

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE

ON THE STUDENTS' SPEAKING SKILLS OF THE TENTH GRADE

OF SMA MIFTAHUL JANNAH METRO KIBANG

BY :

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Tarbiyah And Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1446 H/2024 M

**THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE
ON THE STUDENTS' SPEAKING SKILLS OF THE TENTH GRADE
OF SMA MIFTAHUL JANNAH METRO KIBANG**

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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APPROVAL PAGE

Title : THE INFLUENCE OF USING TALKING CHIPS
TECHNOIQUE ON STUDENTS' SPEAKING SKILL AT
TENTH GRADE OF SMA MIFTAHUL JANNAH METRO
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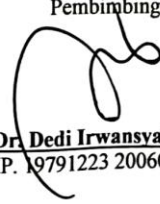
It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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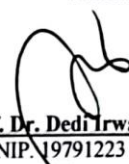
Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No. 5-5862/ln.28.1/D/PP.00 9/12/2024

An Undergraduate thesis THE INFULENCE OF USING TALKING CHIPS TECHNIQUE ON STUDENTS' SPEAKING SKILL OF THE TENTH GRADE OF SMA MIFTAHUL JANNAH METRO KIBANG , Muhammad Djorgi, student number 2001051025 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday , 31st of October 2024 at 08.00-10.00 a.m.

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Banjarrejo, 24 Oktober 2024

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**THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE
ON THE STUDENTS' SPEAKING SKILLS OF THE TENTH GRADE
OF SMA MIFTAHUL JANNAH METRO KIBANG**

ABSTRACT

By :

Muhammad Djorgi

The aim of this research is to investigate whether there is any positive and significant influence of using Talking Chips Technique on the students' speaking skill at SMA Miftahul Jannah Metro Kibang.

One group pre-test and post-test design was used in the researcher's quantitative pre-experimental study. SMA Miftahul Jannah Metro Kibang's tenth graders served as the study's population. 32 students in the tenth grade of Social Science (IPS) made up the sample for this study. In collecting data, the researcher employed documentation, observation, and tests (pre-test and post-tests).

The study's findings indicated that the sig. 2 tailed result was 0.001. It is evident that the alternative hypothesis (H_a) is adopted if the probability or Sig. $> \alpha$ (0.05). It indicates that variable X significantly and favorably affects variable Y. Stated otherwise, H_0 is rejected while H_a is accepted. Additionally, it was found that the *t-observed* is 8.473. In contrast, the t-value in the *f-table* for df 31 at the 5% significant level is 2.039. The 1% df 31 significance threshold, however, is 2.744. In the *f-table*, this indicates that the *t-observed* is greater than the t-value. Consequently, the statistical hypothesis demonstrates that the Talking Chips technique can have a favorable and noteworthy impact on students' speaking abilities. They can be trained to analyze their environment, collaborate, and solve problems with the help of this technique.

Keywords: Speaking Skills, Talking Chips Technique, Quantitative Method.

**THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE
ON THE STUDENTS' SPEAKING SKILLS AT TENTH GRADE
OF SMA MIFTAHUL JANNAH METRO KIBANG**

ABSTRAK

By:

Muhammad Djorgi

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan Teknik Talking Chips terhadap skill berbicara siswa di SMA Miftahul Jannah Metro Kibang.

Oleh karena itu, para siswa dapat saling mengajar satu sama lain untuk meningkatkan kemampuan mereka dalam berbicara dan memecahkan masalah yang mereka hadapi. Penelitian kuantitatif pra-eksperimen mereka menggunakan desain satu grup pre-test dan post-test. Populasi penelitian adalah siswa kelas X SMA Miftahul Jannah Metro Kibang. Studi ini melibatkan 32 siswa dari kelas X Ilmu Sosial (IPS). Peneliti menggunakan dokumentasi, observasi, dan tes (Pre-test dan Post-test) untuk mengumpulkan data.

Hasil penelitian menunjukkan bahwa sig. 2 tailed hasil adalah 0,001. Hipotesis alternatif (H_a) digunakan jika probabilitas atau sig. $> \alpha$ (0,05). Ini menunjukkan bahwa variabel X mempengaruhi variabel Y secara signifikan dan menguntungkan; sebaliknya, H_0 ditolak sementara H_a diterima. Selain itu, ditemukan *t-observasi* 8.473. Sebaliknya, nilai t untuk df 31 pada tingkat signifikansi 5% adalah 2.039, tetapi ambang signifikansi 1% untuk df 31 adalah 2.744. Nilai t dalam tabel f menunjukkan bahwa nilai t yang diamati lebih besar dari nilai t. Akibatnya, hipotesis statistik menunjukkan bahwa teknik Talking Chips dapat berdampak positif dan signifikan pada kemampuan berbicara siswa. Dengan bantuan teknik ini, mereka dapat dilatih untuk menganalisis lingkungan mereka, bekerja sama, dan memecahkan masalah.

Kata kunci: Skill Berbicara, Teknik Talking Chips, Penelitian Kuantitatif.

MOTTO

Q. S. Al – Insyirah 5

يُسْرًا أَلْعُسْرَ مَعَ فَإِنَّ

“So verily, with the hardship, there is relief.”

*“Bayangkan jika kita tidak menyerah
tantangan apapun dari ayah atau dunia
kita hadapi, kita lewati, kita ikuti, kita nikmati.
Pemanasan global dan perbedaan agama
bayangkan jika kita tidak menyerah
bayangkan jika kita tidak menyerah.”*

~Hindia/Baskara – Bayangkan Jika Kita Tidak Menyerah.

From lyrics of his song in LHAB (Lagipula, Hidup Akan Berakhir) Album.

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. To my parents. Mr. Sriyanto and Mrs. Purwanti. I say many thanks to you for educating, guiding, and all the efforts that have been given to me until I am in the current position and all the prayers that have been offered for my success.
2. To my brother and sister. Indah Putri Meilina, Agung Putra Mas and Syabila Nur Maylani. Thank you to your prayers and support for my success.
3. To my second family Dhea Septiana and Bunda, Thank you for being my new family after my parents, thank you for your prayers and support for my success in my life. May Allah always give all goodness and give fluency in every affairs of life.
4. To Prabu. Muhammad Alfitra Septanandra, S. Pd, Megi Johan Effendi, S. Pd, Lukman Hakim S. Pd, and Rizka Mutiara Annisa S. Pd. Friends who have accompanied me in the joy and sorrow for 4 years. May Allah always give blessings to you all.
5. To my Best Friend whom I consider to be like my own brother. Mahmud Dwi Saputra, Andi Rahmad Riadi, Zamzam Mukti Khoiri, Ayub Fadhli Muhammad, Erda Geofani Saputra, Rizki Adam Pratama and Trisa Rama Dewi. Thank you for your ears who want to hear for every complaint of me, thank you for the mouth for always providing motivation to strengthen, thank you for everything about the material and energy that has been given to me. Hopefully all goodness always with all of you. Let's go try things that we haven't achieved together.

ACKNOWLEDGEMENT

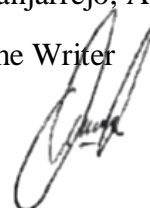
First of all, the researcher would like to offer all praise to Allah SWT, God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher to complete this research entitled “THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE ON THE STUDENTS’ SPEAKING SKILL OF THE TENTH GRADE IN SMA MIFTAHUL JANNAH METRO KIBANG”. The second time the researcher honors the prayers and greetings of the Role Model’ muslim in the world the Prophet Muhammad SAW.

In completing this reserach, the researcher received a lot of help in terms of teaching, guidance, direction and support from various parties. For this reason, the Reasearcher expresses appreciation and thanks to:

1. Prof. Dr. Siti Nurjanah, M. Ag, P. I. A as The Rector of IAIN Metro.
2. Dr. Zuhairi, M. Pd as The Dean of Tarbiyah and Teachers Training Faculty.
3. Dr. Much Deiniatur, M. Pd., BI, as The Head of the English Eduaction Department.
4. Prof. Dr. Dedi Irwansyah, M. Hum, as the thesis supervisor.
5. And all of lecturers in English education department for their contributions, suggestions, and evaluations during the completion of this research.

Banjarrejo, August 30, 2024

The Writer



Muhammad Djorgi

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CHAPTER I

INTRODUCTION

A. Background of Study

In teaching English, teachers must be creative in designing many communication activities in the classroom that urge and motivate students to use the language actively and productively. In this research, the researcher used the Talking Chips technique. According to Kagan, Talking chips is one of the teaching methods of cooperative learning in which students participate in a group discussion, giving a token when they speak. The purpose of this method is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all the members, this method encourages passive students to speak out and talkers to reflect¹. Talking chips is useful for helping students discuss controversial issues, and it is useful to solve communication or process problems such as dominating or clashing group members.

By using the talking chips method, students are divided into small groups of about 4-6 people in group. In the groups, the students were asked to discuss an issue or subject matter. Each group was given 4 to 5 cards used for students to talk. After the students give their opinion, the card is kept the table of their group. The process is continued until all students can use their cards to speak.

¹ Spencer Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publishing., 2010), p.17.

The teacher can influence the students' speaking skills by using the Talking Chips Technique because it is an interesting method to apply in the classroom. Studying English without practice speaking is useless. Through speaking, people can express their minds, ideas, and thoughts freely and spontaneously. Mastering speaking is the single most important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in a language.

Furthermore, the students faced many problems in learning to speak because of many factors such as being shy to speak, having low motivation, having less self-confidence, being afraid of making mistakes, etc. They sometimes understand the topic or material but they find it difficult to express their idea to others. Nowadays, students should learn to speak a second language to interact with others. In this case, students should master several speaking components" such as pronunciation, vocabulary, and self-confidence.

The implementation of talking chips will influence the students' speaking ability. The Talking Chips technique also applies three functions of speaking which are stated by Richards. The first function is that speaking can be used by people to communicate with others to be more interactive or try to interact with other people. The Second function is that speaking can be used for transaction purposes because in speaking, a human can deliver his or her meaning and make other people understand clearly about the transaction. The third function is that speaking can be seen as a consideration in our performance. It means that if someone speaks well in front of many people,

someone will have a good performance speaking². Therefore, the researcher intends to prove that the talking chips technique is an effective method of teaching speaking.

Based on the background above, the researcher have conducted pre-experimental research under the title: *“The Influence of Using Talking-Chips-Technique on the Students’ Speaking Skill of the Tenth Grade of SMA Miftahul Jannah Metro Kibang”*.

B. Problem Identification

Based on the background of the study, the researcher can identify the problems as follows:

1. The students seem to lack of opportunity to speak English. Most of the students did not have enough opportunities to practice their speaking ability during the teaching and learning process.
2. The lack of students’ vocabulary. The mastery of vocabulary is really qimportant in speaking. However, most of the students do not have enough vocabulary so they find that speaking in English is difficult.
3. The students’ mispronunciation. Since the students rarely use English in their daily lives, the students are not familiar with the words and the way to pronounce the English words, so they find difficulties in pronouncing the English words.
4. The lack of sources of materials used during the teaching and learning process.

² Richards, J. C, *Conversationally speaking: Approaching to the teaching conversation. The language teaching matrix*, (New York: Cambridge University Press, 2008).

5. The lack of the teacher's ability to create an interesting method or strategy in the teaching-learning process.

C. Problem Limitation

Based on the problems above about the students' speaking ability in this paper, the researcher tried to limit the problem that happens in the school on speaking ability. To avoid the study being too broad, the researcher limited the study to knowing the students' speaking ability before and after using Talking Chips technique. To solve the problem, the researcher tried to apply cooperative learning. The researcher divided students into some groups and chose one theme to discuss.

D. Problem Formulation

The problem formulation of their research is constructed: is there any positive and significant influence of using Talking Chips technique on students' speaking skill of tenth graders of SMA MIFTAHUL JANNAH METRO KIBANG?

E. The Objective of the Study

Related to the statement of the problems above, this research is aimed :

1. To know the students' speaking skills of SMA MIFTAHUL JANNAH Metro Kibang.
2. To depict the way to apply the 'Talking Chips' technique in learning to speak.

3. To figure out the effectiveness of the 'Talking Chips' technique on student's speaking ability.

F. Prior Research

Three relevant prior studies carried out by various researchers will be reviewed to undertake this investigation. The first relevant research was conducted by Fitri Septiani Kurniasih.³ This research was carried out in 2017 at SMPN 23 Serang. The research method used was quantitative research method with SMPN 23 Serang class VIII students. This study aims to determine the effectiveness of the Talking Chips technique on speaking ability and how well people can respond to the Talking Chips technique.

The results of related studies have shown that the use of "talking chip" techniques is very effective in influencing students' speaking skills when stimulating learning rather than monotonous learning is required. Apart from that, the students' response to this technique was very good, they seemed very happy and enjoyed the learning process. There are similarities between the above-related studies and the researchers' work from which lessons can be drawn.

The similarities between the studies lie in the research topics and research methods aimed at providing and providing teaching materials to teachers. This is an opportunity to have fun while learning and speaking.

³ Fitri Septiani Kurniasih, *The effectiveness of Talking Chips Technique to student's speaking ability at the second grade of SMPN 23 Kota Serang*. State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

The second relevant research was carried out by Kayca.⁴ The method used in this study is a quantitative method with an experimental research design and use discussion group during learning. The result of this research is using the Talking Chips Technique to determine Students' English speaking skills and increase teacher's performance.

The last relevant research was carried out by Meliwardani.⁵ This research aimed to whether the Talking Chips Technique can influence students' English speaking ability. The method used in the study is a quantitative method with an experimental research design. Pre-test, and post-test data were statistically analyzed using the SPSS version 25 16 program. The results of this study show that there are significant differences between the pretest and posttest test results of the experimental group and the application test results. SMPN 2 SARUDU's Talking Chips Technique is effective in teaching speaking to 8th graders.

⁴ Alya Kayca, *The Influence Of Using Talking Chips Technique Towards Students' English Speaking Skill At The Second Semester Of The Eleventh Grade Of SMA NEGERI 5 Bandar Lampung In The Academic Year Of 2020/2021*. UIN Raden Intan Lampung.

⁵ Indriana Try Meliwardani, *The Use Of Talking Chips Technique In Teaching Speaking At The Eighth Grade Of SMPN 2 Sarudu*. Makassar Muhammadiyah University.

CHAPTER II

THEORETICAL LITERATURE

A. The Nature of Speaking

1. Definition of Speaking

Four skills of language need to be learned by the language learners. They are listening, speaking, reading, and writing. According to Bailey in Nunan states that the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive, while language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/ oral or written). Thus, speaking is the productive aural or oral skill that consists of producing systematic verbal utterances to convey meaning.⁶

Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language “on the spot”. It requires the ability to cooperate in the management of speaking turns and non-verbal language.⁷ In addition, Thornbury states that speaking is an activity in real life that is carried out by a speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since

⁶ David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill Companies, Inc. 2003) p. 48

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (England: Longman, 2001), p. 269

the speaking activities do not have much planning time, the grammar used in speaking activities tends to be less complex than grammar in writing. However, speaking activities are not simply producing words and sounds, every speaker has a purpose in doing the activities.⁸ From some definitions above, it could be concluded that speaking is a productive skill that is used to communicate with others. It is not only producing words and sounds, but the speakers have purposes in doing the activity which is to convey meaning and share the speakers' ideas to the listeners.

2. Kinds of Speaking

According to Martin H. Manser speaking is commonly divided into two kinds; namely speaking competency and speaking performance.⁹

a. Speaking Competency

According to Martin H. Manser competency is having the ability, skill, and knowledge to do something then through this basic definition, the researcher also may conclude that speaking competency is the ability of someone to speak by combining their inclusive skill and how to deliver competence is what one knows.¹⁰

⁸ Thornbury, *How to teach speaking*, (London: Longman, 2005), p. 20

⁹ Martin. H. M, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1991), p. 9

¹⁰ Martin. H. M, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1991), p.80

b. Speaking Performance

According to Martin H. Manser, performance is the person's process or manner of play therefore may conclude that speaking performance is the way of one's manners in speaking with assessed opinion with fluency and accuracy performance is what one does.¹¹

3. Elements of Speaking

According to Harmer speaking covers two elements that cannot be separated from one another they are accuracy which consists of pronunciation, grammar, vocabulary, and fluency which consists of effectiveness and accent.¹² In this research, the researcher only focuses on speaking fluency to know the effect of the Talking Chips technique:

a. Accuracy

Based on Webster's Dictionary, accuracy is the quality of being accurate. In the Oxford Dictionary, accuracy is a degree of being correct.¹³

b. Fluency

Based on Webster's Dictionary, fluency is the ready and expressive use of language. It is probably best achieved by allowing the "stream" of speech to "flow" and then, assuming that this speech spills over beyond comprehensibility the "riverbank" of instruction or some details of

¹¹ Martin. H. M, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1991), p. 306

¹² Jeremy Harmer. *The Practice of English Language Teaching*, (London: Longman, 2001), p. 9

¹³ Webster. *University Dictionary*. (Massachusetts: A&C Merriam Company Publisher, 1991), p. 29

phonology, grammar or discourse explain that fluency is defined as the ability to get across communicative intent without too much hesitation and too many pauses or breakdown in communication. communicative intent without too much hesitation and too many pauses or breakdown in communication.¹⁴

c. Self – Confidence

Self-confidence refers to a person's belief in their own abilities, allowing them to feel free to pursue their interests, take responsibility for their actions, interact politely with others, excel, and understand the benefits and drawbacks.¹⁵

d. Eye Contact

The most important aspect of speaking is eye contact. Maintaining eye contact during conversations and presentations may enhance communication skills and increase trust in discussions.¹⁶

e. Body language

Gesture, often known as body language, is the use of physical movements to convey emotions or thoughts, rather than using words. Body language plays a key role in social interactions.¹⁷

¹⁴ Webster. *University Dictionary*. (Massachusetts: A&C Merriam Company Publisher, 1991), p. 35.

¹⁵ Nety, Asti Wahyuni, Nurhaeni, "Students' Self Confidence in Speaking English", *English Education Journal (E2J)*, Vol. 6, No. 1, May 2020, p. 9.

¹⁶ Angela M. Sihotang, Friskila S, Novitriani H, Erikson S, "The Effective Way To Develop Speaking Skills", *Journal of Language Teaching and Learning, Linguistics and Literature*, Vol. 9, No. 1, June 2021, p. 3.

¹⁷ Nadia A. Putri, Rica U. Lubis, "The Use of Gestures in Teaching English", *Journal of English Education and Linguistics*, Vol. 3, No. 2, December 2022, p.71.

B. The Concept of Speaking

Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Although speaking is natural, speaking in a language other than our own is anything but simple.¹⁸ It can be concluded that speaking is an ability to communicate orally to other people to express their ideas and feelings.

1. The Aspects of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skills. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, grammar, and comprehension.¹⁹

a. Pronunciation

Pronunciation is an important component of language. Therefore, the students must have good pronunciation because if they have good pronunciation their speaking will be understandable. There are some important keys in pronunciation: act, speaking, production, and reception of sound. It means that the words being pronounced should be understandable (intelligible).

¹⁸ David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill Companies, Inc., 2003) p.48

¹⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Longman Inc., 2001), p.406

b. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

c. Vocabulary

Vocabulary is the basis of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about the choice of words which is used appropriately based on the context of speaking.

d. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word the speaker also easily to speak English well.

e. Comprehension

Comprehension is a student's competence to comprehend the whole thing that the speaker says to them. Good comprehension refers to good understanding. If someone's language understanding is good, it will affect their speaking ability.

2. Types of Speaking

Brown mentioned that language teaching is devoted to instructing and mastering English conversation. He classifies the types of oral language into:²⁰

a. Monologue or Extensive

In monologue, when one speaker uses spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long stretches of speech without any interruption and the stream of the speech will go on whether or not the listener understands.

b. Dialogue or Interpersonal

Dialogue involved two or more speakers. As had been stated before, dialogue can be divided into transactional which is concerned with the transfer of information, and interactional which has the primary purpose of maintaining social relationships. From the explanation above, monologue will be used as the type of speaking in this research. This is because monologue can show the students' ability of oral language. The researcher will focus on the skill of each student to speak and express their ideas in front of the class.

C. The Concept of Teaching Speaking

Teaching speaking is a process of teaching students how to use the language for communication, expressing ideas, or sharing information. The

²⁰ H. Douglas Brown, *Language assessment: Principles and classroom practices*. (New York: Longman, 2004), p.273

goal of teaching speaking should influence students' communicative skills because students can express themselves and able to produce the sound of words or sentences. Based on Nunan, teaching speaking is to teach English language learners to:²¹

1. Produce English speech sounds and sound patterns,
2. Use words and sentence stress, intonation patterns, and the rhythm of the second language,
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter,
4. Organize their thoughts in a meaningful and logical sequence,
5. Use language as a means of expressing values and judgments, and
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

It can be concluded that the Talking Chips technique will be suitable to help the students influence their speaking and help them to explore their speaking skills, too.

D. The Concept of the Talking Chips Technique

1. Talking Chips technique

There are many techniques to teach speaking, one of them is the Talking Chips Technique. Kagan explained that the Talking Chips technique is a

²¹ David Nunan, *Practical English Language Teaching*. (McGraw Hill: New York, 2003), p.48

technique teaching speaking that makes the students interested in speaking English. It is because this technique encourages the students to be active in the classroom and learn about group cooperation. This technique also gives the students have chance to speak English because in the Talking Chips technique, students are divided into several groups and each member of the group will have a role to speak English.²²

Talking Chips technique is one of the teaching techniques that can influence the students' speaking skills. It can influence students' speaking ability because when the teacher applies this technique in the class, the students are monitored to be active in the class, not only a student that dominates the speaking activity in the class. In addition, this technique forces the students to be active in the speaking activity in the class. Furthermore, Bowers and Keisler share that the Talking Chips Technique ensures that everyone has an opportunity to share in a discussion. So, there is no gap between students who are active in speaking and those who are not. It also extends students' speaking practice and students would have an equal opportunity to speak in the classroom.²³

The chips that are used in this technique can be any kind of game token, a pen, pencil, eraser, slip of paper, or any other tangible item. These chips are given to the students to be used when the students want to speak. Using these chips will give the students the same opportunity to speak in the classroom. If

²² Spencer Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publishing., 2010), p.17.

²³ Bowers and L. Keisler, *Building Academy Language: Through Content-area Text*. (Huntington Beach: Shell Education., 2011), p.138.

one student has two chances to speak, the others also have the same opportunity to speak. Every time the student has spoken their ideas, he has to put the chip in the middle of the table. If the chips are over, he is not allowed to speak until the other students' chips are also over.

The students will be given the chip again if the discussion in the class is not finished yet. This technique is good to make sure that there will be no domination of one student to speak, meaning that all of the students have the same portion of speaking their mind in the class.

2. Procedure of Talking Chips technique in the Class

Some steps in implementing the Talking Chips technique, Bower and Keisler state Talking Chips technique has 4 steps. They are:²⁴

- a. Teacher assigns students to discuss the material of discussion in a group and gives each student a designated number of chips to use during the discussion.
- b. The teacher asks questions or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas.
- c. Teacher tells students that the chips they get are the minimum number of chips they must use during the discussion.
- d. Teacher asks students to discuss. They place a chip on the center of the table when it is their turn to speak.

²⁴ Bowers and L. Keisler, loc. Cit.

3. Advantages and Disadvantages of Talking Chips technique

Every technique has its advantages and disadvantages, without exception the Talking Chips technique. Based on Gray²⁵ and Millis & Cottell,²⁶ the Talking Chips technique has some advantages and disadvantages, such as:

a. Advantages of the Talking Chips Technique

- 1) The Talking Chips technique provides students an opportunity to talk and give a challenge to the students.
- 2) This technique requires challenge in group work and manages discussion. Thus, every individual has a chance to contribute and no individual dominates the meeting.
- 3) Talking Chips technique helps students to see how they participate during group work.
- 4) This technique also develops teamwork skills and self-awareness. This technique is probably best used to give students insight into effective teamwork and to solve problems of inequitable participation.

b. Disadvantages of Talking Chips Technique

- 1) This technique can inhibit the natural flow of conversation since the procedure of this technique controls participation. But, this condition would give a chance for all the students to speak in the classroom.

²⁵ Dave Gray, *Gamestorming*, (Sebastopol: O' Reilly Media. Inc., 2010), p.217.

²⁶ B. J. Millis, and P. G. Cottell, *Cooperative Learning for Higher Education Faculty*. American Council on Education, Series on Higher Education. (Phoenix, AZ: Oryx Press., 1998), p.98

- 2) This situation makes the discussion feel stilted and artificial. But, in this case, feeling stilted and artificial would not disturb students' learning.
- 3) Process since the discussion is going well. Although this technique has some disadvantages, this technique has more advantages that can influence students' English speaking skills.

E. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a concept of hypothesis between independent variable and dependent variable in order to giving answer to problem accurate.

There are two variables in this research, the independent variable (X) and the dependent variable (Y). The independent variable (X) is the Talking Chips technique and the dependent variable (Y) is students' English speaking skills.

The talking Chips technique allows the students to share their thoughts and demands that students come to class well-prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter-arguments, sharpens their powers of reason, analysis, and articulation. Through discussion using the Talking Chips technique, students are motivated for active learning. They are encouraged to develop critical thinking, decision-making, and communication skills.

Based on the description above, if the Talking Chips technique is applied correctly and appropriately, the student's English speaking skills will be better. Conversely, if the Talking Chips technique is not applied correctly and appropriately, the students' English speaking skills will not increase.

2. Paradigm

The researcher used the theoretical framework to highlight the impact of integrating Talking Chips techniques on students' speaking skills, as seen in the chart below:

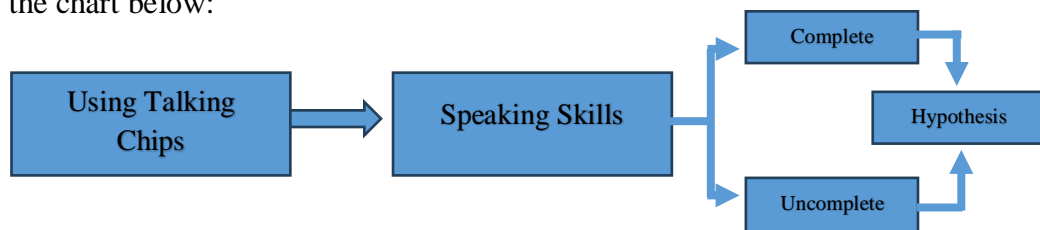


Figure 1.

The Scheme of Paradigm

The paradigm's criteria indicate that if a student's Speaking Skill score passes, the Talking Chips technique is effective and has a positive and significant impact. If a student's Speaking Skill score fails, the Talking Chips technique is not applicable. Using Talking Chips technique does not significantly improve students speaking skills.

F. Hypothesis

Based on the theoretical framework and paradigm above, the hypothesis are as follows:

1. Alternative Hypothesis (Ha): There is a significant influence of using the Talking Chips technique on students' English speaking skills in the second semester of the tenth grade of SMA MIFTAHUL JANNAH Metro Kibang in the academic year of 2023/2024.
2. Null Hypothesis (Ho): There is no significant influence of using the Chips technique on students' English speaking skills in the second semester of the tenth grade of SMA MIFTAHUL JANNAH Metro Kibang in the academic year of 2023/2024.

CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research is a theoretical test that examines the factors that also relate to research methods and groups.²⁷ Quantitative research is explained not only in numbers but also in text. Research typically focuses on technology and strategy development.

The type of research is experimental research. Experimental research refers to the study of chance relationships associated with an independent variable, and the dependent variable is controlled to determine its effect on the dependent variable.²⁸

The study will be designed using an experimental design. The experimental design model of their study is a quasi-experimental study. A quasi-experiment is a form of experimental research. Researchers use pretest-posttest on groups. In this case, individual groups are given a pretest before treatment, and a posttest after treatment, and the results are compared. This design can be represented as:

²⁷ Creswell, John W; Creswell, J. David, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles : SAGE Publications, Inc. (2023). 39

²⁸ A. Thyer, Bruce, *Experimental Research Designs In Social Work Theory and Applications*, Columbia University Press New York. 2023

Table 1
The True Experimental Design

Pre-test	Treatment	Post-test
V_2	X	V_2

B. Operational Definition of Variable

1. Independent Variable

An independent variable is a variable that causes, influences or is likely to influence an outcome. The Independent variables in their study are additional display strategies. To measure strategy implementation, the researcher used the observational technique. The researcher uses an observational approach and assigns 1 point for each student's effort at each step of the auxiliary display strategy, and he assigns 0 points if the student is unable to engage in each step. Their study included a complementary independent variable display strategy:

- a. Students can speak by creating vocabulary on the given theme.
- b. Students can speak well and correctly.
- c. Students can work together with their group friends to discuss problems.

2. Dependent Variable

The measure and observed variable is called the dependent variable. A dependent variable may be a variable that is assumed to be influenced by one

or more independent variables.²⁹ The dependent variable in his study is students' speaking ability. Tests are used to measure students' speaking ability. The type of test used is a configuration test. In this case, The researcher asked students to form groups, then each group contained 4 or 5 students, then each was given chips one by one, which were used as a turn to speak and given a theme to discuss. The indicator-dependent variable consists of :

- a. Students can speak by creating vocabulary on the given theme.
- b. Students can speak well and correctly.
- c. Students can work together with their group friends to discuss problems.

C. Population, Sample, Sampling Technique

1. Population

A population is sometimes called a target population or activation population. Population corresponds to the large groups to which the researcher wants to generalize or sample his results.³⁰ Therefore, the population is a generalization to explain topics, events, and objects that need to be researched and draw conclusions. The population of this research will consist of all of the tenth graders of SMA MIFTAHUL JANNAH.

²⁹ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles Los Angeles : SAGE Publications, Inc. (2014)., p.g. 92.

³⁰ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles : SAGE Publications, Inc. (2014)., p.g. 346

2. Sample

The sample is part of a population. Sampling is the process of taking a sample from a population.³¹ In research, sampling is the most effective way to accurately represent a population of interest. The purpose is to select a subset of the population to measure in the study. Based on these principles, this research was use the tenth class that consist of 32 students.

3. Sampling Technique

The Researcher was used cluster random sampling as a sampling clustertechnique in this research. Cluster Sampling is a form or type of sampling in which clusters are randomly selected.³² This technique is used to determine which samples have the same properties. Moreover, their skills are not an individual problem, but a group or class problem. To give every member of the population a chance to be included in the study sample, the researcher randomly selected the classes as the study sample. This sampling method is used to assess the influence of using the Talking Chips Technique on students' speaking skills.

D. Data Collection Technique

In their information-collecting strategy, this are three steps that ought to be taken after their inquiry:

³¹ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles Los Angeles : SAGE Publications, Inc. (2014)., p.g. 343

³² R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles : SAGE Publications, Inc. (2014)., p.g. 359

1. Observation

A critical component in any logical examination is perception. Within the setting of science, perception implies more than just watching the world around us to urge thoughts for research. Their technique is trusted to be valuable to induce data around the learning handle, the offices of this, and the other. In their inquiry about the analyst is the as it were one member watched the tenth graders of SMA MIFTAHUL JANNAH.

2. Test

A test is a procedure used to assess a person's aptitude, knowledge, and performance in a specific domain.³³ The opposite position is that a test is an activity or a set of questions designed to assess an individual's aptitude by utilizing that portion of the survey and determining how well it works. Two tests will be used in their investigation, as follows:

a. Pre-test

Before beginning treatment, both the experimental and control groups will be given a pre-test to assess students' speaking ability. The experimental and control courses were given the same pre-test. A speaking test provides a theme for measuring pupils' speaking understanding. In this example, the researcher presents a discussion topic including general information, which the speaker must digest.

³³ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004), 03.

b. Post-test

Following the treatment, the researcher will administer a post-test to the experimental and control groups to determine the outcome of the treatment and whether or not the Talking Chips technique affects teaching students' speaking abilities. To assess students' speaking comprehension, administer a speaking test using a discussion topic. The test used will be a topic test.

3. Documentation

Documentation is one of several processes associated with the audit work, and its main objective is to establish in writing all activities related to the audit.³⁴ Books, magazines, notes, data from the internet, interviews, and other documents shall be used as documentation tools. To obtain some information, the researcher will use the documentation method:

- a. The brief history of SMA MIFTAHUL JANNAH Metro Kibang.
- b. The condition of teachers and officials employed in SMA MIFTAHUL JANNAH Metro Kibang.
- c. The number of students of SMA MIFTAHUL JANNAH Metro Kibang.
- d. Organization structure of SMA MIFTAHUL JANNAH Metro Kibang.

³⁴ Henning Kagermann, William Kinney, et al, *Internal Audit Handbook*. (Waldorf : The Institute of Internal Auditors, Inc., 2008), 432

E. Research Instrument

1. Speaking Instrument

The researcher will use a speaking instrument to identify the speaking ability of tenth-grade students from SMA MIFTAHUL JANNAH Metro Kibang. The test is designed to measure students' ability to understand the subjects and grammar when speaking. The test consists of a pre-test and a post-test, the research asks students to form groups and the researcher gives a topic to each group and each student has to talk about the topic that was given.

F. Data Analysis Technique

Similar to Marczyk, Geoffrey R. Thinks that the T-test is used to compare the means of two groups; Typically, one continuous dependent variable and one independent variable (such as the experimental group and control group) are needed for the test.³⁵

To respond to the query "Can the Talking Chips Technique have an influence on students' speaking abilities in tenth-grade students at SMA MIFTAHUL JANNAH Metro Kibang". Using SPSS version 25.

³⁵ Marczyk, Geoffrey R, *Essentials Of Research Design And Methodology*. New Jersey : John Wiley & Sons, Inc.(1964) , p. 221

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of The Research Location

a. The Brief History of SMA Miftahul Jannah

SMA Miftahul Jannah, a private educational institution located on Jl. Metro Kibang, Desa Margo Toto, Kec. Metro Kibang, Kabupaten Lampung Timur, Provinsi Lampung.

Miftahul Jannah High School has been officially established since June 10, 2017 based on Decree (SK) Number 001/012/OL.VI/2017. This school holds teaching and learning activities for 6 days a week with a morning system. The quality of education at Miftahul Jannah High School has been recognized by achieving B accreditation.

Supported by adequate internet network and electricity access from PLN, Miftahul Jannah High School facilitates students to learn with modern methods. In addition, the school is also equipped with various supporting facilities, such as comfortable classrooms, laboratories, and libraries.

SMA Miftahul Jannah is committed to producing a young generation that is intelligent, has good morals, and is ready to face the challenges of the times. With the support of a professional and experienced teaching

team, this school is ready to be a partner for parents in educating their children.

b. Vision and Mission of SMA Miftahul Jannah

1) Vision

The vision of SMA Miftahul Jannah Metro Kibang is forming a Qur'anic young generation who are excellent in academic and arts competence based on faith and devotion.

2) Mission

The school has ten missions. They are (a) memorizing, studying, understanding, and practicing the Qur'an in daily life, (b) implementing effective learning to develop the power of thought-heart-physical optimally, (c) implementing enrichment to prepare students who excel in academic competition, (d) carrying out worship and other religious activities in accordance with the religion of the students, (e) educating students with local Lampung culture to strengthen national culture and have global competitiveness, (f) cultivating and developing mindsets and actions that reflect a culture of quality and noble morals in daily life, (g) implementing coaching in various sports fields so that students have healthy and strong physical strength, (h) organizing and facilitating activities that reflect the development of the nation's arts and culture, (i) implementing creative, independent and competitive KIR (Teenager's Scientific Paper) coaching, (j) implementing life skills education to create

religious, independent, creative and competitive people, and (k) implementing learning of dance arts, *karawitan* arts, and Lampung-style stage arts.

2. Description of Data Research

In this research, the researcher as an English teacher and Syehuddin as the collabulator.

a. The Students Pre-test Result

On May 17th, 2024. Researcher administered an initial evaluation to gauge the fundamental speaking skills of high school students. He did this by individually questioning a population of tenth-grade students about various aspects of their school, including infrastructure, people, and culture. This assessment involved a sample of 32 students. The scores obtained by these students are provided in Table 3. The researcher also elucidates the percentage of scores from both the pre-test and post-test phases. The findings of the preliminary test are outlined below:

Table 2.

**Students` Score of Pre-Test
at Tenth Grade**

No.	Name	Pre-Test Scores
1.	AIWP	50
2.	AFA	65
3.	AAA	50
4.	AR	75
5.	AN	50
6.	ATS	65

7.	ACA	65
8.	AM	65
9.	AA	75
10.	ALN	65
11.	AKN	65
12.	AA	65
13.	BN	55
14.	BA	55
15.	CC	50
16.	CMS	55
17.	DFY	65
18.	DMF	65
19.	DKS	70
20.	DATS	50
21.	EA	70
22.	FS	70
23.	FNH	50
24.	FA	50
25.	HNK	65
26.	IIN	55
27.	MAH	50
28.	RKW	65
29.	RSR	65
30.	TZ	55
31.	ZK	70
32.	ZA	55
TOTAL		1940
AVERAGE		60.625

Table 3.

Frequency Distribution of Students` Pre-Test

NO.	INTERVAL		FREQUENCY	PERCENTAGE
1.	0	25	0	0%
2.	26	50	8	25%
3.	51	70	22	69%
4.	71	90	2	6%
5.	90	100	0	0%

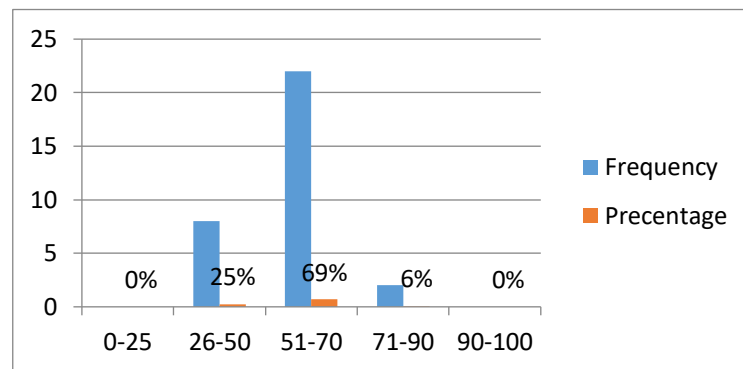


Figure 2.

Frequency Distribution of Students` Pre-Test

Based on the frequency distribution table and graph above, the data indicates that 32 students were used as research samples. Specifically:

- 1) There were no students in the 0-25 score range.
- 2) 8 students, constituting 25%, fell within the score range of 26-50.
- 3) 22 students, making up 69%, scored between 51 and 70.
- 4) 2 students, which accounts for 6%, scored between 71 and 90.
- 5) There were no students scoring between 91 and 100.

From the data presented in Figure 1, it is evident that only 2 students achieved the Minimum Competency Criteria (KKM) 70, while 30 students did not pass the pre-test.

b. The Description of Treatment by Using Talking Chips technique

In this study, researcher utilized the Talking Chips technique as an instructional approach during offline learning sessions at SMA Miftahul Jannah Metro Kibang on 24th May 2024.

The first treatment, the researcher introduced the Talking Chips technique to the students, ensuring they comprehended the steps involved in using this method to improve speaking skills.

The second treatment, the researcher further elaborated on the technique and organized students into small groups of 4-6 individuals. Each group focused on a school-related theme comprising fundamental questions about infrastructure, interpersonal interactions, and school culture. For instance:

1. Please name and explain what buildings are found in the school?
2. Describe the people you meet at school?
3. What can you tell about the culture in the school?

Students were provided with chips (represented by cards), which they had to lift before speaking in sequence to respond to questions within their group. Based on the researcher's observations, the majority of the students demonstrated understanding of the Talking Chips technique for enhancing speaking skills. A post-test will subsequently evaluate the outcomes of the intervention.

c. The Students Post-test Result

On May 31st, 2024, the researcher administered a post-test to assess the students' speaking skills following the implementation of the Talking Chips technique. The outcomes of the post-test are outlined as follows:

Table 4.
Students` Score of Post-Test
at Tenth Grade

No.	Name	Post-Test Score
1.	AIWP	75
2.	AFA	65
3.	AAA	80
4.	AR	75
5.	AN	70
6.	ATS	75
7.	ACA	80
8.	AM	70
9.	AA	85
10.	ALN	70
11.	AKN	85
12.	AA	75
13.	BN	85
14.	BA	70
15.	CC	75
16.	CMS	65
17.	DFY	70
18.	DMF	75
19.	DKS	70
20.	DATS	80
21.	EA	85
22.	FS	75
23.	FNH	85
24.	FA	75

25.	HNK	85
26.	IIN	75
27.	MAH	75
28.	RKW	85
29.	RSR	80
30.	TZ	75
31.	ZK	60
32.	ZA	75
TOTAL		2425
AVERAGE		75.78125

Table 5.

Frequency Distribution of Students' Post-Test

NO.	INTERVAL		FREQUENCY	PERCENTAGE
1.	0	25	0	0%
2.	26	50	0	0%
3.	51	70	9	28%
4.	71	90	23	72%
5.	90	100	0	0%

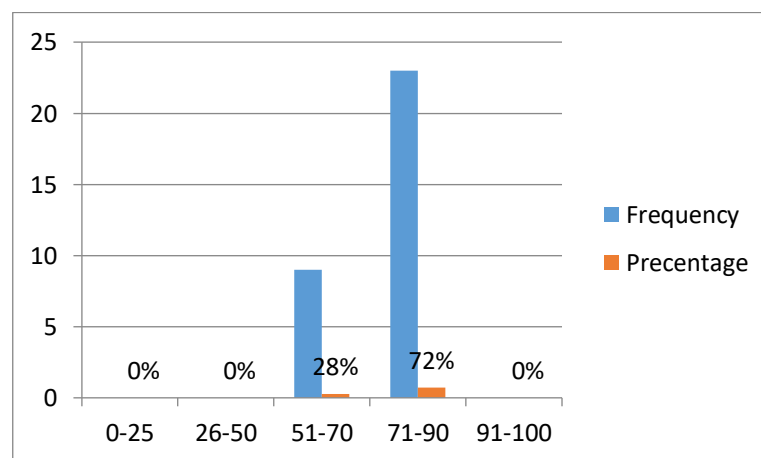


Figure 3.

Frequency Distribution of Students` Post-Test

Based on the frequency table and three distribution graphs provided, it can be inferred that the 32 students chosen as research participants can be categorized as follows:

- 1) No students, or 0%, fall within the 0-25 score range.
- 2) No students, or 0%, fall within the 26-50 score range.
- 3) Nine students, accounting for 28%, fall within the 51-70 score range.
- 4) Twenty-three students, constituting 72%, fall within the 71-90 score range.
- 5) No students, or 0%, fall within the 90-100 score range.

Analysis of the data shows that every student has achieved a score of 100%, meeting or exceeding the Minimum Competency Criteria (KKM) of 70. Therefore, it can be concluded that the implementation of the Talking Chips technique has been validated in enhancing speaking skills. In summary, the results of the post-test indicate a successful outcome, demonstrating an overall positive impact in aiding students' comprehension.

d. Normality Test

A normality test assesses the likelihood that a sample originates from a population that follows a normal distribution. The outcome of the normality test conducted using SPSS version 25 is as follows:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		32	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	6.59134051	
Most Extreme Differences	Absolute	.162	
	Positive	.162	
	Negative	-.117	
Test Statistic		.162	
Asymp. Sig. (2-tailed) ^c		.032	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.030	
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 4.

Test of Normality

Based on the results from the normality test table, it is evident that the obtained significance value (Sig.) is (.032). According to Andy Field, data is considered normally distributed when the Sig. value is greater than 0.05.³⁶ Therefore, based on this criterion, it can be inferred that the data in this study follows a normal distribution.

e. Homogeneity Test

³⁶ Andy Field, *Discovering Statistics Using IBM SPSS*, (Sage Publications, 2024)

A homogeneity test is a statistical method used to assess whether the distribution of categorical data shows similarity across various groups or categories. The outcome of the homogeneity test conducted using SPSS version 25 is as follows:

		Levene			
		Statistic	df1	df2	Sig.
Speaking Test	Based on Mean	6.343	1	62	.014
	Based on Median	2.259	1	62	.138
	Based on Median and with adjusted df	2.259	1	56.535	.138
	Based on trimmed mean	6.309	1	62	.015

Figure 5.

Test of Homogeneity

Based on the homogeneity analysis, it is observed that the significance value (Sig.) obtained is (.014). This indicates that the Sig. value from the research results is > 0.05 . According to Andy Field, when Sig. > 0.05 , the research data is considered homogeneous. Thus, it can be concluded that the data in this study exhibit homogeneity.

The researcher confirmed that the research data were both normally distributed and homogeneous. Consequently, the researcher proceeded with parametric testing, specifically employing the paired sample t-test.

f. Hypothesis Testing

The implementation of the Talking Chips technique, the researcher conducted an analysis using the Paired Sample T-Test to ascertain whether

there was a notable and statistically significant improvement in the speaking skills of tenth-grade students at Miftahul Jannah Metro Kibang High School. The null hypothesis (Ho) was accepted if evidence supported a positive and significant impact of the Talking Chips technique on students' speaking abilities. Conversely, the alternative hypothesis (Ha) would be rejected if no such positive and significant influence was found from the application of the Talking Chips technique on students' speaking abilities.

After conducting several SPSS version 25 computations for testing variable X (Talking Chips technique) against variable Y (Speaking Skill), the researcher obtained the following outcomes:

Paired Samples Test										
		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-15.15625	10.58639	1.87143	-18.97305	-11.33945	8.099	31	<.001	<.001

Figure 6.

SPSS Computation Result about the Influence of Talking Chips technique on Students' speaking skill.

Based on the SPSS version 25 findings, it was determined that the two-tailed significance result in this study is 0.01. This indicates that when the probability of the two-tailed significance is less than 0.05, the alternative hypothesis (Ha) is accepted. This means that variable X has a positive and

significant impact on variable Y. In other words, H_a is accepted while H_o is rejected. Consequently, this study concludes that the Talking Chips technique significantly enhances students' speaking skills.

Furthermore, the table presented above shows that the observed t-value was 8.099, calculated with 31 degrees of freedom at a 95% confidence interval for the difference. Upon consulting the t-test table with 31 degrees of freedom, it can be determined that:

Table 6.

Critical Value of *F-table*

Level of significant	5%	1%
<i>Df</i>	2.039	2.744

- 1) The critical value of *t-test (t-table)* for the 5% level is 2.039
- 2) The critical value of *t-test (t-table)* for the 1% level is 2.744

From all the data analysis above, it can be found that:

1. "*t-observed*" = 8,099
2. "*f-table*" level of significant 5% = 2.039
3. "*f-table*" level of significant 1% = 2.744

It means that "*t-observed*" is higher than "*f-table*" or it can be written as $2.039 < 8.099 > 2.744$. It means that from the value above there was any positive and significant influence of Talking Chips technique on students' speaking skill among the tenth graders at SMA Miftahul Jannah Metro Kibang. It is known from the result of the students' pre-test and post-test.

- 1) If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.

2) If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as “There is a positive significant influence of Talking Chips technique on students` speaking skill among the tenth graders at SMA Miftahul Jannah Metro Kibang”.

Finally, the SPSS table states that the $t\text{-value}$ observed is 8.099. In the $f\text{-table}$, the $t\text{-value}$ for df 31 at a 5% significant level is 2.093. The significance threshold for 1% df 31 is 2.744. This demonstrates that the $t\text{-observed}$ is greater than the $t\text{-value}$ in the $f\text{-table}$. since a result, the statistical hypothesis indicates that the Talking Chips approach may have a positive and substantial influence on students' speaking abilities, since the $t\text{-observed}$ value is greater than the $t\text{-value}$ included in the $f\text{-table}$.

There is a positive and significant association between Talking Chips technique and speaking skills at a 5% confidence level. Thus, if the Talking Chips technique is employed. Then, 95% of participants will enhance their speaking skills. There were 32 participants in this study, which suggests that 30 participants (95%) improved their speaking skills after using the Talking Chips technique.

B. Discussion

The results of this study were obtained by calculating the results of the pre-test and post-test using SPSS version 25 through the pair sample $t\text{-test}$. Based on the SPSS version 25 calculation, it was known that sig. 2-tailed value is 0.001. It shows that the sig. 2-tailed value is lower than 0.005.

Therefore Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. So, that it can be discussed that this study shows that the Talking Chips technique has a positive and significant influence on the students' speaking skill of class X at SMA Miftahul Jannah Metro Kibang.

Furthermore, it was stated in the SPSS table that the *t-observed* is 8.099. While *t-value* in *f-table* for 5% significance level for df 31 is 2.093. While the significance level 1% df 31 is 2.744. This shows that the *t-observe* is higher than the *t-value* in *f-table*. Therefore, the statistical hypothesis shows that the Talking Chips technique can have a positive and significant influence on students' speaking skill because the *t-observed* value is higher than the *t-value* contained in the *f-table*. Therefore, it can be concluded that this study shows that Talking Chips technique has a positive and significant influence on students' speaking skill.

According to Kagan, Talking chips is one of the teaching methods of cooperative learning in which students participate in a group discussion, giving a token when they speak. The purpose of this method is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all the members, this method encourages passive students to speak out and talkers to reflect³⁷.

³⁷ Spencer Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publishing., 2010), p.17.

The result of this study are relevant the research previously conducted by Kayca.³⁸ The method used in this study is a quantitative method with an experimental research design and use discussion group during learning. The result of this research is using the Talking Chips Technique to determine Students' English speaking skills and increase teacher's performance.

³⁸ Alya Kayca, *The Influence Of Using Talking Chips Technique Towards Students' English Speaking Skill At The Second Semester Of The Eleventh Grade Of SMA NEGERI 5 Bandar Lampung In The Academic Year Of 2020/2021*. UIN Raden Intan Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Talking Chips technique is one of the teaching methods of cooperative learning in which students participate in a group discussion, giving a token when they speak. The purpose of this method is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all the members, this method encourages passive students to speak out and talkers to reflect. Based on the analysis and result of the research, the researcher concludes that the Talking Chips technique has a positive and significant influence of students' speaking skills. It can be seen in the SPSS table that the *t-observed* is 8.099. While *t-value* in f-table for 5% significance level for df 31 is 2.039. While the significance level 1% df 31 is 2.744.

There is a positive and significant association between Talking Chips technique and speaking skills at a 5% confidence level. Thus, if the Talking Chips technique is employed. Then, 95% of participants will enhance their speaking skills. There were 32 participants in this study, which suggests that 30 participants (95%) improved their speaking skills after using the Talking Chips technique.

B. Suggestion

The researcher offers suggestions for students, teachers, and the headmaster, as follows:

1. For the Students

Students are advised to take a proactive approach to learning English, beginning with small steps such as committing to memorizing a minimum of five new vocabulary words daily and maintaining consistency in their practice. Furthermore, if they encounter difficulties in understanding lessons taught by their teachers, they are encouraged to seek clarification from them.

2. For the Teacher

Teachers are encouraged to enhance their creativity in motivating students to learn English by leveraging modern technology and collaborating in effective teaching strategies. This includes employing techniques like the talking chips method to ignite students' eagerness and enthusiasm for English learning.

3. For the Headmaster

Headmaster is advised to support teachers, particularly those teaching English, by fostering the enhancement of teaching and learning environments for both educators and students. This support aims to cultivate enthusiasm among teachers and students alike during their teaching and learning endeavors.

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APPENDICES

RANCANGAN PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Miftahul Jannah Metro Kibang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Speaking (<i>Describe about Class</i>)
Pertemuan Ke -	: 1
Alokasi Waktu	: 2 x 45 Menit
KD (Kompetensi Dasar)	: 3.4;3.4.1:4.4;4.4.1

C. Tujuan Pembelajaran

Melalui kegiatan Pembelajaran dengan menggunakan teknik pembelajaran Talking Chips Technique peserta didik dapat mengidentifikasi, memahami dan mengungkapkan dialog berbentuk descriptive sehingga peserta didik mampu aktif, responsif, bertanggung jawab, dan dapat bekerjasama dengan peserta didik yang lain.

D. Materi Pembelajaran

- Materi pembelajaran Faktual : Descriptive Text
- Materi pembelajaran Konseptual : Identification, Description
- Materi pembelajaran Prosedural : Language Features

E. Metode Pembelajaran

- Teknik : Talking Chips Technique
- Model Pembelajaran : Small Group Discussion

F. Media dan Bahan

- Chips
- Papan Tulis
- Spidol
- Lembar Penilaian

G. Langkah-Langkah Pembelajaran

PENDAHULUAN	
Tahap	Kegiatan
Kegiatan Awal	<ul style="list-style-type: none"> - Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti, berdoa, absensi, dan menyiapkan pelajaran. - Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang pembelajaran speaking menggunakan talking chips technique.
Kegiatan Literasi	<ul style="list-style-type: none"> - Peserta didik diberikan motivasi bahwa belajar bahasa inggris adalah salah satu hal yang menyenangkan dan sangat bermanfaat untuk kehidupan sehari hari.
Critical Thinking	<ul style="list-style-type: none"> - Guru memberikan kesempatan siswa untuk menganalisis tentang lingkungan sekolah (Infrastruktur, Orang – orang, dan Budaya).
Collaboration	<ul style="list-style-type: none"> - Setiap peserta didik diberikan pertanyaan sebagai berikut: - Please name and explain what buildings are found in the school? - Describe the people you meet at school? - What can you tell about the culture in the school? - Guru meminta peserta didik untuk maju ke depan peserta didik lain satu persatu dan menjelaskan pertanyaan yang diberikan.
Penutup	<ul style="list-style-type: none"> - Guru bersama peserta didik merefleksikan pengalaman belajar. - Guru memberikan penilaian tulis secara singkat - Guru memberikan tugas yaitu peserta didik diminta untuk berlatih berbicara menggunakan bahasa inggris di depan kaca dengan melihat setiap sesuatu di sekitarnya. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

H. Penilaian

Classification	Score	Criteria
Perfect	91-100	<p>Fluency</p> <p>It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.</p>
Excellent	71-90	<p>Pronunciation</p> <p>Pronunciation is an important component of language. Therefore, the students must have good pronunciation because if they have good pronunciation their speaking will be understandable. There are some important keys in pronunciation: act, speaking, production, and reception of sound. It means that the words being pronounced should be understandable (intelligible).</p>
Good	51-70	<p>Vocabulary</p> <p>Vocabulary is the basis of language. It</p>

		<p>appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about the choice of words which is used appropriately based on the context of speaking.</p>
Fair	26-50	<p>Grammar</p> <p>Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word the speaker also easily to speak English well.</p>
Poor	≤ 25	<p>Comprehension</p> <p>Comprehension is a student's competence to comprehend the whole thing that the speaker says to them. Good comprehension refers to good understanding. If someone's language understanding is good, it will affect their speaking ability.</p>

Banjarrejo, 21 Oktober 2024

Guru Bahasa Inggris

Mahasiswa/Peneliti

Syehudin, M. Pd

Muhammad Djorgi

Mengetahui,

**Kepala Sekolah SMA
Miftahul Jannah**

Aang Widiasto, M. Pd

RANCANGAN PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Miftahul Jannah Metro Kibang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Speaking (<i>Describe about the theme</i>)
Pertemuan Ke -	: 2
Alokasi Waktu	: 2 x 45 Menit
Kompetensi Dasar	: 3.4;3.4.1:4.4;4.4.1

A. Tujuan Pembelajaran

Melalui kegiatan Pembelajaran dengan menggunakan teknik pembelajaran Talking Chips Technique peserta didik dapat mengidentifikasi, memahami dan mengungkapkan dialog berbentuk descriptive sehingga peserta didik mampu aktif, responsif, bertanggung jawab, dan dapat bekerjasama dengan peserta didik yang lain.

B. Materi Pembelajaran

- Materi pembelajaran Faktual : Descriptive Text
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- Papan Tulis
- Spidol
- Lembar Penilaian

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PENDAHULUAN	
Tahap	Kegiatan

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Kegiatan Literasi	<ul style="list-style-type: none"> - Peserta didik diberikan motivasi bahwa belajar bahasa inggris adalah salah satu hal yang menyenangkan dan sangat bermanfaat untuk kehidupan sehari hari.
Critical Thinking	<ul style="list-style-type: none"> - Guru menjelaskan kembali bagaimana penerapan dan manfaat Talking Chips technique pada pembelajaran speaking. - Guru menjelaskan tema apa saja yang telah disediakan untuk dibahas oleh peserta didik yaitu: <ul style="list-style-type: none"> - Life experience. - School. - Tourist attraction. - Indonesian culinary. - Class. - Hobbies. - Favorite drink. - Favorite food.
Collaboration	<ul style="list-style-type: none"> - Setiap peserta didik diminta untuk membuat grup 4-6 orang setiap grupnya. - Guru memberikan chip kepada setiap grup sesuai dengan peserta yang ada di setiap grup. - Guru memberikan tema kepada setiap grup untuk dianalisis bersama. - Guru meminta setiap grup untuk menjelaskan tema yang telah diberikan, di setiap grup wajib menjelaskan tema yang diberikan satu per satu dengan bahasa mereka masing – masing dengan menggunakan chip yang telah diberikan.
Penutup	<ul style="list-style-type: none"> - Guru bersama peserta didik merefleksikan pengalaman belajar. - Guru memberikan penilaian tulis secara singkat - Guru memberikan tugas yaitu peserta

	<p>didik diminta untuk berlatih berbicara menggunakan bahasa inggris di depan kaca dengan melihat setiap sesuatu di sekitarnya.</p> <ul style="list-style-type: none"> - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.
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F. Penilaian

Classification	Score	Criteria
Perfect	91-100	<p>Fluency</p> <p>It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.</p>
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		Vocabulary is about the choice of words which is used appropriately based on the context of speaking.
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Banjarrejo, 21 Oktober 2024

Guru Bahasa Inggris

Mahasiswa/Peneliti

Syehuddin, M. Pd

Muhammad Djorgi

Mengetahui,

**Kepala Sekolah SMA
Miftahul Jannah**

Aang Widiasto, M. Pd

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Status Pendidikan : SMA

Kelas : X

A. KOMPETENSI INTI

- KI 1 dan KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

No.	Kompetensi Dasar	Indikator	Materi Pembelajaran
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris	1.1.1. Mengungkapkan rasa syukur setiap saat mendapat kesempatan	Pertemuan 1: Menganalisis Lingkungan sekitar sekolah.

	sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.		belajar bahasa inggris.	
2.	1.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1.	Menyapa guru dan teman dengan santun.	Pertemuan 2: Menjelaskan penggunaan Talking Chips technique.
3.	3.4. Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dengan memberi dan meminta informasi terkait tempat wisata, bangunan, dan lingkungan, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1.	Mengidentifikasi teks deskriptif dengan mengetahui (fungsi sosial, struktur teks, dan unsur kebahasaan).	Pertemuan 3: Memberikan tema pembahasan tentang lingkungan, tempat wisata, makanan/minuman favorit, dan sebagainya.
		3.4.2.	Menunjukkan informasi tertentu	

- | | | |
|----|--|---|
| 4. | 4.4. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan materi yang diberikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. | 4.4.1. Secara berkelompok siswa mendiskusikan tema yang diberikan oleh guru dan menjelaskan satu persatu setiap kelompok. |
|----|--|---|

Banjarrejo, 21 Oktober 2024

Guru Bahasa Inggris

Mahasiswa/Peneliti

Syehudin, M. Pd

Muhammad Djorgi

Mengetahui,

**Kepala Sekolah SMA
Miftahul Jannah**

Aang Widiasto, M. Pd

PRE – TEST OF ENGLISH SPEAKING

In this case the researcher gave data to the students, namely about the school, then the researcher asked the students several questions about (Infrastructure, People, and Culture):

1. Please name and explain what buildings are found in the school?
2. Describe the people you meet at school?
3. What can you tell about the culture in the school?

Students` speaking skill of Pre – Test score

No.	Name	Pre-Test Scores
33.	AIWP	50
34.	AFA	65
35.	AAA	50
36.	AR	75
37.	AN	50
38.	ATS	65
39.	ACA	65
40.	AM	65
41.	AA	75
42.	ALN	65
43.	AKN	65
44.	AA	65
45.	BN	55
46.	BA	55
47.	CC	50
48.	CMS	55
49.	DFY	65
50.	DMF	65
51.	DKS	70
52.	DATS	50
53.	EA	70
54.	FS	70
55.	FNH	50
56.	FA	50
57.	HNK	65
58.	IIN	55
59.	MAH	50

60.	RKW	65
61.	RSR	65
62.	TZ	55
63.	ZK	70
64.	ZA	55
TOTAL		1940
AVERAGE		60.625

TREATMENT

A. Teaching Steps Using Talking Chips technique

Teaching steps using Talking Chips technique are as follows:

- Introduction to Talking Chips technique: Explain the rules of the Talking Chips technique to the students. Ensure they understand the objective of the technique and how to apply it.
- Students divide into small groups of about 4-6 people in group. In the groups, the students were asked to discuss an issue or subject matter. Each group was given 4 to 5 cards used for students to talk. After the students give their opinion, the card is kept the table of their group. The process is continued until all students can use their cards to speak.
- Prepare several discussion points for each group, for example discussing (school, class, life experiences, and so on).
- Chip Distribution: Distribute the chips to each student in every groups. Ensure each student has the appropriate number of cards for the technique.
- Talking Chips technique: Let the students play the Talking Chips technique according to the rules explained. Encourage them to speak in the target language when asking and telling cards.
- Speaking Practice: During the game, observing and guiding students in explaining the contents of their thoughts. Provide feedback if necessary to help them improve their speaking skills.
- Reflection and Discussion: After using the Talking Chips technique, conduct a reflection session where students can share their experiences and

what they learned from the technique. Also discuss how the Talking Chips technique helps them learn speaking and new concepts.

POST – TEST OF ENGLISH SPEAKING

Please share your thoughts about the theme below. Each group has its own theme!

Group 1 : Life experience.

Group 2 : School.

Group 3 : Tourist attraction.

Group 4 : Indonesian culinary.

Group 5 : Class.

Group 6 : Hobbies.

Group 7 : Favorite drink.

Group 8 : Favorite food.

Students` speaking skill of Post – Test score

No.	Name	Post-Test Score
1.	AIWP	75
2.	AFA	65
3.	AAA	80
4.	AR	75
5.	AN	70
6.	ATS	75
7.	ACA	80
8.	AM	70
9.	AA	85
10.	ALN	70

11.	AKN	85
12.	AA	75
13.	BN	85
14.	BA	70
15.	CC	75
16.	CMS	65
17.	DFY	70
18.	DMF	75
19.	DKS	70
20.	DATS	80
21.	EA	85
22.	FS	75
23.	FNH	85
24.	FA	75
25.	HNK	85
26.	IIN	75
27.	MAH	75
28.	RKW	85
29.	RSR	80
30.	TZ	75
31.	ZK	60
32.	ZA	75
TOTAL		2425
AVERAGE		75.78125

The Result of SPSS

1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		32	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	6.59134051	
Most Extreme Differences	Absolute	.162	
	Positive	.162	
	Negative	-.117	
Test Statistic		.162	
Asymp. Sig. (2-tailed) ^c		.032	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.030	
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.035

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

2. Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Speaking Test	Based on Mean	6.343	1	62	.014
	Based on Median	2.259	1	62	.138
	Based on Median and with adjusted df	2.259	1	56.535	.138
	Based on trimmed mean	6.309	1	62	.015

3. SPSS Computation Result

Paired Samples Test										
		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-15.15625	10.58639	1.87143	-18.97305	-11.33945	8.099	31	<.001	<.001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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 IAIN METRO

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 NPM : 2001051025

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	22/12/ 2023		- Chapter I - Style - Mechanical aspects → insert footnote: → add Prior Research → revise and come back soon.	
2	24/01/ 2024.		Chapter II - mechanical aspects - please understand every single word!	

Mengetahui,
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Dosen Pembimbing

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NPM : 2001051025

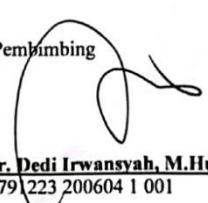
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	23/04 2024.		<ul style="list-style-type: none"> - Banki author dengan researcher. - Chapter III Ok 	
			Tuesday - Please bring all proposal documents for approval	
4	27/02 2024.		Has been revised accordingly. ACC for Proposal Seminar	

Mengetahui,
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Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	11/06/ 2014		I need to see your proposal. <hr/> Check bab III - Pre-test - Post - Public penulisan	
6	13/06 2014		Research Instrument - Pre-test - Post-test Read the Guide Related to 'How to assess Speaking'	

Mengetahui,
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Semester : VII

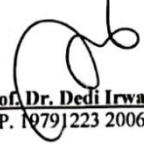
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	24/ 06/ 2024		Research Argument A@@.	
8	15/10 2024		Chapter 11 Should provide answer to research question. - Intro - data display - Interpretation	

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 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9.			Chapter IV. Graphs Charts Mechanical aspects - Andy Field (put it in footnote) - Positive and significant Correlation. Y $X = TCT$ $Y = Spearis$	$X \rightarrow Y$

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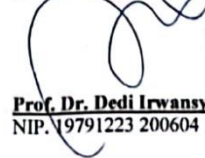
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	7/10 2024 =		Chapter IV an ✓ need Merizom Statistics positive and significant Correlation	
11	18/10 2024 ..		Presented in Figure 1. References	

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NIP. 198803082015031006

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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11.	11/10/2021		<p>Kesimpulan: Terdapat hubungan yg positif dan signifikan antara TCT dan Speakey skill pada Dengan dan tingkat kepercayaan 50% Rekan demikian Jika Jika TCT digunakan, speakey Skill akan meningkat pada tingkat keper 95% partisipan. Jika ada kerdapat 100 partik Jika kerdapat Dalam studi ini kerdapat 32 partisipan yang berarti 30 siswa (95%) men mengalami peningkatan kemampuan Speakey karena adanya penerapan Strategi TCT</p>	

Mengetahui,
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Dr. Much Dehatur, M.Pd.B.I.
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NPM : 2001051025

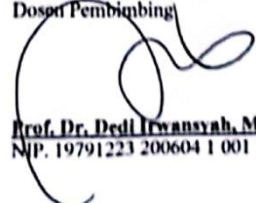
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
12.	21/10/ 2024		<p>→ Abstrak → Referensi → Please revise</p> <hr/> <p>Please come back → all documents from cover to appendix → Surat pengantar Munyusyah</p>	

Mengetahui/Agama
Ketua Program Studi TBI


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NIP. 198803082013031006

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Nomor : B-0156/In.28/J/TL.01/01/2024
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMAI MIFTAHUL JANNAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

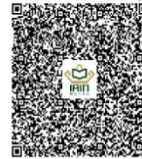
Nama : **MUHAMMAD DJORGI**
NPM : [2001051025](#)
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING TALKING CHIPS
TECHNIQUE ON STUDENTS' SPEAKING SKILL AT
TENTH GRADE IN SMAI MIFTAHUL JANNAH METRO
KIBANG

untuk melakukan prasurvey di SMAI MIFTAHUL JANNAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Januari 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP [19880308 201503 1 006](#)



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA)
“ MIFTAHUL JANNAH “



NPSN: 69988881

AKREDITASI: B

DESA MARGOTOTO KECAMATAN METRO KIBANG KABUPATEN LAMPUNG TIMUR

Alamat : Jl. Metro Kibang Desa Margototo, Kec. Metro Kibang Kab. Lampung Timur Pos 34135

SURAT KETERANGAN

Nomor: 422.3/07/SMA-MJI/2024

Berdasarkan Surat Permohonan Izin Prasurvey Tugas Akhir/Skripsi Nomor: B-0156/In.28/J/TL.01/01/2024, yang tertanggal pada 16 Januari 2024, maka Kepala SMA Miftahul Jannah Metro Kibang, dengan ini memberikan izin kepada:

Nama : MUHAMMAD DJORGI
NPM : 2001051025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk melakukan prasurvey di SMA Miftahul Jannah Metro Kibang yang berjudul “**The Influence Of Using Talking Chips Technique On Students’ Speaking Skill At Tenth Grade In SMAI Miftahul Jannah Metro Kibang**” pada tanggal 23 s/d 26 Januari 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Metro Kibang, 19 Januari 2024
Kepala SMA Miftahul Jannah

AANG WIDIASTQ, M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-4664/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MIFTAHUL JANNAH
METRO KIBANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4663/In.28/D.1/TL.01/05/2024,
tanggal 06 Mei 2024 atas nama saudara:

Nama : **MUHAMMAD DJORGI**
NPM : 2001051025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MIFTAHUL JANNAH METRO KIBANG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MIFTAHUL JANNAH METRO KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE ON STUDENTS' SPEAKING SKILL AT TENTH GRADE OF SMA MIFTAHUL JANNAH METRO KIBANG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
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SEKOLAH MENENGAH ATAS (SMA)
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NPSN: 69988881

AKREDITASI: B

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Alamat : Jl. Metro Kibang Desa Margototo, Kec. Metro Kibang Kab. Lampung Timur Pos 34135

SURAT KETERANGAN

Nomor: 422.3/30/SMA-MJ/X/2024

Berdasarkan Surat Tugas Nomor: B-4663/In.28/ D.1/TL.01/05/2024, yang tertanggal pada 06 Mei 2024, maka Kepala SMA Miftahul Jannah Metro Kibang, dengan ini memberikan izin kepada:

Nama : MUHAMMAD DJORGI
NPM : 2001051025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk melakukan observasi/survey di SMA Miftahul Jannah Metro Kibang guna mengumpulkan data dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi yang berjudul “The Influence Of Using Talking Chips Technique On Students' Speaking Skill At Tenth Grade Of SMA Miftahul Jannah Metro Kibang” pada tanggal 17 s/d 31 Mei 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Metro Kibang, 24 Oktober 2024

Kepala SMA Miftahul Jannah



AANG WIDIASTO, M.Pd



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Muhammad Djorgi
NPM : 2001051025
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024

Ketua Program Studi TBI



Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



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UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-744/ln.28/S/U.1/OT.01/06/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : MUHAMMAD DJORGI
NPM : 2001051025
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051025

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



24 Juni 2024

Kepala Perpustakaan

ad, S. Ag., S. Hum., M.H., C.Md.
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SURAT TUGAS

Nomor: B-4663/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : MUHAMMAD DJORGI
NPM : 2001051025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MIFTAHUL JANNAH METRO KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE ON STUDENTS' SPEAKING SKILL AT TENTH GRADE OF SMA MIFTAHUL JANNAH METRO KIBANG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 06 Mei 2024

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MUHAMMAD DJORGI
2001051025 (THE INFLUENCE
OF USING TALKING CHIPS
TECHNIQUE ON STUDENTS'
SPEAKING SKILLS AT TENTH
GRADE OF SMA MIFTAHUL
JANNAH METRO KIBANG)

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Submission date: 24-Oct-2024 03:22AM (UTC-0700)
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DOCUMENTATION

1. Pre – Test



2. Treatment



3. Post – Test



CURRICULUM VITAE



The researcher was born on October 10, 2001 in Metro. The 3rd child of a married couple, Mr. Sriyanto and Mrs. Purwanti. The researcher has 1 older sister named Indah Putri Meilina, 1 older brother Agung Putra Mas, and 1 younger sister Syabila Nur Maylani. The researcher started her first school at TK Aisyiah Metro Pusat in 2007, continued to SDN 1 Metro Pusat in 2007, then continued to the Madinah Islamic boarding school, East Lampung in 2014, and continued his Islamic boarding school education at PPTQ Miftahul Jannah in 2016 and completed it in 2020. After that, the researcher continued his higher education at state islamic institute of Metro (IAIN), Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) in 2020 and complete it this year (2024).