

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
TALKING CHIPS TECHNIQUE AT GRADE XI IPA 1 OF SMA
NEGERI 1 BATANG ANAI**

THESIS



BY

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ABSTRAK

ZAWIR, 2015. Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Melalui Teknik Talking Chips di Kelas XI . A.1 SMAN 1 BATANG ANAI. Thesis. Program Pascasarjana. Universitas Negeri Padang.

Rendahnya kemampuan berbicara bahasa inggris kelas XI.A.1 SMAN 1 Batang Anai yang ditandai dengan keengganannya mereka ketika diajak berbicara bahasa inggris. Mereka banyak menggunakan bahasa Indonesia, kesalahan pada tatabahasa, pilihan kata, yang kurang tepat, pengucapan yang salah, tidak lancar. Penelitian ini bertujuan untuk menjelaskan sejauh mana penggunaan teknik Talking Chips bisa meningkatkan kemampuan berbicara siswa kelas XI.A1 SMAN 1 Batang Anai dan factor apa saja yang mempengaruhi peningkatan kemampuan berbicara tersebut. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam tiga siklus dengan lima belas kali pertemuan. Masing-masing siklus menerapkan empat tahap yaitu perencanaan, pelaksanaan, pengamatan dan refleksi. Partisipan adalah siswa kelas XI.A1 yang terdiri dari tiga puluh satu siswa. Pengumpulan data dilakukan dengan lembar observasi, catatan lapangan, wawancara dan test. Hasil temuan menunjukkan bahwa kemampuan berbicara bahasa inggris siswa kelas XI.A1 SMAN1 Batang Anai meningkat dengan menggunakan teknik talking chip. Peningkatannya dapat dilihat dari hasil rata-rata nilai test siswa pada siklus pertama 2.10 meningkat pada siklus kedua menjadi 2.58 dan pada siklus ke tiga menjadi 3.04. dan jumlah siswa yang tuntas dari batas KKM 75 menjadi 64% yang mencapai batas minimum (60%) yang ditargetkan. Penelitian ini juga menemukan beberapa factor pendukung meningkatnya kemampuan berbicara bahasa Inggris siswa dengan teknik talking chips yakni motivasi siswa, pendekatan guru terhadap siswa, materi pelajaran dan pengelolaan kelas. Temuan ini membuktikan bahwa teknik talking chips berhasil meningkatkan kemampuan berbicara bahasa Inggris siswa di kelas XI.A1. Disarankan kepada guru bahasa Inggris khususnya menggunakan teknik talking chips dalam meningkatkan kemampuan berbahasa Inggris siswa


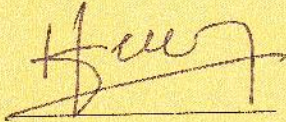
ABSTRACT

ZAWIR, 2015. Improving Speaking Students' Speaking Skill Through Talking Chips Technique at Grade XIA1 Batang Anai. Thesis. Graduate Program. State University of Padang

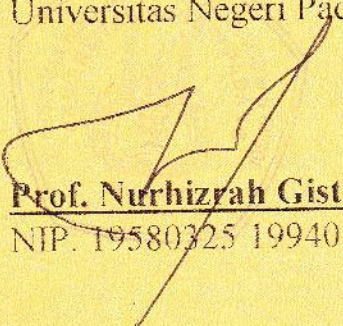
Low speaking skill of students class XIA.1 SMA N 1 Batang Anai which was detected from their reluctance to speak. Whenever they were invited to speak English, they used more Indonesian, grammatical-errors, inappropriate words-choices, false pronunciation, less fluency etc. The purpose of this research was to explain what extend can Talking Chips technique improve students English speaking skill and the factors influenced the improvement of the students' speaking skill. This research was the Classroom Action Research (CAR) which was conducted in three cycles of fifteen meetings. Each cycle applied four stages: planning, acting, observing and reflecting. Participants were the students at grade XIA1 that consisted of 31 students. The data collection was done through observation sheets, field notes, interview and speaking test in order to see the progress of students' speaking skill. The finding of this research showed that the students' English speaking skill at grade XIA1 SMAN 1 Batang Anai improved by applying talking chips technique. The improvement could be seen from the result of the students' averaged mean scores of speaking test at the first cycle 2.10. It increased on the second cycle 2.58 and the third cycle 3.04. Furthermore, amount of students who succeeded to reach 75 (Minimum Achievement Criteria) also improved into 64% which gained the researcher minimum target. This research also found some factors which influenced the improvement of students' speaking skill, such as students' motivation, teacher's approach to the students, material given to the students, and classroom management. The finding of this research proved that talking chips technique succeeded to improve the students' speaking skill at grade XIA1 SMAN 1 Batang Anai. It is suggested that English teacher specifically applies talking chips technique to improve students' speaking skill.

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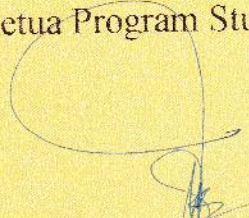
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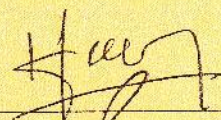
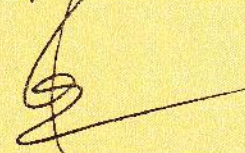
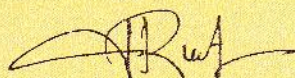
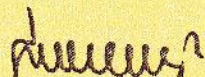
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Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the problem

Generally many language learners still regard Speaking as a measurement of a great success of acquiring a foreign language Richard (2008: 19). The mastery of speaking skill is a priority for many foreign language learners. They certainly have a great pride of having speaking skill. It is such an important skill among other three skills. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the target language. Since someone is able to speak English can be detected by looking at his or her performance in communicative interaction, how well a language learner communicate to express a wish or desire to do something; negotiating or solving a particular problem; or maintaining social relationships and friends, etc. Therefore, it can be stated that speaking as a skill plays a significant role for the learners who study English as a second and foreign language.

The phenomena show that most of the senior or junior high school students have difficulties in speaking. It is based on the researcher experience as a teacher who finds most of the students have low skill in speaking English. They do not show the improvement in speaking though they have learned English for many years. They behave as if English is not necessary for them. They don't care about English, mainly speaking. They just learn English for fulfilling a compulsory subject they must take, even most of the students are not motivated to speak English well.

Students' difficulties in speaking can be seen whenever the students are invited to involve in speaking activities. They get reluctant to speak English which is possibly caused by students' cultural background. They don't get used in expressing ideas, thoughts

voluntarily. Their friends will laugh and despise them. They get stuck because they have no self-confidence in speaking. They can be forced to speak without reluctance when the teacher takes the students' speaking test, but it tends to be memorization. Seemingly they are brave to speak due to the score be gained as a basic requirement.

In speaking activities the students also shows frequent pauses as if practice is something strange for them. They can't arrange the utterances used in speaking properly so they should think hard. They sometimes get stressed, confused, and panic because they should do something they are not able to do. It is said that they can not speak fluently.

The students don't know what they want to say. They make many mistakes in speaking English such as grammar and choice of words. They don't think of grammatical features and choices of words in speaking. They are occasionally exposed the grammar of target language since genre-based is reading oriented even grammatical test is not conducted in specific time. The students just think how their reading comprehension increases so they get good score in test.

The students don't care about sound, Intonations, stresses in speaking The most important thing is that they try to speak. The influences of intonation, stress are very meaningful in speaking. They are not familiar with them, actually they can change the meaning of certain utterance. Furthermore They tend to speak English by using Indonesian style, consequently it sounds strange and unique.

Enthusiasm of students in speaking up is rather low, since they are seldom trained for that. The teacher always uses questions and answers in teaching learning process, consequently a few students are involved in learning, especially the brilliant ones. The majority of students just attend English class. They never think of improving their English,

furthermore the teacher do no expose the students something different, like appropriate media, technology etc. for the sake of students' development in acquiring the target language, especially speaking.

. In accordance with the researchers' teaching experience of English at the students of grade XI.A 1, especially the prior semester in SMA N 1 Batang Anai, diagnostic result toward students' first semester test showed that many students had low skill in speaking during teaching and learning process. It was proved by the fact that only 10 % of the students got 85, 10 % got 80, 20 % got 75 and 60 % got under 75. The scores gained by the students are certainly under Minimum Achievement Criteria (MAC) that is 7.5 which is developed by the researcher by justifying many influencing factors included in it. To measure the students' speaking skill, the researcher ask them both creating a conversation with optional topic in pair or delivering the speech by preparing in advance. Most of the students tend to read the conversation script instead of speaking orally and naturally. It is stated that the students reading comprehension is better than speaking. It is a great challenge for the researcher as an English teacher to investigate the students' problem and apply appropriate solution.

By justifying the facts faced by the students in speaking above, it is clear enough that students have inhibition, low motivation, mother tongue use and nothing to say or being reluctant. Those problems generally occur when students speak English and possibly caused by ineffective English instruction, It can be in the form of inappropriate technique, strategy, media, classroom management, evaluation system, teacher's personality, time provided. Students speaking problem can be solved by giving a lot of chance for practicing English.

It can't be denied that students' problems in speaking are influenced by some students' internal factors, likes intelligence, background, motivation, creativity, strategy, sense of

belonging, personality, and external factor: strategy, preparation, development, management, and evaluation of teaching. By applying appropriate instructional technique those students' internal factors can be reduced periodically.

As stated above that the role of a teacher plays an important role in designing teaching and learning process. He should find many different efforts to improve the quality of teaching and learning process in serving the students to gain their ambition. Therefore the teacher should be more creative in preparing, planning and applying a set of lesson which is appropriate to the students' desires, so students' motivation can increase, and they are challenged to learn more

In students side, they should have great opportunity to develop their creativity since each of them has potential competence to improve to the great condition. Many factors which influence students' low speaking skill, likes reluctance to speak, low motivation, many pauses in speaking and many others can be decreased by creating delighted classroom atmosphere in which the students enjoy in every learning teaching process.

In speaking students should master the elements of such as vocabulary, pronunciation, grammar, and fluency. As a foreign language in Indonesia, many students have amount vocabulary and mastering the grammatical fetatures, but they still have difficulty in speaking. This problem also appears to the students of SMA N 1 Batang Anai. Students' difficulty occurs when they speak English.. Furthermore they have limited opportunity in mastering speaking components besides lack of time of practicing. They only have a little chance to practice out of class.

By taking into account the phenomena faced by the students, the researcher tries to apply talking chips technique in helping students increase speaking skill. The researcher

decides to gain a significant improvement of students' score from 40 % to 60%, it is about 20% improvement by applying talking chip technique in teaching speaking since this technique provides the students active activities in learning which can eliminate students' reluctance in speaking . They will get used in speaking. The amount of practice is emphasized. They try hard to speak up consequently, their friends will respect him or her without being insulted

Group discussion is a salient sign in talking chips technique, so they should cooperate in group work. The higher will help the lower in stating the idea. The form of this cooperation will anticipate students' low confidence and they are brave to speak. Furthermore their friends support them, and everybody has equal opportunity to speak English. Speaking atmosphere seems alive in the classroom, everyone tries to show their ability in speaking and they prepare themselves to act.

Appropriate technique applied by the teacher especially Talking Chip, the students are encouraged to speak. Their activity in teaching learning process is not questioning and answering anymore, but classroom atmospheres are developed to be fun and students' centered oriented. Every student really enjoys learning, they will feel safe, all students participate in learning. It is expected that students of XI.A.1 particularly will become an active class to talk and their speaking will be accurate and fluent

B. Identification of the Problem

Based on the researcher's preliminary class survey, it was found that there were some obstacles of the students' reluctance to speak English at present. The researcher see it from two major sides mainly teacher's side, as a basis of students' success in learning, and students' side. From teacher side, it may be caused by lack of basic knowledge about English, the

shallowness of knowledge about material to teach, unchallenging technique suited to the material, and classroom atmosphere which is not justified. From students' side, the researcher identified the reluctance of students to speak since they have poor vocabulary caused by low motivation to develop their English, no appropriate peers to practice, and they have difficulties to organize the ideas, grammatical problem and even they do not get used of critical thinking, cultural background as additional problem. The problems above can be classified into two main elements of problems, low accuracy and fluency. Those problems possibly occurs caused by ineffective teacher's technique.

C. Focus of the Problem

Justifying the problems during teaching and learning process, the researcher focuses the problem on both teacher and students' sides. Dealing with the students are not able to speak English well and teaching technique used by the teacher in teaching speaking which tend to apply question and answer, consequently the students are not interested in learning speaking. The teacher possibly can not stimulate the students using many different efforts to use English. It is expected that students' problem can be solved immediately by applying Talking Chips Technique to improve students' speaking skill at XI.A1 SMAN 1 Batang Anai.

D. Formulation of the Problem

Applying several prior techniques did not touch the students' need for improving speaking skill. Thus the researcher would hold a research to solve the students' problem by applying Talking Chips technique. The Problems identified above can be formulated in the following questions:

1. To what extent can Talking Chips technique improve students' English speaking skill at grade XI.A1 SMAN 1 Batang Anai?
2. What influencing factors are there on improvement of students' English speaking skill through Talking Chips Technique at grade XI.A 1 SMAN 1 Batang Anai?

E. Purpose of the Research

The research conducted to find out a better solution of improving students' speaking by looking at both technique used by researcher and students' side deeply. Two major purpose of the research are:

1. To identify whether Talking Chips technique can improve the students' English speaking skill at grade XII.A 2 of SMA N 1 Batang Anai.
2. To find out influencing factors which can change the students' English speaking skill by using Talking Chips technique at the grade XI.A.1 of SMA N 1 Batang Anai.

F. Significance of the Research

Theoretically, the result of this research is aimed to give contribution to the developmental theories of teaching speaking of English. Furthermore this research can be an endorsement of the effectiveness of current teaching and learning process proposed by talking chips technique. Practically, the result of this research is beneficial for English teacher to justify talking chips technique as one of the technique applied in teaching, resulting the objectives of teaching speaking can be gained effectively.

G. Definition of the Key Terms

- a. Speaking Skill is the students' performance in communication, the fluency to express opinion, idea, feeling and other component of language aspects in communication.

b..Cooperative Learning

Cooperative learning is learning activities in which the students are active and the teacher just guides the students to reach instructional objectives . The students get along with others, when they have a significant problem, the teacher helps them to solve the problem.

c. Talking Chips

Talking chips technique is a model of cooperative learning in form of small group discussion which provide the students equal opportunity to speak by distributing two or three chips to each student, one chip represents one talk for each student and the teacher can monitor individual easily.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

According to the observation and analysis of the data by using talking chips technique during three cycles of this classroom action research, it can be concluded :

1. The use of talking chips technique really had contribution to improve the students' speaking skill .It was supported by some evidence .in this research, likes observation sheets, field note, interview and the result of the speaking test in each cycle which showed a better improvement from cycle to cycle. At the beginning of the research, the students had so many difficulties in speaking related to incapability of speaking components mastery, the condition was then improved after applying talking chips technique repeatedly.
2. The success of applying talking chips technique in improving the students' speaking skill was influenced by many factors. They are :
 - a) The students were motivated in speaking using this technique. This technique gave equal opportunity to all students to practice. Everybody had to speak, so the numbers of practice was highly emphasized, consequently each component of students' speaking surely improved. In training their English, they also had to consider the ideas or arguments they expressed, so their critical thinking improved simultaneously.
 - b) The teacher's approach. The researcher used to monitor the students while working in group. They really needed the teacher guidance while they had troubles in interpreting the pictures into arguments or ideas. Furthermore the researcher showed a friendly behavior

to the students so they didn't feel reluctant to speak. The teacher's approach also determined the success of teaching and learning process..

- c) The material given to the students. The researcher tried to select the material based on curriculum and students' achievement and background knowledge as well. Besides choosing the actual motion related to the students' interest, the researcher also provided some different kinds of pictures which attracted the students. One characteristic of talking chips technique is a talk. The students are encouraged highly to talk due to the appropriate motion.
- d) Classroom management. By applying talking chips technique, the researcher could manage the students well. One of salient characteristics of this technique was group work discussion. The students sat in group work discussion with proportional division .They were eager to talk without reluctance since they were monitored and guided in expressing arguments..

Regarding to this finding, a good improvement had gained. Although talking chips technique is not the one appropriate technique of teaching speaking and it does not only the one give higher contribution to the student's speaking skill, also to the teacher's professionalism in managing the class. It can be an alternative technique so the teacher is not merely monotonous in teaching speaking.

B. Implication

Applying talking chips technique in teaching and learning process contributes some benefits for both the students and the teacher. It can be an alternative technique that can be applied to improve students' speaking skill at the senior high school level. The result of this

research can be considered by English teachers specifically to apply this technique in their class. It is expected that the students' speaking skill will improve significantly whenever the teacher and the students can be consistent to apply this technique' Since it has been proven that applying talking chips technique, the students' speaking skills at grade XI.A1 Batang Anai can significantly improve.

C. Suggestion

In accordance with the conclusion and implication, the researcher finally presents several suggestions addressed to researcher and other teachers.

1. The researcher himself should continue applying talking chips technique in teaching speaking since it is proven that it can improve students' speaking skill. Furthermore some other teachers with the equal problem in speaking are expected to apply this technique to investigate whether it can be a good solution to help students improve speaking
2. In applying talking chips technique, the teacher should prepare everything well which is related to this technique in order to get a better result and effectiveness of time-consuming.
3. In order to make the discussion run well in talking chips technique, the teacher should inform the motion discussed in the following week in advance. They'll be familiar with both the words and the ideas.

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