kamu lebih aktif dan percaya diri buat ngomong dalam Bahasa Inggris.
S : Iya, soalnya kan aslinya saya seneng Bahasa Inggris trus kegiatannya juga tambah bikin seneng Bahasa Inggris.
R : Oh asyukur deh kalo gitu. Jadi lebih termotivasi untuk belajar lagi?
S : Iya mas, InsyaAllah. hehe
R : Ya udah dit, makasih yaa.
S : Iya mas, sama-sama

**Interview 13**

Date : August 16 th 2017
R : Researcher
S : Student (Fahmi)
R : Hallo Fahmi, bisa minta waktunya sebentar? Mas Faza mau tanyatanya bentar.
S : Iya mas, silahkan.
R : Kamu tadi kan udah belajar Bahasa Inggris sama mas Faza, menurut kamu kegiatan hari ini kaya gimana?
S : Seru sih mas. Ya awalnya sih rada bingung, tapi lama-lama juga paham sih.
R : Enjoy nggak dengan kegiatannya?
S : Enjoy sih mas.
R : Kalau kegiatan talking chips yang kita lakukan tadi, menurut kamu meningkatkan speaking kamu nggak?
S : Iya mas, soalnya kan kita dilatih untuk berdiskusi dalam Bahasa Inggris jadi bisa bikin vocabularinya nambah.
R : Kalau kegiatannya gimana? Ada kekurangan dari penerapan kegiatan tadi nggak?
S : Nggak sih sebenernya. Tapi kadang kalau kegiatan kelompok itu nggak semuanya seneng, jadi ya agak gimana gitu.
R : Kalau kamu dapet kelompok yang gimana?
S : Ya yang setara lah mas.
R : Oke. Setelah kamu belajar sama mas faza terus pake kegiatan talking chips strategy juga, kamu jadi lebih termotivasi untuk belajar Bahasa Inggris nggak?
S : Iya mas. Hehe.
R : Haha. Ya udah makasih ya Fahmi.
S : Iya mas.

**Interview 14**

Date : Thursday, April 24 th 2014
R : Researcher
ET : English Teacher (Dra. Risbatin Kiyah)
C : Collaborator (Fajar)
R: Galih, since the ET could not attend the meetings in cycle II, so I will give you some questions related to the teaching and learning process from your point of view.

C: Okay, I will try my best.

R: Well you know that I applied the talking chips strategy today. What is our opinion related to the implementation?

C: I guess it is better than the previous meeting. You only divided the groups based on their seats before, and today you divided them randomly. I think it helped them to really feel the process rather than the product. Also you changed the presentation part, I think it was a good idea to have all of them be the representative.

R: It’s a relief then. So how about the activities? What is your opinion about it?

C: What do you mean? The strategy?

R: Yeah, the strategy. What do you think? Is it a good way to help them improve their speaking?

C: In my opinion there are many factors that affect the improvement of their speaking. However, I think this strategy did give more opportunities for the students to practise their speaking and it is possible to help them improve their speaking skill.

R: I do agree with you. Well, how about the interaction between me as the teacher and the students during the teaching and learning process?

C: I think it was already quite good. From what I saw, at least the students did not afraid to ask you questions or give their opinions. So I think indicated that you could build the interaction well.

R: Thank you then. Haha... How about the students’ confidence in speaking English? Did you see any progress?

C: As I said before, at least they were willing to give contribution during the teaching and learning process. I could not say that they a hundred percent speak in English, but they did show some excitement to involve more during the teaching and learning process.

R: Yeah, I know that they need a long process to make their speaking skill better. So, what is your suggestion for the implementation of this strategy?

C: Well, I think the activity is good enough. It helps the students to be more active. But if you want to implement this strategy again in the future, you’d better to give more input and explore their knowledge more before you start the implementation of the strategy.

R: I will remember it. Thank you for your suggestion then.
APPENDIX B:
INTERVIEW GUIDELINES

Before the implementation
For the English Teacher
1. What are the problems that occur during the English teaching and learning process?
2. What are the difficulties of the students in speaking ability?
3. What kind of activities do you think will be suitable to solve the difficulties of the students in speaking ability?
4. How is your opinion about the use of Talking Chips strategy in improving speaking ability of the students?

For students
1. Do you like English?
2. Is there any difficulty during the teaching and learning process?
3. What skill do you think the most difficult to learn?
4. What are your difficulties in speaking English?
5. Do you like to work in groups?
6. What kind of activities do you think can improve your speaking ability?

After the implementation (Cycle I)
For the English teacher
1. What is your opinion about the implementation of the strategy today?
2. What do you think about the activities?
3. What do you think about the interaction between the teacher and the students during the teaching and learning process?
4. Do you think the students are motivated and confident in speaking English?
5. What is your suggestion for the next implementation?

For students
1. What do you think about today’s teaching and learning process?
2. Do you enjoy the activities using Talking Chips strategy?
3. What is your opinion about the activities done today?
4. Do the activities improve your confidence to speak?
5. What are the lacks of today’s activities?

After the implementation (Cycle II)
For the English teacher
1. What is your opinion about the implementation of the strategy today?
2. What do you think about the activities?
3. What do you think about the interaction between the teacher and the students during the teaching and learning process?
4. Do you think the students are motivated and confident in speaking English?
5. Do you the Talking Chips strategy effective to improve the students’ speaking ability?

For the students
1. What do you think about today’s teaching and learning process?
2. Did you enjoy the activities done during the teaching and learning process?
3. Do you think the Talking Chips strategy helps you to improve your speaking ability?
4. In your opinion, are there any lacks during the implementation of Talking Chips strategy?
5. Did you get more confident to speak English?
6. Are you motivated to be more active during the teaching and learning process?
A. **Standard of Competence**
   Speaking
   9. Expressing the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.

B. **Basic Competency**
   9.1 Expressing the meaning of the formal and informal transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately using simple spoken languages in the daily life contexts that involve the expression of stance, love, and sadness.

C. **Indicators**
   Students are expected to be able to:
   1. answer the questions related to a dialogue.
   2. pronounce words related in the dialogue correctly.
   3. identify the expression of stance in a dialogue.
   4. complete the missing dialogue by using expression of stance.
   5. pronounce the sounds of /th/ correctly.
   6. differentiate the pronunciation of /th/.
   7. use the expression of stance in a given situation
   8. look up the meanings of vocabulary related to a video.
   9. tell the message of a video.
   10. use the expression of stance in performing monologue.

D. **Learning Objective**
   At the end of the lesson, students are able to express the expressions of stance accurately and fluently in the daily life context.

E. **Lesson Materials**
   *Meeting 1*
   
   *Task 2*
   Listen to the dialogue and answer the questions.
A: I am worried about my business.
B: Why, what’s wrong with it?
A: I do not have enough costumers.
B: Are you advertising?
A: Yes, I have advertised with fliers, newspapers, magazines and billboards.
B: Have you posted anything about your business online?
A: No, I did not think that anyone would see my business on the internet.
B: That isn’t right at all, many people would see it!
A: I thought most people use the internet to talk to each other.
B: The internet has become a very big market for e-commerce.
A: What is e-commerce?
B: E-commerce is any business transaction that is done online instead of in person.
A: Do you really think that it would help my business?
B: Yes it will help you to reach many more customers.
A: How do I start?
B: The first thing you should do is set up a website for your business.
A: I don’t know how to make a website.
B: Then you can hire someone to do it for you.
A: What do I do after I have my website?
B: Then you can list your products on it.
A: How will that help my business?
B: What does your business sell?
A: My business sells clothes for children and babies.
B: When someone goes online and searches for children’s clothes, they will see your website in a list of choices.
A: And what happens if they choose to look at my website?
B: They will see what you are selling and if they like something, they will buy it online.

Questions
1. What is A”s problem?
2. What does B suggest?
3. What is e-commerce?
4. How does B convince A to advertise online?
5. What makes A believe that e-commerce will help him to solve the problem?
Task 2
Complete the following dialogues.
1. A: What is your point of view about social media these days?
   B: ________________________, it makes people easier to maintain communication.
2. A: I think the commercial pages in facebook are really annoying. How about you?
   B: ________________________, I tend to ignore it.
3. A: Why are there so many social media these days?
   B: _________________ it brings many benefits for the company.
4. A: Do you believe that internet could increase the number of criminality?
   B: Personally, ___________________ that it could increase it, that is why there is a thing called cybercrime.
5. A: Clara updated her relationship status. Ugh, does she think everybody should know?
   B: ______________________, you are only jealous. Haha.

F. Teaching Method
   PPP (Presentation, Practice, Production)

G. Media
   a. Recording
   b. LCD
   c. Speaker

H. Teaching Learning Activities
   Meeting 1
| Opening (15 minutes) | Pre-activity  
- The teacher greets the students.  
- The teacher leads the students to say a prayer.  
- The teacher asks the students’ conditions.  
- The teacher checks students’ attendance.  
|                   | Apperception  
- The teacher asks the students about social media  
  “Do you have facebook, twitter, path, or else?”  
  “Do you notice some commercials that sometimes appear when you open your social media account?”  
  “Do you like to visit the commercial page?”  |
|                   | Main Activities (70 minutes)  
- Presentation  
  - The teacher plays a recording of a dialogue.  
  - The teacher asks the students to answer the questions related to the dialogue.  
  - The teacher and the students discuss the answers.  
  - The teacher explains the expressions used to express stance.  
|                   | Practice  
- The teacher asks the students to look up the meanings of some words related to a dialogue.  
- The teacher and the students discuss the answers.  
- The teacher asks the students to practice pronouncing the words.  
- The teacher asks the students to complete dialogues using expression of stance orally.  
- The teacher asks the students to differentiate some words based on how to pronounce the sounds of *th*.  
- The teacher asks the students to make a short dialogue based on given situations.  |
• The teacher asks some students to act out the dialogue.

Closing (5 minutes)
• The teacher leads the students to make summary.
• The teacher leads the students to say a prayer.
• The teacher ends the activities.

I. Sources

J. Assessment
a. Technique: Oral Test
b. Form: Performance
Speaking assessment

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
<th>Indikator</th>
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<tr>
<td>Pronunciation and intonation</td>
<td>1</td>
<td>Poor</td>
<td>Frequent problem with pronunciation and intonation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Pronunciation and intonation errors sometimes make it difficult to understand the student</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Pronunciation and</td>
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<td>Score</td>
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<td>Accuracy</td>
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<tr>
<td>-------</td>
<td>--------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>1 poor</td>
<td>Pronunciation and intonation are almost very clear or accurate</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>2 Fair</td>
<td>Uses basis structure, make frequent errors,</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>3 Good</td>
<td>Uses variety of structure</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>4 Excellent</td>
<td>Speak smoothly, with little hesitation that does not interfere with communication.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Hesitates to often when speaking, which often interferes with communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speak with some hesitation, which often interferes with communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speak with some hesitation, but it does not usually interfere with communication.</td>
</tr>
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<td>Component</td>
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<td>Vocabulary</td>
<td>1</td>
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<td>Uses only basic vocabulary and expressions.</td>
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<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Uses limited vocabulary and expressions.</td>
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<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Uses a variety of vocabulary and expressions, but make some errors in word choice</td>
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<td>Excellent</td>
<td>Uses a variety of vocabulary and expressions</td>
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<td>-------------</td>
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<tr>
<td>2</td>
<td>Fair</td>
<td>Tries to communicate, but sometimes does not respond appropriately or clearly.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Communicates effectively, generally responds appropriately and keep trying to develop the interaction.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>excellent</td>
<td>Almost always respond appropriately and always tries to develop the interaction.</td>
<td></td>
</tr>
</tbody>
</table>

Maximum score = 20
Score = the result of score x 100
Maximum score

Gubug, August 18th 2017

TEACHER

RESEARCHER

Dra. Fani Kiyah
NIP. 19660418 199203 2 008

Faza Adyaksa
NIM. 11311124
LESSON PLAN
CYCLE II

School : SMA MUHAMMADIYAH GUBUG
Subject : English
Class/ Semester : XI/ 2
Academic Year : 2017/ 2018
Topic : Hortatory Exposition
Skill : Speaking
Time Allocation : 2 x 45 minutes

A. Standard of Competence
Speaking
10. Expressing meaning of short functional text and essay in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency
10.2 Expressing meaning of essay text accurately, fluently, and appropriately in the daily life context in the form of: narrative, spoof, and **hortatory exposition**.

C. Indicators
Students are expected to be able to:
1. fill in the blanks of a text based on the monologue.
2. look up the meanings of vocabulary related to a monologue.
3. pronounce the words accurately and correctly.
4. identify the text organization of hortatory exposition.
5. use modal verbs in daily communication accurately, fluently, and appropriately.
6. express their opinions and stances based on situations.
7. report the result of discussion in the form of group presentation in the form of hortatory exposition accurately, fluently, and appropriately.

D. Learning Objective
At the end of the lesson, students are able to deliver a presentation in the form of hortatory exposition.

E. Lesson Materials

*Meeting 1*
*Task 1*
*Listen to the monologue and fill in the blank.*

**ONLINE JOB**
Online jobs are selected in part-time 1)________________ for many, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we 2)________________ effectively. First, it offers 3)________________ and convenience that no other job can give. We can work from home with minimal...
4) _______________ and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most 5) _______________. Second, the reason behind this great 6) _______________ is that every day there are new companies to join. Every day and every minute people are seeking 7) _______________ about everything under the sky of the internet. As we know, the internet is the answer to every question, web sites need to update each section and also add reports on 8) _______________ that have recently joined. Therefore, it is an 9) _______________ space for articles. There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education. However we should be very careful because 10) _______________ opportunities are always there.

Task II

Hortatory exposition

HORTATORY EXPOSITION

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To persuade the reader or listener that something should or should not be the case.</th>
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</thead>
<tbody>
<tr>
<td>Text Organization</td>
<td></td>
</tr>
<tr>
<td>• Thesis</td>
<td></td>
</tr>
<tr>
<td>• Arguments</td>
<td></td>
</tr>
<tr>
<td>• Recommendations</td>
<td></td>
</tr>
<tr>
<td>Language Features</td>
<td></td>
</tr>
<tr>
<td>• The use of emotive words (e.g.: alarmed, worried)</td>
<td></td>
</tr>
<tr>
<td>• The use of words that qualify statements (e.g.: usual, probably)</td>
<td></td>
</tr>
<tr>
<td>• The use of words that link arguments (e.g.: firstly, however, etc)</td>
<td></td>
</tr>
<tr>
<td>• The use of present tense</td>
<td></td>
</tr>
<tr>
<td>• The use of compound and complex sentences</td>
<td></td>
</tr>
<tr>
<td>• The use of modal and adverbs (e.g.: can, may, certainly, etc)</td>
<td></td>
</tr>
<tr>
<td>• The use of subjective opinions using pronouns I and we</td>
<td></td>
</tr>
</tbody>
</table>

Task

Work in groups of four, and then discuss one of the topics below. (Implementing the Talking Chips Activity).

The government starts to distribute cash to the poor to help offset the effects of higher fuel prices. However, this strategy seems not effective and even not on target. So, it is kind of a waste.
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’ achievement do not depend on the uniforms, so it is not necessary.

These days, there are many TV programs such as anak jalanan, anak langit, 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...

Task
Report the result of your group discussion in front of the class.

Teaching Method
PPP (Presentation, Practice, Production)

Media
a. Recording
b. Speaker
c. White board

Teaching Learning Activities
Meeting 1

Opening
(10 minutes)

➢ Pre-activity
  • The teacher greets the students.
  • The teacher leads the students to say a prayer.
  • The teacher asks the students’ conditions.
  • The teacher checks students’ attendance.
➢ Apperception
  • The teacher and students discuss about online job.
  “Have you ever heard about online job?”
  “Are you interested to try it?”
  “What are the advantages of doing online job?”

Main Activities
(70 minutes)

➢ Presentation
  • The teacher asks the students to listen to a monologue.
  • The teacher provides oral question and answer section related to the monologue.
  • The teacher distributes the script of the
monologue text.
- The teacher plays the monologue again.
- The teacher asks the students to fill in the blanks.
- The teacher and the students discuss the answers.
- The teacher explains the text organization of hortatory exposition.
- The teacher explains about modal verbs.
  ➢ Practice
- The teacher asks the students to look up the meaning of the words.
- The teacher and the students practice to pronounce the words.
- The teacher asks the students to identify the text organization of the text entitled “Online Job” and answer it orally.
- The teacher asks the students to work in paris. They need to ask their partners’ opinion based on the given situation. They also need to give arguments and/or recommendation.

Closing (10 minutes)  
- The teacher leads the students to make summary.
- The teacher leads the students to say a prayer.
- The teacher ends the activities

I. Sources
http://www.belajarbahasainggris.us/2017/01/contoh-hortatory-expositiononline-job.html on April 8th 2017

J. Assessment
a. Technique : Oral Test
b. Form : Performance

<table>
<thead>
<tr>
<th>Aspect</th>
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<th>Criteria</th>
<th>Indikator</th>
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100
<table>
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<tr>
<th>Pronunciation and intonation</th>
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<th>Poor</th>
<th>Frequent problem with pronunciation and intonation</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Pronunciation and intonation errors sometimes make it difficult to understand the student</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Pronunciation and intonation are almost very clear or accurate</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Excellent</td>
<td>Pronunciation and intonation are almost very clear or accurate</td>
</tr>
<tr>
<td>Fluency</td>
<td>1</td>
<td>Poor</td>
<td>Hesitates to often when speaking, which often interferes with communication.</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Speak with some hesitation, but it does not usually interfere with</td>
</tr>
<tr>
<td>Accuracy</td>
<td>1</td>
<td>Poor</td>
<td>Uses basic structure, makes frequent errors,</td>
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<tr>
<td>----------</td>
<td>---</td>
<td>------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Uses variety of structure with frequent errors, or uses basic structure with occasional errors.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Uses a variety of grammatical structure, but make some errors.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Excellent</td>
<td>Uses variety of grammatical structure with only occasional grammatical errors</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1</td>
<td>Poor</td>
<td>Uses only basic vocabulary and expressions.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Uses limited vocabulary and expressions.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Uses a variety of</td>
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<td>Excellent</td>
<td>Uses a variety of vocabulary and expressions, but make some errors in word choice</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Poor</td>
<td>Purposes is not clear, needs a lot of help communicating, usually does not respond appropriately or clearly.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Tries to communicate, but sometimes does not respond appropriately or clearly</td>
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<tr>
<td></td>
<td>3</td>
<td>Good</td>
<td>Communicates effectively, generally responds appropriately and keep trying to develop the interaction.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Excellent</td>
<td>Almost always respond appropriately and always tries to develop the interaction.</td>
</tr>
</tbody>
</table>
Maximum score = 20
Score = the result of score x 100

Gubug, August 18th 2017

TEACHER

RESEARCHER

Dra. Fani Kiyah
NIP. 19660418 199203 2 008

Faza Adyaksa
NIM. 11311124
## APPENDIX G: SPEAKING RUBRIC

<table>
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<td>Pronunciation and intonation</td>
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<td>Poor</td>
<td>Frequent problem with pronunciation and intonation</td>
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<td></td>
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<tr>
<td></td>
<td>3</td>
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<td>Pronunciation and intonation are almost very clear or accurate</td>
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<tr>
<td></td>
<td>4</td>
<td>Excellent</td>
<td>Pronunciation and intonation are almost very clear or accurate</td>
</tr>
<tr>
<td>Fluency</td>
<td>1</td>
<td>Poor</td>
<td>Hesitates to often when speaking, which often interferes with communication.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair</td>
<td>Speak with some hesitation, which often interferes with communication.</td>
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<tr>
<td>Accuracy</td>
<td>Level</td>
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<td>Description</td>
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<td>1</td>
<td>poor</td>
<td>Uses basis structure, make frequent errors.</td>
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<td>Fair</td>
<td>Uses variety of structure with frequent errors, or uses basic structure with occasional errors.</td>
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<td></td>
<td>3</td>
<td>Good</td>
<td>Uses a variety of grammatical structure, but make some errors.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>excellent</td>
<td>Uses variety of grammatical structure with only occasional grammatical errors</td>
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<table>
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<td>Description</td>
<td>Notes</td>
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<td>-------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>Uses limited vocabulary and expressions.</td>
<td>Uses a variety of vocabulary and expressions, but make some errors in word choice.</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>Uses a variety of vocabulary and expressions.</td>
<td>Uses a variety of vocabulary and expressions.</td>
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<tr>
<td>Good</td>
<td>3</td>
<td>Uses a variety of vocabulary and expressions.</td>
<td>Uses a variety of vocabulary and expressions.</td>
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<tr>
<td>Excellent</td>
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<td>Uses a variety of vocabulary and expressions.</td>
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**Interaction**

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<td>Purposes is not clear, needs a lot of help communicating, usually does not respond appropriately or clearly.</td>
<td>Communicates effectively, generally responds appropriately and keep trying to develop the interaction.</td>
</tr>
<tr>
<td>Fair</td>
<td>Tries to communicate, but sometimes does not respond appropriately or clearly.</td>
<td>Almost always respond appropriately and always</td>
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tries to develop the interaction.

## APPENDIX H:
### SPEAKING SCORES

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<th>No. Absent</th>
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