

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH
TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO**

By:

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STATE INSTITUTE OF ISLAMIC STUDIES

(IAIN) OF METRO

1439 H / 2017 M

**IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH
TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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**STATE INSTITUTE OF ISLAMIC STUDIES
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THROUGH TALKING CHIPS STRATEGY AT SMP
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum W

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Assalamualaikum Wr.Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: B-007/m-28-T/D/PP-00-9/01/2018.

An Undergraduate Thesis entitled: IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO

Written by Diana Eka Rustiary, student number 13106957 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 12th, 2017 at 13.00-15.00

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IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO

ABSTRACT

By:

DIANA EKA RUSTIARY

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Talking Chips is one of strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

This research is aimed to find out whether the Talking Chips Strategy can increase the students speaking performance. This research is classroom action research. The research used test, observation, documentation to collect the data.

The classroom action research was conducted by 2 cycle. There are four steps in each cycle : they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the seventh graders in SMP Muhammadiyah 3 Metro. This research used 19 students as object of research. The researcher used average formula to prove whether hypothesis is accepted or rejected.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 55,78 and post test 64,73 and post test from cycle 2 was gained the average score 68,94 The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can speak in front of class. It means that the use Talking Chips Strategy can increase the students speaking performance at the seventh graders of SMP Muhammdiyah 3 Metro .

MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN STRATEGY TALKING CHIPS DI SMP MUHAMMADIYAH 3 METRO

ABSTRAK

Oleh:

DIANA EKA RUSTIARY

Tujuan pengajaran speaking adalah siswa dapat berkomunikasi dalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu, guru diharapkan dapat lebih kreatif dalam memilih strategy yang diterapkan di dalam kelas. Talking Chips adalah suatu strategy yang memberikan kesempatan kepada siswa untuk menyelesaikan tugasnya dengan bekerja secara berkelompok dengan pasangannya untuk memaksimalkan pembelajaran mereka sendiri serta pembelajaran satu sama lain.

Tujuan penelitian ini adalah untuk mengetahui apakah strategy Talking Chips dapat meningkatkan kecakapan berbicara siswa. Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data.

Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas VII SMP Muhammadiyah 3 Metro. Penelitian ini menggunakan 19 siswa sebagai objek penelitian. Penelitian menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak.

Temuan penelitian ini menunjukkan bahwa ada peningkatan dari siklus 1 ke siklus 2. Hasil dari data pada siklus 1, mendapatkan nilai rata-rata pre-test adalah 55,78 dan post test 64,73 dan dari siklus 2 diperoleh nilai rata-rata 68,94. Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1. Kondisi kelas menjadi lebih aktif selama proses pembelajaran. Siswa dapat berbicara di depan kelas. Ini berarti bahwa penggunaan strategy Talking Chips dapat meningkatkan kemampuan berbicara siswa pada kelas VII SMP Muhammadiyah 3 Metro.

STATEMENT RESEARCH ORIGINALITY

The Undersigned :

Name : DIANA EKA RUSTIARY

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Study Program : English Education Study Program (TBI)

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State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from bibliography mention .

Metro, November 2017

The Researcher



DIANA EKA RUSTIARY

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

“Indeed, Allah SWT will not change the condition of a people until they change what is in the themselves” (QS. Ar Ra'd 13:11)

DEDICATION PAGE

This Piece of work is dedicated to:

1. My beloved Parents Mr. Ruslani and Mrs. Ifut Drestary, S.pd.I who always support and love me. I heart you from the deepest of my heart.
2. My beloved Brother Dutta Inovasi Wibowo Thank you for your support me and love me .
3. My Almamater State Institute Of Islamic Studies (IAIN) Of Metro.

ACKNOWLEDGEMENTS

First of all, I say alhamdulillah to Allah, The Almighty, who has given human health and happiness and created all mankind in the best form. Shalawat and salam just to the best prophet, Muhammad SAW., who has taught all Moslem many knowledge based on the holy Qur'an and his tradition called Sunnah.

An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program entitled: "Improving Students' Speaking Performance Through Talking Chips Strategy At SMP Muhammadiyah 3 Metro . The writer would like to express her gratitude especially to the Principal of IAIN METRO Prof. Dr. Enizar, M. Ag., The Head of English Education Study Program Mr. Ahmad Subhan Roza, M. Pd., Sponsor Drs. Kuryani Utih, M.Pd., and Co-sponsor, Syahreni Siregar, M.Hum., who have sincerely guided the writer to accomplish this research. The writer also appreciated to all helps and supports from, my parents, my brothers, and all my conversion friends and also staffs and students of SMP Muhammadiyah 3 Metro .

Finally, the writer realizes that this undergraduate thesis. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, the writer hopes that this undergraduate thesis gives a good contribution.

Metro, October 2017
The Writer,

Diana Eka Rustiary
NPM. 13106957

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a global language, it has been important and popular as a foreign language. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. English as a international language it is also have many functions to leave in this world.

It also is the first foreign language especially at Indonesia . It means that English is not used to communicate within the country but only taught as a subject should be taught at ementary school,junior high school ,senior high school ,and also at the university .

Speak English in teaching and learning is an important part of the teacher's jobs. The teacher must to know how to make speak English is an easier to the study for their students. Speaking also provide good models for English listening. Speaking also provide opportunities to study language component : vocabulary, pronunciation, grammar and the way we construct sentences, paragraph and texts.

When learners first begin to speak in another language their speaking will need to be based on some from focused learning. An effective way too begin is to base speaking in some useful, simple memorized phrases and sentences.

These, my bee dialogue, simple question and answers, tell about dialy activity, and etc. These can be practiced in repetition drills. Because it is useful to give learners quite a lot of repetition practice in beginning level and the theater needs find ways of varying repetition activities to keep the learners interested.

Many students are lazy to learn speaking at class and believe that speak English is difficult, so they have difficulties to learning speaking, specially to answering the question at some examination. Showed on the preliminary research at Smp Muhammadiyah 3 Metro, the researcher found out that the students have difficulties in answering the questions in the recount text because their lack a motivation to learning English foreign language, than the students fell bored in learning English with monotonous method. The students believe that speak English is difficult and make them bored. To make the students fell happy and like to learning English, specially to speak English the teacher have to make the other method. The method must be make the students fell if English is easier and fun.

In this case, the writer will study how to increase the students speaking performance at the seventh Grade of Smp Muhammadiyah 3 Metro, The number of students are 22 students, based on the data of pre survey on October, 25th 2016 can be illustrated the students speaking performance bellow :

Table 1
The students's English Speaking Performance Score at The Seventh
Grade of Smp Muhammadiyah 3 Metro

No	Name	Score	Interpretation
1.	AD	70	Complete
2.	AS	60	Incomplete
3.	AS	60	Incomplete
4.	AIN	60	Incomplete
5.	AKD	50	Incomplete
6.	ASN	70	Complete
7.	BCFP	70	Complete
8.	DCF	65	Incomplete
9.	EPE	65	Incomplete
10.	GBP	60	Incomplete
11.	IR	42	Incomplete
12.	NN	39	Incomplete
13.	N	60	Incomplete
14.	P	60	Incomplete
15.	RHS	60	Incomplete
16.	RS	60	Incomplete
17.	RA	52	Incomplete
18.	SS	60	Incomplete
19.	SN	65	Incomplete

20.	SF	70	Complete
21.	VS	39	Incomplete
22.	WE	60	Incomplete
Total	1297		
Average	58,5		

Source : *The English Teacher Archives*, Taken On The Presurvey At October, 25th 2016.

Tabel 2

The criteria of Learning Result

No	Score	Category	Total	Percentage
1	≥ 65	Complete	7	31%
2	< 65	Incomplete	15	68%
Total			22	100%

Source : *English Teacher in Smp Muhammadiyah 3 Metro*

Based on the table above, the total students an complete category higher than the complete category. The student who complete for the material of speaking is 31 % and the students who an complete failed category 68%, with the highest grade 70 and the lowest grade 39 with the minimum mastery criteria (KKM) for English is 65

Based on data description above, the writer assume students have low speaking performance related to the speaking learning method used by the teacher. In this research writer will try strategy talking chips to increase the students speaking performance .

B. Problems identification

In the research, the writer finds many concerned. So, that the writer make the identification of the problem as follows:

1. The students have low ability to perform especially in Speaking English.
2. The students lack of motivation in speaking performance.
3. The students have low score in speaking.
4. The strategy which are used in the learning process usually makes the students feel bored .

C. Problems Limitation

Based on the problem identification above there are many problems, but the reasearcher limits the problem only: The students have low ability to perform especially in Speaking English at SMP Muhammadiyah 3 Metro .

D. Problems Formulation

The researcher will formulate the problem as follows:

“Can the Use of Talking Chips Strategy Improve the Students’ Speaking Performance and Their Learning Activities At SMP Muhammadiyah 3 Metro

E. Objective and Benefits Of The Study

1. The objective of the Study

The objective of this reasearch was to improve the students speaking performance and their learning activities through Talking Chips strategy at SMP Muhammadiyah 3 Metro.

The benefit of the Study

The results of the the research are expected to beneficial for:

a. For students:

- 1) This research as an inspiration to motivate them in order to increase their English speaking performance .
- 2) This research as an information to make the students comfort in learning activities .

b. For The teachers:

This research as an information about a strategy in learning English especially Talking Chips strategy for English teacher.

c. For Headmaster

The research as an information to facilitate learning English process the future .

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concepts of Speaking Performance

1. The Concept Of Speaking

a. Definition Of Speaking

Speaking is so much a part of daily life that we take it for granted . the average person produces tens of thousands of words a day, although some people like auctioneer or politicians many produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is we have to learn how to do it all over again in a foreign language .¹ When speaking, on the other hand, we construct words and phrases with individual sounds, and we also use pitch change, intonation and stress to convey different meanings.² It mean that Speaking is also ability say articulations sound or words to express or to submitt mind, feeling and idea. Speaking is ability which is used for communication in daily activities. People send and receive message through speaking.

The major goal or English learning is to enable students to communicate with other people by using engling language being learned.

The communication here means to talk to other people orally in spoken

¹ Scott Thornbury, *How To Teach Speaking*, (London: Longman, 2005), p.1.

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Logman, 2007), Fourth Edition, p.38.

form. We can attempt a closer definition by saying that speaking is combining sounds in a recognized and systematic way, according to language-specific principles, to form meaningful utterances.³ On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Based on the theories above, the researcher would like to conclude that if the people use language to express their mean and another people can understand what their says, it is called speaking. The writer concluded that speaking is haven by people to express their idea orally or to communicate with other people. It is important skill that must we have because only through this skill we can express our messeage orally.

b. Basic Types Of Speaking

Speaking is a productive skill that can be directly and empirically observed . Speaking and listening are almost always closely interrelated .

Five basic types of speaking : ⁴

³ Cornbleet Sandra, *The Language of Speech and Writing*, (London and New York : Routledge , 2001), p.18.

⁴ H. Douglas Brown, *Languge Assesment Prinsiples and Classroom Practices*, (California: Longman,2003), p.141

- 1.) Imitative : At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
- 2.) Intensive : A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships .
- 3.) Responsive : Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of short conversations, standard greeting and small talk .
- 4.) Interactive : The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes involves multiple exchanges and multiple participants. Interaction can take the two forms of transactional language, with the purpose of exchanging specific information .or interpersonal exchanges, which have purpose of maintaining social relationships.
- 5.) Extensive (monologue) : Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interactions from listeners is either highly limited (perhaps to non verbal responses) or ruled out altogether.

c. **Micro- and Macro-skills of Speaking**

The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Meanwhile, the macro skills imply the speaker's focus on the larger elements; fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. There are sixteen micro- and macro skills in total, they are:⁵

1. **Micro skills**

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense,

⁵ *Ibid.*

agreement, pluralisation), word order, patterns, rules, and elliptical forms.

- i.) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

2. Macro skills

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c) Convey links and connections between events and communication such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2. The Concept of Speaking Performance

a. The Definition Of Speaking Performance

Speaking performance is skill or power to express ideas, opinions or message orally. Speaking performance is the ability to communicate orally. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and rule of grammar.

Through speaking people convey what they mean by arranging a set of words which contain a subject talked about and the situation. In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Reading and listening are called receptive skills, because receptive skills are the ways in which people extract meaning from the discourse they see or hear. And other skills are speaking and writing. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.⁶ When we are speaking and writing it means that we are producing something. So that, speaking and writing skills are called productive skills.

Unlike the written language where language learners carry out certain tasks with moderate level of knowledge in grammar and vocabulary, in speaking, they compete with limited time to recall words,

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Britain: Pearson, Logman, 2007), Fourth Edition, p.265.

and also take care of their pronunciation, intonation, and responses from the addressee, which sometimes interrupts the speech and causes additional difficulties for the speaker.⁷ It can be said that speaking is the important one to teach English, without speaking the learner can not be said to succeed in learning English, because they can not speak what they learn about.

Just like other abilities, speaking is complex. Teaching students to speak a second language is not easy. It needs a hard work and a long process. At least there are five components in speaking:⁸

- 1.) Pronunciation
- 2.) Grammar
- 3.) Vocabulary
- 4.) Fluency
- 5.) Comprehension

All of those components will produce speech that can be understood in communication, good pronunciation, grammatical knowledge, vocabulary mastery, comprehension in meaning and fluency are needed in building a speech.

However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating

⁷ David J. Alonso, *English as a Second Language*, (New York: Nova Science Publishers, 2011), p. 122.

⁸ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Longman, 2003), p.157.

speech. Students need to express their meaning by doing much practice in speaking.

b. Kind of Speaking Performance

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

English proficiency includes several components, namely pronunciation, intonation, sentence stress, grammar, and vocabulary. In order to improve our ability, we need to develop the five components also they are :

1.) Pronunciation

Pronounce the word or phrase in the English language is not too difficult for the Indonesian people, so it can be trained quickly and easily. To improve capabilities in these areas, we must first focus with a dialect or accent. Refers to two different accents can be a confusing thing.⁹

2.) Intonation

When someone is angry, intonation used will be different when they're feeling happy. Likewise, when a person is leading a speech, intonation they will differ from those who are presenting. Intonation is an important part in the ability to speak English. With the mastery of

⁹ Jeremy Harmer, *The Practice Of English Language Teaching*, (Harlow: Logman,1991), p.31.

intonation, conversation would sound natural and not stiff or robotic. Thomas state, Intonation is a change in the pitch of the voice, a kind of melody important in speaking.¹⁰

3.) Grammar

One of way to improve the English is improve English Grammar is able to strengthen our ability to speak in a way facilitate skills and increase confidence when we try to form sentences in English. Grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language.¹¹ Ways to improve these skills, than through exercises Grammar questions, you can use the forums English as a Second Language Grammar to train you with other students or even by native speakers.

4.) Vocabulary

Vocabulary is best extended by reading and writing.¹² Vocabulary accommodate as much as possible is the last step. This can be done with a lot of reading English books, and use a dictionary to help support the learning process. Similarly, some of the components that must be considered in order to improve your English speaking performance. May be useful.

¹⁰ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (England: Oxford University Press, 1988), p.224.

¹¹ L. G. Alexander, *Longman English Grammar Practice: For Intermediate Students*, (Longman: UK Limited,1990), p. 8.

¹² *Ibid*, p. 335.

By understanding some view above that there are some ways must be understand by student who wants to get more knowledge about the speaking skill or ability.

c. Teaching Speaking Performance

Teaching speaking performance is very important part in teach english. The ability to communicate in speak english clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life.

Therefore it is essential that language teacher pay great attention in teaching speaking performance so that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking. Some reasons speaking ability is very important in our life are trthrough a speaking we can convey our ideas or minds.

At least, speaking purpose don't mean only to asking and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of course shows that teaching speaking could have special interest and attention. We should exactly understand that the aim of teaching speaking performance is to improve and develop students speaking skill. Then, the teacher has to ensure his/her

students that speaking learning process is the pleasure activity. There are some principles for designing speaking techniques.¹³

1) Use techniques that cover the spectrum of the learners.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips .

2) Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".

3) Encourage the use of authentic language in meaningful context.

This theme has been played time and again in this book, but one more reminder shouldn't hurt. It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say disconnected little grammar exercises where go around the room calling on students one by one pick the right answer . It take energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material .

¹³ H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (New York: Longman, 2000) , p.275-276.

4) Provide appropriate feedback and correction.

They may get such feedback “aout there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Give studnets opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initialtion of language . We ask questions, give directions, and provide information, and students have been conditioned only to “speak when spoken to.” Part of oral communication competence is the ability to initiate conversations, to nominate topic, to ask questions, to control conversation, and to change the subject .

6) Encourage the development of speaking strategies.

They simple have not throught about developing their own personal strategies for accomplishing ora communicative purpose. You classroom can be one in which students become aware of, and have a chance to practice, such strategies as :

- Asking for clarification (what?)
- Asking someone to repeat something (excuse me?)
- Using conversation maintenance cues (right,okey,hm)
- Getting someone attention (hey,say,so)

Some students think that speaking ability is difficult, however they don’t like to follow the speaking lesson. It is might caused by kind of

activities that did not make them interest. Some teachers did not give an activity that make them enjoy to follow the speaking lesson. Actually there are many activities to promote the speaking ability that can used by teacher to make their students speak up. Good speaking activities can and should highly motivating. When you are speaking, you do this unconsciously, Often repeating yourself in different words and by using gestures and Facial expressions.¹⁴ If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.

d. The Measurement Rubrics Of Speaking Performance

Speaking performance, there are some indicators that should be scored, according to Weir, he classified five nalytic speaking criteria as follow :

Table 3

The Measurement rubrics Of Speaking Criteria ¹⁵

Aspect	Category	Indicators
Fluncy	4 (Excellent)	Generally natural delively, only occasional halting when searching for appropriate word/expressions.
	3 (Good)	The student hesitates and repeats himself at

¹⁴ Englewood Cliffs , *Paragraph development*, (New Jersey: Prentice-Hall, 1981), p.17.

¹⁵ Cyril J .Weir. *Languange Testing And Validation*,(New York : Palgrave McMillan, 2005), p.195-196

		times but can generally maintain a flow of speech, although s/he may need an occasional prompt .
	2 (Adequate)	Speech is slow and hesitant. Maintains speech in passive manner and needs regular prompts
	1(Fair)	The student speak so little that no 'fluent' speech can be said to occur .
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of ryytm, intonation and promunciation and compherension is not impeded.
	3 (Good)	Rhytm intonation and pronunciation require more careful listening , some errors of pronunciation which may occasionally lead to in compherension .
	2 (Adequate)	Compherension suffers due to frequent errors in rhythm, intonation and pronouciation .
	1 (Fair)	Word are unintelligible .
Vocabulary	4 (Excellent)	Effective use of vocabulary fot the taks with few in appropriacies .
	3 (Good)	For the most part, effective use vocabulary

		for the task with some examples of inappropriacy
	2 (Adequate)	Limited use vocabulary with frequent in appropriacies .
	1 (Fair)	In appropriate and inadequate vocabulary
Gramatical Accuracy	4 (Exellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical form both these do not interfere with copherension .
	2 (Adequate)	Speech is broken and distorted by frequent errors .
	1 (Fair)	Unable to contruct compherensible sentence.
Interction Strategie	4 (Exellent)	Interacts effectively and readily participates and follow the discussion
	3 (Good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently .
	2 (Adequate)	Interaction ineffective . Can seldom developan interaction .
	1 (Fair)	Understanding and interaction minimal .

B. The Concept Of Talking Chips Strategy

1. Definition Of Talking Chips Strategy

Talking chips is cooperative strategy by Spencer Kagan. Talking chip can be used in all of term studies and course. Talking chips is a cooperative learning strategy that can be used effectively during group discussion. Each student is given on marker. When a student wishes to speak, he or she puts his or her marker in the centre of group's circle . A student cannot speak again until everyone in the group has place his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and everyone can speak again by repeating the process , This strategy ensures that everyone has an equal opportunity to speak .¹⁶

“Each person is given a number of markers. Each time a person wants to talk, a chip is placed in the center of the table. When an individual's chips are all in the center of the table, she or he cannot talk again until everyone's chips are all in the center. The chips are then retrieved and redistributed to begin again. This strategy ensures that everyone has an equal opportunity to speak.”¹⁷

Talking chips is one of the perfect strategies to make the students speak and make them confident in every they learn. Talking chips is the cooperative learning who can effective used in group discussion.

These chips include different strategies to use in conversation and could include; Express a doubt, Answer a question, Ask a question, Give an idea,

¹⁶ International Language, *Ukrainian Language Art Guide To Implementation*, (Canada: Alberta Education, 2008),p. 76.

¹⁷ Heartland AEA., *Strategies and Tool For Group Processing*, (New York: Nova Science Publishers, 2006), p.19.

Ask for clarification/ clarify an idea, Respond to an idea, Summarize,
Encourage participation , Say something positive about someone's idea.

2. The Steps To Application Talking Chip Strategy In The Classroom

- a. Students sit in a team of four and each student is given a certain number of chips
- b. Any student with a chip may talk one at a time using complete sentences
- c. Each student takes turns talking
- d. Each time they finished talking they must place one chip in the center of the table
- e. Once their chips are gone they may no longer talk for that round. Students must use all their chips
- f. When all chips are used, teammates each collect their chips and continue the discussion using their talking chips.”¹⁸

Depending upon the complexity of the activity. Each person is given a number of colored chips to facilitate reflection ,after five minutes there might be 7 red chips, 5 blue chips, 3 green chips, and no yellow chips .¹⁹ When a group member wants to speak, he or she places a chip in the centre of the table to indicate that he or she has something to say. Once a student has used up all of his or her chips, he or she cannot speak until the other members of the group have exhausted their chips. When all of the chips are in the centre, they are redistributed and the students start the process again.

“Modifications: Students may be given just one chip each, or two chips. Students with no chips left must wait until teammates have used all their chips before they all collect their chip(s) and continue the discussion. **Setup: Teams have talking chips (maximum: two chips each).** The teacher provides a discussion topic and provides think time. Any student begins the discussion, placing one of

¹⁸ StanleyC. Mantooth, *Engagement Ring Effective Intructional Strategies* 2010, p. 14.

¹⁹ *Ibid.* p.19

his/her chips in the center of the table. Any student with a chip continues discussing, using his/her chip.”²⁰

3. Teaching Speaking Performance Using Talking Chips Strategy

Speaking has several important role to teach. Those are:

- a. Prompter : Students sometimes get lost, cant think of what to say next or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas.
- b. Participant : Teachers should be good animators when asking students to produce language Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along,ensure continuing student engagement and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not

²⁰ Spencer Kagan, *Kagan Cooperative Learning*, Kagan Publishing, (University of Virginia: Kagan Coomperative Learning. 2010), P.158.

participate too much, thus dominating the speaking and drawing all the attention to themselves.

c. Feedback Provider : The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect possible different approaches . When students are in the middle of a speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations.²¹ Three stages in teaching speaking namely introduction new language, practice, and communicative activity.

Talking chips support democratic and accountable participation in small group interaction. Each student is given a certain number of chips. Each time they talk, they must submit a chip, but once their chips are gone they may no longer talk. Students must use all their chips. This helps the teacher to monitor the students' interaction and ensure all groups' members have equal opportunity to share their thinking while enhancing communication skill. It is mean that talking chips can be used effectively to teach speaking, because the students can be enhancing how to communication with talking chips technique.

²¹ Jeremy Harmer, *The Practice Of English Language Teaching*, (Harlow: Longman, 1991), p. 275-276.

Then, in holding Talking Chips strategy students will be given chips and the chips are used for every time they speak, they must put the chips in the center of table. It is done until the chips are over. If the chips are over, the students may not speak until chips of all members of group are over too. If all chips have been used, while the task has not been finished. The students can be given the chips again.

From the definition above talking chip is the cooperative learning strategy that can help the teacher must form effective groups, assign appropriate tasks, be keenly observant during group activities, diagnose problems quickly, and supply information or direction necessary to keep all groups moving forward.

4. Advantages and Disadvantages of Using Talking Chips Strategy

Advantages from applying Talking Chips strategy during the learning process. Talking Chips strategy allows every student is held accountable for participating, develops speaking and listening skills.

Disadvantages Talking Chips Strategy is strategy can inhibit the natural flow of conversation since the procedure of this technique controls participations. But, this condition would make a chance for all the students to speak in the classroom and This situation makes discussion feel stilted and artificial. But, in this case feel stilted and artificial would not disturb students learning process since the discussion is going well. ²²

²²Dr.Spencer Kagan, Kagan Structure : A Miracle Of Active Engagement, www.kaganonline.com, it was retrieved on May 07 2017 at 13:30 PM .

Although this strategy has some disadvantages, the researcher believes that this technique has more advantages that can improve students' speaking ability.

C. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis :

By Using Talking Chips Strategy the students speaking performance and their learning activities can be increase at the seventh grade of SMP Muhammadiyah 3 Metro .

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definition of Variable

1. Variable Of Research

This research consist of two variables. They are independent variable and dependent variable. The two variables can be explain as follow :

a. Independent Variable (X)

Independent variable is a variable which functions to influence the other variable . The independent variable in this research is the Talking Chips Strategy. It is cooperative learning strategy that principle purpose to ask students work in group, all of members group have take turn contributing their ideas .

The researcher hoped to investigate the speaking performance to measure the increasing of Talking Chips Strategy toward students' speaking performance.

b. Dependent Variable (Y)

Dependent Variable is a variable that can be influenced by an independent variable . The dependent variable in this research is the student speaking performance . The increasing of student speaking performance can the seem after using talking chips strategy. The subject of

research consists of 5 criterias, the maximum score is 4 and minimum score is 1, the maximum total score is 20 and minimum total score is 5 . Indicator of speaking can be known as fluency, pronunciation, vocabulary, grammatical, and interactional strategies.

B. Setting of Research

This research will be done at the seventh class of SMP Muhammadiyah 3 Metro which consists of 22 students.

The research will be held as the seventh class because most of students are have low English ability especially in speaking performance. Data of the subject at the seventh class SMP Muhammadiyah 3 Metro can be sbeem in pre-survey data.

C. Subject of Research

The subjects of the study in classroom action research are twenty-two students in class VII A of SMP Muhammadiyah 3 Metro. The writer found the problems that the student have low speaking performance.

Table 6

Subject of the Research

Class	Sex		Total
	Male	Female	
VII A	8	14	22

D. Research Procedure

1. Classroom Action Research

The research is aimed to increase teaching and learning process, so the research using classroom action research.

The kind of this research is Classroom Action Research. According to Donald Ary, Action Research is an activity to take an action based on research and analyze the action taken.²³

Action research in the school setting is a systematic approach to improve teaching practices . Its is simple process, and if you learn how to use it, it will meet of your teaching goals .²⁴ It means that action research is given by teacher with directive from teacher that is done by students.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following :

1. It aims improve workplace practice throught improving learning.
2. It aims to promote the ongoing democratic evaluation of learning and practices.
3. It aims to create good social orders by influencing the education of social formation.

²³Donald Ary, et.al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.512.

²⁴Robert P. Pelton ,*Action Research For Teacher Candidates*, (United State Of America : Rowman, 2010),p.3

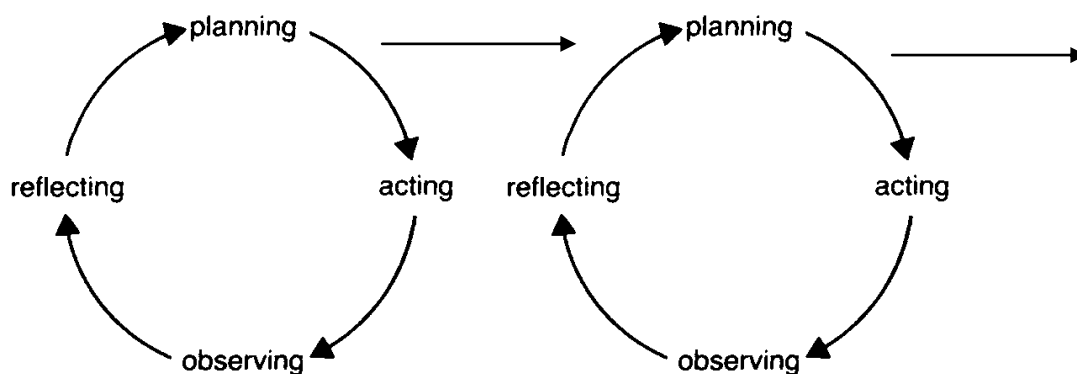
Actions research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practice, as well as their understanding of these. It is the practices and the situations in which these practices are carried out. The idea of self-reflection is central. In traditional forms of research, researchers do research on themselves in company with other people, and those others are doing the same.

2. Action Plan

In this classroom action research, there are four steps in each cycle which have relationships with one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design.

Here is the Classroom action research design

Picture 1



Jean McNiff's Model²⁵

²⁵Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), Second Edition, p.41

From the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

Cycle 1

a. Planning

Planning is the first steps in every activity. Without planning, the writer's activity will not focus. The planning will be reference in doing action. In this phase, the researcher makes a series of planning as follows :

1. Preparing Lesson Plan and Syllabus.
2. Deciding the object of material. In the first cycle the material are asking and giving for help. In the second cycle the materials are asking and giving something.
3. Developing the learning scenario
4. Preparing the source of learning
5. Preparing the scoring material that will be used to measure the result of treatment.
6. Preparing the instrument of observation and evaluation to analysis the indicators of the success
7. Arranging the instrument of data collector.

b. Acting

Doing action is the second step in activity. It is implemented 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 will apply the planning of strategy and scenario learning as follows ;

- 1) Giving explanation of daily activity conversation to the students.
- 2) Asking the student to make a group. Every group consists of two students. They ask them to choose one of the topics then make a conversation in front of class and then practice it with other groups.
- 3) Giving score of student's performance personally and observe the problem faced in class. So, it can be references to improve the action in next meeting.
- 4) Giving guide and task to the student for next meeting.

c. Observing

Observing is the activity of observe by observer. In this observation, the researcher observed the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity in doing activity and teacher performance. So in this research, the researcher has two roles as observer and as the object of research.

d. Reflecting

Reflecting is the action to explain again about what happened. In this phase, the researcher and collaborator investigated all action that happened in learning process. Based on the data that has been collected furthermore do evaluation to perfect next action. The reflection included analysis, synthesis and evaluation to result of observation toward action that done. If meet problem in reflection process so it will be accomplished process

investigation. The reflection would be stopped when the students had increased their scores.

Cycle II

a) Planning

- 1) The researcher identifies the problem and fine the problem from the first cycle.
- 2) The researcher praperes the lesson plan.
- 3) The researcher decides the material, method and strategy of teaching.
- 4) The researcher prepares the source of learning.
- 5) The researcher prepares format to evaluate the student's activities after teaching and learning process.

b) Acting

The researcher applies the action plan II.

c) Observing

In this phase, the researcher observes the process of teaching and learning by using format of observation to collect the data in action plan II.

d) Reflecting

In this phase, the researcher will compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the cycle enough or need for the next step.

E. Data Collecting Technique

The data is collected by using several techniques as follows :

1. Test

The test that will be used in this research is oral test of speaking performance . As the testees are the students of seventh grade of SMP Muhammadiyah 3 Metro. The test consist two kinds of test, they are Pre-test and Post-test . The two tests as follow :

a. Pre test

After observing the subject's activities, the writer gave pre test to know how far the students' speaking performance before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in speaking performance.

b. Post test

After treatments the writer will give them post test. It is done to know the student's speaking performance by whole-class discussion. In other words the post test is to make sure whether this way effective or not increase the students' speaking performance.

2. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.²⁶ In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the students' speaking in that school and the researcher will take the data of the class VII A .

3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture.²⁷ The researcher uses to documentation obtain data about state of students, the history of SMP Muhammadiyah 3 Metro, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

²⁶ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.98.

²⁷ *Ibid.*, p.96.

F. Data Analysis Technique

1. Formula

Data analysis will be conducted by taking average score of the pre-test and post-test in cycle 1 and cycle 2 . The formula to get the average as follow:²⁸

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

Note

\bar{X} = Average score

$\sum x$ = Total Score of the Students

N = Total of Students.

Furthermore, to know the result the researcher was compare the average score between pre-test for each cycle. And then to kwnow the percentage of increasing score in students learning activities, the writer will use the percentage formula as follow :²⁹

$$P = \frac{F}{N} X 100\%$$

Note:

P =The class percentage

F = Total percentage score

N = Number of the students

²⁸ Donald Ary et.al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.108

²⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 278.

H. Indicator Of The Succes

The study can be stated succes when 70% of the students get the Minimum Mastery Criteria (MMC) score is 65. It means that through Talking Chips Strategy in English learning is succes to increase the speaking performance and the learning activities of the students at the seventh graders of SMP Muhammadiyah 3 Metro .

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The Short history of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro established in 1979 . It has location in kecamatan Metro Pusat with postcode 34113and e-mail smpmuga@ymail.com . It established on are 2.100M² .

This school was founded in Wakaf Land and the status of the building was owned alone (Swasta). Now, the headmaster of this school was Agus Pujianto, M.Pd . This school consist of three level. Those are the seventh, the eight and the nineth grades.

2. The Conditions of Teacher and Official Employers in SMP Muhammadiyah 3 Metro

The total of the teacher and official employers of SMP Muhammadiyah 3 Metro in the academic year of 2016/2017 was 18 that could be identified in table bellow :

Table 7
The Condition of The Teacher and Official Employer at
SMP Muhammadiyah 3 Metro in the Academic Year of 2016/2017

NO	NAME	SEX	OCCUPATION
1	Agus Pujiyanto,M.pd	Male	Headmaster B.Indonesia
2	Warsito,S.Pd	Male	Matematika
3	Mustofa,S.Pd.I	Male	Pkn & SBK
4	Asep Rudiansyah, S.Pd.	Male	PJOK
5	Ernawati .S.Pd	Female	Matematika
6	Mustofa.S.Pd.I	Male	TIK
7	Lely Aminingtyas.S.Pd	Female	IPA
8	Ernawati ,S,pd	Female	English
9	Fuadin, S.Pd.I	Male	IPS
10	Halimatus Sadiyah, S.Pd.I	Female	SKI & Bhs Lampung
11	Eko Nugroho,S.Pd	Male	Bhs. Inggris
12	Muslihin, A.Ma.	Male	Fiqih
13	Burhan, S.Pd.1	Male	Bahasa Arab
14	Sugeng,S.Pd	Male	IPA
15	Tika Agustina,S.Pd.I	Female	Qur'an Hadits & Akidah Akhlak
16	Hamida,S.Pd	Female	BK
17	Siti Khuzaimah	Female	TU
18	Mujianto	Male	TU

Sources : Observation Result In Smp Muhammadiyah 3 Metro On Sep 29, 2017

3. Quantities of SMP Muhammadiyah 3 Metro

The quantities of the students In SMP Muhammadiyah 3 Metro always change every years. The quantities of he students could be identified on the table bellow :

Table 8

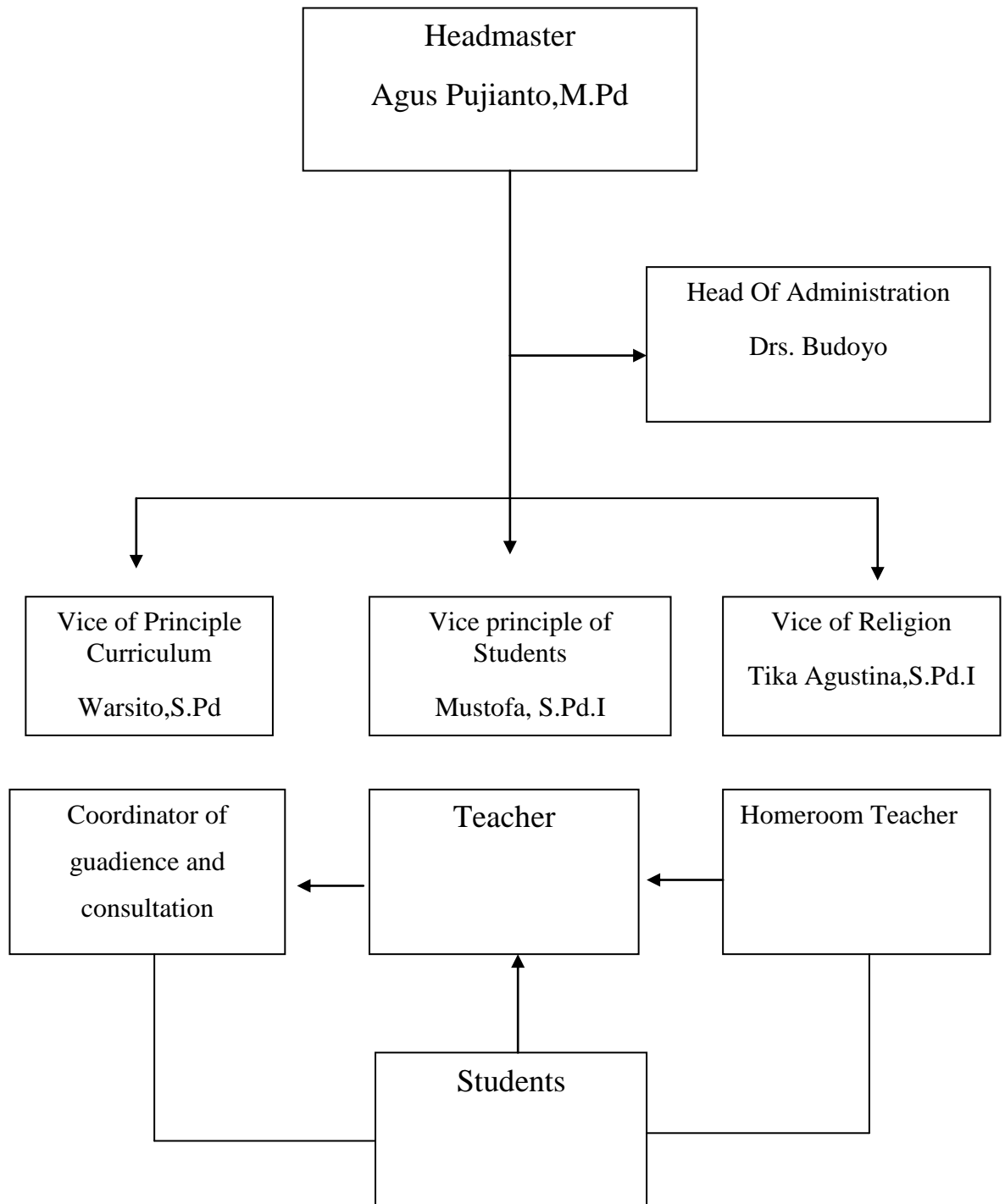
**The quantities of the students of SMP Muhammadiyah 3 Metro
Since
2011-2017**

Year	Class	Male	Female	Count
2011/2012	VII	14	20	34
	VIII	10	8	18
	IX	22	40	62
2012/2013	VII	23	29	52
	VIII	14	20	34
	IX	10	8	18
2013/2014	VII	24	23	47
	VIII	23	29	52
	IX	14	20	34
2014/2015	VII	13	15	28
	VIII	24	23	47
	IX	23	29	52
2015/2016	VII	8	10	18
	VIII	13	15	28
	IX	24	23	47
2016/2017	VII	26	34	59
	VIII	8	10	18
	IX	13	15	28

Sources : *Observation Result In Smp Muhammadiyah 3 Metro On Sep 29, 2017*

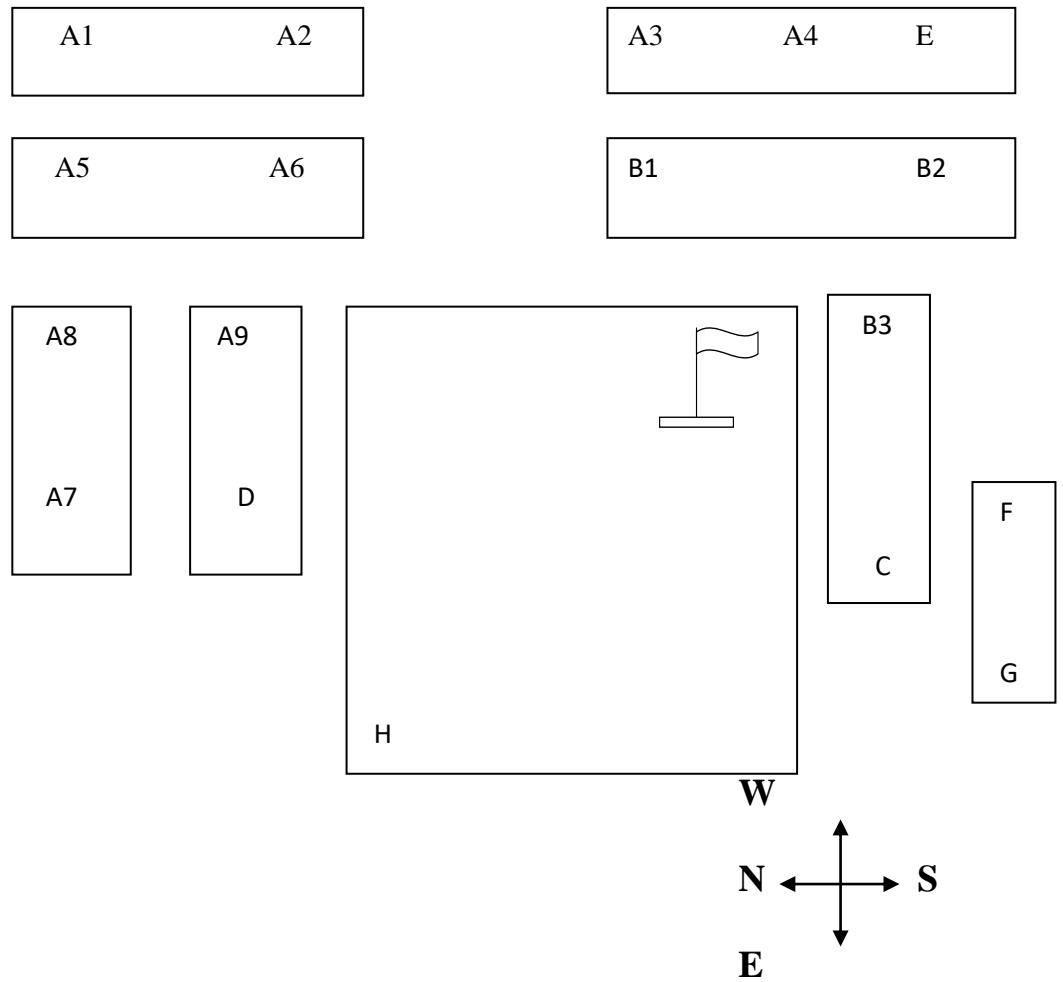
Picture 2

The Structure Organization Of SMP Muhammadiyah 3 Metro



Picture 3

School Map Of SMP Muhammadiyah 3 Metro



Note : A1 – A7 : Classroom

B1 – B3 : Teacher's Room

C : IPA Laboratory

D : Library

E : Computer Laboratory

F : Storehouse

G : Bathroom

H : Ceremony Yard

4. The buildings of SMP Muhammadiyah 3 Metro

The building of SMP Muhammadiyah 3 Metro consist of 17 building as follow:

Table 9

The total Building of SMP Muhammadiyah 3 Metro

No	Rooms	Count
1	Teacher's Room	3
2	Classroom	9
3	IPA Labaoratory	1
4	Library	1
5	Computer Laboratory	1
7	Storehouse	1
8	Bathroom	2

Sources : Observation Result In Smp Muhammadiyah 3 Metro On Sep 29, 2017.

B. Description of the Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was

utilizing Talking Chips Strategy to increase the students' speaking performance.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on Friday, Sep 15^h, 2017 at 08.35 until 10.15. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

b. The students' pre-test result.

Table 10

The Students Speaking Performance Pre-Test Result

No	Name	Score	Note
1	AF	70	Complete
2	AFP	55	Incomplete
3	ANF	60	Incomplete
4	CSA	55	Incomplete
5	DSP	30	Incomplete
6	CS	40	Incomplete
7	KPB	55	Incomplete
8	MDIR	45	Incomplete

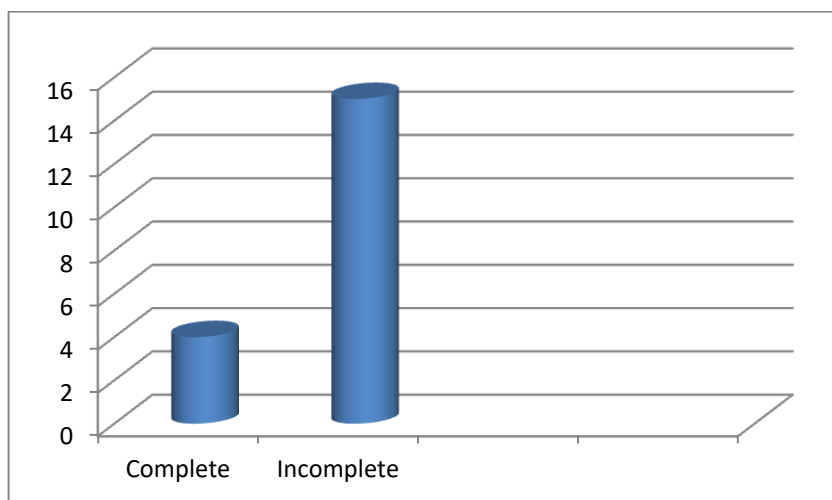
9	NPD	55	Incomplete
10	NS	65	Complete
11	PMP	40	Incomplete
12	RMP	55	Incomplete
13	SRE	80	Complete
14	SYS	55	Incomplete
15	SR	55	Incomplete
16	W	55	Incomplete
17	YR	55	Incomplete
18	ZA	60	Incomplete
19	ZPP	75	Complete
	Total	1,060	
	Average	55,78	
	High Score	80	
	Low Score	30	

Based on the table above , can be seen that 4 from 19 students were success beside that 15 students were not success. The average from the data was 55,75. To know about percentages from the score of pre-test can be seen on the table as follows :

Table 11
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
1	≥ 65	4	21,05%	Complete
2	≤ 65	15	78,94%	Incomplete
	Total	19	100%	

Graph 1
Frequency of Students' Complete at Pre-test



Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Muhammadiyah 3 Metro 65. It can be seen that only 4 students (21,5%) got score up to the standard, then 15 students (78,94%) got score less than the standard. That is the reason, the researcher used Talking Chips Strategy to increase the speaking performance at SMP Muhammadiyah 3 Metro .

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of

problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The First Meeting

The first meeting was done on Thursday, Sep 21th, 2017. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are going to learn and what to be reached. Researcher gave the students single topic.

After that, the researcher gave the example about introduction my self and other self, the students followed. The researcher asked the students to practice in front of class .

After give example the researcher asked the students what the problems were. The said that speaking is difficult because most of them were nervous and not confident when they speak in front of the class.

2) The Second Meeting

In the second meeting was conducted Friday, Sep 22rd, 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition.

The material at this day is talking about Introduction . At this meeting to measure the students' Speaking Performance after using Talking Chips Strategy the researcher tasted the students by oral test. The students should make sentences about introduction my self and introduction other self in pairs with their group. One by one group are called to go to in front of the class. Not all of the group , but only some who are choosen because of their lack vocabulary and pronunciation area. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

Table 12

The Students' Post- Test 1 Result of Cycle 1

No	Name	Score	Note
1	AF	75	Complete
2	AFP	60	Incomplete
3	ANF	70	Complete
4	CSA	65	Complete
5	DSP	50	Incomplete
6	CS	60	Incomplete
7	KPB	75	Complete
8	MDIR	55	Incomplete
9	NPD	60	Incomplete
10	NS	70	Complete
11	PMP	55	Incomplete
12	RMP	60	Incomplete
13	SRE	85	Complete
14	SYS	60	Incomplete

15	SR	60	Incomplete
16	W	60	Incomplete
17	YR	65	Complete
18	ZA	65	Complete
19	ZPP	80	Complete
	Total	1,230	
	Average	64,73	
	High Score	85	
	Low Score	50	

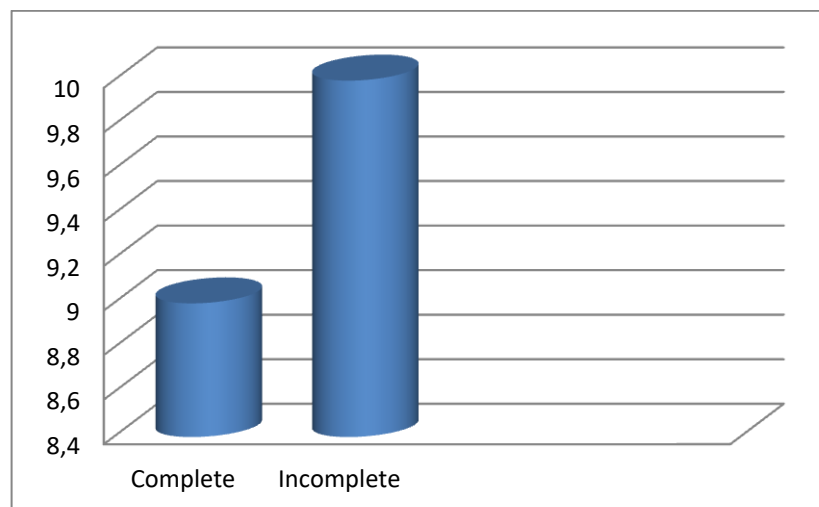
Table 13

Frequency of Students' Score at Cycle 1

No	Score	Frequency	Percentage	Category
1	≥ 65	9	47,36%	Complete
2	≤ 65	10	52,63%	Incomplete
	Total	19	100%	

Graph 2

Frequency of Students' Complete at Post Test 1 Cycle 1



Based on the data above can be seen that 10 students (52,63%) got score less than standard and 9 students (47,36%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said succes when 70% students got score 65. The fact showed that the result was unsatisfying.

c. Observing

The result of learning process to increase the students' speaking performance by using Talking Chips Strategy in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The using of Talking Chips Strategy in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them , also be expected to be active in this case, the first meeting many of them still hard to speak up.

In the test 1 there were 9 (47,36%) out students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than students' yest before giving treatment.

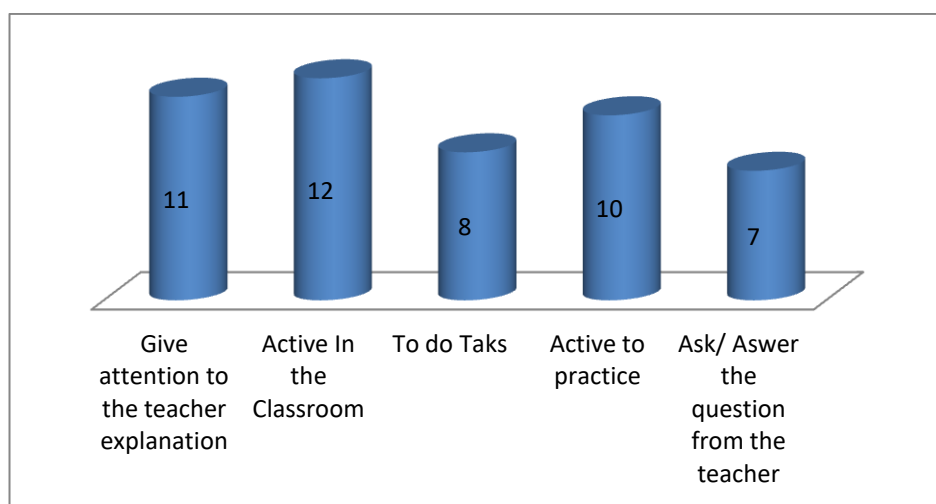
Table 14
The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1	Give attention to the teacher explanation	11	57,89%
2	Active in the classroom	12	63,15%
3	To do task	8	42,10%
4	Active to practice	10	52,63%
5	Ask / Answer the question to/ from teacher	7	36,84%

Number of the students : 19

Graph 3

Frequency Of Students' Activities in Cycle 1



The data showed that not all the students' active in learning process. There were 11 students (57,89%) give attention to the teacher explanation, 12 students (63,15%) Active in the classroom, 8 students (42,10%) To do task , 10 students (52,63%) active to practice and 7 students (36,84%) Ask / Answer the question to/from teacher .

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 60% active in the classroom and the others got <60%.

d. Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the condition be noise.

Based on the analyzing above, the researcher conclude that this research should be continuing in cycle 2. The researcher tried to get solution as follow :

- 1) The researcher should manage class well
- 2) The researcher asks students to focus on study and not make a noise.
- 3) Teacher should motivate students to be more active in class.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

The researcher prepares the lesson plan, the material and identifies the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It mean that the learning process could do effective

b. Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weakness on cycle 1 such as the students do not confidence in the learning process, especially in speaking performance, and lack of spelling, then the researcher planned to combined in the learning process for students in speaking performance by using Talking Chis Strategy. The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

a) The first meeting

The first meeting was done on Sep, 28th , 2017, after greeting and briefing. The the learning continous to the material that was prepared. At this meeting the teacher told about asking and giving something.

b) The Second Meeting

The second meeting conducted on Sep 29rd ,2017. The material at this day is description about animal . At this meeting to measure the

students' Speaking Performance after using Talking Chips Strategy the researcher tasted the students by oral test. The students should make a sentences in pairs with their group. One by one group are called to go to in front of the class. The teacher gave gifts for the group that practiced in front of class.

After give example, the researcher asked the students what the problems were. And than, the researcher gave conclusion. The reseacher closed the lesson with reflection of the lesson that day. The teacher gave promised would give gift for the perfect one group that in the post test 2.

Table 15

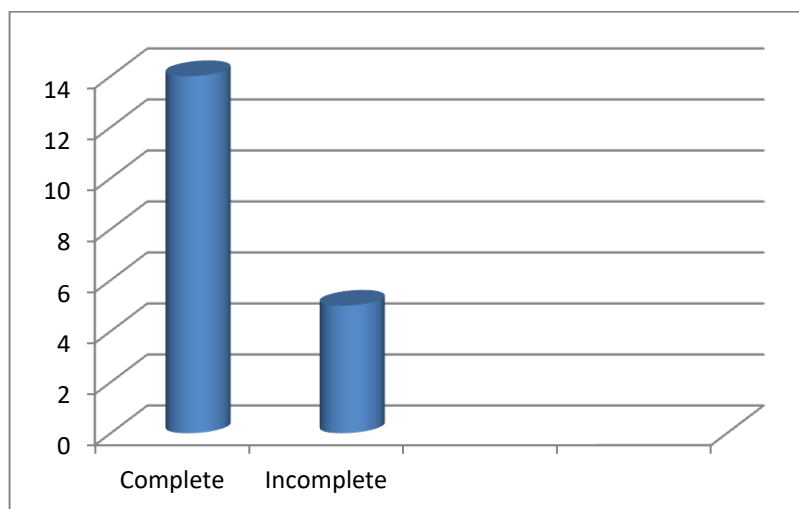
The Students' Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AF	80	Complete
2	AFP	65	Complete
3	ANF	75	Complete
4	CSA	70	Complete
5	DSP	60	Incomplete
6	CS	65	Complete
7	KPB	80	Complete
8	MDIR	60	Incomplete
9	NPD	70	Complete
10	NS	75	Complete
11	PMP	65	Complete

12	RMP	65	Complete
13	SRE	85	Complete
14	SYS	60	Incomplete
15	SR	60	Incomplete
16	W	60	Incomplete
17	YR	65	Complete
18	ZA	65	Complete
19	ZPP	85	Complete
	Total	1,310	
	Average	68,94	
	High Score	85	
	Low Score	60	

Table 16
Frequency of Students' Score at Cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 65	14	73,68	Complete
2	≤ 65	5	26,31%	Incomplete
	Total	19	100%	

Graph 4**Frequency of Students' Complete at Post Test 2 Cycle 2**

Based on the data above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 85 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their speaking performance. It means that cycle 2 was succesful.

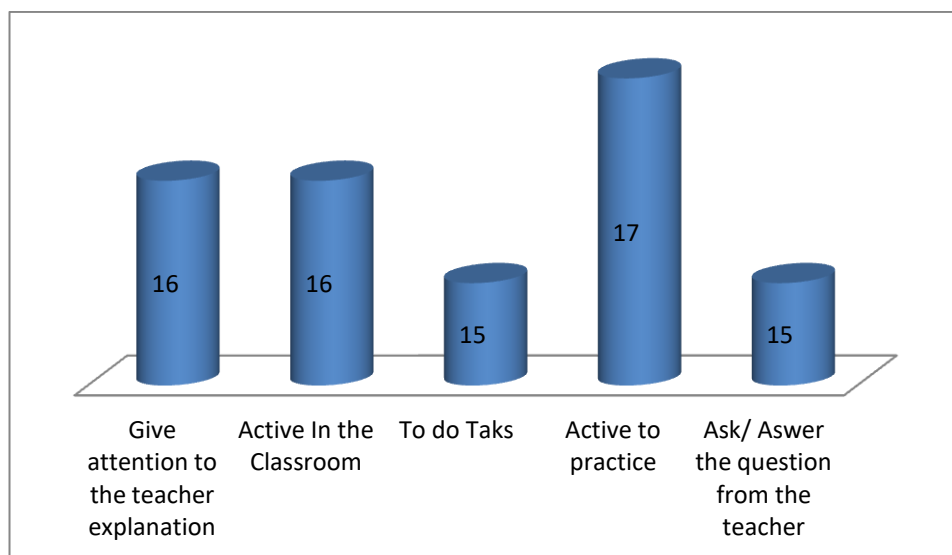
c. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more avtive and enthusiastic in following the teaching learning process. It can be seen as follow :

Table 17**The Students' Activities in Cycle II**

No	Students Activities	Frequency	Percentage
1	Give attention to the teacher explanation	16	84,21%
2	Active in the classroom	16	84,21%
3	To do task	15	78,94%
4	Active to practice	17	89,47%
5	Ask / Answer the question to/ from teacher	15	78,94%

Number of the students : 19

Graph 5**Frequency Of Students' Activities in Cycle II**

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage There were 16 students (84,21%) give attention to the teacher explanation, 16 students (84,21%) Active in the classroom, 15 students (78,94%) To do task, 17 students (89,47%) active to practice and 15 students (78,94%) Ask / Answer the question to/ from teacher . Based on the result above, the

researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage $\geq 60\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>80\%$ of students reached the examination. It means the students' speaking performance had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

d. Reflecting

The result of cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in speaking performance. It happened because the teacher used Talking Chips Strategy. The students have serious in doing the assignment. In this meeting, most of students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to performance. It means that Talking Chips Strategy is effective method to increase the students speaking performance. The students who got score more than 65 were 14 (73,68%) out of 19 students..

C. interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 18

The Result Score of Students' Pre test, Post-test 1 and Post test 2

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-test	Post-test I				
1	AF	70	75	7.14	80	6.67	Increase
2	AFP	55	60	9.09	65	8.33	Increase
3	ANF	60	70	16.6	75	6.67	Increase
4	CSA	55	65	15.3	70	7.69	Increase
5	DSP	30	50	66.6	60	20	Increase
6	CS	40	60	50	65	8.33	Increase
7	KPB	55	75	36.3	80	6.67	Increase
8	MDIR	45	55	22.2	60	8.33	Increase
9	NPD	55	60	9.09	70	16.6	Increase
10	NS	65	70	7.69	75	6.67	Increase
11	PMP	40	65	37.5	65	15.5	Increase
12	RMP	55	60	9.09	65	8.33	Increase

13	SRE	80	85	5.88	85	0	Increase
14	SYS	55	60	9.09	60	0	Increase
15	SR	55	60	9.09	60	0	Increase
16	W	55	60	9.09	60	0	Increase
17	YR	55	60	9.09	60	0	Increase
18	ZA	55	65	8.33	65	8.33	Increase
19	ZPP	75	80	6.67	85	6.25	Increase
	Total	1.060	1.230		1.310		
	Average	55.78	64.73		68.94		

From the increasing each cycle, it can be seen know that the use of Talking Chips Strategy can increase the students' speaking performance, because the students able to speak in front of the class, they could increase their speaking performance. It can be seen from the average 64,78% from the data become 68,94% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

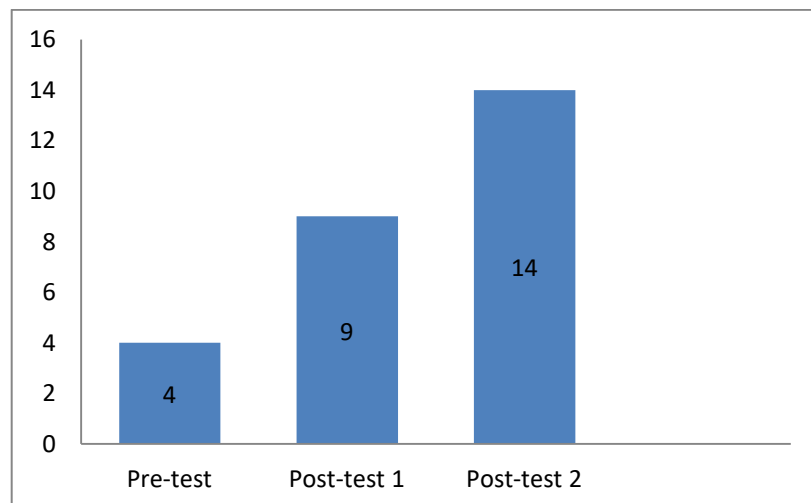
Tabel 19

Frequency complete of the students' score on Pretest, Post test 1, Post test 2 .

Name	Frequency	Percentage	Category
Pretest	4	21,05%	Complete
Post Test 1	9	47,36%	Complete
Post Test 2	14	73,68%	Complete

Graph

The Complete of the Students' Score on Pre test, test 1, and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 4 students (21,05%) in pre-test to 9 students (47,36%) in post-test 1 and become 14 students (73,68%) in post-test 2.

The researcher was success if 70% of students able to achieving the minimum mastery criteria (MMC), that was 65. Based on the result of pre-test and post-test, it could be seen that Talking Chips Strategy was able to increase the students speaking performance significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 55,78%, in post test 1 was 64,73% and in post-test 2 was 68,94%.

Based on the explanation above, the researcher concluded that the research was succesful because the result score of the students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 65.

1. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

Table 19
Result of the students' activities in Cycle I & Cycle II

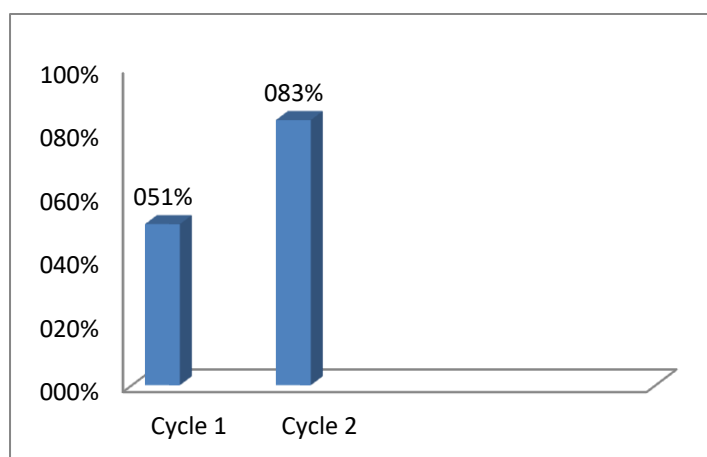
No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Give attention to the teacher explanation	57,89%	84,21%	26,32%
2.	Active in the class	63,15%	84,21%	21,06%
3.	To do task	42,10%	78,94%	36,84%
4.	Active to practice	52,63%	89,47%	36,84%

5.	Ask / answer the question to/ from teacher	36,84%	78,94%	41,32%
Average		50,52%	83,16%	32,47%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good increasing in learning activities when Talking Chips strategy was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 5
Comparison of students' activities in Cycle I and Cycle II



Based on the graphic above, it could be concluded that there was an increasing of students' learning activity during study time came by using talking chips strategy in increasing the students' speaking performance. It could look on the result of observation sheet when cycle I that was

50,52%. In addition, the result observation sheet in cycle II was 83,16%. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the use of Talking Chips Strategy in speaking performance. It can be concluded that there is improving the students' speaking performance by using Talking Chips Strategy at SMP Muhammadiyah 3 Metro .

It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is 55,78, the average score post-test 1 in cycle I is 64,88. The cycle II from the post-test 2 the average score is 68,94. So there is progress from the pre-test . It means that Talking Chips Strategy would be able to increase the speaking performance .

The use of Talking Chips can be effective strategy in speaking performance and it can be used as alternative choice in learning activity because this strategy so easy and funny to implementation in speaking performance .

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The students are suggested to follow the rule of Talking Chips Strategy and can understand how to use this method to make them more easy in learning process.
2. The teachers are suggested to use this strategy to help the students more active in the class.
3. The other researchers are suggested to use this strategy as their research
4. The headmaster should support the English learning process by the preparing the facilitation and instrument completely .

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APPENDICES

INSTRUMENT PRE TEST
OF SPEAKING PERFORMANCE

Read and performance the following statement in frount of the class

Greeting	Response
Hello	Hello
Good morning	Good morning
Good afternoon	Good afternoon
Good evening	Good evening
Good night	Good night
Hello, how are you ?	I'm very well . thankyou
Nice to meet you	Nice to meet you too

POST TEST 1

A. Direction

- Hello good morning, my name is Chika, my full name Chika Wulandari, you can call me Chika, i live in Way Jepara, My hobby is swimming, oke thank you.
- My classmate's name is Agus Sulaeaman. He live in Metro, Lampung . He is students in SMP N 1 Metro. His favorite food pizza . His favorite sport is taekwondo .

B. Make introduction one self and other practice it in front of the class with your group ! (work fair)

POST TEST 2

A. Direction

My Cat

I have a cat. It is a female cat. She has long tail . She like to lick her tail . My cat fur is white and brown . So i call her Si belong “ because she has two collar.

At the afternoon, when the sunset, she like to play outside the house . She will be running, rolling , and the climbing the tree, She is so funny .

My Rabbit

I have rabbit, a cute rabbit . the fur is white and soft . I like touch it . He has two long ears ,. I like to play with them . He also has two beautiful eyes . My rabbit like eat carrot . He also like to eat other vegetables

B. Description about animal and practice front of the class with your group ! (work fair)

SILABUS PEMBELAJARAN

Sekolah : SMP Muhammadiyah 1 Way Jepara

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 3. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan secara sederhana, akurat, lancar dan berterima untuk berinteraksi dengan	Percakapan Singkat Contoh: Memuat ungkapan-ungkapan sbb : A : <i>Good morning</i> <i>How Are you?</i> B : <i>Fine thanks.</i> A : <i>Hi, I'm Rani</i> B : <i>Hello, I'm Nina.</i>	1. Tanya jawab yang berkaitan dengan materi. 2. Meniru ungkapan-ungkapan sapaan dan respon sapaan. 3. Membahas kosakata dan struktur percakapan sesuai materi. 4. Latihan percakapan dalam bentuk dialog. 5. Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi	Mengungkapkan berbagai tindakan: 1. Menyapa yang belum/sudah dikenal 2. Memperkenalkan diri sendiri/orang lain. 3. Memerintah/melarang	Unjuk kerja Unjuk kerja Unjuk kerja	Tanya jawab Bermain peran Bermain peran	1. <i>Ask and answer your friend based on the picture</i> 2. <i>Perform the dialogue in front of the class!</i> 3. <i>Work in pairs</i> <i>A. Give instructions</i>	4x40 menit	Script percakapan Buku teks yang relevan Alat peraga Kartu peran

<p>lingkungan terdekat yang melibatkan tindakan tutur : orang menyapa yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang</p>	<p>A : <i>Go away !</i> B : <i>Okay.</i> A : <i>Don't be Noisy</i> B : <i>I won't.</i></p> <p>Tata Bahasa <i>Kalimat (+)(-)(?)</i></p> <p>Kosakata</p> <ul style="list-style-type: none"> • <i>Kata terkait tema</i> • <i>Kata terkait jenis teks</i> <p>Ungkapan Baku <i>Okay</i> <i>Alright</i></p>	<p>nyata.</p>				<p>B. <i>Does the Instructions and respond</i></p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

<p>3.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih meminta maaf dan mengungkapkan kesantunan</p>	<p>Percalapan singkat</p> <p>Contoh :</p> <p><i>Where is it ?</i></p> <p><i>It's here.</i></p> <p>A. <i>Thanks a lot.</i> B. <i>You're Welcome.</i></p> <p>A. <i>I'm sorry.</i> B. <i>It's Okay.</i></p> <p>A. <i>Please, come in.</i> B. <i>Thank you.</i></p> <p>Tata Bahasa Contractions</p> <p>I'm He's She's</p> <p>Kosakata</p> <ul style="list-style-type: none"> • Kata terkait 	<p>1. Mendengarkan dan memberi respon tentang <i>introduction</i>, tindak tutur terkait topik materi yang akan disampaikan</p> <p>2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam tindak tutur dengan topik materi yang akan disampaikan</p> <p>3. Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang disampaikan</p> <p>4. Menggunakan tindak tutur dengan topik materi yang</p>	<p>Bertanya dan menjawab tentang :</p> <p>1. Meminta dan memberi informasi</p> <p>2. Mengucapkan terima kasih</p> <p>3. Meminta maaf</p> <p>4. Mengungkapkan dan merespons kesantunan</p>	<p>Unjuk Kerja</p> <p>Unjuk Kerja</p> <p>Tes Praktik</p>	<p>Tanya jwb</p> <p>Merespon dg singkat</p> <p>Bermain peran Games(20 Question)</p>	<p>1. <i>Ask and answer questions to your friends based on the situation given or picture</i></p> <p>2. Respond to the following expressions</p> <p>3. Read the dialog and perform it</p> <p>4. a. Please guess, what is there in the box by asking questions</p> <p>b. Perform a role play with your friend about asking and giving information. Use</p>	<p>4x40 menit</p>	<p><i>Script</i> percakapan</p> <p>Buku teks berisi percakapan</p> <p>Alat peraga</p>
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	tema • Kata terkait jenis teks Ungkapan Baku Please Thanks a lot	disampaikan dengan teman 5. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan variasi-variasi atau kemungkinan- kemungkinan secara bebas				the pictures provided		
❖ Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Ketulusan (<i>Honesty</i>)						

SILABUS PEMBELAJARAN

Sekolah : SMP Muhammadiyah 1 Way Jepara

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks Fungsional Pendek Berbentuk :</p> <ul style="list-style-type: none"> • <i>Intruction</i> • <i>Shopping list</i> • <i>Greetings</i> • <i>Announcement</i> <p>Tata Bahasa</p> <ul style="list-style-type: none"> • Negative • Imperratives <p>Kosakata</p> <ul style="list-style-type: none"> • Kata terkait tema • Kata terkait jenis teks 	<p>1.Tanya jawab yang berkaitan dengan Materi</p> <p>2.Menirukan ungkapan-ungkapan sesuai materi</p> <p>3.Membahas kosakata dan struktur percakapan</p>	<p>1.Memberi instruksi</p> <p>2.Menyebut daftar benda</p> <p>3.Mengucapkan selamat</p>	<p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>1.Membaha-Sakan gambar</p> <p>2.<i>Uji Petik</i></p> <p>3.<i>Uji Petik</i></p>	<p>1. <i>Give an instruction based on the picture shown!</i></p> <p>2. <i>Mention 5 things you have in :</i></p> <p style="margin-left: 20px;"><i>a. Your bag</i></p> <p style="margin-left: 20px;"><i>b. your bedroom</i></p> <p>3. <i>What would you say to a friend :</i></p> <p style="margin-left: 20px;"><i>a. on his/her</i></p>	4x40 menit	<p>1.Buku teks yang relevan</p> <p>2.Alat peraga</p> <p>3.Rekaman kaset, CD ,VCD ,film</p> <p>4.Rekaman percakapan otentik</p>

		4.Latihan memberi perintah, mengucapkan selamat, mengumumkan dengan singkat	4.Mengumumkan dengan singkat	Unjuk kerja	4. Uji Petik	<i>birthday</i> <i>b. in weekends</i> <i>c. if he/she has got the best in class</i>		
		5. Menggunakan ungkapan percakapan dalam situasi nyata				4. <i>inform your friend about the coming flag ceremony through an announcement</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								
4.2.Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk	1. Teks fungsional berbentuk : <ul style="list-style-type: none"> <i>instruction</i> <i>shopping list</i> <i>greetings</i> <i>announcement</i> 2. Tata Bahasa <ul style="list-style-type: none"> <i>Quantifiers</i> 	1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan 2. Mendengarkan dan memberi respon penjelasan tentang	1. Memberi insruksi secara lisan. 2. Menyebutkan daftar barang yang dibutuhkan. 3. Memberi ucapan	Tes lisan Tes lisan	Membahasakan gambar Uraian	1. <i>Give instruction to your friend based on the picture.</i> 2. <i>Mention the things that you find in your bedroom</i>	4x40 menit	<i>Script of short functional text</i> Buku teks Rekaman kaset, CD ,VCD , DVD, Fm

berinteraksi dengan lingkungan terdekat	3. <i>Kosakata</i> <ul style="list-style-type: none"> • <i>Countable & Uncountable nouns</i> 4. <i>Ungkapan Baku</i> <ul style="list-style-type: none"> • <i>attention !</i> • <i>Excuse /me</i> 	kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, short answer, istilah-istilah dalam teks fungsional pendek. 3. Mendengarkan model teks-teks lisan fungsional pendek 4. Menggunakan teks- teks fungsional pendek dalam simulasi 5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek 6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan	selamat 4. Mengumum- kan sesuatu	Unjuk kerja Unjuk kerja Tes lisan	Uji Petik Uji Petik Menjawab pertanyaan	3. <i>Congratulate your friend on his / her success in doing something</i> 4. Tell your friend about the coming school holiday <i>Listen to the texts and answer the questions orally.</i>		Alat peraga
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								

Guru Mata Pelajaran

Metro, Agustus 2017
Kepala Sekolah

Eko Nugroho,S.Pd
NBM. .1187270

Agus Pujiyanto,M.pd
NBM. 1042089

LESSON PLAN

Pretest

School	: SMP Muhammadiyah 3 Metro
Subject	: English
Class	: IV
Title	: Greeting
Skill	: Speaking
Time Allocation	: 1 X 45 Minutes

A. Standar Competence

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat .

B. Basic Competence

- 1.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang .

C. Indicator

- Greeting in the classroom
- Greeting the unknown / already known

D. Learning Aim

- Students are able to greeting .

- Students are able to practice about greeting .

Greeting

Hello Good Morning

Good Afternoon

Good evening

Good night

Good bye

See you

E. Teaching Planing

1. Pre Activities

- a. The teacher is entering the classroom
- b. Greeting students by saying salam “Assalamualaikum wr.wb” and the students are required to answer the salam by saying “wassalamualaikum.wr.wb”

2. Core activities

- a. The teacher give quetion about greeting .
- b. Te students practice in classroom about greeting .

3. End activities

- a. Closing meeting

F. Source

English teacher’s book for grade VII Junior high school (SMP/Mts) .

The module of english .

G. Assessment

Strategy : Answer and question about greeting .

H. Scoring Rubric

No	Aspect	Category	Score
1.	Fluency	Excellent	4
		Good	3
		Adequate	2
		Fair	1
2.	Pronunciation	Excellent	4
		Good	3
		Adequate	2
		Fair	1
3.	Vocabulary	Excellent	4
		Good	3
		Adequate	2
		Fair	1
4.	Grammatical Accuracy	Excellent	4
		Good	3
		Adequate	2
		Fair	1
5.	Interaction strategie	Excellent	4
		Good	3
		Adequate	2
		Fair	1

Guru Mata Pelajaran,

Metro, Agustus 2017
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SMP Muhammadiyah 3 Metro

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LESSON PLAN

School	: SMP Muhammadiyah 3 Metro
Subject	: English
Class	: IV
Title	: Introduction oneself and others
Skill	: Speaking
Cycle/Meeting	: 1/1
Time Allocation	: 1 X 45 Minutes

A. Standar Competence

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat .

B. Basic Competence

- 1.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang .

C. Indicator

- Introduction one self and other .

D. Learning Aim

- Students are able to introduction one self and other .
- Students are able to discussion about introduction one self and other .

Introduction one self and other :

- Hello good morning, my name is Chika, my full name Chika Wulandari, you can call me Chika, i live in Way Jepara, My hobby is swimming, oke thank you.
- My classmate's name is Agus Sulaeaman. He live in Metro, Lampung . He is students in SMP N 1 Metro. His favorite food pizza . His favorite sport is taekwondo .

E. Learning Strategy

Talking Chips Strategy .

F. Teaching Planing

1. Pre Activities

- a. The teacher is entering the classroom
- b. Greeting students by saying salam “Assalamualaikum wr.wb” and the students are required to answer the salam by saying “wassalamualaikum.wr.wb”

2. Core activities

- a. The teacher ask and answer to the students about introduction one self and other .
- b. The teacher explains about introduction one self and other .
- c. The teacher give the example of introduction one self and other .
- d. The teacher make small group each group four until five students .
- e. The teacher give one topic to group discussion .
- f. The students can practice in classroom .

3. End activities

- a. The teacher ask the students diffilcuties in understanding of introduction one self and other .
- b. Closing meeting

G. Source

English teacher's book for grade VII Junior high school (SMP/Mts) .

The module of english .

H. Assessment

Strategy : Spoken by introduction one self and other .

I. Scoring Rubic

No	Aspect	Category	Score
1.	Fluency	Excellent	4
		Good	3
		Adequate	2
		Fair	1
2.	Pronunciation	Excellent	4
		Good	3
		Adequate	2
		Fair	1
3.	Vocabulary	Excellent	4
		Good	3
		Adequate	2
		Fair	1
4.	Grammatical Accuracy	Excellent	4
		Good	3
		Adequate	2
		Fair	1

5.	Interaction strategie	Excellent	4
		Good	3
		Adequate	2
		Fair	1

Guru Mata Pelajaran,

Metro, Agustus 2017
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LESSON PLAN

School	: SMP Muhammadiyah 3 Metro
Subject	: English
Class	: VII
Title	: Description about animal
Skill	: Speaking
Cycle/Meeting	: 2/2
Time Allocation	: 1 X 45 Minutes

A. Standar Competence

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat .

B. Basic Competence

- 1.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

C. Indicator

- Can explain List the items needed : Description about animal

D. Learning Aim

- Students are able to description about animal
- Students are able to discussion

Description about animal

My Cat

I have a cat. It is a female cat. She has long tail . She like to lick her tail . My cat fur is white and brown . So i call her Si belong “ because she has two collar.

At the afternoon, when the sunset, she like to play outside the house . She will be running, rolling , and the climbing the tree, She is so funny .

My Rabbit

I have rabbit, a cute rabbit . the fur is white and soft . I like touch it . He has two long ears ,. I like to play with them . He also has two beautiful eyes . My rabbit like eat carrot . He also like to eat other vegetables .

Learning Strategy

Talking Chips Strategy .

E. Teaching Planing

1. Pre Activities

- a. The teacher is entering the classroom
- b. Greeting students by saying salam “Assalamualaikum wr.wb” and the students are required to answer the salam by saying “wassalamualaikum.wr.wb”

2. Core activities

- a. The teacher ask and answer to the students about Description about animal
- b. The teacher explains about Description about animal
- c. The teacher give the example of shopping list.
- d. The teacher make small group each group four until five students .
- e. The teacher give one topic to group discussion .
- f. The students can practice in classroom .

3. End activities

- a. The teacher ask the students diffilcuties in understanding of Description about animal Closing meeting

F. Source

English teacher's book for grade VII Junior high school (SMP/Mts) .

The module of english .

G. Assessment

Strategy : Description about animal

Scoring Rubic

No	Aspect	Category	Score
1.	Fluency	Excellent	4
		Good	3
		Adequate	2
		Fair	1
2.	Pronunciation	Excellent	4

		Good	3
		Adequate	2
		Fair	1
3.	Vocabulary	Excellent	4
		Good	3
		Adequate	2
		Fair	1
4.	Grammatical Accuracy	Excellent	4
		Good	3
		Adequate	2
		Fair	1
5.	Interaction strategie	Excellent	4
		Good	3
		Adequate	2
		Fair	1

Guru Mata Pelajaran,

Metro, Agustus 2017
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OBSERVATION SHEET OF SPEAKING PERFORMANCE

PRE TEST

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interaccional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AF																					14	70	Fair
2	AFP																					11	55	Fair
3	ANF																					12	60	Fair
4	CSA																					11	55	Fair
5	DSP																					6	30	Bad
6	CS																					8	40	Bad
7	KPB																					11	55	Fair
8	MDIR																					9	45	Bad
9	NPD																					11	55	Fair
10	NS																					13	65	Fair
11	PMP																					8	40	Bad
12	RMP																					11	55	Fair

OBSERVATION SHEET OF SPEAKING PERFORMANCE
POST TEST 1

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interaccional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AF																				15	75	Fair	
2	AFP																				12	60	Fair	
3	ANF																				14	70	Fair	
4	CSA																				13	65	Fair	
5	DSP																				10	50	Fair	
6	CS																				12	60	Fair	
7	KPB																				15	75	Fair	
8	MDIR																				11	55	Fair	
9	NPD																				12	60	Fair	
10	NS																				14	70	Fair	
11	PMP																				11	55	Fair	
12	RMP																				12	60	Fair	

OBSERVATION SHEET OF SPEAKING PERFORMANCE
POST TEST 2

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AF																				16	80	Good	
2	AFP																				13	65	Fair	
3	ANF																				15	75	Good	
4	CSA																				14	70	Fair	
5	DSP																				12	60	Fair	
6	CS																				13	65	Fair	
7	KPB																				16	80	Fair	
8	MDIR																				12	60	Fair	
9	NPD																				14	70	Fair	
10	NS																				15	75	Good	
11	PMP																				13	65	Fair	
12	RMP																				13	65	Fair	

13	SRE																				17	85	Good	
14	SYS																					12	60	Fair
15	SR																					12	60	Fair
16	W																					12	60	Fair
17	YR																					13	65	Fair
18	ZA																					13	65	Fair
19	ZPP																					17	85	Good

Note :

Speaking Criteria :

76-100 : Good

51-75 : Fair

25-50 :Bad

Aspect	Score	Indicator
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and

		pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by

		frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal

Observation Sheet of Students' Activities in Cycle 1

School : SMP Muhammadiyah 3 Metro

Class : VII A

Date : 21 September 2017

No	Name	Indicator				
		Give attention to the teacher explanation	Active in the class	To do the task	Active to practice	Ask/ answer the question to/from teacher
1	Adib Arifudin					
2	Aji Fjar Prayoga					
3	Annisa nur Firdausy					
4	Chico Sattria Ananda					
5	Deka Salpa Pasawan					
6	Dita Sujatra					
7	Kevin Putra Bnagsawan					
8	M. Daffa Ilham					
9	Nadia Putri Dwiyanti					
10	Nadila Saputri					
11	Prima Mulya Putra					
12	Riky Marta Pranata					
13	Satria Ridho Eksobar					
14	Selpi Yana Sari					
15	Silvy Rahmawati					
16	Widya					
17	Yessa Rahmadhani					
18	Zahra Aulia					
19	Zaki Pradana Putra					
Total						
Percentage %						

Note : $\leq 50\%$: Not Active

: \geq 50% : Active

The students Mark Criteria :

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

Scoring :

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

Observation Sheet of Students' Activities in Cycle 2

School : SMP Muhammadiyah 3 Metro

Class : VII A

Date : 28 September 2017

No	Name	Indicator				
		Give attention to the teacher explanation	Active in the class	To do the task	Active to practice	Ask/ answer the question to/from teacher
1	Adib Arifudin					
2	Aji Fjar Prayoga					
3	Annisa nur Firdausy					
4	Chico Satria Ananda					
5	Deka Salpa Pasawan					
6	Dita Sujatra					
7	Kevin Putra Bnagsawan					
8	M. Daffa Ilham					
9	Nadia Putri Dwiyanti					
10	Nadila Saputri					
11	Prima Mulya Putra					
12	Riky Marta Pranata					
13	Satria Ridho Eksobar					
14	Selvi Yana Sari					
15	Silvy Rahmawati					
16	Widya					
17	Yessa Rahmadhani					
18	Zahra Aulia					
19	Zaki Pradana Putra					
Total						
Percentage %						

Note : $\leq 50\%$: Not Active

: $\geq 50\%$: Active

The students Mark Criteria :

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

Scoring :

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

OBSERVATION GUIDANCE

In this research, the researcher use observation to know the condition of students in learning process. The researcher observe the students speaking performance based on the analytical speaking score where it include fluency, pronouncation, grammatical, vocabulary and interaction.

Five point above will help the researcher to observe the students speaking performance. From that point the reseracher will know the weakness of the students in speaking.

DOCUMENTATION GUIDANCE

In this research, the researcher use documentation to know the condition of students in learning process. The researcher takes the documentation of the school, the calss and students . The researcher use documentation method to get detail information about history of the school, the sum of the teacher, employers, students organization structure at seven grade of SMP Muhammadiyah 3 Metro . Here were the list of documentation :

1. Documentation about the profile of SMP Muhammadiyah 3 Metro .
2. Documentation about the condition of the teachers and official employees in SMP Muhammadiyah 3 Metro
3. Documentation about the condition of the students in SMP Muhammadiyah 3 Metro .
4. Documentation about the quantity of SMP Muhammadiyah 3 Metro .
5. Documentation about the organization structure SMP Muhammadiyah 3 Metro .
6. Documentation about located SMP Muhammadiyah 3 Metro .

ATTENDANCE LIST OF PRE TEST**Class : VII/A****Date :**

NO.	NAME	SIGNATURE
1		1.
2		2.
3		3.
4		4.
5		5.
6		6.
7		7.
8		8.
9		9.
10		10.
11		11.
12		12.
13		13.
14		14.
15		15.
16		16.
17		17.
18		18.
19		19.
20		20.
21		21.
22		22.

ATTENDANCE LIST OF POST TEST CYCLE 1**Class : VII/A****Date :**

NO.	NAME	SIGNATURE
1		1.
2		2.
3		3.
4		4.
5		5.
6		6.
7		7.
8		8.
9		9.
10		10.
11		11.
12		12.
13		13.
14		14.
15		15.
16		16.
17		17.
18		18.
19		19.
20		20.
21		21.
22		22.

ATTENDANCE LIST OF POST TEST CYCLE 2**Class : VII/A****Date :**

NO.	NAME	SIGNATURE
1		1.
2		2.
3		3.
4		4.
5		5.
6		6.
7		7.
8		8.
9		9.
10		10.
11		11.
12		12.
13		13.
14		14.
15		15.
16		16.
17		17.
18		18.
19		19.
20		20.
21		21.
22		22.



Pre test of speaking performance activity



The reseracher explain the material



The reseracher explain the material



Post test 1 activity of speaking performance with talking chips strategy



Post test 1 activity of speaking performance with talking chips strategy



Post test 2 activity of speaking performance with talking chips strategy



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: 3799/In 28/D 1/TL 01/08/2017

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

Nama : DIANA EKA RUSTIARY
NPM : 13106957
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO".
 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 : 07 Agustus 2017

Mengetahui,
Pejabat Setempat

AGUS PUJANTO, M.Pd
NBM. 1042089

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : 3800/In.28/D.1/TL.00/08/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 3
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 3799/In.28/D.1/TL.01/08/2017, tanggal 07 Agustus 2017 atas nama saudara:

Nama : **DIANA EKA RUSTIARY**
NPM : 13106957
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Agustus 2017
Wakil Dekan I,



Dra. Isti Fatonah MA
NIP. 19670531 199303 2 00



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Nomor : 3800/In.28/D.1/TL.00/08/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 3
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 3799/In.28/D.1/TL.01/08/2017, tanggal 07 Agustus 2017 atas nama saudara:

Nama : **DIANA EKA RUSTIARY**
NPM : 13106957
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 07 Agustus 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 004



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH HADIMULYO
SMP MUHAMMADIYAH 3 METRO
TERAKREDITASI "A"

Jl. Imam Bonjol No. 102A Hadimulyo Barat Kota Metro Telp. 0725)7852748

Nomor : 034/IV.4/AU/A/2017
Lampiran : -
Hal : *Izin Research*

Kepada Yth:
Bpk/Ibu Ketua Jurusan Tarbiyah
Institut Agama Islam Negeri Metro
Di Tempat

Assalamualaikum Wr. Wb

Segala Puji bagi Allah SWT atas segala limpahan rahmat serta hidayah Nya kepada kita semua. Sholawat serta salam semoga tetap tercurahkan kehadiran Uswatun Khasanah Rosulullah SAW.

Berdasarkan surat saudara nomor : 38000/In.28/D.1/TL.00/08/2017

Tertanggal 07 Agustus 2017 perihal Izin Research.

Nama : **DIANA EKA RUSTIARY**

NPM : 13106957

Program Studi : Pendidikan Bahasa Inggris

Semester : 9 (Sembilan)

Adalah benar mahasiswa tersebut telah melaksanakan Research/Survey di SMP Muhammadiyah 3 Metro, dalam rangka menyelesaikan tugas akhir/ skripsi dari tanggal 15 September 2017 s.d selesai dengan judul "*IMPROVING STUDENTS SPEAKING PERFORMANCE THROUGH TALKING CHIPS STRATEGY AT SMP MUHAMMADIYAH 3 METRO*".

Wassalamualaikum Wr. Wb



AGUS PUJIANTO, S.Pd., M.Pd.
NBM.1042089



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INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Diana Eka Rustiary
NPM : 13106957

Jurusan : TBI
Semester : IX/ 2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Tuesday 03/09/17		✓	Revisi chapter IV - V	
2	Friday 06/09/17		✓	Revisi again!	
3	Friday 13/10/17		✓	Acc & Continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Pembimbing II,

Svahreni Siregar, M.Hum
NPM. 19760814 200912 2 004

CURRICULUM VITAE



The complete name of the researcher is Diana Eka Rustiary. She was born in Way Jepara, August 07rd, 1996. She is the first child of happy couple namely Ruslani and Ifut Drestuary. S.pd.I. She lives in Way Jepara East lampung.

The researcher had studied at The Elementary School for 6 years in SD N 01 Braja Sakti . Then she continued his studying in Junior High School for 3 years in SMP N 1 Labuhan Ratu . After that she took the Vocational High School at SMA N 1 Labuhan Ratu for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department in 2013 until now.