THE EFFECTIVENESS OF TALKING CHIPS TOWARD STUDENTS' SPEAKING ABILITY AT FIRST GRADERS OF MAN TRENGGALEK

THESIS

By

Anggun Riski Ningsih
NIM 3213113041

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
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THESIS

Presented to State Islamic Institute of Tulungagung in partial of fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English Education Department

By

Anggun Riski Ningsih
NIM 3213113041

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ADVISOR'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of "The Effectiveness of Talking Chips Toward Students' Speaking Ability at The First Graders of MAN Trenggalek," was written by Anggun Riski Ningsih, Student Registered Number of 3213113041 has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, April 8th 2016

Advisor,

Hj. Ida Isnawati, M.Pd
NIP: 19780816 200604 2 002

Approved by

The Head of English Education Department

Dr. Arina Shofiya, M.Pd
NIP: 19770523 200312 2 002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the *Sarjana* thesis of "The Effectiveness of Talking Chips Toward Students' Speaking Ability at The First Graders of MAN Trenggalek," was written by Anggun Riski Ningsih, Student Registered Number of 3213113041 has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education.

Tulungagung, April 8th 2016

Board of Thesis Examiners

Chair,

Dr. Nurul Chojimah, SS, M.Pd.
NIP: 19690629 200901 2 001

Secretary,

Dr. Arina Shofiya, M.Pd.
NIP:19770523 200312 2 002

Main Examiner

Dr. Sukarsono, M.Pd.
NIP: 19710514 200501 1 002

Approved by

The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abd. Aziz, M.Pd.I
NIP: 19720601 200003 1 002

MOTTO

Success needs a process.
No sacrifice, no victory

DEDICATION

After finishing this thesis, I want to dedicate this thesis to:

1. *Alloh SWT who always blesses me*
2. *My beloved parents Sasminto and Sri Utami who always pray for my success and who always give motivation to me*
3. *My beloved husband Taufik Hasan and my daughter Viniencya Azzahra Fizzaty who always accompany, comforting, and gives motivation to me in finishing this thesis*
4. *My beloved advisor Hj. Ida Isnawati, M.Pd , and all my lecture in the English department who always guide and give me precious knowledge*
5. *My close friend Triana, and all of TBI C class whom I love and thanks for all*

DECLARATION OF AUTHORSHIP

The Undersigned

Name	: Anggun Riski Ningsih
Place, date of birth	: Trenggalek, December 14th 1992
Addres	: Ds. Jatiprahu RT/RW: 27/05 Karangan, Trenggalek
Department	: Islamic Education Department (Tarbiyah)
Program	: English Department

States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for this thesis. If a letter time it is found that this thesis is a product plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, April 8th 2016

Anggun Riski Ningsih
NIM. 3213113041

ABSTRACT

Ningsih, Anggun, Riski. Registered Number Student 321113041. 2016. "*The Effectiveness of Talking Chips Toward Students Speaking Ability At The First Graders of MAN Trenggalek.*" Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Hj. Ida Isnawati, M.Pd.

Keywords: The effectiveness, Speaking ability, Talking Chips.

Speaking is main skill in communication orally, and also it is a most difficult skill for language learning to be mastered. Based on the observation, it was found that most of students could not speak English well because of several reasons. Those were lack of vocabularies, did grammatical mistakes in speaking, mispronounced words, often pausing in speaking, and still shy to speak. Therefore, the researcher wanted to solve those problems by applying Talking Chips Strategy in teaching speaking.

The formulation of research problem: Is there any difference between student's speaking ability before and after being taught by using talking chips strategy at first graders of MAN Trenggalek? Based on the formulation of research problem, the purpose of this study was to know difference between student's speaking ability before and after being taught by using talking chips strategy at first graders of MAN Trenggalek.

In this study, the researcher used quantitative approach, exactly in pre-experimental design. The participants of this study comprised 34 students from regular program, especially X IIK class. They were purposefully assigned as the sample of the study. In this study, the researcher conducted three steps, there are pre-test, treatment, and post-test. Before starting the treatment, pre-test was conducted to find out students' speaking ability at the beginning, and post-test was conducted at the end of the study. Then, after getting the data of students' speaking score either from pre-test and post-test, IBM SPSS Statistic 16.00 was used to computing the data. To know whether the alternative hypothesis (Ha) was accepted or not, the researcher used paired sample t-test formula. But, before using the t-test formula, the researcher tested normality first.

The finding showed significant differences between the result of pre-test and post-test. The mean of pre-test was 60.17, while the mean of post-test was 83.08 From statistical calculation, the value of $t_{obtained}$ 11.752 was higher than t_{table} 2.042. This means that alternative hypothesis (Ha) which is stated that there is significant difference between the result of pre-test and post-test. The use of Talking Chips strategy is effective towards students' speaking ability at first graders of MAN Trenggalek was accepted. Whereas, null hypothesis (Ho) which is stated that there is no significant difference of using Talking Chips strategy towards students'

speaking ability at first graders of MAN Trenggalek was rejected. So it can concluded that Talking Chips strategy can be used as an alternative to teach speaking ability toward students at the first graders of Senior High School.

ABSTRAK

Ningsih, Anggun, Riski. Nomor Induk Mahasiswa 321113041. 2016. "*The Effectiveness of Talking Chips Toward Students Speaking Ability At The First Graders of MAN Trenggalek.*" Skripsi. Jurusan Pendidikan Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Hj. Ida Isnawati, M.Pd.

Kata Kunci: Keefektifan, Kemampuan Berbicara, Potongan-potongan Percakapan.

Berbicara adalah keahlian utama dalam berkomunikasi secara langsung, dan juga itu merupakan keahlian yang paling sulit dalam pembelajaran bahasa untuk dikuasai. Berdasarkan pada penelitian, telah ditemukan bahwa banyak siswa yang tidak bisa berbahasa Inggris dengan baik karena beberapa alasan. Mereka kekurangan kosa kata, kesalahan pada struktur kebahasaannya dalam berbicara, kesalahan dalam mengucapkan kata, sering berhenti ketika berbicara, dan masih malu ketika berbicara. Oleh karena itu, peneliti berkeinginan untuk memecahkan masalah-masalah tersebut dengan mengaplikasikan strategi potongan-potongan percakapan dalam pengajaran berbicara.

Rumusan masalah: apakah terdapat perbedaan antara kemampuan berbicara siswa sebelum dan sesudah dibimbing dengan menggunakan strategi potongan-potongan percakapan kepada siswa kelas 1 di MAN Trenggalek? Berdasarkan rumusan masalah, tujuan dari pembelajaran ini adalah untuk mengetahui antara kemampuan berbicara siswa sebelum dan sesudah dibimbing dengan menggunakan strategi potongan-potongan percakapan kepada siswa kelas 1 di MAN Trenggalek.

Dalam pembelajaran ini, peneliti telah menggunakan pendekatan kuantitative, tepatnya model pre-eksperimental. Peserta dari pembelajaran ini terdiri dari 34 siswa dari program reguler, khususnya kelas X IIK. Mereka ditentukan secara khusus sebagai contoh dari pembelajaran ini. Dalam pembelajaran ini, peneliti telah melakukan tiga langkah, pre-test, pnelitian, dan post-test. Sebelum memulai penelitian, pre-test dilakukan untuk mengetahui kemampuan berbicara siswa pada awal, dan post-test telah dilaksanakan di akhir pembelajaran. Kemudian, setelah mendapatkan data tentang hasil pre-test dan post-test siswa, IBM SPSS statistik 16.00 digunakan untuk menghitung data. Untuk mengetahui apakah hipotesis alternatif diterima atau tidak, peneliti menggunakan rumus t-test. Tetapi, sebelum menggunakan rumus t-test, peneliti menguji normaliti terlebih dahulu.

Hasil dari penelitian ini menunjukkan perbedaan signifikan antara hasil pre-test dan post-test. Nilai rata-rata dari pre-test adalah 60.17, sedangkan nilai rata-rata dari post-test adalah 83.08. Dari hasil

penghitungan statistik, diperoleh bahwa t_{hitung} 11.752 adalah lebih besar dari pada t_{tabel} 2.042. Ini berarti bahwa hipotesis alternatif (Ha) dinyatakan terdapat perbedaan signifikan antara hasil pre-test and post-test. Penggunaan strategi potongan-potongan percakapan efektif terhadap kemampuan berbicara siswa diterima. Sedangkan, hipotesis nol (Ho) dinyatakan tidak ada perbedaan signifikan dari strategi potongan-potongan percakapan terhadap kemampuan berbicara siswa untuk kelas 1 MAN Trenggalek ditolak. Maka, itu dapat disimpulkan bahwa strategi potongan-potongan percakapan dapat digunakan sebagai alternatif pengajaran berbicara terhadap siswa kelas satu Sekolah Menengah Atas.

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The writer reliazes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, April 8th 2016

Writer

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