THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL

(A Classroom Action Research in Class VIII H of SMP Al-Islam 1 Surakarta in the Academic Year of 2015/2016)

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SURAKARTA
2016
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL (A Classroom Action Research in Class VIII H of SMP Al-Islam 1 Surakarta in the Academic Year of 2015/2016)”. It is not plagiarism or made by others. Anything related to the other’s work is written by including the writer’s name. If then this pronouncement proves wrong, I am ready to accept academic consequences.

Surakarta, August 2016

Intan Mahardika Kusumastuti
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Submitted to Teacher Training and Education Faculty of Sebelas Maret University to Fulfil One of the Requirements for Getting the Undergraduate Degree of Education in English

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APPROVAL OF THE CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University.

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“And seek help in patience and prayer.”
(Al-Baqarah: 45)

“Be like a flower that gives its fragrance even to the hand that crushes it.”
(Ali Ibn Abi Thalib)

“Forgive others and Allah will forgive you.”
(Prophet Muhammad SAW)

“The greatest Jihad is to battle your own soul, to fight the evil within yourself.”
(Prophet Muhammad SAW)

“Whoever follows a path in the pursuit of knowledge, Allah will make a path to Jannah easy for him.”
(Prophet Muhammad SAW)
DEDICATION

This thesis is whole-heartedly dedicated to:

*My beloved parents and brother*
For giving me countless love, prayer, and support

*Everyone in my life*
For coloring my life and giving me much meaningful lesson of life

*My beloved future husband*
For loving me cause Allah and missing me in prayer
ABSTRACT


This thesis reports a research in identifying: (1) how Talking Chips technique can be implemented in improving the students’ speaking skill and (2) how the implementation of Talking Chips technique can improve the class atmosphere.

It is a Classroom Action Research gone through four stages: planning, acting, observing, and reflecting. Those stages lasted for two months starting from October to November, 2015. Observational technique covering field note and teacher’s journal; and non-observational technique covering questionnaire, interview, student’s journal, and test were employed to collect the qualitative and quantitative data. The qualitative data were analyzed using Burns’s theory, which includes data assembling, data coding, data comparing, interpretation building, and outcome reporting. While the quantitative data were analyzed using Descriptive Statistic.

The results show that: (1) Talking Chips technique can be implemented in improving the students’ speaking skill due to its language function as communication regulator and fluency builder. By implementing this technique in such conditions, the students’ comprehension, fluency, grammar, pronunciation, and vocabulary improved and as a consequence their speaking skill also improved. The student’s comprehension mean score in the pre-test was 11.45; it was improved to 14.48 in post-test I and 16.11 in post-test II. The student’s fluency mean score in the pre-test was 10.11; it was improved to 14.48 in post-test I and 15.57 in post-test II. The student’s grammar mean score in the pre-test was 12.61; it was improved to 16.18 in post-test I and 17.84 in post-test II. The student’s pronunciation mean score in the pre-test was 12.45; it was improved to 14.93 in post-test I and 15.41 in post-test II. The student’s vocabulary mean score in the pre-test was 13.16; it was improved to 14.27 in post-test I and 15.50 in post-test II. The students’ speaking mean score in the pre-test was 59.77; it was improved to 74.34 in post-test I and 80.43 in post-test II. The improvement was also seen from the students’ process and performance during the speaking activity. (2) the implementation of Talking Chips technique can improve the class atmosphere due to the activeness of the students in the learning activity. It facilitates the students to participate in the speaking activity equally by using chips. Further researches in larger number of subject, various levels of students, and within a long period are recommended to enrich teachers in references to the implementation of Talking Chips technique.

Keywords: Talking Chips technique, students’ speaking skill, classroom action research, collaborative learning technique
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Finally, I realize that this thesis is not perfect, so that comments and suggestions for improvement are expected. Hopefully, this thesis can give a useful contribution to the readers, especially for education in Indonesia.

Surakarta, August 2016

Intan Mahardika Kusumastuti
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LIST OF ABBREVIATIONS

CAR : Classroom Action Research
CoLT : Collaborative Learning Techniques
CL : Collaborative Learning
DS : Descriptive Statistic
EFL : English as Foreign Language
ESL : English as Second Language
ESP : English for Specific Purposes
L2 : Second Language
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