

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH TALKING
CHIPS TECHNIQUE AT THE SECOND GRADE OF
SMP NEGERI 13 MAKASSAR**

SKRIPSI

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PERNYATAAN

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ABSTRACT

Abdul Rahmat Basir. 2017. *Improving Students' Speaking Ability through Talking Chips Technique at the Second Grade of SMP Negeri 13 Makassar.* (Supervised by St. Haliah Batau dan Ulfah Syam)

This research was aimed to know the implementation of Talking Chips Technique on students' speaking ability. This research focused on students' speaking in term of fluency.

This research applied Classroom Action Research (CAR) method. The subjects of research were all students of class VIII.1. They consist of 25 students who registered in academic years 2017/2018. The data were collected by speaking test, field note and observation sheet. The target of study was students' speaking ability in minimally 75% got standard score 7.8.

The result of this research showed that Talking Chips Technique could improve the students' speaking ability at class VIII.1 of SMP Negeri 13 Makassar and achieved the target in cycle II at the second meeting. In cycle I, students got standard score 7.8 only 34.78% and did not get standard indicator of successfulness. So, the researcher continued to cycle II and 88% got indicator of successfulness. It means that the improvement score was 53,22 %. This result indicated that Talking Chip Technique could improve students' speaking ability on fluency aspect at the second grade of SMP Negeri 13 Makassar.

Keywords: Implementation of Talking Chips, speaking, indicator.

ABSTRAK

Abdul Rahmat Basir. 2017. *Improving Students' Speaking Ability through Talking Chips Technique at Second Grade of SMP Negeri 13 Makassar.* (Dibimbing oleh St. Haliah Batau dan Ulfah Syam).

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan Talking Chips technique dalam kemampuan berbicara siswa. Dan penelitian ini focus pada kelancaran berbicara pada siswa.

Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK). Subjek penelitian adalah seluruh siswa kelas VIII.1 yang terdiri dari 25 siswa di tahun akademik 2017/2018. Target penelitian adalah minimal 75% mendapatkan nilai 7.8.

Hasil penelitian ini menunjukkan bahwa Talking Chips technique yang diterapkan pada siswa kelas VIII.1 SMP Negeri 13 Makassar dan mendapatkan target di pertemuan kedua siklus kedua. Di siklus pertama, siswa yang mencapai nilai standard 7.8 hanya 34.78%. dan belum mengindikasikan keberhasilan. Oleh Karena itu, peneliti melanjutkan penelitian ke siklus kedua. Hasil siklus kedua menunjukkan 88% siswa mencapai indikator keberhasilan. Hal ini berarti bahwa peningkatan mencapai 52.22%. Hasil penelitian ini membuktikan bahwa Talking Chips technique dapat meningkatkan kemampuan berbicara pada aspek kelancaran bagi siswa kelas VIII.1 SMP Negeri 13 Makassar.

Kata kunci: Penerapan Talking Chips, berbicara, indikator

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CHAPTER I

INTRODUCTION

This chapter presents background, research question, objective of research, significance of research, and scope of research.

A. Background

Teaching is the process of attending to people's needs, experience and making specific interventions to help them learn particular things, or another word teaching is all efforts that intentional in the frame of giving possibility for the students for being acquire of learning process that appropriate with purpose that have been formulated (Chaney, 2011:20). However, teaching speaking is important to learners. Teaching speaking is important for English teachers because they do not only teach about reading or writing, but also teach speaking. When people communicate with others, their intention to speak is to express their ideas, thought, and also feeling. It makes others understand what they feel and what they think.

At the based, teaching English language in Junior high school especially speaking activity, the students always feel difficult to speak, because they have poor vocabulary, pronunciation and grammar. The other factors they are less of self-confidence motivation and environment that are not support to learning achievement, it is very influencing to students' speaking ability. And learning that can use in teaching speaking to help students' effort to improve students' speaking ability.

And finally, based on the explanation above the writer interested to conduct the research entitles "Improving Students' Speaking Ability

through Talking Chip Technique at Second Grade of SMP Negeri 13 Makassar”.

B. Research Question

The research question of this study was “Can Talking Chips improve students’ speaking ability at second grade of SMP Negeri 13 Makassar”?

C. The Objective of The Research

The objective of this study was “To find out the improvement of students in speaking English through Talking Chips technique at second grade of SMP Negeri 13 Makassar”.

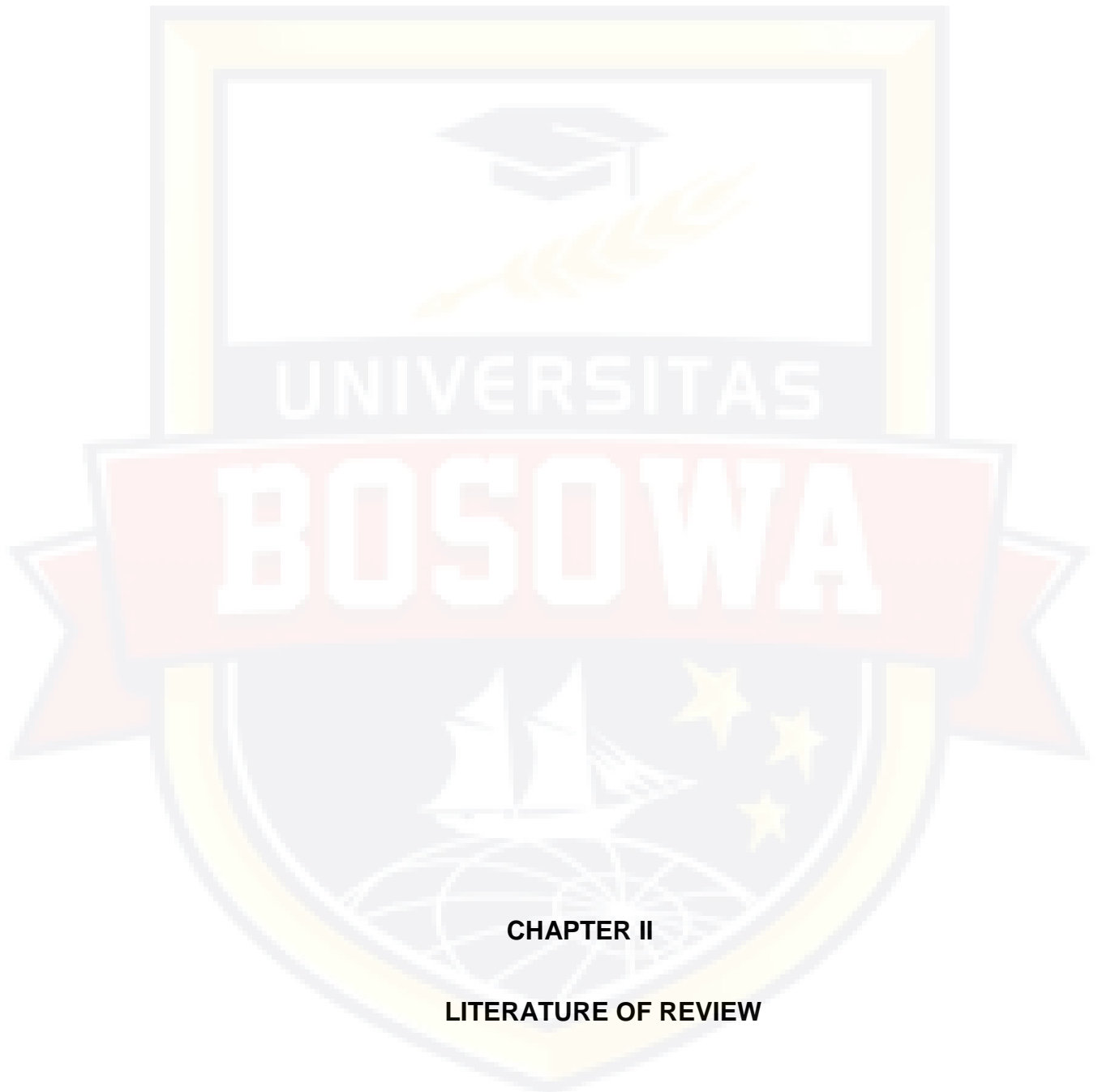
D. The Significances of The Research

The significances of this study were as follows:

1. As an information for school to improve their quality teaching of English.
2. As an alternative way for the English teachers on how to improve and to increase the students’ speaking ability by using Talking Chips technique
3. As source reference for further relevant studies.

E. Scope of The Research

This study would focus on how to improve students’ speaking ability through Talking Chips technique at second grade of SMP Negeri 13 Makassar and the speaking aspect that measure the students’ fluency.



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CHAPTER II

LITERATURE OF REVIEW

This chapter presents some previous research finding, some pertinent ideas and theoretical framework.

A. Some Previous Research Finding

There are some previous research finding related to the use of Talking chips in teaching speaking ability. The previous researches were conducted has similarity and differences with this research, the similarity was using talking chips to improve students' speaking ability. Whereas, the differences were research method, scope research and level of students, some researches were conducted their proposal with experimental method and his research would conduct by Class Action Research (CAR) and some previous related research findings were described as follows :

The first, Syafradin (2013) conducted research entitled "The Use of Talking Chips Technique in Teaching Speaking". The result finding indicated that there was significance improvement of students' speaking in terms of fluency and accuracy. It is proved by test for fluency was 7.05 and test for accuracy was 8.31 with test critical or table was 2.031, which means was accepted.

The second, Hendrawan (2013) conducted a study entitled "The Effect of Talking Chips Strategy on Students speaking Ability at Grade XI of SMAN 8 Kota Jambi". The researcher gave different treatments in the

experimental group and the control group after the pre-test. In the experimental group, Talking Chips strategy was used to teach speaking, while in the control group the researcher used the lecturing method. The result of t-test was 7.561 with the critical value of t-test is 2.000 for. So, there was positive effect of students who were taught by using Talking Chips strategy in the speaking class.

And another research studies was conducted by Purnamantari (2013) which entitled "Teaching Speaking Ability through Talking Chips Technique to the Eight Grade Students of SMPN 2 Sukawati in Academic Year 2012/2013". The research findings showed that there was a different mean between two cycles conducted in the research. It can be concluded that teaching speaking through Talking Chips Technique was effectively enough in helping class VIIIB of eight grade students of SMPN 2 Sukawati to improve their speaking ability.

The studies above at least can prove the effectiveness of Talking Chips activities to improve students speaking ability in educational settings and professional areas, At the based Talking Chips encourages the students to be more confident to speak with others, and it will make the students tend to interact and communicate to other students. Moreover, Talking Chips is helpful to develop their creative thinking skills and creativity. It is means that Talking Chips is beneficial for enhancing students' communicative ability.

B. Some Pertinent Ideas

1. Some theories of Speaking

This section aims to describe some points related speaking skills namely definitions of speaking, elements of speaking, problem of speaking, fluency of speaking, and speaking assessment.

a. Definition of Speaking

According to Jondeya (2011:28), stated that 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 and it usually involves the speakers' physical, physiological and psychological condition.

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 and it usually involves the speakers' physical, physiological and psychological condition.

According to Chaney (2011:28), defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. According to this

definition, speaking is aiming to exchanging meanings. To achieve the aim, people use their articulation to produce language so that they could express meanings to others. In addition, they also make use of non-linguistic symbols such as face expressions and body language.

Beside of that, Byrne (2000:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. Furthermore, Sayekti (2003:2) states that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listener used to communicate information, ideas, and emotion to others using oral language.

In another opinion, Nunan (2003:48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it.

In another based on The Oxford Advanced Learner's Dictionary (2017:1467) speaking is defined as to talk or conversation to somebody about something. Or another word, speaking is to express or communicate opinions, feelings, ideas, etc.

And according to Burn & Joyce (2000:28), stated that speaking is a productive skill that is two-way process of social communication which includes the use of verbal and non-verbal language to convey meaning. When people have a conversation with others, they include the process of producing language and receiving messages. It can be said that speaking is one of significant elements of means of communication since it could be used as a medium of social interaction.

Based on the definitions above, the researcher could conclude that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn through teaching and learning process.

b. Elements of Speaking

According to Harmer (2001: 269-271), He mentions some elements of speaking. They are language feature and mental/ social processing.

1. Language features

The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English but one also is able to produce a group of phonemes. The second

element is expressive devices. A speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances vary volume and speed and use para-linguistic features to show what they are feeling. The third element is lexis and grammar. Speaker can make spontaneous speech by using a number of common lexical phrases especially in the performance of certain language functions. The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

2. Mental/ social processing

There are three components in mental/ social processing. The first component is language processing. Speaker needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meaning that re inherited. The second is interacting with others. Speaking involves a good deal of listening to other participants, understanding of how they are feeling, and also the ability how to take turns or allow others to do so. The third component is information processing. A speaker should also be

able to process the information people tell him or her the moment he or she gets it.

Moreover, in order to communicate successfully, one needs to consider the relationship between the speaker and hearer. The fact that language is used to interact implies that foreign language learners also need knowing the interaction aspects of communication. They are concerned with the use of correct sounds and structures of the language and skills of the management interaction and negotiation of the meanings. The management of the interaction involve such things as knowing when and how take floor, when and how to keep a conversation going and how to terminate the conversation. The negotiation of a meaning, on the contrary, refers to the skills of making sure that both speakers and listeners have correctly understood what they talk about.

c. Problem of Speaking

The problems are commonly become obstacles in speaking, they are native languages, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.

1. Native language

The native language is the most influential factor affecting a learner's speaking. Brown (2000:284) states that when you are familiar with the sound system of learner's native language you will be better able to diagnose student difficulty. By the statement it concludes that mother language of student will be a problem in speaking.

2. Age

Every step of age has its own characteristic that sometimes has a potency to be a problem in teaching speaking. Learners are often described as children, young learners, young adult or adults (Harmer, 2007:14).

3. Innate phonetic ability

Speaking seems to be naturally difficult for some student, they should not despair, in another words, sometimes speaking skill often placed as a talent from an individual.

4. Identity and language ego

Another influence is attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the languages, but more important, student need to become aware and afraid of

the second identify that may be emerging within them (Brown, 2000:285).

5. Motivation and concern for good speaking

Some learners are not particularly concerned about their speaking. According to Brown (2000:285) states that motivation and concern are high and then the necessary effort will be expended in pursuit of goal. It means that motivation is very important in speaking.

In another opinion, according to Penny Ur (2003:121) stated that there are four problems of speaking activities are commonly studies four, namely:

1. In habitation

Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom namely worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say namely they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not all.

4. Mother tongue use

In class the learners share the same mother tongue, they may tend to use it because it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less “exposed” if they speak their mother tongue. If they talk in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

d. Fluency of Speaking

Speaking as productive skill in language use has been viewed as the most important skill especially for EFL Learners in Jondeya (2011:12) defines that fluency as the ability to converse with others

much more than ability to read, write or comprehend oral language, it is the ability to produce written and/or spoken language with ease. This indicates that spoken language is produced naturally with no hurt feeling. They also add that fluency is the ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar. Then, it can be concluded that generally, fluency is producing language in natural ways without looking at the correct intonation and grammatical of the language used, fluency in language means speaking easily, reasonable quickly and without having to stop and pause a lot.

e. Speaking Assessment

Assessing in speaking is challenging because there are so many factors that influence teacher's impression on how well someone is able to speak a language. When the teachers assess speaking, it means that the teachers listening skills determine the reliability and validity of an oral production test. Assigning a score ranging from one to five for example is not easy. The lines of distinction between levels are quite difficult to pinpoint. The teachers can spend much time to see the record of students speaking performance to make in accurate assessment, Thorn burry (2005:127-129) clarifies that there are two main ways to assessing the speaking namely holistic scoring and analytic scoring. Holistic

scoring uses a single score as a basis of an overall impression, while analytic scoring uses a separate score for different aspect of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. However, analytic scoring takes longer since it requires the teachers to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weakness and strengths of the students. On the other hand, the disadvantages of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students.

f. Types of Speaking

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

a. Imitative

This category includes the ability to practice an intonation and focus on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Responsive

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

c. Transactional (dialogue)

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

d. Interpersonal (dialogue)

interpersonal dialogue refers to the dialogue which more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

e. Intensive

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

reading dialogue with partner in turn, reading information from chart, etc.

2. Concept of Cooperative Learning

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experience. There is much more to cooperative learning than merely arranging students into groups, students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, student learning cooperative can capitalize on one another's resources and skills (asking one another for information, evaluating one another ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students learning. Everyone succeeds when the groups succeed. Cooperative learning method can be an appropriate method to use in teaching learning process to improve students speaking skill. Cooperative learning method has several techniques that stimulate the student to make verbal interaction with the other member of the class. Cooperative learning method is a method that divides the class member into several groups and arranges the students to work in a group. This method is

useful to encourage the students' activeness and responsibility to their own self and their team members.

In other opinions by Robert Slavin (2000:5) states that all cooperative learning methods share the idea that students work together to learn and are responsible for their teammate's learning as well as their own. In addition to the idea of cooperative work, student team learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn, the objective being taught. That is, in student team learning the students' tasks not to do something as a team, but to learn something as a team.

According to Neil Davidson (2003:17), He listed seven points in his definition which shows the diversity which exist among views of cooperative learning, namely:

1. A task for group completion, discussion, and (if possible) resolution.
2. Face to face interaction in small group.
3. An atmosphere of cooperative and mutual helpfulness within each group.
4. Individual accountability (everyone does their share).
5. Heterogeneous grouping.

6. Explicit teaching of collaborative skills; and structure mutual interdependence.

3. Some theories of Talking Chip

a. Definition of Talking Chip

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, The 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 passive students be able to speak out confidently. Talking Chips is useful for helping students discussing controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

Talking Chips is simply, the use of card which can be replaced by any other little things that pay attention of students, for example button, bean, and etc. Therefore Talking Chips can be called with “button of clinking” (IinMulyana, 2002:63).

According to Dave (2010: 217), states that Talking Chips technique is a technique that makes the value of everyone's

contribution tangible and gives chance to speak. It means all students have the same opportunity in the classroom to speak. If one student has two chances for speaking, the others also have the same opportunity to speak two times in the classroom.

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

And according to Kagan (2000:15),states that Talking Chips is useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

b. Significance of Talking Chip

According to Kagan (2000:17) states that Talking Chips as one of the teaching strategies in cooperative learning plays the significant role in the teaching and learning process of speaking. Talking Chips can improve student's achievement and it also will

build an interaction among the students to create mutual understanding between the members of the group, As we know the activity in Talking Chips is by dividing students into groups, it will encourage the students to be more confident to speak with others, and it will make the students tend to interact and communicate to other students, and then the students will learn how to work with and understand other group members by working in the group, Talking Chips also improve the student's higher level thinking skills since it consists of some steps in which the students have to evaluate someone else's opinion or arguments, it will increase the student's level thinking skill and to make it effective they must know what to look for and be able to justify their comments.

c. Procedure of Talking Chip

Barkley (2005:117) developed procedure of Talking Chips as follows:

- 1.First, the teachers ask for the students to form groups. The teacher can also help them to create groups to minimize the time.
- 2.Next, give each student three to five tokens that will serve as permissions to share, contribute, or debate in conversations.
3. And then, ask the students to participate equally in the group discussion, specifying that as they contribute comment.

4. Finally, when all of the students have contributed to the discussion and all tokens are down, ask the students to retrieve and redistribute the chips. So that the procedure repeats for the next round of discussions, or end of the discussions if the activity is complete.

4. Some theories of Action Research

a. Definition of Action Research

According to Burns (2010: 3) states that action research is part of a broad movement that has been going on in education generally for some time. Therefore, in action research, the teacher becomes an investigator or explorer of the personal teaching context while at the same time being one of the participants in it. So, one of the main goals of action research is to identify the problematic situation or issue that the participants who may include teachers and students which consider worth were looking into more deeply and systematically.

Action Research is a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations in which the practices are carried (O'Brian, 2003:11).

Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out. The approach is only action research when it is collaborative, though it is important to realize that action research of the group is achieved through the critically examined action of individual group members

According to Richards (2003:202), states that the action research process works through three basic phases:

1. Look-building a picture and gathering information. When evaluating we define and describe the problem to be investigated and the context in which it is set. We also describe what all the participants (educators, group members, managers etc.) have been doing.
2. Think– interpreting and explaining. When evaluating we analyze and interpret the situation. We reflect on what participants have been doing. We look at areas of success and any deficiencies, issues or problems.
3. Act– resolving issues and problems. In evaluation we judge the worth, effectiveness, appropriateness, and outcomes of those activities.

b. Characteristic of action research

The main characteristics of action research are:

- 1) It's cyclical.
- 2) It's requires separate but mutually dependent steps.
- 3) It's participative to the researcher and subject are active participants in the research process.
- 4) It's generates data that is generally of a qualitative nature; and it is a reflective process.

c. Principles of Action Research

According to Rury (2001:3), He provides a comprehensive overview of six key principles of action research, they are:

1. Reflexive critique

The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

2. Dialectical critique

Reality and particularly social reality is contextually validated, which is to say it is shared through language. Phenomena are

conceptualized in dialogue, therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

3. Collaborative Resource

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned from noting the contradictions both between many viewpoints and within a single viewpoint.

4. Risk

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of

one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allow others' fears and invite participation by pointing out that they and will be subject to the same process, and that whatever the outcome, learning will take place.

5. Plural Structure

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a final conclusion of fact.

6. Theory, Practice, Transformation

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing

practical applications that follow are subjected to further analysis, in a trans-formative cycle that continuously alternates emphasis between theory and practice.

d. Types of Action Research

According to O'Brian (2001:8), states that the field had evolved, revealing 4 main "streams" that had emerged namely traditional, contextual (action learning), radical, and educational action research.

1) Traditional Action Research

- This traditional approach tends toward the conservative, generally maintaining the status quo with regards to organizational power structures

2) Contextual Action Research (Action Learning)

Contextual Action Research, also sometimes referred to as Action Learning, is an approach derived from Trist's work on relations between organizations. It is contextual, insofar as it entails reconstituting the structural relations among actors in a social environment; domain-based, in that it tries to involve all affected parties and stakeholders namely holographic, as each participant understands the working of the whole and it

stresses that participants act as project designers and co-researchers.

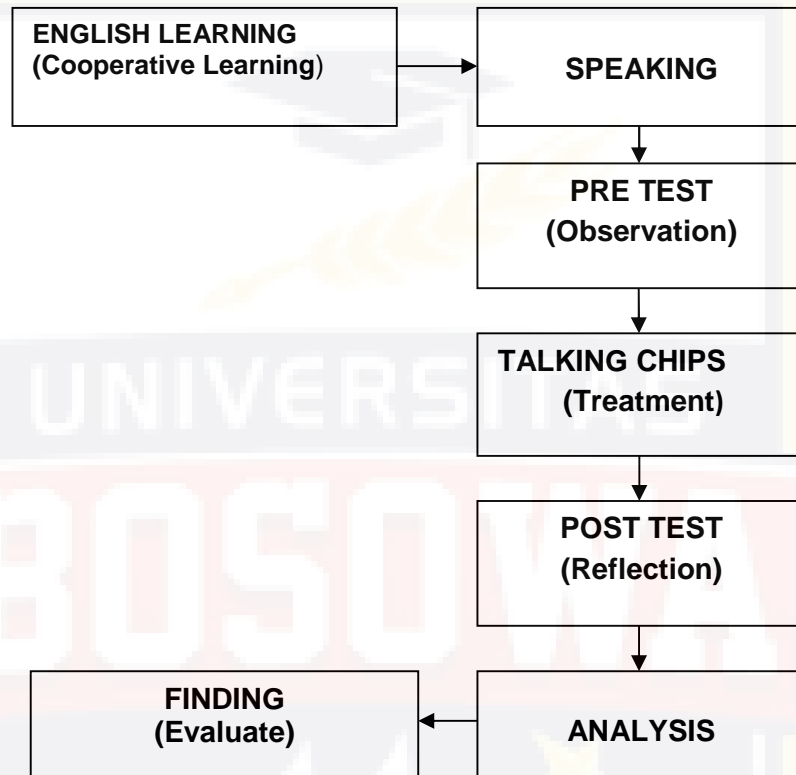
3) Radical Action Research

The Radical research has a strong focus on emancipation and the overcoming of power imbalances. Participatory Action Research, often found in liberation movements and international development circles, and Feminist Action Research both strive for social transformation via an advocacy process to strength peripheral groups in society.

4) Educational Action Research

A fourth stream, that of Educational Action Research, has its foundations in the writings of John Dewey, the great American educational philosopher of the 1920s and 30s, who believed that professional educators should become involved in community problem-solving. Its practitioners, not surprisingly, operate mainly out of educational institutions, and focus on development of curriculum, professional development, and applying learning in a social context. It is often the case that university-based action researchers work with primary and secondary school teachers and students on community projects.

C. Theoretical Framework



Cooperative learning can share the idea for students to work together in learn and improve their responsibility in teammates'. And also speaking is one of the important skills that should be mastered by the students. Ideally, in the teaching and learning process of speaking the students have to be given some opportunities to practice a target language and product it in the spoken form.

CHAPTER III

RESEARCH METHOD

This chapter contains research design, subject of the research, research instrument, procedure of the research, technique of collecting data, technique of data analysis, assessment procedure, marking scheme and achievement criteria

A. Research Design

This study used Classroom Action Research (CAR) design. It consists of planning, action, observation and reflection. The Figure could be seen as follows:

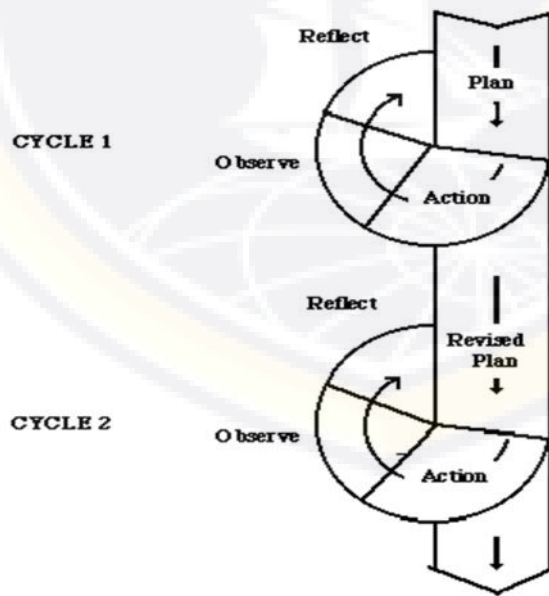


Figure 3.1 The Cyclical of Action Research from Kemmis and McTaggart
(1998:1).

B. Subject of The Research

The subject of this study was students at thesecond grade in SMP Negeri 13 Makassar, which consist of 25 students.

C. Research Instrument

This study used research instrument, namely:

1. Speaking test

The writer gave oral test for measuring the students' speaking improvement which focusedon fluency.

2. Observation Sheet

The Observation sheet is used to observe the application of teaching speaking through talking chip technique and the students' activity in the teaching during action in every cycle.

3. Field Note

Field note is used to take data about the activity in learning process.

4. Handy camera/ recorder

Handy camera/ Recorder are used to take a picture and record of research activities.

D. Procedure of The Research

This study used two cycles such as cycle 1 and cycle 2, the step of every cycle were:

1. Planning

This research applied planning in some procedures. The first procedure was to arrange the planning that would be conducted as the following steps:

a. The writer discussed with the English teacher to prepare the lesson plan, materials and the instruments which are use during the research. Those instruments were observation sheet, field note, handy camera/recorder, and speaking test.

b. The writer followed the procedure of assessment.

2. Action

The action applied based on the planning that had been made by writer. In the action of teaching speaking, the writer followed all the procedure of Talking Chip technique.

3. Observation

The writer acted and behaved as a classroom teacher as well as an observer. The classroom observation would be done during the teaching and learning process and the information that obtained from the action during observation in teaching learning processed very useful to recognize the effect of the treatment.

4. Reflection

In reflection step, writer tried to evaluate the previous activity in that classroom. It means that in reflection, writer could knew the strength and the teacher would cooperate to analyze the result of the speaking test to make sure about the strength and the weaknesses of the first cycle and what should be revised for the next cycle.

E. Technique of Collecting Data

In collecting the data, the writer did the following procedures:

1) Observation

The Observation aimed to collect the data about the activities would be done by the writer and the student learning process included the speaking english applied in teaching whether it would be done based on

the expectation in planning or not. The observation activity would be checked by the writer.

2) Test

The writer gave speaking test to students to know the first score of students' fluency in speaking before getting the treatment.

F. Technique of Data Analysis

The finding of this research analyzed under quantitative. The researcher analyzed the data quantitatively after conducting the action. It means that the researcher used percentage technique to know the improving students score.

The way to calculate the mean score of the test of students' speaking ability used the formula as follows:

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

Where:

\bar{X} = the mean score

$\sum Xi$ = the total raw score

N = the number of students

To calculate the percentage of the students' score, the writer used the formula as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P : Percentage Rate

F : Frequency of the Correct Answer

N : Maximum Score

Arikunto (2007: 29)

F. Assessment Procedure

In order to get accurate data of students' speaking score, this study used two raters namely the writer as the first rater and the English teacher who teaching at second grade of SMP Negeri13 Makassar as the second rater and the result of score would be merger.

G. Marking scheme

In scoring the students' speaking ability through Talking Chip, the writer used a band score of analytical scoring system profile (Ur, 2003:135) in which the students' speaking was evaluated in one component that was fluency. The assessment criteria would be seen on the score below:

Table 3.1. Assessment Criteria for Speaking Element

Fluency	Score
Little no communication	6
Very hesitant and brief utterances, sometimes difficult to understand	7
Gets idea across, but hesitantly and briefly	8
Effective communication in short turns	9
Easy and effective communication, uses long turns	10

And the writer used students' classification in speaking ability as follows:

Table 3.2. Students Classification in Speaking Ability

Classification	Value	Speaking ability
Highest	9 – 10	90-100%
High	7,8 - 8,9	78-89 %
Enough	6,5 - 7,7	65-77 %
Low	0 - 6,4	0-64 %

Sayekti (2007:75)

H. Achievement Criteria

The Achievement criteria took from the result of evaluation. It was matter students as a subject of this study. If minimally 75 % students got standard score (KKM) 7.5 (based on the rule of school), it means that students' speaking ability was improved.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings and discussion in improving students' speaking ability through Talking Chips technique.

.A. Findings

1. Activity in the first cycle

On Monday July 24th and Wednesday July 26th, the process of teaching speaking could be described as follows:

a. Planning

Based on the result of the pre-observation conducted by the writer, the writer found that most of students at class VIII 1 of SMP Negeri 13 Makassar had difficult to speak in fluently aspect. So, the writer wanted to solve the problem through Talking Chips Technique.

The writer started the planning activities in cycle I by asking permission from head master of SMP Negeri 13 Makassar and discussed with the English teacher related to the study. Then, the writer and teacher planned the

first cycle in two meetings and the writer focus on fluency of students' speaking ability through Talking Chips technique.

The activities in the first cycle were:

1. The writer and teacher prepared lesson plan and the teaching material.
2. The writer prepared observation sheet for students and field note.
3. The writer and the teacher planned to introduce students about Talking Chips technique and how the procedure.

b. Observation and action

1. The First meeting.

The first meeting started on Monday, July 24th 2017 at 07.30-08.50 am. The writer started the learning activity by greeting and asked students' condition and the writer told what his aims. The writer asked for the student to come in front of class to introduce themselves. It was purposed to know their speaking level. Then, the writer began to explain what Talking Chips technique is. The writer wrote down the Talking Chips technique and explained it one by one. The students were very enthusiasm with the writers' explanation because it was a new technique and never conducted at the school before.

After the writer explained all about it, the writer started to explain the material to the students. At the time, the material talked about spoken text. The writer explained definition of spoken text and gave them an example. After the students understood about the material and the procedure of Talking Chips technique, the writer gave them a topic of spoken text to be discussed about "Internet". The writer divided students into five groups and each group consist of five students. After that, writer gave two chips to every student in a group. Then, writer provided three minutes for brainstorming their ideas related the topic. After brainstorming, each group had seven minutes to discuss with their members in the group and expressed their ideas one another that related the topic. In this stage, every student should put their chips on the center of the table after speaking but when all chips was used by students, it means that there were not opportunity again to speak and the next step the writer began the discussion that was started from group 1, having finished at group 1, the writer moved to group 2 until the last group.

In learning process, all students were enthusiasm to learn English lesson. In first meeting, most of students were seriously joined the writers' explanation. The writer just focused on several students but most of students forgot. Suddenly, one of students said "*internet yang biasa digunakan toh, sir? Tapi nda ku tau kibahasainggrisuntukjelaskanki*", at short intervals other student said "*I like internet in google sir because ummmm can help me eeeekerjatugas*".

Several of students confused about the topic although the writer explained it and gave example how to express their ideas and spoke out their opinion but just a little of bit students interested with the topic. When the writer gave a chance to discuss about their ideas in the group, the students seemed difficulty to arrange their ideas, because they had poor vocabularies and looked shame in speaking. In the stage, the writer found that not all students discussed with their friends. The writer also found some students confused how to combine the opinion with their members of the group and just little bit of students used all of their chips in discussion. In fact, there was group finished the discussion before times was over. Actually, in this stage the writer gave the topic was "Internet", but it seemed difficulty for students because wide coverage. So, the students confused to arrange their ideas.

In the last activity, the writer gave conclusion during and asked students' problem, what they felt and their feedback. Finally, the writer closed the study.

2. The second meeting

The second meeting conducted on Wednesday, July 26th 2017 at 11.20 am- 12.30 pm. As the last meeting in cycle I, the teacher and the writer gave an evaluation. The writer opened the class by greeting and asked students' condition. Next, the writer reminded about the topic at last meeting and reminded about procedure of Talking Chips technique. For more clear,

the writer invited one group to simulation the procedure of Talking Chips technique. At the time, the writer gave topic of discussion almost same with last day but narrowed coverage, the topic was "Disbanded of social media". Then, one of student asked to writer "*Apaitu Disbanded sir?*"and writer answered "*Disbanded is pembubaranatau*

pembatasan", and another student said "*i disagree sir, karenabanyaksosial media ku*".

After the writer explained more about the topic, the writer gave example to express their ideas and also how to pronounce it. Then, the students started with the first step to think. In this stage, the students thought about the question and the writer gave time about five minutes to think, arranged and memorized their idea. The writer divided students into five groups and each group consist of five students. Then,writer gave two chips to every student in group. After brainstorming, each group had seven minutes to discuss with their members in the group and expressed their ideas related the topic. The writer began discussion from group 1 until last group.

In teaching and learning process, students were enjoyable because majority of students used a social media such as Facebook, Instagram and etc. But, there were students spoke out well, students seemed difficulty in speaking and no communication because less self- confidence and poor vocabulary.

After that, the writer asked the students' difficulty during the class and gave some example how to express the idea fluently. Finally, the writer closed the class.

c. Reflection

Based on the process of action that conducted in two meetings, the writer found that the teaching and learning process in the first cycle not given an optimal result and the writer got the students' score were:

No.	Subject	Total score	Category
1	MIA	6	Unsuccessfully
2	NN	6	Unsuccessfully
3	GT	6	Unsuccessfully
4	KNM	8	Successfully
5	RMH	8	Successfully
6	NQ	6	Unsuccessfully
7	AK	7	Unsuccessfully
8	RN	6	Unsuccessfully
9	HS	6	Unsuccessfully
10	TI	6	Unsuccessfully

11	RR	8	Successfully
12	FF	6	Unsuccessfully
13	AZ	8	Successfully
14	NA	8	Successfully
15	AN	6	Unsuccessfully
16	BB	8	Successfully
17	RNW	6	Unsuccessfully
18	AAP	8	Successfully
19	RD	6	Unsuccessfully
20	KA	6	Unsuccessfully
21	DA	6	Unsuccessfully
22	SK	6	Unsuccessfully
23	AMY	8	Successfully
24	FID	6	Unsuccessfully
25	MT	6	Unsuccessfully
Total score		165	
Mean Score		6,6	
Percentage score		34.78%	

Source: SMP Negeri 13 Makassar

Table 4.1: Students' score in *Cycle I*

It showed the result of students' score in this cycle after conducting an evaluation in speaking test. None of student got highest classification, 6 students got high classification, 1 student who got enough and 19 students got low classification. All those concluded that the students who got score

standard was 7.8 only 34.78%. Whereas, the successfulness indicator in speaking ability was minimally 75% of students got standard score 7.8. So, it means that the target not achieved yet.

The writer not applied Talking Chips technique effectively. It was seen that the students were difficult to apply this technique, especially if the topic was wide and made the students difficult to think. The students were difficult to understand about the topic. The students not discussed with their members in the group although the writer always explained the procedure of Talking Chips technique and guided them.

2. Activity in Second Cycle.

On Monday, 31th July 2017, and Wednesday 2nd August 2017 that would conduct an evaluation in the second cycle. The process of teaching speaking could be described as follows:

a. Planning

Based on reflection in the first cycle, the writer planned some changes for improvement on the second cycle. In this activity, the writer cooperatively made the lesson plan for the second cycle that reflected the first cycle. Besides, the writer provided the topic for teaching material related with students. The writer also not forgot to prepare the new observation sheet and field note for observed the teaching and learning process through Talking Chips technique in second cycle after facing some problems in the first cycle.

b. Action and observation

1. The third meeting

The third meeting in second cycle conducted on Monday 31th July 2017. The writer still acted as the teacher who carried out the lesson plan of teaching speaking through Talking Chips technique. The writer started class activity by greeting and asked students' condition, the writer gave motivation to the students for confidence to speak and not afraid to make mistake. After that, the writer gave general explanation about the topic and explained the procedure of Talking Chips technique. Then, the writer always guided the students when they applied this technique in discussion stages, after the students understood about the material and the procedure of Talking Chips technique.

The next activity, the students sit down based on their group. The writer gave them a topic to discuss about "Facebook" which was more related

with their daily. Then, the writer divided students into five groups and each group consist of five students. Then,writer gave two chips to every student in a group. Writer provided five minutes for brainstorming their ideas related the topic. The writer gave more times in brainstorming to memorize students' ideas because in the first cycle had found some problems were some students in giving their opinion just read the concept. Beside of that, to solve the students' problem which had poor vocabulary, the writer wrote down some keywords on whiteboard that related the topic.

After that, each group had seven minutes to discuss with their members in the group and expressed their ideas that related the topic. In this stage every students should put theirchips on the center of the table after speaking but when all chips had used by students, it was mean that there were not opportunity again to speak and the next step the writer began the discussion started from group 1 until the last group.

The next activity, the writer opened the discussion by giving questions to stimulate their ideas in every group. In discussion process, the writer concluded that students seemed understood about how to apply Talking Chips technique and all students seemed active in discussion process. In this meeting, the writer helped the students who looked difficulty in speaking and if they wanted to arrange their ideas, the writer gave them facility (dictionary) but just once time looked and also wrote vocabularies on the whiteboard and how to pronounce it.

At the last activity of this meeting, the writer gave conclusion about the topic and also gave them motivation to speak better than before. Finally, the class was closed by greeting the students.

2. The Fourth meeting

The last meeting of the second cycle conducted on Wednesday 2nd August 2017. In this meeting, the writer gave an evaluation. Before the writer started the evaluation, the writer gave topic about "Hobby". Most of students wanted to speak up their hobbies and writer gave a related topic to build up their ideas. Then, the writer explained procedure of Talking Chips technique. The writer gave motivation to build self-confidence of students and gave general explanation about the topic as a stimulus in discussion. Then, the writer divided students into five groups, each group consisted of five students and the writer gave two chips to every student in a group. Then, the writer provided five minutes for brainstorming their ideas related the topic. After brainstorming, each group had seven minutes to discuss with their members in the group and expressed their ideas one another that related the topic. In this stage, every student should put their chips on the center of the table after speaking but when all chips was used by students, it means that there were not opportunity again to speak and the next step the writer began the discussion started from group 1 until the last group.

During the teaching and learning process, the writer helped students when they had problem to arrange their ideas. In this evaluation, the students seemed more enthusiasm and concentrated in all procedure of Talking Chips technique especially in discussion stage, they seemed concentrated to elaborate their ideas. Finally, the writer evaluated Students' speaking ability and closed the meeting.

c. Reflection

The writer found that in applied Talking Chips technique, there was improvement. It seemed in the second cycle, there was no significant problem had found since the solution from the writer, the weakness in the first cycle had covered in the second cycle by applied the advantages of Talking Chips technique and writer gave example in how to build and spoke out their opinion. In this technique, there were some stages before the students began the discussion. The writer gave opportunity for students to build their ideas that related the topic. Then, the writer asked for the students to discuss with their friends in the group with used their chips and most of students had used their chips to speak in discussion process.

Based on the implementation of second cycle, the writer got students' scores were:

NO.	Subject	Total score	Category
1	MIA	8	Successfully
2	NN	8,5	Successfully
3	GT	8,5	Successfully
4	KNM	10	Successfully
5	RMH	8	Successfully
6	NQ	9	Successfully
7	AK	10	Successfully
8	RN	9	Successfully
9	HS	8	Successfully
10	TI	8	Successfully
11	RR	9	Successfully
12	FF	9	Successfully
13	AZ	10	Successfully
14	NA	9	Successfully
15	AN	10	Successfully
16	BB	8	Successfully
17	RNW	8	Successfully
18	AAP	9	Successfully
19	RD	9	Successfully
20	KA	8	Successfully
21	DA	7	Unsuccessfully
22	SK	7,5	Unsuccessfully
23	AMY	9	Successfully
24	FID	8	Successfully
25	MT	6	Unsuccessfully

Total score	213.5
Mean Score	8.54
Percentage score	88%

Source: SMP Negeri 13 Makassar

Table 4.2: Students' score in *Cycle II*

Related to the students' score in the second cycle, the writer found that 12 students got highest classification, 10 students got high classification, 2 students got enough classification, and 1 student got low classification. The mean score of the second cycle was 8.54 and the percentage of students who got score 7.8 was 88%. It means that percentage of students' speaking ability had achieved the target. Therefore, no more cycle because it had proven that students got highest classification related their speaking ability in fluency aspect.

B. Discussion

After implementing of Talking Chips technique in two cycles, each cycle consisted of two meetings, the writer found that there was an improvement of students' speaking ability related to some problems found in

pre-observation at class VIII.I of SMP Negeri 13 Makassar. The writer was helped by teacher to solve the problems in classroom. The procedure of Talking Chips technique was explained before conducting Talking Chips technique, the writer gave a topic to discuss and general explanation about the topic and also give questions related the topic to discuss until the end of procedure.

In every meeting on the process of action, the writer found some problems that related the students' difficulty such as the students had poor vocabulary and had problem in grammatical aspect, for an example: "social media playing not good". And also, most of students had low self-confidence. On the discussion stage, the writer also found some students that confused how to combine the opinion with their members of the group and most of them just used one chips. Moreover, there was did not spoke.

Actually, there were students' problems in the first cycle such as, the first, students had difficulty to arrange their ideas, speech fluently and the writer solved by guided students to arrange their ideas correctly. The second, students were difficult to understand about the topic. And to solve it, writer asked students to build up their knowledge about the topic and gave them general description about topic. The third, students had poor vocabulary to arrange their ideas. And to solve it, the writer gave them facility (dictionary) but just once time to look and also wrote down some vocabulary on the whiteboard and showed how to pronounce it. The fourth, students read the

concept to express their ideas. And to solve it, the writer gave students more times to memorize their ideas before speaking. The fifth, students still confused apply talking chips technique. And to solve it, the writer simulated process of talking chips technique in the front of the class before begun discussion. The sixth, students were shame to speak and also less-confidence, and to solve it, when began the discussion writer gave motivation to increase students' confidence. At the based, the main problem to improve students' speaking ability was proficiency of writer to build up students' motivation. Besides, students felt shame and doubt to propose their ideas.

The result of the cycle I was no student got highest classification, 6 students got high classification, 1 student got enough classification, 19 students got score low classification and who got percentage score 7.8 only 34.78%, where the indicator of successfulness was 75%.

After reflecting and improving to the next cycle. In the second cycle, the writer found that there was more improved than previous cycle. It was proved by the result students' score in cycle II, which 12 students got highest classification, 10 students got high classification, 2 students got enough classification and 1 student got low classification. Whereas, mean score was 8.54 and percentage students score 7.8 reached 88%. Here, students achieved the target of the study and improved about 53.22% than previous cycle. It showed that more than half of students had improved their speaking ability and the significant improve showed that 12 students got highest

classification in cycle II. While, in cycle I there was no students got highest classification.

This improvement of students' speaking ability could be said as the result of implementation Talking Chips technique in two cycles. The implementation of this technique can improve students' speaking ability because all of reason. First, Chips made students more concentration to spend their opportunity as well as possible in discussion because they had more times in speaking based on their number of chips. In discussion, by giving some chips was not dominated by a minority of talk active participant, all students got a chance to speak. Second, in the brainstorming stage, the students built up and arranged their ideas related the topic that had been given before. But in fact, they spoke out fluently because they had enough knowledge about the topic but cooperative learning made the students to more active in individually or a group. Actually, it was a gain especially to build up students' speaking ability. Third, discussion process could give opportunity for students to speak and elaborated their ideas with their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion about improving students' speaking ability through Talking Chips.

A. Conclusion

Based on the result that the writer found during action conducted in two cycles, the writer concluded that Talking Chips technique can improved students' speaking ability especially in fluency aspect. It was seen by the students' score evaluation after applying the Talking chips technique from the first cycle to the second cycle. Actually, students had problems in speaking ability, especially when they arranged their ideas or opinions because they had poor vocabulary and grammatical aspect, less self-confidence, not be active in teaching and learning process. So, the writer solved the problems through Talking Chips technique.

After conducting an action in the first cycle, the writer found that the students still difficult to speak well. It was caused that the students had poor vocabulary and also less self-confidence but after giving a treatment in the second cycle, they were more active and enthusiasm in teaching and learning process. They were influenced and be dare to speak. Therefore, in cycle II the achievement target was achieved.

Related to the students' score in two cycles, the writer found that there was improvementscore from the first cycle to the second cycle. In the first

cycle, the percentage of students' score 7.8 was 34.78% and at the second cycle reached 88%. It means that the improvement score was 53.22% compared to the first cycle.

From the result as stated above, it can be concluded that the implementation of Talking Chips technique in the teaching and learning process was believed to improve the students' speaking ability especially in fluency aspect.

B. Suggestion

After conducting and seeing the result of the research, the writer needs to give some suggestions for continuance and improvement of students' speaking ability on the fluency aspect, as follows:

1. For further researcher or writer may conduct in other aspect.
2. For English teacher, this study could be used for solving problems in teaching, especially for the class that has same problems with this study.
3. For school, this study was expected to be a source on how the classroom action researchers to develop and improve the productivity of educators especially in find out solutions to the problems of teaching learning process.

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APPENDIX 1

LESSON PLAN

(Cycle I)

School	: SMP Negeri13 Makassar
Subject	: English
Class/ Semester	: VIII-1/ I
Time Allocation	: 2 x 45 minutes (1 x meeting)
Genre	: Discussion
Skill	: Speaking

Standard Competence : To express the meaning of transactional and interpersonal conversation and continuously (sustained) in the daily life context.

Basic Competence : To express the meaning in transactional (to get thing done) and interpersonal (socialization) formal and continuously (sustained) accurately, fluently and accepted that use kinds of simple spoken language in the daily living context involving the act of speaking: giving opinions, asking opinions.

Indicators : The students able to express their opinion discussion.

A. Learning Objectives:

At the end of this class, the students are expected to be able to:

1. Express spoken Report
2. Express the conversation in expressing opinion

B. Lesson Material

1. Spoken Report : Internet
2. Expressing opinion

C. Teaching Method: Cooperative Learning (Talking Chip Technique)

D. Teaching Steps:

Pre-Activity : (15 minutes)

- 1) Researcher greets the students as one way to get students' attention.
- 2) Researcher checks the attendance list of students.
- 3) Researcher gives motivation to students.
- 4) Researcher does apperception to relate students' background knowledge with the new material that is going to be learned.

Main-Activity: (65 minutes)

- 1) Researcher explains to students about the lesson material.
- 2) Researcher gives brief explanation about the new topic to develop students' knowledge.
- 3) Researcher divides students into group consist of five.
- 4) Asks each group to choose one topic to make a report
- 5) Researcher divides chips to every students, each students get three chips.
- 6) The student's begins the discussion, placing his or chip in the center of the team table.
- 7) The students with a chip continues discussion, using his or her chips
- 8) When all chips are used and the time still provided,all teammates colect their chips and continue the discussion using their talking chip.

Post-Activity: (10 minutes)

- 1) Researcher gives conclusion about the topic.
- 2) Researcher reflects the lesson material.

E. Sources of Lesson:

- Bachtiar Bima M, & Marta Yuliani. (2010). *Buku Panduan Pendidik Bahasa Inggris untuk Kelas VIII*.

F. Assessment

- Technique of Assessment : Performance Test
 - Form of Instrument : Performance
 - Instrument :
- 1) Make a spoken report

G. Assessment Rubric

Name :

Student's no. :

No	Criteria of fluency	Score
1.	Little or no communication	6
2.	Very hesitant and brief utterance, sometimes difficult to understand	7
3.	Get idea across, but hesitantly and briefly	8
4.	Effective communication in short turn	9
5.	Easy and effective communication uses long turn	10

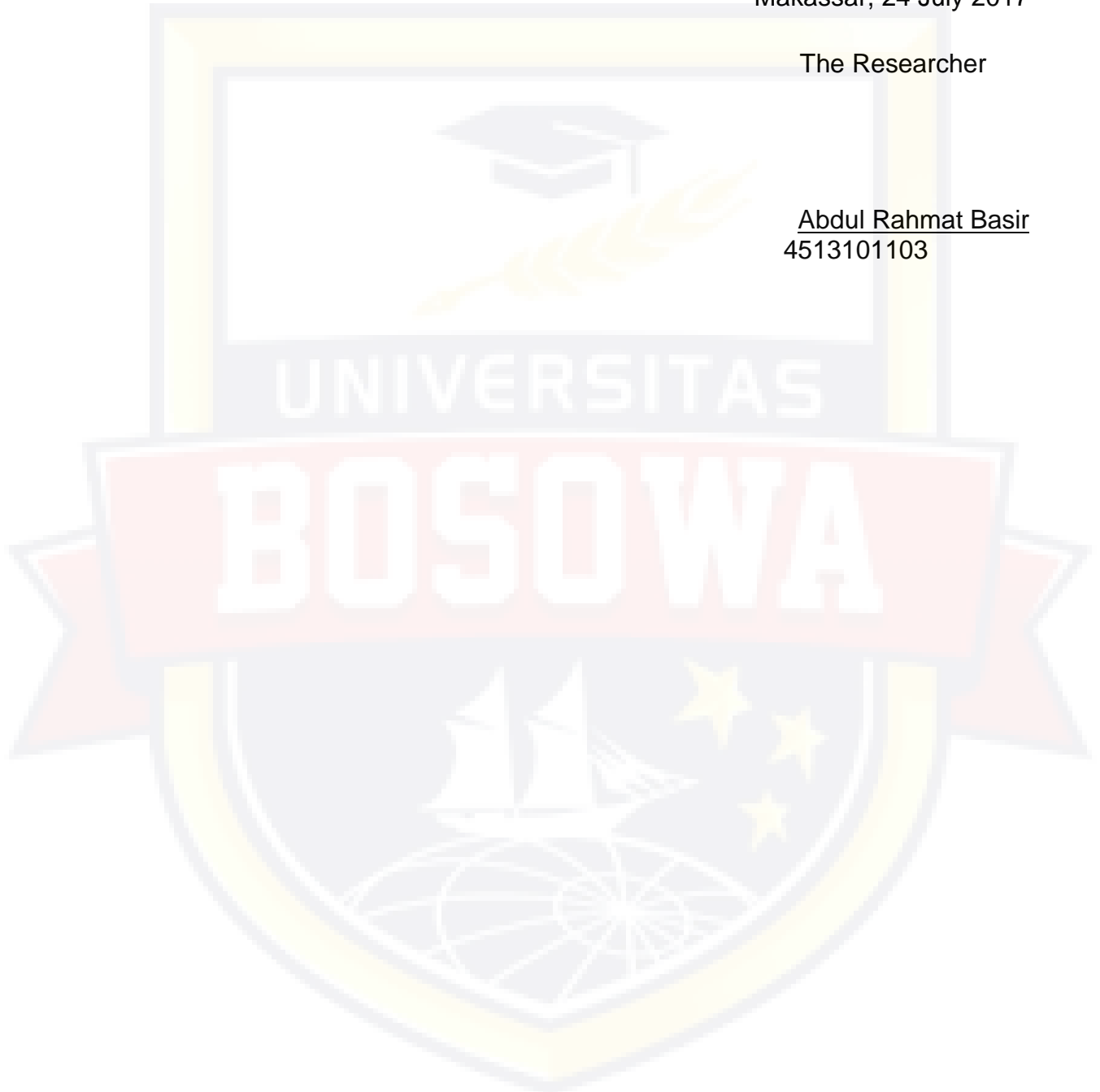
Notes:

10	is classified as very good
9	is classified as good
8	is classified as enough
7	is classified as poor
6	is classified as very poor

Makassar, 24 July 2017

The Researcher

Abdul Rahmat Basir
4513101103



APPENDIX 2

Instrument of Teaching Material

INTERNET

The Internet is the global system of interconnected computers network, internet can connected to each other. It was functioned as a tool for helping human's worked, every day nothing without it, but internet has positive and negative impact, internet has to be unexpected revolution and begins to instant way to find out anything.

BUSOWA

APPENDIX 9

Observation Sheet

Date and time : Monday 24 July 2017

Meeting : I

No.	Student's Activities	Done	Not be Done	Comments
1.	Students answer greeting from Researcher and motivated to learn.	√		
2.	The students attend the Researcher's explanation about procedure of Talking Chip technique.	√		.Several students that took seat in the back didn't listened carefully, they were still playing with her/his pair.
3.	Students are interested with the topic that is provided by the Researcher by giving some comments and response.	√		
4.	Students starts the discussion, placing his or her chip in the center of the team	√		The students didn't use all of their chips in discussion.

	table			
5.	The student uses Talking Chip technique in teaching learning process well.		√	The students were enthusiasm to learning through Talking Chip technique but there were three groups were still confused using it.

Date and time : Wednesday 26 July 2017

Meeting : II

No.	Students' Activities	Done	Not be Done	Comments
1.	Students answer greeting from Researcher and motivated to learn.	√		
2.	The students attends the Researcher's explanation about procedure of Talking Chip technique	√		
3.	Students are interested with the topic that is provided by the Researcher by giving some comments and	√		

	response.			
4.	Students starts the discussion, placing his or her chip in the center of the team table	√		The students didn't used all of their chips in discussion, they just used one chips because lack vocabulary
5.	The student uses Talking Chip technique in teaching learning process well.	√		The students were enthusiasm to learning through Talking Chip technique.
6.	The students colect their chips and continue the discussion using their talking chips. When the time still provided.	√		The time was provided, but they didn't continue the discussion using their chips because they seem difficult what they want to say.

Date and Time : Monday 31 July 2017

Meeting : 3

No.	Students' Activities	Done	Not be Done	Comments
1.	Students answer greeting from Researcher and	√		

	motivated to learn.			
2.	The students attends the Researcher's explanation about procedure of Talking Chip technique	√		
3.	Students are interested with the topic that is provided by the Researcher by giving some comments and response.	√		
4.	Students starts the discussion, placing his or her chip in the center of the team table	√		Most of students used their chips in discussion process
5.	The student uses Talking Chip technique in teaching learning process well.	√		The students were enthusiasm to learning through Talking Chip technique.
6.	The students colect their chips and continue the discussion using their talking chips. When the time still	√		

	provided.			
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Date and Time : Wednesday 2 August 2017

Meeting : 4

No.	Students' Activities	Done	Not be Done	Comments
1.	Students answer greeting from Researcher and motivated to learn.	√		
2.	The students attends the Researcher's explanation about procedure of Talking Chip technique	√		
3.	Students are interested with the topic that is provided by the Researcher by giving some comments and response.	√		Students enthusiasm so with topic.
4.	Students starts the discussion, placing his or her chip in the center of the team			

	table	√		
5.	The student uses Talking Chip technique in teaching learning process well.	√		The student enthusiasm and looked seriously to communicate.
6.	The students collect their chips and continue the discussion using their talking chips. When the time still provided.	√		Majority of students spoke and giving them opinions.



APPENDIX 10

Field Notes

Cycle I on Monday, July 24th 2017 **and** Wednesday July 26th 2017

- 1. The Researcher generated students' interested of start their learning process.**
- 2. The Researcher informed the objective of the study.**
- 3. The Researcher informed the method that the students they were going to use in main activity.**
- 4. The Researcher explained the procedure of Talking Chip technique**
- 5. The Researcher divided the students into several groups.**
- 6. The Researcher gave a topic and explained it in general definition**
- 7. The students built their idea relate the topic.**
- 8. The teacher monitored and guide student's activity.**
- 9. The students discuss with their friends in the group but several student just looked and no communication.**
- 10. The condition of the class was noisy.**
- 11. Some students still difficult about how to apply Talking Chip technique in right process.**

Cycle II on Monday 31th July 2017 and on Wednesday 02th August 2017

1. **The Researcher motivated the students in teaching and learning process.**
2. **The Researcher gave apperception and asked students background knowledge related the topic.**
3. **The Researcher invited one group to simulate the procedure of Talking Chip technique in correct procedure.**
4. **The Researcher gave topic and questions related the topic to open the discussion in every group.**
5. **The Students tried to discuss by using Talking Chip technique.**
6. **The Teacher controlled and monitored the students' activity.**
7. **The Students were noisy, because they do discuss with their friends**
8. **Condition of the class more conducive and the students more active.**

APPENDIX 11

Extract of transcript students' speaking activity in Cycle1

Group 1

KNM : Mai opinion ar dizagri bikouz widout media sosial mos of de komuniti wil bi hard to nou de neus bin viral

RMH : In mai openion em dizagri bikouz eee media sosial ken ken gif as ane a positif impek bat media sosial ken give as negative impek det di pein our self.

Group 2

AK : Saya tidak setuju

Group 3

RR : Ai am dizagri bikouz sosial media wi ken sercing aekkenoleij en sosial media tu wi ken cekking de frens or fameli.

AZ : Am dizagri couz emm wi ken sercing bat wi don nou en wi ken kontak or fameli or fens isli jas

NA : Ai egri bikouz meni Indonesians pipel yusing sosial media e for negative tings den yusing sosial media wit positif tings espesialli emun tinejers nou.

Group 4

BB : Ai ting ai dizagri if goverman wan tu disbend sosial media hou we ken hou we ken komunikesion wit our femeli en ol frends det lif so far ewey for mas

AAP : In dis situesion ai don nou if ai agri or dizagri ai em dizagri bikouz ee mm sam pipel nid a sam students nid tu help from sosial media en den aem egri ee bikouz samtaims sosial media sent an ander eij konten det mek aa tinejers of tis dey a hourtid wel maybe opinion rili ai so aa well ail if be bat to gif teir opinion bai deirself.

Group 5

AMY : Ee ai dizagri wit de gavermen hu is jenerali muv de sosial media ai do ai dizagri bikouz if de gavermen disbended disben de sosial media ai kennt konek wit de pipel hu far away den mi.

Extract of transcript students' speaking activity in Cycle 2

Group 1

MIA : Hai gais, ai wan to as yu al

NN : Of kors

RMH : Wat iz yur hobi?

GT : Mai hobi iz riding a buk

KNM : Riding? ooh riding iz veri boring

MIA : So if yu don laik riding, wat iz yur hobi?

KNM : Mai hobi is swimming bikouz swimming ken mek mi toll

NN : Mai hobi iz badminton

RMH : Wo, awer hobi iz sem hahaha

Group 2

NQ : Mai hobi iz riding a buk

AK : Ai also laik tu rid a buk

KN : Wai du yu laik ded?

AK : Ummmm bikoz it ken edd nowleijk

KN : Ai laik wacing animeited movi

HS : Ai don laik riding a buk bat ai laik to drawing

TI : If ai mai self laik to lisen to music

Group 3

RR : Mai hobi iz swimming wat is yur hobi gais?

FF : Mai hobi iz riding

AZ : Wai du yu, wai du yu laik riding?

FF : Ai laik riding bikouz if riding ai get meni informesion

NA : Yes mi to ai laik riding tu bikouz ai ken get meni informesion, Zafira, wat iz yur hobi ?

AZ : Mai hobi iz listening music bikouz, bikouz if ai lissening music ai fiil so hepi

RR : Ten kyu for ans, for anser mai ask, gais

Group 4

AN : Mai hobi iz lizening tu musik , wat ebout yu gais ?

BB : Am gonna tel mi hobi fers, mai hobi iz pleying basketball

RNW : Wai ken pleying basketbal iz yur hobi ?

BB : Bikouz its fan

AAP : Wel mai hobi iz fanjerlin mai aidol

RD : Wao we hev de sem hobi

AN : Hou ebaut yu hana, wat iz yur hobi?

RNW : Mai hobi iz swimming

RD : So wi oll hev yuniq hobis

AAP : Yeeaaa

Group 5

KA : Mai hobi iz pleying futbol

DA : Wai ?

KA : Ei laik pleying futbol bikouz it is fan

FID : Ai laik pleying basketball

AMY : Ai laik pleying basketball tuu

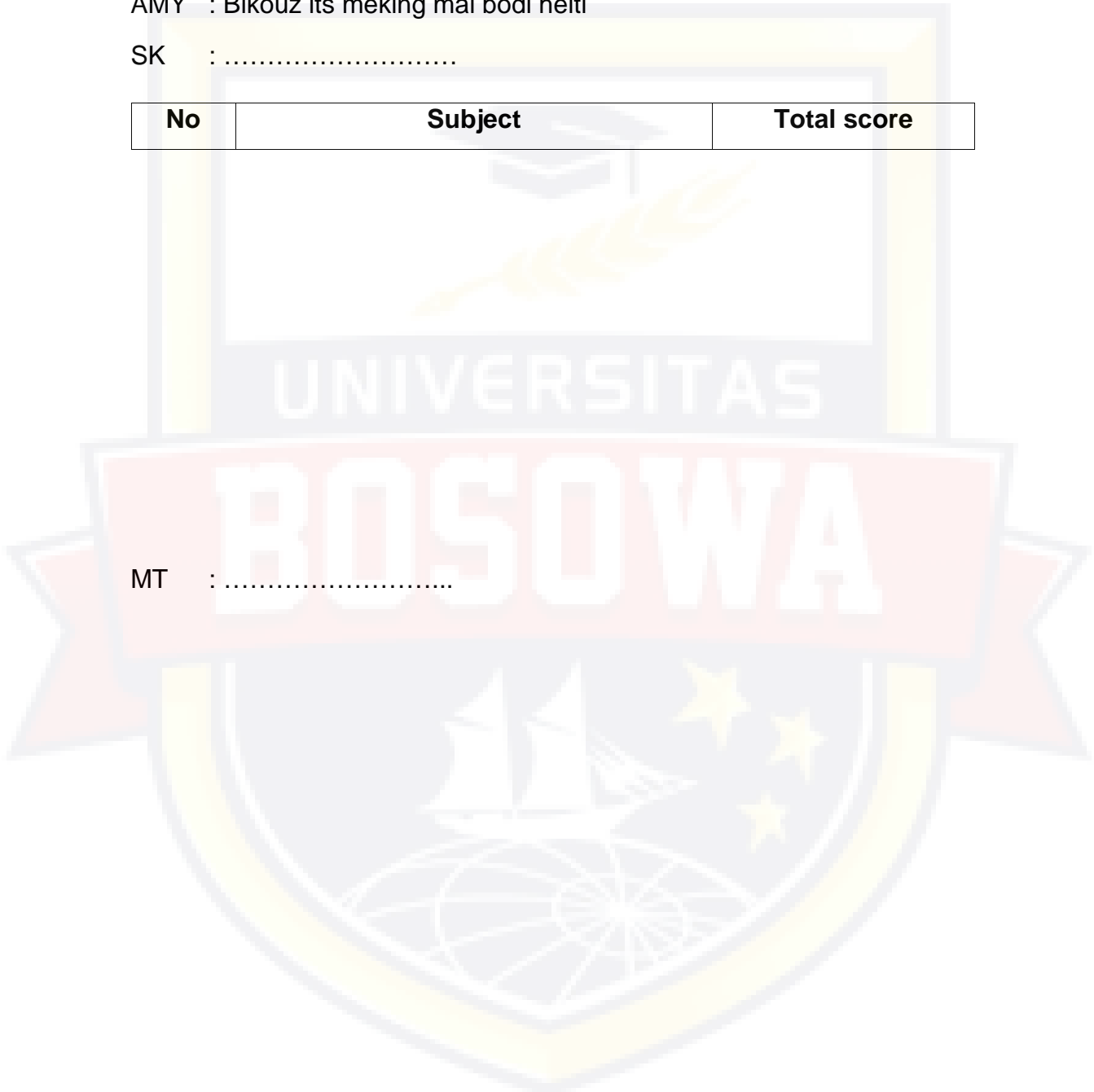
FID : Yassar, wai du yu laik pleying basketball

AMY : Bikouz its meking mai bodi helti

SK :

No	Subject	Total score
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MT :



1	Marini Islami Andriawan	5
2	Nadratun Naimah	4
3	Ghaisa Tiara	4,5
4	Kayla Novisa Maharani	7
5	Rina Mulya Herani	5
6	Nurfitriah Qalbi	4
7	Afifah Khairunisa	6,5
8	Rifqah Nurfaidah	5
9	Harnaya Safitri	4
10	Trisuci Indahsari	5
11	Rafida Ratu Pratiwi	6
12	Febi Febriani	6
13	Andi Zafirah	6,5
14	Nurul Alliyin Asfar	5
15	Aulia Nurafifah	6
16	Balqis F. Bintang	4
17	Raihana Nurul Wahidah	4
18	Ananda Amelia Putri	4,5
19	Resky Dwi Santika	6
20	Khaedir Amru	6
21	Danendra Aptaquinna	3
22	Sayed Khairuman Ahmad	4
23	Andi Muhammad Yassar	7
24	Fakhrul Ikshan Dwi Putra	6
25	Muhammad Taufik Aditya	2
Total score		126
Mean score		5.04

Pre-Observation Score

APPENDIX 13

- **Students' Score in *Cycle I***

No	Subject	Total Score	Category
1	Marini Islami Andriawan	6	Unsuccessfully
2	Nadraturun Naimah	6	Unsuccessfully
3	Ghaisa Tiara	6	Unsuccessfully
4	Kayla Novisa Maharani	8	Successfully
5	Rina Mulya Herani	8	Successfully
6	Nurfitriah Qalbi	6	Unsuccessfully
7	Afifah Khairunisa	7	Unsuccessfully
8	Rifqah Nurfaidah	6	Unsuccessfully
9	Harnaya Safitri	6	Unsuccessfully
10	Trisuci Indahsari	6	Unsuccessfully
11	Rafida Ratu Pratiwi	8	Successfully
12	Febi Febriani	6	Unsuccessfully
13	Andi Zafirah	8	Successfully
14	Nurul Alliyin Asfar	8	Successfully
15	Aulia Nurafifah	6	Unsuccessfully
16	Balqis F. Bintang	8	Successfully
17	Raihana Nurul Wahidah	6	Unsuccessfully

18	Ananda Amelia Putri	8	Successfully
19	Resky Dwi Santika	6	Unsuccessfully
20	Khaedir Amru	6	Unsuccessfully
21	Danendra Aptaquinna	6	Unsuccessfully
22	Sayed Khairuman Ahmad	6	Unsuccessfully
23	Andi Muhammad Yassar	8	Successfully
24	Fakhrul Ikshan Dwi Putra	6	Unsuccessfully
25	Muhammad Taufik Aditya	6	Unsuccessfully
Total Score		165	
Mean Score		6.6	
Percentage of Success 75%		34.78%	

● **Students' Score in Cycle II**

No	Subject	Total Score	Category
1	Marini Islami Andriawan	8	Successfully
2	Nadratun Naimah	8.5	Successfully
3	Ghaitsa Tiara	8.5	Successfully
4	Kayla Novisa Maharani	10	Successfully
5	Rina Mulya Herani	8	Successfully
6	Nurfitriah Qalbi	9	Successfully
7	Afifah Khairunisa	10	Successfully

8	Rifqah Nurfaidah	9	Successfully
9	Harnaya Safitri	8	Successfully
10	Trisuci Indahsari	8	Successfully
11	Rafida Ratu Pratiwi	9	Successfully
12	Febi Febriani	9	Successfully
13	Andi Zafirah	10	Successfully
14	Nurul Alliyin Asfar	9	Successfully
15	Aulia Nurafifah	10	Successfully
16	Balqis F. Bintang	8	Successfully
17	Raihana Nurul Wahidah	8	Successfully
18	Ananda Amelia Putri	9	Successfully
19	Resky Dwi Santika	9	Successfully
20	Khaedir Amru	8	Successfully
21	Danendra Aptaquinna	7	Unsuccessfully
22	Sayed Khairuman Ahmad	7	Unsuccessfully
23	Andi Muhammad Yassar	9	Successfully
24	Fakhrul Ikshan Dwi Putra	8	Successfully
25	Muhammad Taufik Aditya	6	Unsuccessfully
Total Score		213	
Mean Score		8.52	
Percentage of Success 75%		88%	

APPENDIX 14

Total Score of Students

No	Subject	Score	
		<i>Cycle I</i>	<i>Cycle II</i>
1	Marini Islami Andriawan	6	8
2	Nadratun Naimah	6	8.5
3	Ghaisa Tiara	6	8.5
4	Kayla Novisa Maharani	8	10
5	Rina Mulya Herani	8	8
6	Nurfitrah Qalbi	6	9
7	Afifah Khairunisa	7	10
8	Rifqah Nurfaidah	6	9
9	Harnaya Safitri	6	8
10	Trisuci Indahsari	6	8
11	Rafida Ratu Pratiwi	8	9
12	Febi Febriani	6	9
13	Andi Zafirah	8	10
14	Nurul Alliyin Asfar	8	9
15	Aulia Nurafifah	6	10
16	Balqis F. Bintang	8	8
17	Raihana Nurul Wahidah	6	8

18	Ananda Amelia Putri	8	9
19	Resky Dwi Santika	6	9
20	Khaedir Amru	6	8
21	Danendra Aptaquinna	6	7
22	Sayed Khairuman Ahmad	6	7
23	Andi Muhammad Yassar	8	9
24	Fakhrul Ikshan Dwi Putra	6	8
25	Muhammad Taufik Aditya	6	6
Total Score		165	213
Mean Score		6.6	8.52
Percentage of Success 75%		34.78%	88%

APPENDIX 15

ATTENDANCE LIST OF CLASS VIII.1 ACADEMIC YEAR 2017/2018

No.	Name of Students	Gender	Initial	Cycle I		Cycle II	
				1	2	3	4
				1	Andi Muhammad Yassar	Male	AMY
2	Danendra Aptaquinna T.	Male	DA	✓	✓	✓	✓
3	Khaedir Amru	Male	KA	✓	✓	✓	✓
4	Muhammad Taufik Aditya	Male	MT	✓	✓	✓	✓
5	Sayed Khairuman Ahmad	Male	SK	✓	✓	✓	✓
6	Auliah Nur Afifah	Female	AN	✓	✓	✓	✓
7	Afifah Khairunnisa	Female	AK	✓	✓	✓	✓
8	Ananda Amelia Putri	Female	AAP	✓	✓	✓	✓
9	Andi Zafirah Mezaluna	Female	AZ	✓	✓	✓	✓
10	Balqis F. Bintang	Female	BB	✓	✓	✓	✓
11	Febi Febriani	Female	FF	✓	✓	✓	✓
12	Harnaya Safitri Nur	Female	HS	✓	✓	✓	✓
13	Kayla Novisa Maharani	Female	KNM	✓	✓	✓	✓
14	Marini Islami Andriawan	Female	MIA	✓	✓	✓	✓
15	Nadratun Naimah	Female	NN	✓	✓	✓	✓
16	Nurfitrah Qalbi	Female	NQ	✓	✓	✓	✓
17	Nurul Alliyin Asfar	Female	NA	✓	✓	✓	✓
18	Rafida Ratu Pratiwi	Female	RR	✓	✓	✓	✓

19	Raihana Nurul Wahida S.	Female	RNW	✓	✓	✓	✓
20	Resky Dwisantika	Female	RD	✓	✓	✓	✓
21	Rifqah Nurfaidah	Female	RN	✓	✓	✓	✓
22	Rina Mulya Herani	Female	RMH	✓	✓	✓	✓
23	Trisuci Indahsari	Female	TI	✓	✓	✓	✓
24	Ghaitsa Tiara R	Female	GT	✓	✓	✓	✓
25	Fakhrul Ikshan Dwi P.	Male	FID	✓	✓	✓	✓





Picture 1: The researcher was giving explanation about Talking Chips Technique in cycle I.



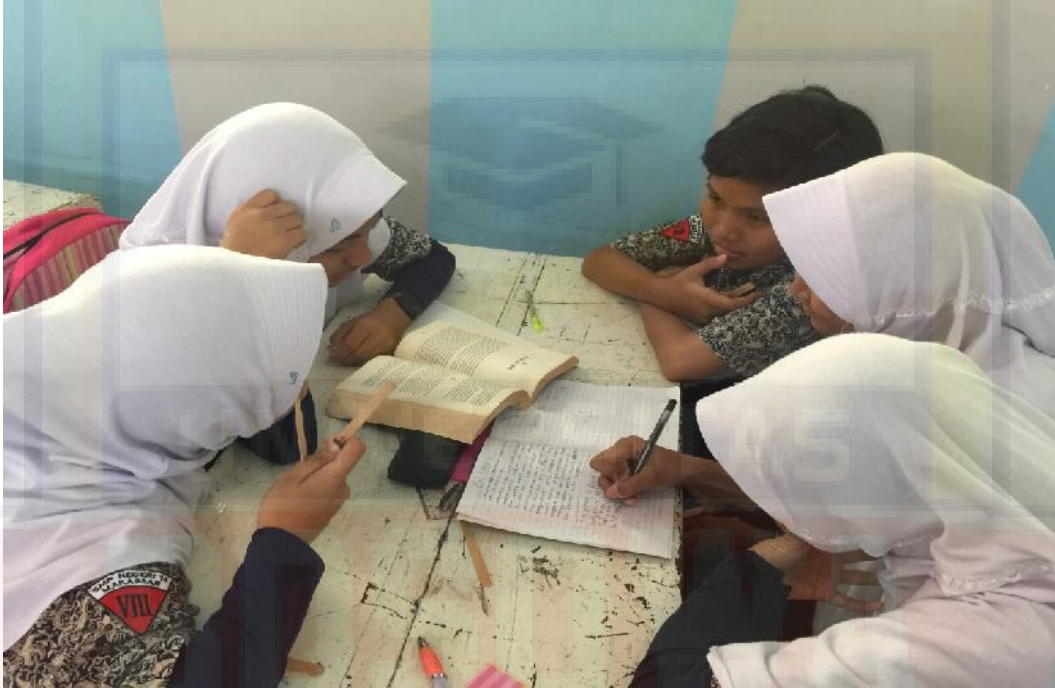
Picture 2: The researcher was helping the students to make a group in cycle I.



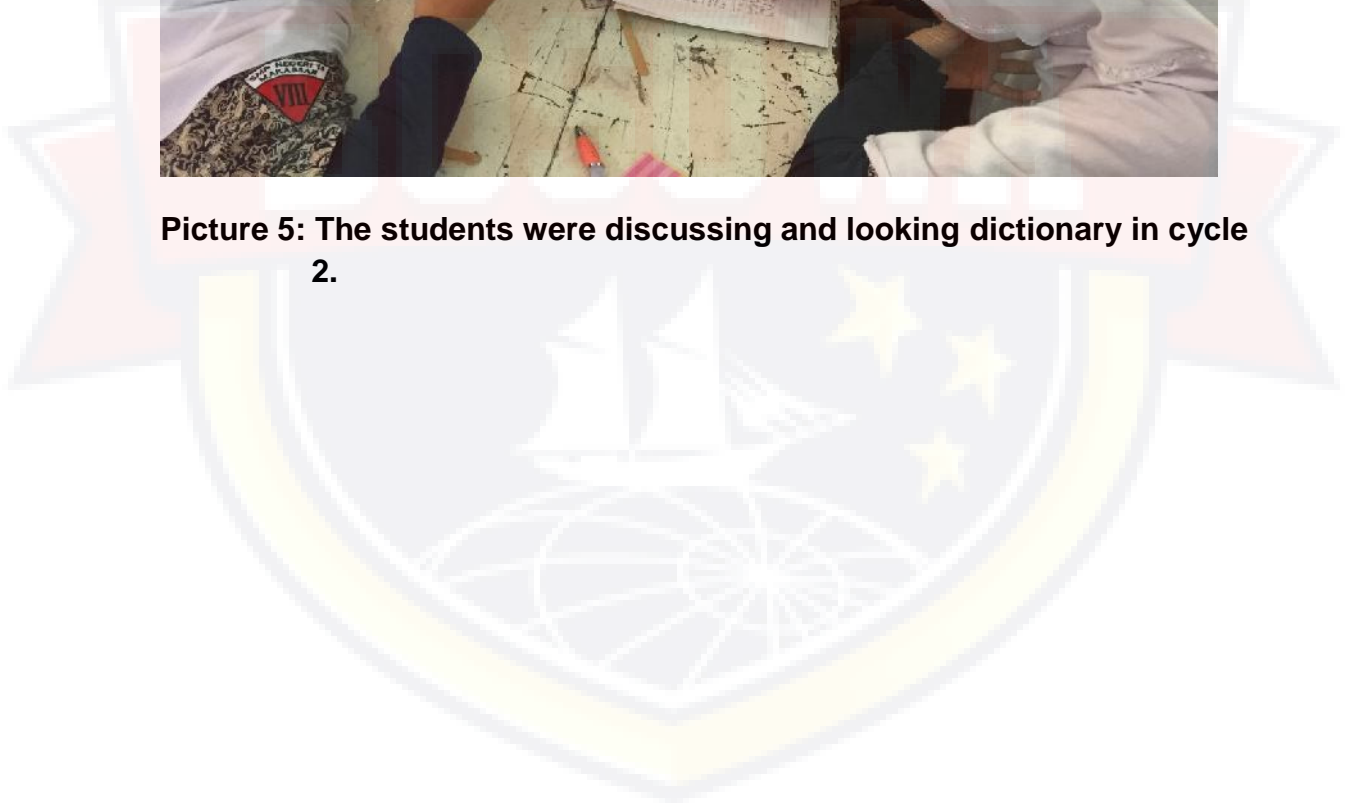
Picture 3: The students were implementing the Talking Chips technique in cycle I.



Picture 4: The researcher was helping students' vocabulary with writing down in whiteboard in cycle 2.



Picture 5: The students were discussing and looking dictionary in cycle 2.





Picture 6: A student was giving opinion about topic “Hobby” in cycle 2.

