AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH TALKING CHIP TECHNIQUE
AT THE EIGHTH GRADERS OF SMPN 8 METRO

By:

YUNI VERONIKA
STUDENT. ID. 13108817

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H/2018 M

IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHTH GRADERS OF SMPN 8 METRO

By:

YUNI VERONIKA
STUDENT. ID. 13108817

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor: Dra. Umi Yawisah, M.Hum

Co Sponsor: Syahreni Siregar, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H/2018 M

RATIFICATION PAGE

No:B-0252/In. 28.1/D/PP.00.9/01/2018

An undergraduate thesis entittled: IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHTH GRADERS OF SMPN 8 METRO

Written by Yuni Veronika student number. 13108817, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 12, 2018 at 15.00-17.00.
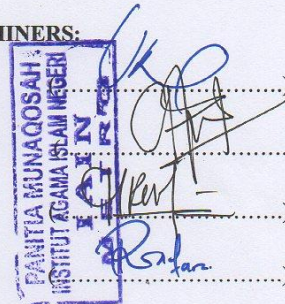
BOARD OF EXAMINERS:

Chairperson	: Dra. Umi Yawisah, M.Hum	(...............)
Examiner I	: Ahmad Subhan Roza, M.Pd.	(...............)
Examiner II	: Syahreni Siregar, M.Hum.	(...............)
Secretary	: Rika Dartiara, M.Pd	(...............)

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHTH GRADERS OF SMPN 8 METRO

Name : Yuni Veronika

Students Number : 13108817

Faculty : Tarbiyah and Teacher Training

Department : English Education

APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Faculty and Teacher Training of State Institute For Islamic Studies (IAIN) of Metro.

Sponsor

Metro, December 2017
Co-sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620402 199903 2 001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

The Had of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

iii

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Pengajuan Munaqosah**

Kepadayth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Yuni Veronika
NPM   : 13108817
JudulSkripsi : Improving the Students' Speaking Performance Through Talking Chip Technique At The Eighth Graders Of Smpn 8 Metro

Sudah kami dapat setujui dan dapat di munaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Metro,   Desember 2017

Sponsor,   Co-sponsor

Dra. Umi Yawisah, M.Hum   **Syahreni Siregar, M.Hum**
NIP. 19620402 199903 2 001   NIP. 19760814 200912 2 004

iv

NOTIFICATION LETTER

Metro,   December 2017

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosah**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute of Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name   : Yuni Veronika
Student Number   : 13108817
Title   : Improving the Students' Speaking Performance
                    Through Talking Chip Technique At The Eighth
                    Graders Of Smpn 8 Metro

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr.Wb

Sponsor,

Metro, December 2017
Co- sponsor,

Dra. Umi Yawisah, M.Hum
NIP. 19620402 199903 2 001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

v

ABSTRACT

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH TALKING CHIP TECHNIQUE
AT THE EIGHTH GRADERS OF SMPN 8 METRO**

**BY:
YUNI VERONIKA**

The objective of this action research study was to improve the speaking performance at the eighth graders of SMPN 8 Metro through the implementation of talking chips technique.Based on the data of pra-survey at the second graders of SMP N 5 Metro. The researcher found some problem like the students had low score in speaking,the students' difficulties in developing ideas, the students' low motivation in speaking. In this research the researcher focused on the first and the second problems.

There are many technique that to improve the students speaking, one of them is by using talking chip technique.It could help the students to improve their speaking through group discussion to share their ideas and give opinion about the topics. Every students has chances to speak in English because every students has chip to speak. In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 25 students in VIII C class of SMP N 8 Metro. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP N 8 Metro.

The results of the research show that there is improvement of the students'speaking performance byusingTalking Chips technique. Thestudents got more chances to speak and their involvement during the teaching andlearning process also improved. The students' mean scores showed improvementsin all aspects of the speaking performance after the implementation of the actions. Theaspects being assessed were pronunciation, fluency, grammar, vocabulary, andinteraction.It was supported by the improvement of the students speaking performanceresult from 6 students (24%) at pre test, 14 students (56%) at cycle I, and 20 students (80%) at cycle II who got score 74 or more. It means that the result of the cycle IIhas already reached the indicator that is 80% of the students get score 74 or more.The researcher concluded that there was significant improve of using talking chip technique on the students' speaking performance at the eighth graders of SMP N 8 Metro.

Keywords: *improving speaking performance, Talking Chips technique, Grade VIII students*

ABSTRAK

PENINGKATAN KINERJA BERBICARA SISWA
MELALUI TEKNIK *TALKING CHIP*
PADA SISWA KELAS VIII SMPN 8 METRO

OLEH:
YUNI VERONIKA

Tujuan dari penelitian tindakan ini adalah untuk meningkatkan kinerja berbicara pada siswa kelas VIII SMPN 8 melalui penerapan teknik chip bicara. Berdasarkan data pra-survei pada siswa kelas dua SMP N 5 Metro. Peneliti menemukan beberapa masalah seperti siswa memiliki skor rendah dalam berbicara, kesulitan siswa dalam mengembangkan gagasan, motivasi rendah siswa dalam berbicara. Dalam penelitian ini peneliti memusatkan perhatian pada masalah pertama dan kedua.

Ada banyak teknik untuk meningkatkan kemampuan berbicara siswa, salah satunya adalah dengan menggunakan teknik *talking chip*. Ini bisa membantu siswa memperbaiki pembicaraan mereka melalui diskusi kelompok untuk berbagi gagasan dan memberi pendapat tentang topik tersebut. Setiap siswa memiliki kesempatan untuk berbicara dalam bahasa Inggris karena setiap siswa memiliki chip untuk berbicara. Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (CAR) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Subyek penelitian ini adalah 25 siswa kelas VIII C SMP N 8 Metro. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test 1 dan post test 2), observasi dan dokumentasi. Penelitian dilakukan secara kolaboratif dengan guru bahasa Inggris SMP N 8 Metro.

Hasil penelitian menunjukkan bahwa ada peningkatan kinerja berbicara siswa dengan menggunakan teknik *talking chips*. Para siswa mendapat lebih banyak kesempatan untuk berbicara dan keterlibatan mereka selama proses belajar mengajar juga meningkat. Skor rata-rata siswa menunjukkan perbaikan dalam semua aspek kinerja berbicara setelah pelaksanaan tindakan. Aspek yang dinilai adalah pengucapan, kelancaran, tata bahasa, kosa kata, dan interaksi. Hal ini didukung oleh peningkatan hasil belajar siswa dari 6 siswa (24%) pada pre test, 14 siswa (56%) pada siklus I, dan 20 siswa (80%) pada siklus II yang mendapat skor 74 atau lebih. Artinya, hasil siklus II sudah mencapai indikator yaitu 80% siswa mendapat skor 74 atau lebih. Peneliti menyimpulkan bahwa ada peningkatan yang signifikan dalam menggunakan teknik *talking chip* pada siswa kelas delapan SMPN8Metro.

Kata kunci: *peningkatan kinerja berbicara, teknik Talking Chips, siswa kelas VIII*

ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Yuni Veronika

NPM   : 13108817

Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2017

Penulis

Yuni Veronika
NPM.13108817

MOTTO

وَقُل رَّبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

And say: "My Allah, increase me in knowledge".

(Qs. Thaahaa :114)

DEDICATION

" I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Jaswan and Lihus Mianah

Secondly, my beloved brothers Aditya Jonhari and Reizky Meycel Azis and also my beloved buddies Mpi, Yani, Arum, Eka, Zean

Finally, my beloved almamater IAIN Metro".

ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health and also mercy because I can finally accompish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Syahreni Siregar, M.Hum and Dra. Umi Yawisah, M.Hum for being patient and efficiency during the accomplishment of this undergraduate thesis. I also thanks to Nora Dewiyanti, S.Pd for giving support, I really appreciate it.

Last but not least, my greatest gratitude also goes to my classmates, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro,   November 2017
The Researcher

YUNI VERONIKA
St. ID. 13108817

TABLE OF CONTENTS

CHAPTER II REVIEW OF THE RELATED THEORIS

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

BIBLIOGRAPHY
APPENDIXES
CURRICULUM VITAE

LIST OF TABLES

LIST OF CHART

LIST OF FIGURES

LIST OF APPENDIXES

Appendix 1 Sylabus

Appendix 2Lesson Plan 1

Appendix 3Lesson Plan 2

Appendix 4 Instrument Pre Test

Appendix 5 Instrument Post Test 1

Appendix 6 Instrument Post Test 2

Appendix 7 Speaking Performance Assesment Sheet

Appendix 8 Observation Sheet the Students Activity

Appendix 9 Teacher Observation Sheet

Appendix 10 The Data of Pre-Survey

Appendix 11 The Result of Students' Pre-Test

Appendix 12 The Result of Students'Post-Test 1

Appendix 13 The Result of Students' Post-Test 2

Appendix 14 Photo Documentation

Appendix 15Surat Izin Pra Survey

Appendix 16Surat Balasan Izin Pra Survey

Appendix 17Surat Bimbingan Skripsi

Appendix 18Surat Izin Research

Appendix 19Surat Balasan Izin Research

Appendix 20Surat Tugas

Appendix 21 Surat Keterangan Bebas Pustaka

Appendix 22 Surat Keterangan Bebas Prodi

Appendix 23 The Consultation Card

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a set of rules that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is a tool that is used by human to communicate ideas, feelings, informations, knowledge, etc.

Meanwhile, English as a language that plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. It becomes a duty for all of students in Indonesia to learn about English in spoken or written form.

Speaking is the skill used by particular group of people, to make them understand the idea and the feeling. However; many people consider that speaking English is very hard to do, because many people do not have many vocabulary, do not have ability about grammar, do not have self-confident and do not have motivation to speak English well.

In junior high school, English becomes an important subject that include as one of the subjects for final examination (UN). English becomes a important subject that must be mastery by the student, but the students have a

difficulties in learn English. The teacher is a facilitator who student need to study English. The teacher can to help the students to solve their problem in learning English.

In the class often some students an appropriate pronunciation in speaking performance, but the teacher decrease observes about it because, teaching speaking of English as a foreign language to junior high school students is not easy. Teachers must not only teach how to speak but also pay much attention to their students pronunciation, grammar, vocabulary, performance and the social and the cultural rules.

Many student consider that speaking is difficult. The student are difficult to start speak up, they are very hard to find what will their to speak. They are passive in other words they do not have ideas or inspiration , so that the student just silent and there is no respond in learning process. They think speaking is too hard, they needs grammar and vocabulary mastery in speaking but they do not have both the skill so they have lack of anxiety and there is no motivation to learn. It means that they have low skill in speaking.

However, the techniques that are usually used by the teacher in teaching speaking is considered unnefective yet. The teacher usually uses a traditional technique that ask students to work individually. It don't has positive and significant to improve the students' speaking skill. The problems are the students still feel strange and face some difficulties in speaking process especially have lack of vocabulary, because they cannot find ideas to express in their speaking.

Teaching by using a great technique is to be important necessary to improve skill in the process of teaching and learning speaking. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encourage students' participation, the students' will not be bored and will more creativity during the lesson. Beside that, teacher also need a technique that has character work in group to make students can contribute ideas each other in order to the students can more easy to develop ideas in their speaking.

The solution of those problems of learning technique is by using talking chip technique. Talking chips is one of cooperative learning technique which is found by spencer kagan to facilitate language teaching. Talking chip technique facilitates the student to work in group, it is about four until six students to share ideas and give opinion about the topics. Every students has chances to speak in English because every student has chips to speak.

The research had conducted in SMPN 8 Metro, especially at the eighth grade there is about 26 students. The result data of pre-survey on april 10, 2017, the English teacher has decided (KKM) 74 as the competences standard minimum requirement.

Table 1

The students' score of speaking performance test

NO	NAME	SCORE	CATEGORY
1	AS	60	Incomplete
2	APS	75	Complete
3	APA	65	Incomplete
4	AA	75	Complete
5	ADP	60	Incomplete
6	CRA	60	Incomplete
7	DN	70	Incomplete
8	EKD	75	Complete
9	GF	70	Incomplete
10	GAW	60	Incomplete
11	HS	60	Incomplete
12	HF	75	Complete
13	ISP	75	Complete
14	II	65	Incomplete
15	KTW	60	Incomplete
16	MSR	70	Incomplete
17	NAA	65	Incomplete
18	PP	60	Incomplete
19	POF	65	Incomplete
20	RMB	70	Incomplete
21	RA	65	Incomplete
22	SA	70	Incomplete
23	SDP	70	Incomplete
24	SK	70	Incomplete
25	TNS	60	Incomplete

Table 2
The Students' Test Result of Speaking Performance

No	Score	Category	Frequency	Percentage
1	>74	Complete	5	20 %
2	<74	Incomplete	20	80 %
Total			25	100%

Source: The Students' Test Result of Speaking Performance that was taken on Pre survey at april 10th, 2017.

Based on the result of pre-survey above, it can be seen that the student's speaking performance is still low. There are only 5 from 25 students who passed from 74 and 20 students who failed from 74 as the Minimum Mastery Criteria (MMC). The problem is caused by students' difficulty in developing ideas and they have low motivation in speaking. Therefore, the researcher tries to apply Talking chip technique to solve both of problems above especially and to develop the student's speaking performance generally.

Based on situation above the writer will conduct a research entitled: "IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHTH GRADERS OF SMPN 8 METRO".

B. **Problem Identification**

Based on the background of study that is explained above, the researcher can identify some problems that are caused by:

1. The students have low score in speaking subject.

2. The student has lack of vocabulary.

3. The student often bored when they are study English lesson.

4. The students have a low motivation in speaking.

5. The teaching technique that is usually used by teacher is considered unefective technique.

C. Problem Limitation

From the identification above, the researcher limit the problem focus on The teacher used inappropriate technique in speaking instruction. Therefore, the writer used talking chip technique in speak up to help the students in speaking performance, and helping the teachers in teaching English to improve speaking performance.

D. Problem Formulation

Based on the background of the study and problem identification above, the researcher formulates the problem is " can talking chip technique improve the students' speaking performance?".

E. Objectives and Benefit of Study

1. Objectives of the study

Generaly, the objective of this research is to know whether talking chip technique can improve the student speaking performance at the eighth graders of SMPN 8 Metro.

2. Benefits of Study

1) For the teacher

The reseacher hopes that this research was positive inspiration for the teacher in teaching and learning process, especially in teaching speaking that can implementate Talking Chip technique.

2) For the students

The students could more participate fully in the class. So they will have more motivation in learning speaking process.

3) For the other researchers

This result can be used a prior information for the other researchers that will conduct a relevant research.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Speaking Performance

1. The Definition of Speaking

There are so many experts that define speaking. Scott Thornbury stated speaking is interactive and requires the ability to cooperate in the management of speaking turns. Speaking is a skill, and such as needs to be developed and practiced independently of the grammar curriculum.[1] Speaking is not only to say a word or sound, but one of way to communicate ideas, express our feeling, share knowledge and etc. Next, David Nunan said that Speaking is the single most important aspect of learning a second or foreign language, and success in measured in terms of the ability to carry out a conversation in the language.[2]

Then, Brown said that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.[3]

Meanwhile, speaking is the language ability which allows humans to express what they know, think and feel in the shortest way. The speaking ability is an inborn talent, it is also possible to learn and develop it in

---

[1] Scott Thornbury, *How to Teach Speaking*, (Longman, 2005), p. 1

[2] David Nunan, *Language Teaching Methodology,* (New York, Prentice Hall Oxford University Press,1991),p. 39

[3] Brown H. Douglas, *Teaching by Principles an interactive Approach to Language Pedagogy 2nd Edition,* (San Fransisco, Longman, 1994), p. 267

time. This possibility is both psychological and physical. Then, Taser defines speaking as a psychophysical process led by the movements of the muscles. Furthermore Liddicoat stated that speaking is an important skill for people to build and develop strong social relations. Next, according to Temizkan, speaking is the verbal expression of plans, wishes, feelings and thoughts. In other words, it is the verbal transfer of a subject after it has been planned in the mind.[4]

Furthermore, Lewis and Hill state that speaking is a process that covers many things addition to the pronunciation of individual sound. Then, Widdowson believes that speaking is simply the physical embodiment of abstract system or of the grammatical system of language or both. Burtkart says that speaking is an activity which involves the area of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. Furthermore Mackey defines that speaking is an oral expression that involves not only the use of the right pattern of rhythm and intonation but also right order to convey the right meaning. While Clark and Clark state that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences.[5]

---

[4] Oguzham, "Effects of Drama Method on Speaking Anxieties of Pre-service Teacher and Their Opinion about the Method" in *Academic Journals*, (Turkey: Ataturk University), Vol. 9(18)/ September 2014, p. 734

[5] Munther Zyoud, "Theoritical Perspective on How to Develope Speaking Skill among University Students" in *Pune Research Scholar an International Multidisciplinary Journal*, (Palestine: Al Quds Open University), Vol. 2, Issue 1, p. 3

It can be concluded that speaking is one of language skills which used to convey the meaning or express ideas from the speaker to the listener in words, phrases, and sentences following with a certain grammatical structure.

2. **Definition of Performance**

According to Brown performance is the overtly observable and concrete manifestation or realization of competence.[6] Meanwhile, oxford advance learner maintains that performance is the act of the performing by a person to performs their act included process of performing a tasks and an action. Then, performance is useful primarily because it allows those studying a language to differentiate between a speech error and not knowing something about the language. It can be conclude that performance is a goal that have standards and requirement who have to be done by the learners.

3. **The Function of Speaking**

Brown and Yule in Richard made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Those functions are:

a. **Talk as interaction**

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily

---

[6] Douglas Brown, *Principle of Language Learning And Teaching* (4th Ed) New York: Eddison Wesley longman. Inc, 2000), P.30

social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns in Richard distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as

classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.[7]

From the definition abobe it can be concluded that the functions of speaking are classified into three, there are talk as interaction, talk as transtaction, talk as performance. Each activities in speaking should be improve time by time when learner want to master the English well.

4. **Kinds of Speaking Performance**

There are a lot of available techniques and methods for teaching speaking skill, it will helpful for the teacher to think in term of several kinds of speaking performance. Developing of speaking performance will increased speaking skill of the students. H. Douglash Brown maintains that there are 6 types of speaking performance[8], namely:

a. Imitative

A very limited portion of clasroom speaking time may legimately be spent generaing be spent generating "human tape

---

[7] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge, Cambridge University Press, 2008), p.19

[8] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), P.271-274

recorder" speech. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitaton of this kind is carried out not for the urpose of meaningful interaction, but for focusing on some particular lelement of language form like pronounciation, stressing, etc.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practie some phonoligycal or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain form language. For example, the learners always try to practice the phonologycal and grammatical all the time.

c. Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated form of responsive language. This is the example of the responsive :

T : How are you today?

S : Pretty good and you?

Or

S1 : so, what did you write for question number one?

S2 : Well, I wasn't sure,so I left it blank.

d. Transactional (dialogue)

Transactional dialogue, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of negotiative nature to them than does responsive speech :

T :   What is the main idea of this essay?

S :   The United Nations should have more authority.

T :   More authority than what?

S :   Than it does right now.

T :   What do you mean?

S :   Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T :   You don't think the UN has that power now?

S :   Obviously not. Iraq is still manufacturing nuclear bombs.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaning social relationships than for the transmission of fact and information. These conversation are a little tricker for learners because they can involve some or all of the following factors :

- A casual register
- Colloquial language

- Emotionally charge language

- Slang

- Ellipsis

- A covert "agenda"

  For example :

  Amy :   Hi, Bob how it's going?

  Bob :   Oh, so-so

  Amy :   Not a great weekedn, huh?

  Bob :   Well, far be it from me to criticize, but I'm pretty miffed about last week.

  Amy :   What are you talking about?

  Bob :   I think you are perfectly well what I'm talking about.

  Amy :   Oh that... how come you get so bent out of shape over something like that?

  Bob :   Well, whose fault was it, huh?

  Amy :   Oh wow it's great! Wonderful. Back to the square one. For crying out loud, bob I though we'd settled this before. Well, what more I can say?

f. Extensive (monologue)

    Extensive is a short speeches form of the oral report or a summaries. For example, the learners at intermediate to advance

can give the monologues in the form of oral reports, here the register is more formal and deliberative. These monologues can be planned or impromptu.

Based on the explanation above, the researcher conclude that the kinds of speaking performance include of imitative, intensive, responsive, transactional, interpersonal and extensive, where developing from all the kinds of speaking performance will increase speaking skill of the student.

5. **The Difficulties in Speaking**

According to Brown, there are eight characteristics that make speaking difficult as follow:[9]

a. Clustering

Fluent speech is phrasal, nor word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduce forms

Contraction, elisions, reduced vowels, etc. All form special problems in teaching spoken English (see the section below in

---

[9] H. Douglas Brown, *Teaching by Principles.*, p.270.

teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonable well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate delivery. One of your tasks in teaching spoken English is to help learner's achieve an acceptable speed along with attributes of fluency.

g. Stress, Rhythm, Intonation

This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and it is intonations patterns convey important messages.

h. Interactions

As needed in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

In conclusion, speaking is a difficult skill to be mastered. There are some characteristics in speaking that should be warned by the students. Those characteristic can make speaking easy as well as or difficult in other way.

6. **Aspects of Speaking Performance**

Speaking becomes important because speaking is a skill that can make people easily understand to what thing explained. Junior high school students' speaking ability is expected to be good because they have learn English since some years before and they will have many performances related to oral skill in universities. But in fact, junior high school students' speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance. Aspect of speaking performance are:

a. Fluency

According to Harman and Stork pointed out the term 'fluent' means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally with concentration on the content delivery, rather than focusing on the

form or structure of a language.[10]Points out that speaking ability is describe as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.[11] Research into listener's perseption suggest that pausing is one of the factors of fluency. People can be said as fluent speakers if they fulfill the following features:

1. pauses may be long but not frequent

2. pauses are usually filled

3. pauses occur at meaningful transition points

4. there are long runs of syllabels and words between pauses[12]

Propose a model in assesing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" and "ah" by subjects as they complete a task.[13]

b. Pronounciation

Pronounciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. Provides more issues related to pronounciation. He suggest pitch, intonation, individual sounds, sound and spelling and stress.

---

[10] Theory and Practice in Language Studies, Vol. 4. No. 2, pp. 225-231, February 2014

[11] Lado r, *language testing the construction and use of foreign language test,* longman, london. 1961. P.240

[12] Scott Thonbury, *how to teach speaking.* Longman, london.2005 P.6-8

[13] David nunan, *task based language teaching*. Cambrige universitypress, 2004. P.

Pronounciation becomes important because it gives meaning to what is being said. Wrong pronounciation may cause misunderstanding or people involved in a conversation are offended.

c. Grammar

Grammar is system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to context, a speaker should consider the following things:

1. Who the speaker is

2. Who the audience is

3. Where the communication takes place

4. What communication takes place before and after a sentences in questionimplied versus literal meaning

5. Styles and registers

6. The alternative forms among which a produce can choose.

d. Vocabulary

Vocabulary development refers to the knowledge of stored information about the meanings and pronounciation of words necessary for communication.[14]

Many authors have similar definitions about vocabulary. According to Hubbart vocabulary can be defined as a powerful

---

[14] Multicultural & ESOL Program Services Education Dept.26

carrier of meaning. Additionally, Diamond & Gulton suggest that vocabulary is knowledge of words and their meanings.

Thorrnbury suggests three usual things used by speakers in what they are being said:

1. When people speaking, they are involving high proportion of word and expressions that express their attitude (stance) to what is being said.

2. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

3. A speech also usually employs deictic language, i.e words and expression that point to the place, time, and participants in the intermediate or a more distant context.

This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognise words, and know their meanings as well. Thus, when a student is effectively able to recognise and use a word in different context, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

e. Interactive Communication

Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhytm to fulfil the task requirements.[15]

The most difficulties faced by students in speaking are the interactive nature of communication. In speaking especially when they are having conversation they are engaging in a process of negotiation of meaning[16]. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assesing students through the way they interact is good to train them to have natural speaking.

f. Appropriateness

The term of appropriateness is related to some varibales. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:[17]

1. Setting

We speak differently in libraries from the way we do in night clubs. We often use informal and spontaneous

---

[15] Scott Thonbury, *how to teach speaking.* Longman, london.2005, P. 129

[16] Douglas Brown. *Teaching by Priciples: An Interactive Approach to language Pedagogy.*longman. 2001 .p.269

[17] Jeremy aharmer. *The practice of english language teaching.* Longman. P.24

language at home, whereas we may use more formal pre-planned speech in an office or work environment.

2. Participants

   The topic involved in an exchange-whether in speaker or writing-clearly affect the language being chosen. However egalitarian we may want to be we often choose words and phrases we use when talking to friends, members of our families, or colleagues of equal status to us.

3. Gender

   Research clearly shows that men and women typically use language differently when addressing either members of the same or the opposite sex. Women have frequently used more concessive language than men for example, and crucially, have often talked less than men in mixed-sex conversations.

4. Channel

   There are marked differences between spoken and written grammars. But spoken language is not all the same it is affected by the situation we are in. Are we speaking face to face or on the telephone?

   Are we speaking trhough a microphone to an unseen audience or standing up in a lecture hall in front of a

crowd? Each different channel will generate different uses of language.

5. Topic

The topic we are addressing affects our lexical and grammatical choices. The words and phrases that we use when talking or writing about a wedding will be different from those we employ when the conversation turns to particle physics. The vocabulary of childbirth is different from the lexical phrases associated with football.

g. Complexity

It is wrong that written language is highly organized, structured, and complex while spoken is this organized, fragmanentary, and simple.[18] What made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved.[19]

The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

Based on explanation above, the researcher conclude that the aspects of speaking performance is difficult to the students to

---

[18] Halliday, *introduction to Functional Grammar*.1985 P.87
[19] David Nunan, *Task Based Language Teaching. . .* P.86

fulfill those aspects because to be fluency while speak English then correct in pronounciation and grammar, then be interactive in communication is not easy for them.

7. Elements of Speaking Performance

Jeremy Harmer explain there are two elements of speaking. They are:

a. Language Features.

Among the elements necessary for spoken production are the following:

1) Connective Speech

Effective speakers of english need to be able not only to produce the individual phonemes of english (as saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened.

2) Expressive Device

Native speakers of English change the pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

Spontaneous speech is marked by the use of a number of common lexical phrase, especially in the performance of certain language functions.

3) Negotiation Language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental / Social Processing

1) Language Processing

Effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

2) Interacting With Other

This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do so.

3) (On The Spot) Informating Processing[20]

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

[20] Jeremy Harmer, *The Practice of English Language Teaching. . .* p.269-267

From the explanation above it can be inferred that the teacher can use of the point above to increase the element for spoken production. Where every student has different ability. So the researcher has assumption that point above can help the teacher to have good interaction with the students.

8. **Assessing Speaking Performance**

Brown stated the key of assessment is to specify a set of criteria and a reasonably practical and reliable scoring method.[21] In order to measure the quality of spoken performance, we first need to establish criteria of assessment. Weir proposed an analytic rubric for assessing speaking as follow:

Table 3

Analytic Speaking Criteria[22]

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words / expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an

[21]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices.*(New York, Longman, 2004), p.176

[22] Cyril.J. Weir, *Language Testing and Validation: An Evidence-based Approach. (*Houndgrave, Hampshire: Palgrave MacMillan, 2005), p. 195-196

		occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of in appropriacy.

	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1 (fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the explanation above, the researcher wants to adapted Weir analytic rubric to measure the speaking skill of the student. There are five categories shoul be attention by the student, fluency, pronuncation,

vocabulary, gramatical accuracy, and interactional strategy. each categories has criteria to determine the score. The best score students can get is 20, and the lowest is 4.

B. Concept of Talking Chip Technique

1. Definition of Talking Chip Technique

Talking chips is one of cooperative learning technique which is found by spencer kagan to facilitate language teaching. Talking chip technique facilitates the student to work in group. It is about four until six students to share ideas and give opinion about the topics. Every students has chances to speak in english because every student has chips to speak.[23]

Furthermore Alberta state that Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students.[24]

Then kagan explains that Talking Chips was developed to solve the problem of one or two students dominating a team discussion. Paraphrase Passport was created to solve the problem of team discussions in which everyone is talking but no one listening.[25]

---

[23] Usep syaripudin, Pia nuristiana, "The Use Of Talking Chips Technique in Students'impromptu Speaking", *journal of english language and learning*, (university of swadaya gunung jati cirebon), Vol(1) number 1, mei 2014 issn 2354-7340, p.130

[24] Alberta. *German language and culture:9-year program guide to implementation, grades 4–5–6*.Canada: Alberta Education, 2008. p.52

[25] Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.11

It can be concluded that Talking chip technique is a one of cooperative learning techniques that has principle purpose to has students work in group. To applies this technique, the teacher gives a chips to each group, then all of members of group have chips maximum two chips to each. So, all of students are able to participate fully during the lesson. Also, this technique is very effective to support the processes of teaching especially in planning, reviewing, or practicing.

Regarding to the concept of cooperative learning. Van Dat Tran elaborated that "cooperative learning comprises instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.[26]Also, Damon and Phelps argued that," three types of group learning may be distinguished: Tutoring, cooperative learning, and collaborative learning. In cooperative learning, students are seated in groups and have a mutual goal. Typically, student assignments in a cooperative learning setting do not require students to work together. The assignments can also be completed individually."[27]

The relevant theory also comes from Jack C. Richard, "with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative

---

[26] Van Dat Tran, *The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention,* International Journal of Higher Education Vol. 3, No. 2; 2014, p.131
[27] Edda Luzzatto and Giordano DiMarco, *Collaborative Learning Methodology Types of Interactions and Techniques,* (New York : Nova Science Publishers Inc., 2010), p.199

learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members".[28]

Based on the elaborations about cooperative learning above, it can be noted that the principal purpose of cooperative learning is not only has student to solve and finish a project together but also it has purpose to increase individual ability through contibution of all members in the group. So, although it has character works in groups, the evaluation in cooperative learning is allocated individually. Then, as a instructional method that applies work in group, cooperative learning also can be a solution to develop student's motivation in learning process.

2. **The Procedure of Talking Chip Technique**

   a. The teacher provides a discussion topic and provides think time.

   b. Any student begins the discussion, placing one of his/her chips in the center of the table.

   c. Any student with a chip continues discussing, using his/her chip.

   d. When all chips are used, teammates each collect their chips and continue the discussion using their talking chips.[29]

3. **The Advantages and Disadvantages of Talking Chip Technique**

   Honestly, no one technique that is perfect. Automatically, they brought their own advantages and disadvantages. The advantages and

---

[28] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching,* (New York: Cambridge University Press, 2002), p. 52

[29] Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.36

disadvantages of using Talking Chip technique can be mentioned are as follows:

    a. The advantages

        1) Talking chip ensures that everyone has an equal opportunity to speak.[30]

        2) Talking chip provides students with the opportunity to use academic language in a low –stress environment because they get to hear the proper usage of academic language from language models.[31]

        3) Talking chips was developed to solve the problem of one or two students dominating a team discussion.[32]

    b. The disadvantages

        Students with no chips left must wait until teammates have used all their chips before they all collect their chips and continue the discussion.[33] Teachers are required to be able to supervise every student in the class, therefore it is difficult if the students is too much. And talking chip technique requires considerable preparation.

---

[30] Alberta, *German language and culture.* p.52

[31] Erica Bowers and Laura Keisler. *Building academic language through content area text*: Shell Education, 2011.p.138

[32] Spencer Kagan, *Kagan Cooperative Learning,*, p. 6.11

[33] *Ibid,* p.6.36

C. Teaching Speaking Throught Talking Chip Technique

Based on the teaching procedure of talking chip technique in the previous discussion, the researcher design a teaching procedure of teaching speaking throught talking chip technique are as follow:

1. The teacher prepare the students and devides students into five group. Then the teacher ask each group to seat around the table.

2. The teacher give a chips to each group, each member of group have two chips. Then the teacher give them some topic to they describe.

3. The teacher ask the students to speak up and describe the topic using chips, so each students have two sentence to they share.

4. The teacher gives 3 minutes for the students to speak up and the teacher record their ideas.

5. In the last, the teacher tells the best group that has least mistakes. Then the teacher evaluate and explain more about the topic.

D. Action Hypothesis

Based on the theories and the assumption of the researcher, the researchser proposes the hypothesis as follows:

By using talking chip technique it will improve the students' speaking performance at the eighth grade of SMP N 8 Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definition of Variables

Operational definition is specification of how you will define and measure the variable in your study.[34] Creswell stated that "A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied".[35]

This research consists of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.[36] The two variables can be explained as follow:

a. Independent Variable

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is talking chip tecnique. Talking chip technique introduces an effective way to make the students more interest to learn in speaking class. This technique is used in a small group. They speak up according to the themes or

---

[34]John W. Creswell, *Educational Research:Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012). p. 151

[35]John W.Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. London:Sage Publications, 2002, P.49

[36]Alison Mackey and Susan M. Gass,*Second Language Research Methodology and Design*, (Mahwah, New Jersey: Lawrence Erlbaum Associates Publisher, 2005) ,p.103

instructions on to the chip. Talking chip technique gives opportunity to the students to practice speaking. The indicator oftalking chip technique is the students are able to discuss in group and speak up in front of class.

b. Dependent variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' speaking performance. The improving of student speaking performance can be seen after using Talking Chip Technique. The indicator of speaking performance is the students are able to speak up.

B. Research Setting

This research was conducted at the eighth grade of SMP N 8 Metro in the academic 2017-2018, which consist of 25 students. SMP N 8 located in Karang Rejo, North Metro, Metro City, Lampung.

The research was held at the eighth grade because most of students are still low in their speaking performance.

C. Subject of the Study

The subject of this research is the eighth grade students of SMP N 8 Metro. In this research the researcher chooses VIII C class. The number of VIII C student as follows:

Table 3

Subject of the Research

Class	Sex		Total
	Male	Female	
VIII A	13	12	25

The researcher chooses this class because of several reasons and one of them is this class has the lowest score in English subject among the other class especially in speaking.

D. Research Procedure

1. Classroom Action Reseach

The research is aimed to improve students' speaking performance by using Talking Chip Technique so the writer using classroom action research. According to Donald Ary, Action Research is about taking action based on research and researching the action taken.[37] Furthermore Kumar state that action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.[38]

Next, Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better,

---

[37] Donald Ary, et.al, *Introduction to Research in Education,Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

[38]Yogesh Kumar Singh*, Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) ,p.261

improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students. Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.[39] From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

Concerning about the type of action research, researcher used collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the writer in this research. Therefore the researcher will be assisted by Mrs. Nora Dewiyanti, S.Pd. He is an English teacher of SMP N 8 Metro.

Classroom action research (CAR) has various models but in this research the researcher used Kemmis and McTaggart research design. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[40]Those phases can be seen by following figure:

---

[39]John Creswell, *Educational Research*, p.577

[40]Anne Burns, Collaborative Action Research for English Language Teacher, (Cambridge: Cambridge University Press, 1999), p.32
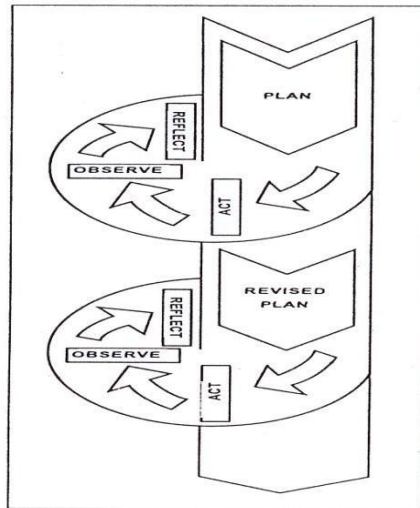
Figure 1. The 'action research spiral' (based on Kemmis and McTaggart).

2. Action Plan

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

1) Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in speaking performance that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom. They are the following:

a) The researcher prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.

b) The researcher prepares learning resource for students.

c) The researcher determines the method to be applied in acting phase. In this case, the writer uses Talking Chip technique to improve students' speaking performance.

d) The researcher prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

e) The researcher and the collaborator design the criteria of success.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher was apply the planning of strategy and scenario learning as follows:

a) Giving explanation about the material.

b) Asking the students to make a group. Every group consists of 4-5 students.

c) The teacher gives explanation of the rules of Talking Chip Technique.

d) Then asks the students to play Talking Chip Technique while the teacher gives score of student's performance

personally and observe their problems. So, it can be references to improve the action in next meeting.

    e)   Giving guidance and task to the students for next meeting.

3) Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher also collect the data from the post test and the result of student's activity. The researcher observes the overall activities to find out the effectiveness of teaching and learning process which has been occurred and the result will be concluded and discussed in reflecting phase.

4) Reflecting

In the fourth phase, the researcher and the collaborator was discuss about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator was also analyze the teacher performance during teaching and learning process and students' speaking performance to find out whether the implementation of Talking Chip Technique run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator was conduct

the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, before conducting the action in the next phase, the researcher was repair the problem found in cycle one. It will be explained as follow:

a) The researcher was analyze the reflection result to obtain the solving problem.

b) The researcher was revise and prepare the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.

c) The researcher was rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real.

In this phase, the writer was apply the planning of strategy and scenario learning as follows:

a) Giving explanation about the material.

b) Asking the students to make a group. Every group consists of 4-5 students.

c) The teacher gives explanation of the rules of Talking Chip Technique.

d) Then asks the students to play Talking Chip Technique while the teacher gives score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.

e) Giving guidance and task to the students for next meeting.

3) Observing

In the third phase, the observer was observe the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher was also collect the data from the post test and the result of student's activity.

4) Reflecting

In the fourth phase, the researcher and the collaborator was discuss about the data that have been collected from all the activities from the acting phase until observing phase. In this

phase, the researcher and the collaborator was also analyze the teacher performance during teaching and learning process and students' speaking performance to find out whether the implementation of Talking Chip Technique run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator was conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

E. Data Collection Technique

For this research, there are three techniques which was used by the researcher to collect the data such as observation, documentation, test and audio recording. They can be explained as follows:

1. Observation

Observation is data collection technique which is carried out by observing each occurrence is taking place and making notes using observation instrument about the matter which was observed or researched. In this case the researcher was used observation to obtain the data about students' activity or participation and teacher performance in the classroom which is observed by observer.

2. Documentation

Documentation is data collection method that is used for getting information from the written source or document, for instance books,

magazines, notes, and other. The researcher was used documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMP N 8 Metro. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

3. Test

   The test that was used in this research is spoken test. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

   a) Pre test

      After observing the subject's activities, the writer was give pre test to know the level of the students' speaking performance before giving treatments. The pre-test is done to find out how the students can speak up in the class.

   b) Post test

      Second, post-test is examined to the students after they are taught speaking through Talking Chip Technique as the treatment. To find out the improvement before and after giving treatment, it can be seen by comparing the result between pre-test and post-test.

F. Research Instrument

   Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately

understanding.[41] In this research, the research instrument was designed by the researcher. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance

    a. The students learning activity

    b. Teacher performance in the classroom

2. Documentation guidance

    a. The history of the school

    b. The condition of teachers and official employee

    c. The condition of students

    d. Learning facilities

    e. Organization structure and

    f. Location sketch at SMP N 8 Metro

3. The Test Guidance

    a. Instrument Blueprint

        The test is spoken test which has some indicators as follows: the indicator of Tlking Chip Technique is the students are able to share their ideas and actively with the teachers, and other students. The last, the indicator of Students' speaking performance is the students can be good spoken in development, pronounciation, fluency, grammar, vocabularies, interaction.

---

[41] David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation. (*San Francisco: Jossey, Bass, 2007), p.5.

b. Instrument Calibration

Instrument calibration is used to know the validity. In that case validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to the content of the manifest variable is right to measure the talent concept that the writer tries measure.[42]

The researcher was used content validity in order the instrument has a good quality and the instrument was relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighth grade of SMP N 8 Metro in academic year 2017 / 2018.

G. **Data Analysis Technique**

1. Formula

Data analysis was taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

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

Note

$\bar{X}$ = Average score

$\sum x$ = Total Score of the Students

N = Total of Students.[43]

---

[42] Muijs Daniel, *Doing Quantitative Research in Education*. (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.66.

[43] Donald Ary, et.al, *Introduction to Research.*, p.108

Furthermore, to know the result the writer was compare the average score between pre-test and post-test for each cycle. and then to know the percentage of increasing score in students learning activities, the writer was used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P   = Percentage

$\sum$x = Total Score of the Students

N = Total of Students.

H. Indicator of Success

This research is called success and finished if 80% of students can get the score $\geq$ 74, it means that talking chip technique is success to be used as a technique in teaching and learning process, especially in speaking performence. The indicator of success of this study was emphasized on the English speaking performance process and result as follows:

1. The indicator of success of the process. It can be described as follows:

    a. The learning process becomes interesting and fun.

    b. The students follow the learning process actively.

2. The indicator of success of the result. It is determined as follows:

    a. The students can increase their speaking performance.

b. 80% of students can get the score ≥ 74 refer to the minimum standardcriteria.

c. There are increased average score in every cycle ; percentage of students' activity increased in every cycle, and reached high predicate ≥ 80% from Minimum Mastery Criteria (KKM) 74.

CHAPTER IV

THE RESULT OF RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. The History of SMPN 8 Metro

SMP Negeri 8 Metro is one of the junior high schools in Metro City and is located in 23 Karang Rejo village which was founded in 1997. Geographically located on the border between Metro City, North Metro District precisely with East Lampung Regency. This condition provides opportunities for elementary school graduates to compete to become students of SMP Negeri 8 Metro.

Since the enactment ofLaw no. 20 of 2003 on the national system and PP no. 19 of 2005 on national education standards, has encouraged changes to the education management system in Metro City. The learning process at SMP Negeri 8 Metro has imposed an educational unit curriculum (KTSP) for grades VII to class IX by applying contextual learning.

SMP Negeri 8 Metro was established in 1998, located at Karang Rejo 23, North Metro District. SMP Negeri 8 Metro is located in strategic place, cool and comfortable because away from the noise. SMP Negeri 8 Metro also strongly supports government programs in the effort of the implementation of DIKNAS, this is evidenced by the

provision of learning opportunities for poor students through subsidies of School Operational Assistance.

Since its inception until now SMP Negeri 8 Metro has experienced several times the turn of the principal, as for the list of names of leaders of SMP Negeri 8 Metro from the beginning until now is as follows:

- H.Rozili.Z.Msc (1998 to 1999)
- Dra.Hj.Mulyasari (1999 to 2001)
- Drs.Bambang Irawan (2001 to 2006)
- Gono Irianto, S.Pd.M.M (2006 to 2012)
- Slamet, S.Pd (2012 until now)

b. The Condition of Teacher and Official Employees in SMPN 8 Metro

Table 4
Number of subject teachers

Number of Officers SMPN 8 Metro		Description
The permanent teacher (PNS / Foundation)	39persons	
Non-Permanent Teachers	2 persons	
Employed civil servant teachers	-	
Administrative Staff	4 Persons	
TU PTT	2 persons	

Table 5
Name of Teacher and Last Educational Background

No	Subjects	Teacher's Name	Last Education				Status	
			D1	D3	S1	S2	GT	GT T
1	Islamic Education	1. Drs.Suyanto, M.Pd				√	√	
		2. Madiyono,S.Pd.I			√		√	
2	Civic Education	1. Sri Yuharni,S.Pd, MM				√	√	
		2. Eli Novitasari, S.Pd			√		√	
3	Indonesian	1. TiniSukmawati, S.Pd			√		√	
		2. Amirah, S.Pd			√		√	
		3. DwiHaryuni, S.Pd			√		√	
		4. Sri Sudariyah, S.Pd			√		√	
		5. UmiHasanah, S.Pd			√		√	
4	English	1. AgustinusYuwono, S.Pd			√		√	
		2. Siswanti, S.Pd			√		√	
		3. Nora Dewiyanti,			√		√	

No	Subject	Name						
		S.Pd					√	
5	Mathematics	1. DraHj.Wiwik S.			√		√	
		2. Buang, S.Pd			√		√	
		3. Farida Oktaviani, S.Pd			√		√	
6	IPA	1. Slamet, S.Pd			√		√	
		2. Maryam, S.Pd			√		√	
		3. Rindiyati, S.Pd			√		√	
		4. Suyani, S.Pd			√		√	
		5. Eli Novitasari, S.Pd			√		√	
7	IPS	1. Dra.UmiSusilowati			√		√	
		2. RetnoGunung, S.Pd			√		√	
		3. TutiErnawati, S.Pd			√		√	
		4. AgusSutopo,S.P			√		√	
		5. Widiyani, S.Pd			√		√	
		6. SyamsulHadi, S.Pd			√		√	
		7. Sakidi, BA			√		√	
		8. AtutDwiSartika, S.Pd			√		√	
8	Art and Culture	1. Wahyuli		√			√	
		2. MartiyanaSetiyaningsih, S.Pd			√		√	
					√		√	

No	Subject	Teachers						
9	Physical Education	1. Drs.Suharno 2. GunawanTriwibowo, S.Pd			√ √ √		√ √	 √
10	TIK	1. YuliHartini 2. AgusSutopo, S.Pd 3. AtutDwiSartika, M.Pd	√		√	√	√ √ √	√
11	Lampung Education	1. EkaAriyadi, S.Pd 2. RetnoGunung, S.Pd 3. Widiyani, S.Pd		√	√ √		√ √ √	
12	Keterampilan	1. GunawanTriwibowo, S.Pd			√ √			√
13	BP/BK	1. Sumarahno, S.Pd 2. Fuspawatinopia, S.Pd 3. Sepvifawatinovia, S.Pd			√ √ √		√ √	 √
	Total		**1**	**2**	**32**	**3**	**37**	**3**

Based on my observations that served as headmaster of SMP Metro is Slamet, S.Pd he was appointed as headmaster of SMP N 8 Metro in 2012. Started this SMPN 8 Metro he became the fifth position which served as principal. Related to the number of female students in the school, it is not surprising that individual teacher's personnel ranging from school principals, subject teachers to TU staffs here reach 48.

c. Organitation Structure of SMPN 8 Metro

Figure 2

The Organitation of SMPN 8 Metro in the Academic Year of 2016/2017

Headmaster
Slamet S.Pd

Deputy head of student	Deputy head of curriculum	Deputy head of infrastructure and facilities
Amira S.Pd	Tini Sukmawati S.Pd	Rosmawati S.H

Coordinator of guidance and consul
Dra. Dwi Winarti

Teachers
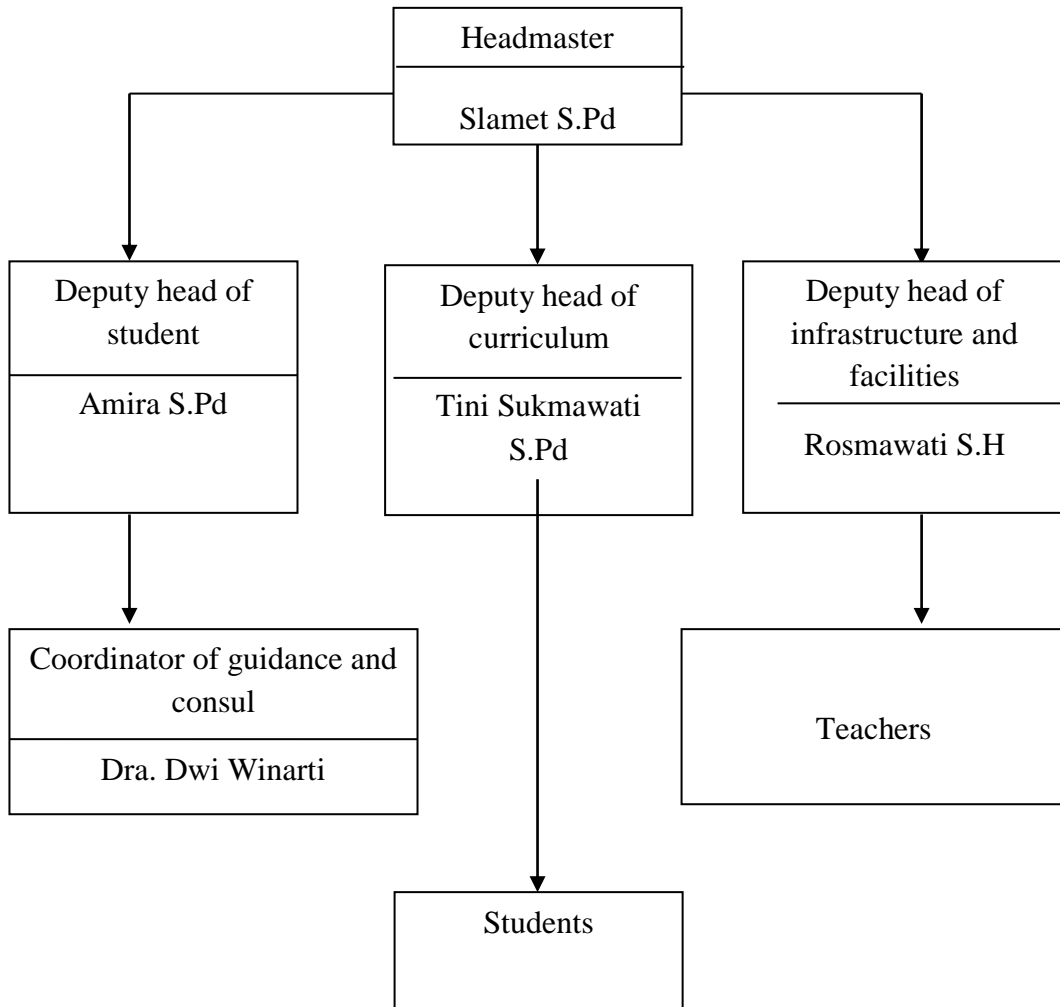
Students

d. The Condition of the Student SMPN 8 Metro

From the results of interviews that I do about the state of the students, in SMP N 8 Metro there are 14 classes from grade VII to class IX with the total number of approximately 434 students and the number of each class an average of 29 students. Of the number of students who reached 434 it all went in the morning and no one came

in the afternoon, and the average student is domiciled in the metro and surrounding areas.

e. Condition of Policy Objectives and Implementation of Learning Activities

The process of teaching and learning in SMPN 8 Metro, has been very effective because it is seen in terms of teachers who have an average already competent in their respective fields as a professional educator, while the facilities and infrastructure in the school is already quite adequate view of the needs required at the school is sufficient so that it can support the teaching and learning process. Therefore it can be said in accordance with the vision of the mission that existed in the school. And vision of its mission that is: Implement the learning and guidance effectively so that each student develop optimally, in accordance with the potential.

2. Description of the Research Data

This research used classroom action research. The purpose of this research was to increase the students' speaking performance and the students result among the eighth graders of SMP N 8 Metro. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used Talking Chip Technique to improve the students' speaking performance. The research result was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

a. Cycle 1

1) Planning

The researcher and the collaborator/English Teacher (Mrs. Nora Dewiyanti, S.Pd) prepared some plans to conduct the classroom, as follows:

f) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.

g) The researcher prepared learning resource for students.

h) The researcher used Talking Chip Technique to be applied in acting phase improve students' speaking performance.

i) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

j) The researcher and the collaborator designed the criteria of success.

2) Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test, there are:

a) The first meeting

The first meeting was held on Thursday, November 02nd, 2017carried out for 2 sessions (2 x 40 minutes). This

meeting was started by praying and greeting, and checking the attendance list. This meeting was used for conducting pre-test. The test was about the students' speaking performance. Kind of test was spoken test where the students should introduce their self in front of the class. Some students were enjoying the task and others looked so worry. The score of students speaking performance in pre-test, as follow:

Table 5
The Table of Students' Speaking Performance Score
(Pre Test)

No	Name	ASPECT					Total Score	Score	Category
		F	P	G	V	IS			
1	AS	4	2	2	3	2	13	65	Incomplete
2	APS	4	3	3	2	3	15	75	Complete
3	APA	3	2	3	2	3	13	65	Incomplete
4	AA	2	2	3	2	3	12	60	Incomplete
5	ADP	4	3	2	3	3	15	75	Complete
6	CRA	2	2	3	2	3	12	60	Incomplete
7	DN	3	2	3	3	3	14	70	Incomplete
8	EKD	3	3	3	3	3	15	75	Complete
9	GF	2	2	2	3	2	11	55	Incomplete
10	GAW	3	2	2	3	3	13	65	Incomplete
11	HS	2	1	2	2	2	9	45	Incomplete
12	HF	4	3	2	3	3	15	75	Complete
13	ISP	3	3	4	2	3	15	75	Complete
14	II	2	2	3	3	2	12	60	Incomplete
15	KTW	3	3	3	2	3	14	70	Incomplete
16	MSR	3	3	2	3	2	13	65	Incomplete
17	NAA	2	2	3	3	2	12	60	Incomplete
18	PP	2	2	3	1	2	10	50	Incomplete
19	POF	2	2	3	3	2	12	60	Incomplete

20	RMB	3	2	3	2	3	13	65	Incomplete
21	RA	2	2	2	3	3	12	60	Incomplete
22	SA	3	2	3	2	2	12	60	Incomplete
23	SDP	3	2	3	3	3	14	70	Incomplete
24	SK	2	2	2	3	2	11	55	Incomplete
25	TNS	4	2	3	3	3	15	75	Complete
Total								1610	
Average								64,4	
Highest Score								75	
Lowest Score								45	

Table 6
The Frequency of the Students' Score in Pre-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥74	24%	6	Complete
2	<74	76%	19	Incomplete
Total		**100%**	**25**	

Theresult of the pre-test showed that there were 19 students incomplete to achieve the minimum mastery of criteria (MMC). There were only 6 students (24%) who gained score 74 or above, and 19 students (76%) who gained score under 74. The highest score in pre-test was 75 and the lowest score was 45.

Based on the result of pre test above, it can be inferred that the students still low in speaking performance. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed other activity to improve their speaking performance.

b) The Second Meeting

In the second meeting was conducted on Saturday, November 04th 2017 for 2x40 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

f) Giving explanation about the material.

g) Asking the students to make a group discussion.

h) The teacher gives explanation about the procedures of Talking Chip Technique.

i) The teacher give the student topic to discuss.

j) Then asks the student discuss about the topic.

k) The teacher gives score of student's speaking performance personally and observes their problems. So, it can be references to improve the action in next meeting.

l) Giving guidance and task to the students for next meeting.

c) The Third Meeting

The third meeting was conducted on Thursday, November 09th 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 7
The Table of Students' Speaking Performance Score
(Post Test 1)

No	Name	ASPECT					Total Score	Score	Category
		F	P	G	V	I S			
1	AS	4	3	2	3	3	15	75	Complete
2	APS	4	3	3	4	3	17	85	Complete
3	APA	3	2	3	4	3	15	75	Complete
4	AA	3	2	3	3	3	14	70	Incomplete
5	ADP	4	3	3	4	3	17	85	Complete
6	CRA	3	2	3	3	3	14	70	Incomplete
7	DN	3	3	3	3	3	15	75	Complete
8	EKD	4	3	3	4	3	17	85	Complete
9	GF	3	2	2	3	2	12	60	Incomplete
10	GAW	4	3	2	3	3	15	75	Complete
11	HS	3	2	2	3	2	12	60	Incomplete
12	HF	4	3	3	4	2	16	80	Complete
13	ISP	4	3	3	4	3	17	85	Complete
14	II	3	2	3	3	3	14	70	Incomplete
15	KTW	4	3	3	2	3	15	75	Complete
16	MSR	3	3	3	3	2	14	70	Incomplete
17	NAA	3	2	3	3	3	14	70	Incomplete
18	PP	3	2	3	3	3	14	70	Incomplete
19	POF	3	2	3	4	2	14	70	Incomplete
20	RMB	4	2	3	3	3	15	75	Complete
21	RA	3	2	3	3	3	14	70	Incomplete
22	SA	4	2	3	4	2	15	75	Complete
23	SDP	3	3	3	4	3	15	80	Complete
24	SK	3	3	3	3	2	14	70	Incomplete
25	TNS	4	3	3	4	3	17	85	Complete
Total								1865	
Average								74,6	
Highest Score								85	
Lowest Score								60	

Table 8
The Frequency of the Students' Score in Post Test 1

No	Students' Score	Percentage	Frequency	Explanation
1	≥74	56%	14	Complete
2	<74	44%	11	Incomplete
Total		**100%**	**25**	

The result of the pre-test showed that there were 11 students incomplete to achieve the minimum standard of mastery (MMC). There were 14 students (56%) who gained score 74 or above, and 11 students (44%) who gained score under 74. The highest score in pre-test was 80 and the lowest score was 60.

Based on the result of Post Test I, there were 14 students (56%) successful to complete the minimum mastery criteria (74) and 11 students (44%) unsuccessful to complete it. The numbers of students who passed still far from the indicator of success where 80% of students should get score more than 74.

3) Observing

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP N 8 Metro.

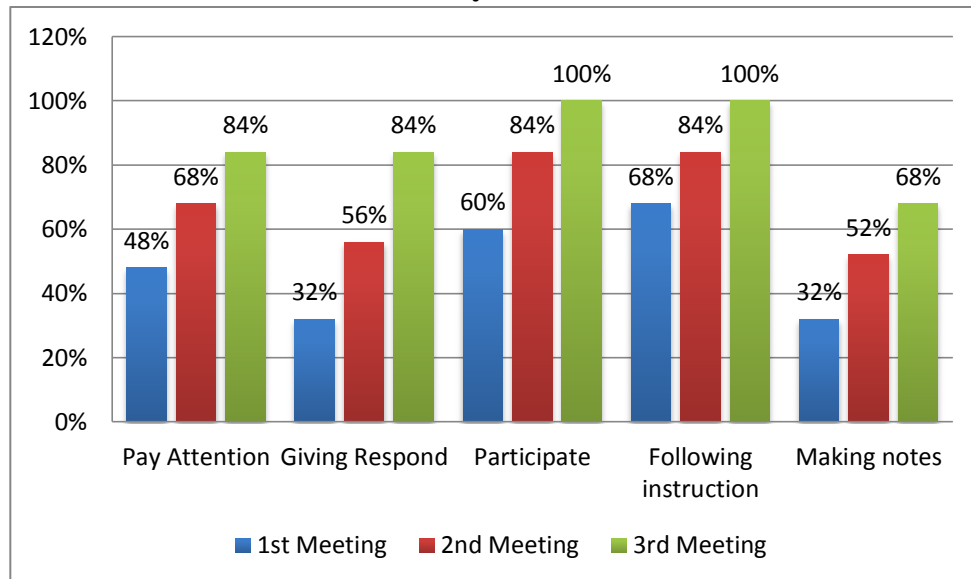## a) The Observation of Students' Activities in Teaching and Learning Process

Based on the observation sheet of students' activity, there were several students who did not pay attention in the teaching and learning process. Besides, some of them were passive in the giving respond and just a view of students participating in learning process. Some of them made a note from the teacher explanation. However, most of students were follow the teacher instruction. The data of the students' activity can be seen in the following table:

Table9
The Result of the Students Activity in the Teaching and Learning Process in Cycle I

No	Students' Activity	Cycle 1			Average	Improving	
		1st meeting	2nd meeting	3rd meeting		1st-2nd meeting	2nd-3rd meeting
1	Giving attention to the teacher's explanation	11	17	21	67%	20%	16%
		48%	*68%*	*84%*			
2	Giving respond	8	14	21	57%	24%	28%
		32%	*56%*	*84%*			
3	Participating in learning process	15	21	25	81%	24%	16%
		60%	*84%*	*100%*			
4	Following the teacher instruction	17	21	25	84%	16%	16%
		68%	*84%*	*100%*			
5	Making notes from the material	8	13	17	51%	20%	16%
		32%	*52%*	*68%*			
	Average	48%	69%	87%	68%	21%	18%

Furthermore, to see the comparison of the students' activities in cycle I :

Chart 1
The Result of the Students Activity in the Teaching and Learning Process in Cycle I

Based on the table and the chart above, it revealed that 67 % of the students paid attention, 57% of the students were giving respond, 81% of students participating in learning process, 84% of students following the teacher instructionand 51% of students made notes. The average of the students activity was 68%, it can be conclude that the students' activity were always increase by using Talking Chip Technique.

b) **The observation of teacher's activities in teaching and learning process**

During learning process, the activities were done by the teacher during learning process influenced the students'

understanding about the material. The result of teacher's activities in observation sheet could be seen on table bellow:

Table 10
The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I

No	Aspect	Score		
		1st	2nd	3rd
1	**The teachers' preparation**	2	3	3
	- The materials are ready			
	- There is structure of the lesson			
2	**The teachers' mastery in the subject content**	2	2	3
	- The teacher shows good command and knowledge of subject content			
	- Relating with another knowledge			
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)			
3	**The teachers teaching methods**	4	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity			
	- The teacher uses the appropriate media in teaching.			
4	**The teachers' performance**	2	2	3
	- Clearness of the teacher's sound			
	- Establishes classroom environment conducive to learning			
	- Establishes the communication between teacher and students			
5	**The ability of closing the meeting:**	2	2	2
	- Making conclusion made by the students and teacher together.			
	- Conducting evaluation			
6	**The ability of managing class**	2	2	3
	- All the students are treated fairly			
	- Used the time wisely			
	Total	14	15	18
	Percentage	58%	63%	75%

Furthermore, to see the comparison of the teacher' activities in cycle I :

Chart 2
The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I
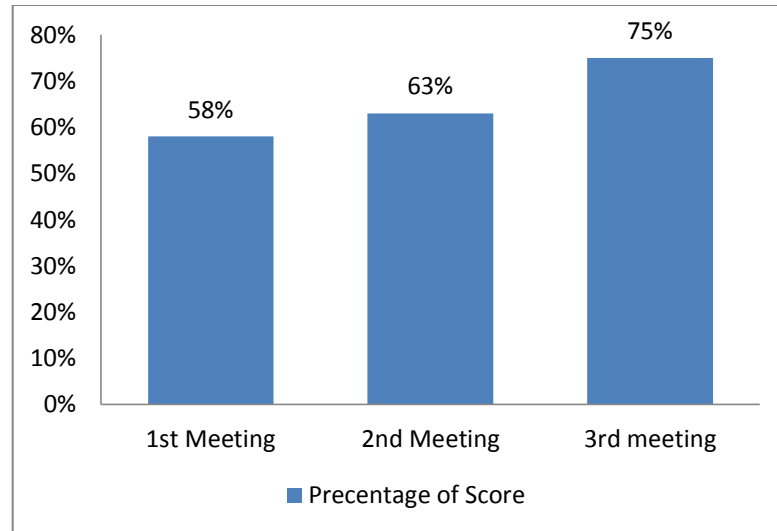
Based on the table above, it could be seen that the teacher's activities during learning process achieved 58% in the first meeting, 63% in the second meeting, and 75% in the third meeting in Cycle I.

4) **Reflecting**

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of speaking perfomance score in Cycle I, the use of Talking Chip Technique could improve the students speaking performance but the numbers of students who completed the MMC was only 14 students or 56%. Even though it did not complete the indicator of success, there was improvement in their speaking performance score.

Next, the students' activity also improved start form the first meeting until the third meeting in Cycle 1. It revealed that 67 % of the students paid attention, 57% of the students were giving respond, 81% of students participating in learning process, 84% of students following the teacher instructionand 51% of students made notes. From the table, it can be conclude that the use of Talking Chip Technique can improve the students' activity in the classroom.

In conclusion, there were some problems that should be repaired, so the researcher and the collaborator agreed to conduct Cycle two. The common mistake in the teaching and learning process became a reference to be better so that the use of Talking Chip Technique could improve the students' speaking performance.

b. Cycle 2

1) Planning

Based on the reflecting in the Cycle I, the researcher and the collaborator made the planning as follow:

a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.

b) The researcher prepared learning resource for students.

c) The researcher used Talking Chip Technique to be applied in acting phase improve students' speaking performance.

d) The researcher prepared observation sheet and also evaluation sheet to evaluate the student's activity after teaching and learning process.

e) The researcher managed the time allocation well so that the purpose of the study achieved.

2) Acting

a) The First Meeting

The first meeting was conducted on Saturday, November11th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for treatment as follow:

(1) The teacher greeted the students, prayed together and checked attendance list.

(2) The teacher started the learning process by invite all the students to guess the material was.

(3) The teacher prepare the students and devides students into five group. Then the teacher ask each group to seat around the table.

(4) The teacher give a chips to each group, each member of group have two chips. Then the teacher give them some topic to they describe.

(5) The teacher ask the students to speak up and describe the topic using chips, so each students have minimum two sentence to they share.

(6) In the last, the teacher tells the best group that has least mistakes. Then the teacher evaluate and explain more about the topic.

(7) The teacher closed the first meeting.

b) The Second Meeting

The second meeting was conducted on Thursday, November 16th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for Post Test II. The result of the students' speaking performance score could be seen in the following table:

Table 11
The Table of Students' Speaking Performance Score (Post Test 2)

No	Name	ASPECT					Total Score	Score	Category
		F	P	G	V	I S			
1	AS	4	3	3	4	3	17	85	Complete
2	APS	4	3	3	4	4	18	90	Complete
3	APA	3	3	3	4	3	16	80	Complete
4	AA	4	3	3	4	3	17	85	Complete
5	ADP	4	3	3	4	4	18	90	Complete
6	CRA	3	3	3	4	3	16	80	Complete
7	DN	4	3	3	3	3	16	80	Complete
8	EKD	4	3	3	4	3	17	85	Complete
9	GF	3	2	3	3	3	14	70	Incomplete
10	GAW	4	3	3	4	3	17	85	Complete
11	HS	3	2	3	3	2	13	65	Incomplete
12	HF	4	3	3	4	4	18	90	Complete
13	ISP	4	3	4	4	3	18	90	Complete

14	II	3	3	3	4	3	16	80	Complete
15	KTW	4	3	3	4	3	17	85	Complete
16	MSR	3	2	3	3	3	14	70	Incomplete
17	NAA	3	2	3	3	3	14	70	Incomplete
18	PP	3	2	3	3	3	14	70	Incomplete
19	POF	3	3	3	4	3	16	80	Complete
20	RMB	4	2	3	4	3	17	85	Complete
21	RA	3	3	3	4	3	16	80	Complete
22	SA	4	2	3	4	2	15	75	Complete
23	SDP	3	3	3	4	3	15	80	Complete
24	SK	3	3	3	3	3	15	75	Complete
25	TNS	3	3	3	4	3	16	80	Complete
Total								2005	
Average								80,2	
Highest Score								90	
Lowest Score								65	

Table 12
The Frequency of the Students' Score in Post Test 2

No	Students' Score	Percentage	Frequency	Explanation
1	≥74	80%	20	Complete
2	<74	20%	5	Incomplete
Total		**100%**	**25**	

The result of the post test II showed that there were 20(80%) students complete to achieve the minimum standard of mastery (MMC). There were only 5 (20%) students did not complete the MMC The highest score in post test II was 90 and the lowest score was 65.

Based on the result of Post Test II, there were 20 students (80%) success to complete the minimum mastery criteria (74) and 4 students (20%) could not complete it. The numbers of students who passed was 20 or 80%. It reached

the indicator of success where 80% the students could get the score $\geq$ 74. It meant that the use of Talking Chip Technique was success to improve the students' speaking Performance.

3) Observing

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP N 8 Metro.

a) The Observation of Students' Activities in Teaching and Learning Process

Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them were active in the giving respond and participating in learning process. Now, most of students made a note and all of students following the teacher instruction. The data of the students' activity can be seen in the following table:

Table 13

The Result of The students Activity in the teaching and learning process in Cycle II

No	Students' Activity	Cycle II		Average	Improving 1st-2nd meeting
		1st meeting	2nd meeting		
1	Giving attention to the teacher's explanation	21 *84%*	25 *100%*	92%	16%
2	Giving respond	21 *84%*	24 *96%*	90%	12%
3	Participating in learning process	25 *100%*	25 *100%*	100%	0%
4	Following the teacher instruction	25 *100%*	25 *100%*	100%	0%
5	Making notes from the material	17 *68%*	22 *88%*	78%	20%
	Average	87%	97%	92%	10%

Furthermore, to see the comparison of the students' activities in

cycle I :

Chart3

The Result of the students Activity in the teaching and learning process in Cycle II
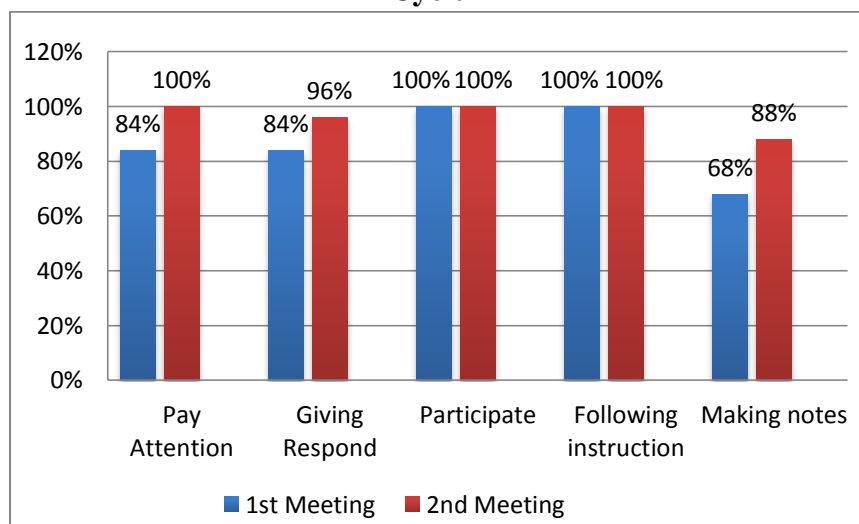
Based on the table and the chart above, it revealed that 92% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second meeting in the Cycle II by using Talking Chip Technique.

b) **The Observation of Teacher's Activities in Teaching and Learning Process**

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table below:

Table 14
The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II

No	Aspect	Score	
		1st	3rd
1	**The teachers' preparation**	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	**The teachers' mastery in the subject content**	3	4
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	**The teachers teaching methods**	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		

4	**The teachers' performance** - Clearness of the teacher's sound - Establishes classroom environment condusive to learning - Establishes the communication between teacher and students	3	3
5	**The ability of closing the meeting:** - Making conclusion made by the students and teacher together. - Conducting evaluation	3	3
6	**The ability of managing class** - All the students are treated fairly - Used the time wisely	3	4
	Total	19	22
	Percentage	79%	92%

Furthermore, to see the comparison of the teacher' activities in cycle I :

Chart 4
The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II
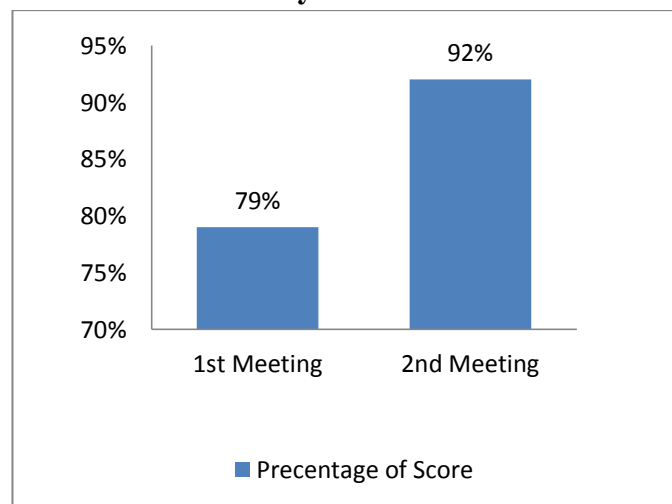
Based on the table above, it could be seen that the teacher's activities during learning process achieved 79% in the first meeting and 92% in the second meeting in Cycle II.

a. **Reflecting**

The implementation of the use of Talking Chip Technique in Cycle II was better than Cycle I. It could be seen from the improvement of the students' speaking performance score and the students' activity.

The percentage of the students speaking performance score in the Post Test I was 56% while in the Post Test II was 84%. It achieved the indicator of success. Then, the percentage of students' activity in the Cycle I was 68% while in the Cycle II was 92%. It also achieved the indicator of success.

In conclusion, the use of Talking Chip Technique was success to improve not only the students speaking Performance but also the students activity in the speaking class.

B. **Discussion**

1. **Interpretation the Result of Students' Speaking Performance Score in Cycle I and Cycle II**

a. **The Result of the Students' Speaking Score in Cycle I**

The use of Talking Chip Technique made the students speaking performance score better than the pre-test. The comparison of the students speaking performance score could be seen in the following table:

Table 15
The Result of Students Speaking Performance Score in Pre Test and Post Test I

No	Name	Pre-Test Score	Post-Test I Score	Improving Score	Note
1	AS	65	75	10	Improved
2	APS	75	85	10	Improved
3	APA	65	75	10	Improved
4	AA	60	70	10	Improved
5	ADP	75	85	10	Improved
6	CRA	60	70	10	Improved
7	DN	70	75	5	Improved
8	EKD	75	85	10	Improved
9	GF	55	60	5	Improved
10	GAW	65	75	10	Improved
11	HS	45	60	15	Improved
12	HF	75	80	5	Improved
13	ISP	75	85	10	Improved
14	II	60	70	10	Improved
15	KTW	70	75	5	Improved
16	MSR	65	70	5	Improved
17	NAA	60	70	10	Improved
18	PP	50	70	20	Improved
19	POF	60	70	10	Improved
20	RMB	65	75	10	Improved
21	RA	60	70	10	Improved
22	SA	60	75	15	Improved
23	SDP	70	80	10	Improved
24	SK	55	70	15	Improved
25	TNS	75	85	10	Improved
Total		**1620**	**1860**	**315**	
Average		**64,4**	**74,4**	**12,6**	

Furthermore, the chart of the comparison of the students speaking score in the pre-test and post test I was presented below:

Chart 5
The Result of Students Speaking Score in Pre Test and Post Test I
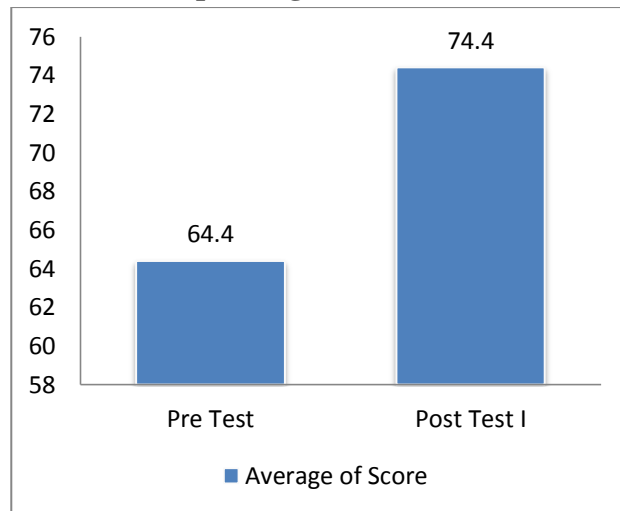
From the explanation above, it could be concluded that there was an improvement in the students' speaking performance score from pre-test to post test I. In the pre test the average was 64,4 and in the post test I was 74,4. The improvement was 12,6 from pre test to post test I.

b. The Result of the Students' Speaking Performance Score in Cycle II

The result of the speaking performance score in Cycle II as follow:

Table 16
The Result of Students Speaking Score in Post Test I and Post Test II

No	Name	Post-Test I Score	Post-Test II Score	Improving Score	Note
1	AS	75	85	10	Improved
2	APS	85	90	5	Improved
3	APA	75	80	5	Improved
4	AA	70	85	15	Improved
5	ADP	85	90	5	Improved
6	CRA	70	80	10	Improved

7	DN	75	80	5	Improved
8	EKD	85	85	0	Constant
9	GF	60	70	10	Improved
10	GAW	75	85	10	Improved
11	HS	60	65	5	Improved
12	HF	80	90	10	Improved
13	ISP	85	90	5	Improved
14	II	70	80	10	Improved
15	KTW	75	85	10	Improved
16	MSR	70	70	0	Constant
17	NAA	70	70	0	Constant
18	PP	70	70	0	Constant
19	POF	70	80	10	Improved
20	RMB	75	85	10	Improved
21	RA	70	80	10	Improved
22	SA	75	75	0	Improved
23	SDP	80	80	0	Constant
24	SK	70	75	5	Improved
25	TNS	85	80	-5	Descreased
Total		**1865**	**2005**	**145**	
Average		**74,4**	**80,2**	**5,8**	

Furthermore, the chart of the comparison of the students speaking

score in the pre-test and post test I was presented below:

Chart 6
The Result of Students Speaking Score in Post Test I and Post Test II
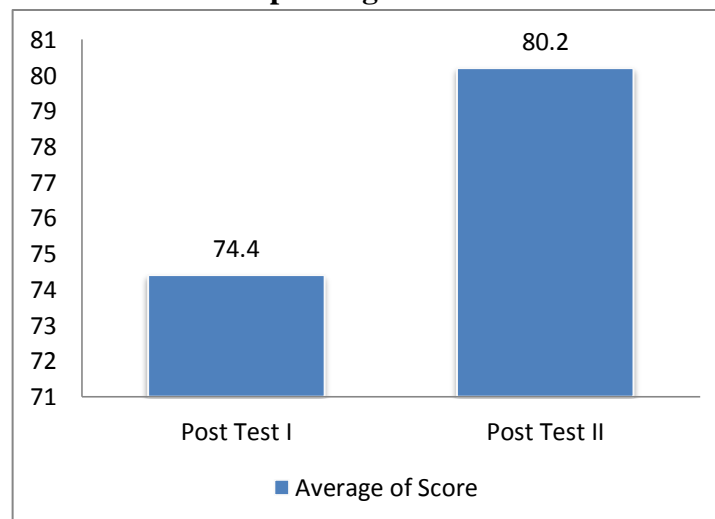
From the explanation above, it could be concluded that there was an improvement in the students' speaking performance score from post test I to post test II. In post test I, the average was 74,4 and in the post test II was 80,2. The improvement was 5,8 from post test I to post test II.

c. **The Result of the Research**

The recapitulation of the students' improvement in the speaking performance score from pre test, post test I, post test II could be seen in the following table :

Table 17
The Recapitulation of Students' Improvement in Speaking Performance
Score

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score	Improving Score	Note
1	AS	65	75	85	20	Improved
2	APS	75	85	90	15	Improved
3	APA	65	75	80	15	Improved
4	AA	60	70	85	25	Improved
5	ADP	75	85	90	15	Improved
6	CRA	60	70	80	20	Improved
7	DN	70	75	80	10	Improved
8	EKD	75	85	85	10	Improved
9	GF	55	60	70	15	Improved
10	GAW	65	75	85	20	Improved
11	HS	45	60	65	20	Improved
12	HF	75	80	90	15	Improved
13	ISP	75	85	90	15	Improved
14	II	60	70	80	20	Improved
15	KTW	70	75	85	15	Improved
16	MSR	65	70	70	5	Improved
17	NAA	60	70	70	10	Improved
18	PP	50	70	70	20	Improved
19	POF	60	70	80	20	Improved

20	RMB	65	75	85	20	Improved
21	RA	60	70	80	20	Improved
22	SA	60	75	75	15	Improved
23	SDP	70	80	80	10	Improved
24	SK	55	70	75	20	Improved
25	TNS	75	85	80	10	Improved
Total		**1620**	**1860**	**2005**	**400**	
Average		**64,4**	**74.4**	**80,2**	**16**	

Furthermore, the chart of the comparison of the students speaking score in the pre-test and post test I was presented below:

Chart 7
The Result of Students Speaking Score in Post Test I and Post Test II
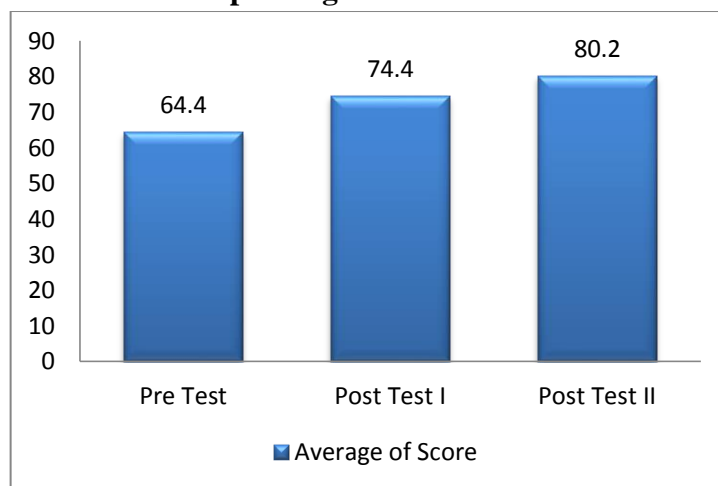
From the explanation above, there was an improvement in the students' speaking performance score from Pre Test to post test I to post test II. In pre test, the average was 64,4 in post test It the average was 74,4 and in the post test II was 80,2. The improvement was 12,6 from pre test to post test I then the improvement was 5,8 from post test I to post test II. In conclusion, the use of Talking Chip Technique could improve the students speaking performance.

2. **Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II**

   a. **The Result of the Observation on Students' Activity**

   This observation result got when the teaching and learning process happened. The comparison of the students' activity in Cycle I and Cycle II could be seen in the following table:

Table 18
The result of the Students' Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	48%	69%	87%	204%	68%	Improved
Cycle II	87%	97%	-	184%	92%	Improved

   From the table above, it showed that there was improvment in students' activity from the cycle I to cycle II. The average in cycle I was 68% and in cycle II was 92%. It achieved the indicator of success where 70% of students were active in learning process. It meant that the use of Talking Chip Technique also increased the students' activity in speaking class.

   b. **The Result of the Observation in Teacher's Activity**

   This observation result got when the teaching and learning process happened. The comparison of the teacher's activity in Cycle I and Cycle II could be seen in the following table:

Table 19
The result of the Teacher's Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	58%	63%	75%	196%	65%	Improved
Cycle II	79%	92%	-	171%	85,5%	Improved

From the table above, it showed that there was improvment in teacher's activity from the cycle I to cycle II. The average in cycle I was 65% and in cycle II was 85,5%.

CHAPTER V

CONCLUSION

A. CONCLUSION

Based on the research conducted at the eighth grade of SMP N 8 Metro. The reseacher concluded that there was significant improvement in students' speaking performance by using Talking Chip Technique. It was supported by the improvement of the students speaking performance result from 6 students (24%) at pre test, 14 students (56%) at cycle I, and 20 students (80%) at cycle II who got score 74 or more. It means that the result of the cycle IIhas already reached the indicator that is 80% of the students get score 74 or more.

Furthermore, Talking Chip Technique improved students' activities in speaking class. It was proved by the result of observation sheet on students' activities. In cycle I, there was 68% of students were active in speaking class. In cycle II, there were 92% of the students were active. it showed that the use of Talking Chip Technique also improve the students' activities in speaking class.

Therefore, Talking Chip Technique could be used as the alternative activity in teaching speaking performance. The use of Talking Chip Techniquemade the students be more confident to speak. Then, it gave opportunities to students to practice speaking in classroom.Next, the students were interest in studying English, especially in speaking.

B. SUGGESTION

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

The students are suggested to more active in learning English, if they do not understand about the leason that deliveredby their teacher they should ask to the teacher. The students are suggested to improve their speaking performance.

b. For the English Teacher

The English teacher is suggested to usedthis technique as contributive information to facilitate the learning process especially in speaking subject and as an alternative activity in teaching speaking to make the students comfort and enjoy the learning process.

c. For the Headmaster

The headmaster is suggested to English teacher to usedTalking Chip Technique in English subject to improve speaking performance, so it can improve active, creative and fun learning to the students.

PHOTO DOCUMENTATION

1. The photos of pre-test

2. The photos of treatment 1

3. The photos of post test 1

4. The photos of treatment 2

5. The photos of post test 2

Nomor   : B-1984/In.28.1/J/TL.00/10/2017   16 Oktober 2017
Lamp   : -
Hal   : **Bimbingan Skripsi**

KepadaYth:
1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum
Dosen Pembimbing Skripsi
di-
     Tempat

Assalamualaikum Wr Wb.

     Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawahini:

Nama   : Yuni Veronika
NPM   : 13108817
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
   a. Dosen Pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan   + 1/6 bagian
   b. Isi   + 2/3 bagian
   c. Penutup   + 1/6 bagian

     Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terimakasih.

Wassalamualaikum Wr.Wr.

Ketua Jurusan TBI

Ahmad Subhan Roza M.Pd
NIP. 19750610 200801 1 014

Nomor : P.0460/In 28/FTIK/PP.00.9/03/2017
Lamp : -
Hal : IZIN *PRA SURVEY*

Kepada Yth.,
Kepala SekolahSMP N 8 Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Yuni Veronika
NPM : 13108817
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : Improving Students' Descriptive Writing Performance Talking Chip at the Eighth Grade of SMP N 8 Metro

Untuk melakukan *PRA SURVEY*di SMP N 8 Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dibaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Maret 2017
Dekan FTIK

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

Nomor   : 1135 / 1.12.3/ SMP.08/ KP/ 2017

Lampiran   : -

Perihal   : **IZIN PRA SURVEY**

Kepada

Yth.Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro

Di

      Tempat

Dengan Hormat,

Yang bertanda tangan di bawah ini:

      Nama   : SLAMET, S.Pd

      NIP   : 196312041986021002

      Jabatan   : Kepala SMP Negeri 8 Metro

Memberikan izin kepada:

      Nama   : **YUNI VERONIKA**

      NPM   : 13108817

      Jurusan   : Tarbiyah

      Program Studi : PBI

      Judul   : *IMPROVING STUDENTS DESCRIPTIVE WRITING PERFOMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHT GRADER OF SMPN 8 METRO.*

Untuk mengadakan Pra Survey di SMP Negeri 8 Tahun Pelajaran 2016/2017.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimanamestinya.

                                           Metro, 10 April 2017

                                           Kepala SMP Negeri 8 Metro

                                           SLAMET,S.Pd

                                           NIP 196312041986021002

Nomor : B-1974/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 8 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1973/In.28/D.1/TL.01/10/2017, tanggal 16 Oktober 2017 atas nama saudara:

Nama	: YUNI VERONIKA
NPM	: 13108817
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 8 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS` SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHT GRADERS OF SMPN 8 METRO IN ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Oktober 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Nomor : 1258 / 1.12.3/ SMP.08/ KP/ 2017

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada

Yth.Ketua Jurusan PBI Institut Agama Islam Negeri (IAIN) Metro

Di

Tempat

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : SLAMET, S.Pd

NIP : 196312041986021002

Jabatan : Kepala SMP Negeri 8 Metro

Memberikan izin kepada:

Nama : **YUNI VERONIKA**

NPM : 13108817

Jurusan : Pendidikan Bahasa Inggris

Judul : *IMPROVING STUDENTS SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHT GRADERS OF SMPN 8 METRO IN ACADEMIC YEAR 2017/2018.*

Untuk mengadakan Penelitian di SMP Negeri 8 Tahun Pelajaran 2017/2018.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimanamestinya.

Metro, 25 Oktober 2017
Kepala SMP Negeri 8 Metro

SLAMET,S.Pd
NIP 196312041986021002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
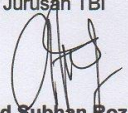Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-1973/In.28/D.1/TL.01/10/2017

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

Nama	:	YUNI VERONIKA
NPM	:	13108817
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMPN 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIP TECHNIQUE AT THE EIGHT GRADERS OF SMPN 8 METRO IN ACADEMIC YEAR 2017/2018".

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 : 16 Oktober 2017

Mengetahui,
Pejabat Setempat

SLAMET , S.Pd
NIP. 196312041986021002

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1201/In.28/S/OT.01/11/2017

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

Nama : YUNI VERONIKA
NPM : 13108817
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108817.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Nopember 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuni Veronika   Jurusan : TBI
NPM : 13108817   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Kamis 15/06/2017			- Revisi Cover - Chapter 1 - III - Bibliografi	
2	Tuesday 1/8/2017			Acc for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id
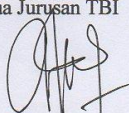
FORMULIR KONSULTASI BIMBINGAN SKRIPSI
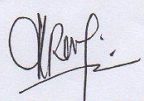
Nama : Yuni Veronika   Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
NPM : 13108817   Semester/TA   : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Thursday 20/09/2017	Revise chapter I - III	
2	Thursday 27/09/2017	- Revise again - Show reference	
3	Tuesday 09/05/2017	Revise again	
4	Tuesday 06/06/2017	Acc and Continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuni Veronika

NPM : 13108817

Fakultas/Jurusan : TBI

Semester/TA : IX / 2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/10-17	✓		ace for Instrument	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuni Veronika   Fakultas/Jurusan : TBI

NPM : 13108817   Semester/TA : IX / 2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 24/10/17		✓	make scoring of measuring speaking performance	
2	Friday 27/10/17	✓		Acc Research instrument	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
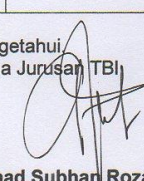Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
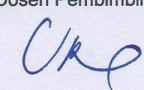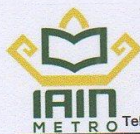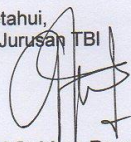**IAIN METRO**

Nama : Yuni Veronika   Jurusan : TBI
NPM : 13108817   Semester : IX

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1.	Monday 18/12 17	✓		- Revise cover - Revise orisinalitas - Revise abstract - Revise Bab IV – V - Revise Curriculum Vitae	
	20/12-17	✓		acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yuni Veronika   Jurusan : TBI
NPM : 13108817   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 05 Dec '17		✓	Revise chapter IV-V	
2	Friday 15/12/17		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

CURRICULUM VITAE

Yuni Veronika who stands as the researcher in this present research was born in Muaradua, South Sumatera on May 11th 1995. He comes from simple and harmonic family. She is the first girl from Jaswan and Lihus Mianah.

She took elementary school at SDN 1 Sukaraja, and took her junior high school at SMPN 1 Buay Pemaca for three years. Then, having graduated from junior high school, she continued her study in SMAN 1 Buay Pemaca. After graduated from senior high school, she continued her study in IAIN Metro with English Education Study Program. She really hope that she is able to continue his study to master of degree and to be a succesfull person that can give a happiness for his parents.