

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents of the background of the study, formulation of research problem, research objective, research hypothesis, research assumption, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Study

Speaking is one of skill which is still difficult and the most frustrating for students in Senior High School. Speaking is one of the most important skills in English where the speakers can express opinion, ideas, responses, information, etc. By speaking, students are able to communicate well with his friends, and the other person. Besides, speaking is a productive skill that can be done spontaneously or directly given attention about the accuracy of the content of conversation and fluency when speaking. Usually, students are planning first before they are speaking which is expected to be able to improve the smoothness and accuracy about what they will say. It is supported by Nunan (1999 : 227) who says that in the case of second language learners, the provision of planning time can significantly increase levels of both fluency and accuracy.

Now, many schools in Senior High School level implement teaching speaking to achieve the goal of language teaching and learning such as familiarize students in speaking English in the classroom activity which is appropriate to the material being studied. Dari (2014) states that

Teaching speaking is important in language learning. In this case, the teacher needs to encourage students' participation by making experience interesting and motivating, and also the teacher should support the students to practice English as a habit in order to make their English speaking ability cause to interact with order in daily life.

Furthermore, Flohr and Paesler (2006 : 6) as cited in Jisda (2014) state that

Teaching speaking is one of teaching models that focus on four issues. First, the variety of spoken language which we know that in every country there are several differences of words language. So, we must understand it before speak. Second, what input and how to provide it. this session the teacher and the students dividing the input of the material and how provide thing that support the input. Third, issue, it means that what idea or topic that suitable with the material to be studied and how to create sentences or statement that related to the material. The last, the design and the use of tasks. This issue is focus on the design of tasks and how touse it. Certainly, the tasks must suitable with the input the issue.

On the other hand, English teaching and learning process have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. This activities can help create interaction in the language classroom.

Beside, this communicative activities can also motivate the learners and establish good relationships between the teacher and the students. But, it all could not confirm whether the student will be successful to speak English. In the success of speaking, students need motivation that not only motivation comes from communicative activities in the classroom, but it can be comes from outside (extrinsic motivation) and from inside (intrinsic motivation).

This is supported by Harmer (2001:51) who said that extrinsic motivation is caused by any number of outside factors, for example: the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Motivation comes from within the individual is very important in achieving success of speaking. Harmer (2001:51) states that most researcher and methodologists have come to the view that intrinsic motivation is especially important for encouraging success.

In learning speaking, students can improve other skill such as listening which is part of speaking. Because, speaking is a process of giving and receiving information. So, listening skills are also important in speaking activity. To make good communication in speaking activity, the speaker pay attention to some characteristics of a succesful speaking. Then, the students have to learn the way how to deliver their knowledge, information and opinion orally in speaking activity and how to use the language in social context and language need to create a successful speaking (Dari 2014). So, language is a component of speaking that is needed for success of speaking activity. When the speaker have good pronunciation, vocabulary and grammar well, it will be easily understood by the listener. It is supported by Dari (2014) who said that

In speaking the students must also know the meaning based on the context, vocabulary, good pronunciation and grammar. In the context and vocabulary, the students need to understand not just what individual words mean but also which combinations to arrange a correct sentence in conversation. Then the speaker must have good speaking ability because the

process of speaking is delivery meaning to listener, the listener must understand about speaker says.

Of course, in learning speaking the students are able to hear and understand about the intention of what speaker says based on the clarity of context and component of speaking to achieve the goal of language teaching. Actually, they are still confused about how they will say and what should they say then, although they have many vocabularies to express their ideas. So, they cannot improve their conversation to be good. It can be seen from students' aptitude that sometime face many problems in learning English especially in speaking for example; the students are shy to speak, lack of motivation, less confidence in their speaking performance, afraid to make mistake, etc. Penny (1996) as cited in Syafryadin (2011) stated that students have problems in speaking activities, such as inhibition, low motivation, mother tongue use, and nothing to say.

Other problems was said by Dari (2014) that there are many problems in learning English especially in teaching speaking.

First, some students are difficulties to speak English very well and can not produce some words in English because they do not know how to say, it can see when the teacher speaks English to the students, and they are only silent and can not give response to the teacher. *Second*, the students are afraid of being criticized by other student. It can see that the students felt shy when the teacher asks them to speak English. Sometimes, they made noise during teaching and learning process. *Third*, some students have less self-confidence because they do not know how to use grammar effectively in speaking. *Fourth*, the students do not have motivation to speak English in front of the class because they do not get opportunities to train their speaking skill.

Based on the cases above, if the problems occurs, so they can be solved by a suitable method that will build the students' confidence in communicating

in the English class (Siti 2011). To solve the problems, the researcher should provide strategy that make students interested to learn speaking and can help their progress in speaking ability. According to Brown (2000:208) strategy is essence learners' techniques for capitalizing on the principles of successful learning. Of course, in the process learning, strategy is very important to support and help the students in study, and also it is able to solve the students' problem. In addition, according to Anjaniputra (2013) strategy is employed to achieve the ability to speak would be different because the goals of each skill are not the same. It means that in the teaching strategy English skills should be made appropriate for each skill in order. So, in giving strategy to students, the researcher should be able to adjust strategy that can help build the student's confidence and to increase their progress in speaking ability.

In fact, in English teaching have some strategies to build student's confidence and to increase their progress in speaking ability. It is supported by Yunus (2013) point out that

Language Learning Strategies (LLS) which comprise the Direct and Indirect Strategies are specific actions, behaviors, steps, or techniques that students often intentionally use to improve their progress in developing L2 skills. The Direct Strategies which comprise of cognitive, compensatory and memory-related strategies are often used to learn a target language and require mental processing. The Indirect Strategies on the other hand consist of the metacognitive, affective and social strategies.

In this study, the researcher can use one of the two strategies to increase students progress in teaching higher proficiency level. Yunus (2013) stated that the application of the appropriate learning strategies can help learners

achieve their target language. And, effective strategy are significantly related to L2 proficiency but less needed as learners progress to higher proficiency level. Clearly, the researcher uses Talking Chips strategy which is one of strategies in form pieces of a conversation that can help students to express their ideas and focusing the student's speaking on the topic. It is supported by Dari (2014) who said that Talking Chips is a group participation that use several chips in their procedure. Kagan (2010:17) as cited in Khairun Nisa (2013) point out that Talking Chips Technique is a technique in teaching speaking which make the students interested in English speaking.

Based on the opinion, the researcher chose this Talking Chips strategy, because it can help students in speak fluently and accurately, it can encourage the students to be active in the classroom and the students can learn about cooperation in group. Besides, Talking Chips technique is can make the student more interest and can increase student's motivation in teaching speaking. Since this research concerned to teach speaking, the researcher who would be as the teacher of this research would teach the students to describe a picture in group through Talking Chips in teaching speaking skill, in which all students should be able to explore their ideas in describing a picture that corresponds to the topic in their group. The researcher wanted this activities to be able to attract the students to speak up in the classroom to continue from a description of their friends to the picture.

In relation to this research, the researcher took MAN Trenggalek as setting of the study since the school is a good quality school which is proven

that fact that this school have three programs, they are Excellent program or CI program, Accelerations program, and Regular program. In English teaching, the school used 2013 curriculum in which the students should be able to explore their work in front. It is an activity that can practice student's confidence in speaking skill to explore a results of their discussion in group. Of course, the strategy that have been chosen by the researcher which is appropriate to build student's confidence, and focusing students' speaking. Thus, the researcher chose one classroom as the subject of the study, that was the first grade in Regular program.

After all, despite of some advantages which may appear in the implementation of the school, Talking Chips is still considered to be alternative way in teaching speaking skill. Therefore, to conduct the further research about Talking Chips, and also to support the findings of the previous studies, so the researcher wants to know the effectiveness of this strategy toward language teaching in a study entitled THE EFFECTIVENESS OF TALKING CHIPS TOWARD STUDENTS' SPEAKING ABILITY.

B. Formulation of The Research Problem

In line with the background of study, the researcher formulates the research problem: Is there any difference between student's speaking ability before and after being taught by using talking chips at first graders of MAN Trenggalek?

C. Research Objective

This study aims to know difference between student's speaking ability before and after being taught by using talking chips at first graders of MAN Trenggalek.

D. Research Hypothesis

Before conducting this researcher proposed two hypothesis:

1. Null hypothesis (H_0) states that there is no any significant difference on students' speaking skill before and after using talking chips.
2. Alternative hypothesis (H_a) states that is any significant different on students' speaking skill before and after using talking chips.

E. Significance of The Research

The study is expected to have contribution to:

1. English teacher, to help the English teacher to find out the alternative way of teaching speaking, and to produce the knowledge for their teaching.
2. Students, it can be used to improve the students' speaking, it may guide, and help students to express their ideas.
3. Future researcher, it can be one of references to conduct a study about the same topic. So, the future researcher can make their studies more complete and more clear.

F. Scope and Limitation of The Research

Scope and limitation of this study is used to avoid uncontrolled discussion of this study as follow :

1. The study focuses on the effectiveness of Talking Chips toward students' speaking ability in descriptive text. The researcher has two steps. First step is the students are given a picture and a few minutes to think about the possible vocabulary used to describe the picture. Then, they are required to describe a picture based on the clues by using their own language. Then second step is scoring, the score is taken from content, fluency, vocabulary, and accuracy.
2. This study focus on the first grade class X IIK students of MAN Trenggalek.

G. Definition of Key Terms

Key term was made to avoid the misunderstanding for the readers to clarify some terms that used in the study, as follow:

1. Speaking

Speaking is part of communication since it is a form expression of students' ideas in English which to giving and getting information between speaker and listener in the English class.

2. Talking Chips

Is one of the strategies that can help the students' speaking ability, where the students apply this strategy in group. It is the

form pieces of a conversation with appropriate the topic of learning that can be made by the students. Then, the students continues into a complete conversation orally, it hope to more details of the conversations content.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview of the definition of speaking, activities in speaking, component of speaking, teaching speaking, strategies in teaching speaking, speaking assessment, definition of Talking Chips, procedure of Talking Chips, advantage of Talking Chips, and previous research related to Talking Chips.

A. Definition of Speaking

Language consists of four skills. They are listening, reading, speaking, and writing. One of the language skills is speaking. According to Louma (2004), speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. But, speaking is also fundamental of human communication. It means that speaking is to express our feelings when we are happy or sad and to interact and communicate by some one to other. Besides, speaking can also make students able to their own language, ideas, and express emotions to interaction with others.

According to O'Malley (1996:59) speaking is an interactive process of constructing meaning that involves producing, receiving, processing

information. It means that in speaking process, the speaker information as producing, otherwise the listener who is listen and receive information from the speaker. Therefore, speaking have two types in a variety of contexts, they are verbal and non-verbal (nominal). It is supported by Kayi (2006) point out that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts. It can be concluded that in everyday life, often was known that when someone use verbal or nominal symbol. Usually, the speaker use verbal symbol when she/he speaks doing activities. While the use of non-verbal or nominal symbol, usually the speaker is talking about an activity that has been done by others.

B. The Importance of Speaking to Other Skill

Speaking is main skill in communication. In speaking process, certainly, it was influence toward other skill. According to Dari (2014) speaking can also influence to other skill, because of when teacher teach speaking. Nunan (2003:48) defines that speaking is the productive aural/oral skill. It means that speaking can be said oral work which is a process of listening by someone talking and the listener oral to extend what the someone talking as giving respond. It is supported by Cameron (2001:40) as cited by Dari (2014) that speaking is the active of language to use express the meanings in order to get the response from listener. In addition, speaking is the productive skill of a language to express the idea or send message to the hearer. It means that when one speaks he/she products the expressions that should be

meaningful. Because, in the process of communication, he/she can find the speaker, the listener, the message and the feedback(Nisa 2013).

In this case it means that since listening, the listener must understand the language, content and speaker means that was said. And also, the speaker should use simple language which is easily understood by the listener and focus on the content that will be said. It can be hoped, there is no misunderstanding between speaker and listener to get the response. But, if the speaker still feel difficult to give clarity to the listener about the speaker means,sothe teacher can help his or her students in understanding in foreign language is to help them find their way around the sound of foreign language, to identify the bits which will give the most information, to help them recognize the most important cues to meaning (Brown 1990:2).

But, speaking can also influence to the writting skill. It means that, when the someones will speak, they can give a card to write a plan about they will says became clear. It is supported by Harmer (2001:270) point out that a way of getting students to practise this language is to give individuals cards which each have one of these phrases written on them. So, thats all can be conclude that speaking became a vital function.

Actually, in speaking process is not easy, when the speaker having difficulty in speaking, so the speaker would use alternative way to be successful. According to Harmer (2001:271) states that success is also dependent upon the rapid processing skills that talking necessitas. In addition, to success in speaking, the speakers also consider some points, including the

language processing, interacting with other, and information processing. It is supported by Harmer (2001:271) point out that

Language Processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. It involves the retrieval of word and phrases from memory and their assembly into syntactically and propositionally appropriate sequence.
Interacting with other: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
Information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment to get it.

In this case, it can be concluded that the points of success can help students develop habit, rapid and accuracy in the speaking with other. Besides, they are must fluently and confidently to their speaks well and clear. According to Mardian (2013) states that

Speaking fluently and confidently in variety of situations are a Central human need and an important goal of education. The single most important speaking aspect of learning a language is mastering the art of speaking and success as measured in term of the ability to carry out conversation in the language.

However, as teacher, we must pay attention to the students before asking the students present the topic what they have chosen , for example to give time for students to prepare about the possible vocabulary used to speak. It is supported by Harmer (2001:274) point out that a popular kind of activity is the prepared talk where a students makes a presentation on a topic of their own choice. Besides, teachers need to know the time when practice that appropriate the possible students' ability and vocab used to describe the picture that they have chosen. In such as condition, students need to plan

what they have to speak fluently and confidently. And also, the students produce clues to be accuracy of the content in a short time. It is different from what they have experienced in process speaking in which teachers give them longer time to prepare in practice speaking. But, in this case, the students still need to plan in speaking that the content of the speaking can be focused and accuracy.

C. Types of Classroom Speaking Performance

According to Brown, (2001:271) there are six types of classroom speaking performance. They are consisted of:

1. Imitation

Of this kind is carried out not for the purpose of meaningful interation, but not for focusing on some particular element of language form. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic diffiult-either phonological or grammatical. Drills offer limited practice through repitition. They allow one to focus on one element of language in a control activity. Selected grammatical forms with their appropriate context.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is to practice some phonological and grammatical aspect of language. Intensive speaking can be self-initiated

or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of students' speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

D. Strategies In Teaching Speaking

The teaching speaking is having concern in language programs and teaching strategy which is not only a factor that can affect teaching outcome. Instead, more clear, strategy can also help the students to solving their problems in speaking. it is supported by Brown (2000:219) who said that techniques are then “prescribed” to help such the students overcome their problems. Here are some typical cognitive style “problems” and a few techniques you might prescribe to help overcome each problem. The problems include low tolerance of ambiguity, excessive impulsiveness, excessive reflectiveness/caution, too much right-brain dominance, and too much left –brain dominance.

In the study, strategies have two kinds in order, direct and indirect strategies. It is supported by Yunus (2013:205) point out that

Language Learning Strategies (LLS) which comprise the Direct and Indirect Strategies are specific actions, behaviors, steps, or techniques that students often intentionally use to improve their progress in developing L2 skills. **The Direct Strategies** which comprise of cognitive, compensatory and memory-related strategies are often used to learn a target language and require mental processing. *The cognitive strategies* help to manipulate the language material in direct ways while *the compensatory strategies* are behaviours that enable learners to use the target language to compensate for the inadequate repertoire of the language skills particularly on grammar and vocabulary to produce spoken or written to aid speaking or and writing. *The memory-related strategies* help learners to link one L2 item or concept with another to help learners retrieve information in orderly manner. Whereas, **The Indirect Strategies** on the other hand consist of the metacognitive, affective and social strategies. The metacognitive strategies may be one of the most essential skills that classroom instructors can help L2 learners. Affective strategies are significantly related to L2 proficiency but less needed as learners progress to higher proficiency level. The social strategies are actions which concern the ways learners choose to interact with others and native speakers.

In addition, in teaching speaking, the researcher as teacher used strategy in teaching speaking which is to help students' speaking and express their ideas. So, the researcher should truly select and adjust between strategy and skill in order. Anjaniputra (2013) states that moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. The researcher hoped that the strategy can reach the goal of teaching speaking, and the learners progress to higher proficiency level.

E. Speaking Tasks and Activities in the Classroom

Louma (2004:30) defines tasks as activities that people do, and in language -learning contexts tasks are usually defined in terms of language use. Nunan (1993) as cited in Louma (2004) defines communicative task as "...a piece of classroom which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form..." Speaking tasks are activities that make speakers use the language for a specific purpose in a determined speaking situation (Louma, 2004). Based on the author, they are classified into two groups: open-ended and structured speaking tasks.

On one hand, open-ended tasks have as main purpose to have the learners, according to Louma (2004:48) point out that to do something with language as an indication of their skills. This group of speaking tasks is divided into five categories: description, narrative, instruction, comparison,

and role play tasks (Louma, 2004). The researcher gives some examples of these speaking tasks, some of which are: describing places, pictures, and talking about a specific topic, which she says are based on social or service situations, whose intention is to simulate real life situations.

In speaking class, there are many activities. Furthermore, in teaching and learning speaking, speaker must be able to product and interact. Being productive means that the speaker are able to produce sounds and grammatical structures. Whereas, interactive is speakers' ability to communicate with others.

In this case, the speaking activities can concentrate on getting learners to produce sound and phrase or grammatical structure. Besides, the learners can be controlled by the teacher since speak. In control this activities usually the teacher give guide to the learners' interaction. And the teacher makes their class became effective and having fun.

There are nine activities in oral language that can be held by teacher and learner (O'Malley 1996:77):

1. Oral Interviews

Oral interviews the form of discussions or conversations with the teacher and with other students. Interviews can be used to elicit the following language fuctions: describing, giving information, or giving opinion. It is can be conducted with individuals or pairs at all levels of language proficiency and require no preparation on the part of the students. And also, it can be applied in all levels.

1. Picture Cued-Descriptions/Stories

Picture cued is the activities of speaking using some picture which is a familiar to students. And also it can be used to elicit the following language functions: describing, giving information, or giving opinion. In this activity, it is conducted by individual, and to beginning and intermediate levels. To apply is each of students got picture , then she/he can describe the picture one by one.

2. Radio Boardcasts

Radio boardcasts is a activity of oral language that is focus on listening new from the radio, andthen to practice inform. To apply this activity is students to listening for specific information, the gist, description, and direction, then she/he imadiately inform to the others. It can be conducted individually, group, and whole class. And also, it can be applied in intermediate and advanced level.

3. Video Clips

Video clips is a activity of learning speaking to describ and respond the video. It can be conducted individually, group, and whole class. And also, it is appropriate to all levels. The step of activity is the teacher prepare video, and then the students are asked to respond and clarify point of the video.

4. Information Gap

Of all the activities described here, an information gap may provide one of the clearest indicators of the ability of one person to give

information to another. Information gap calls for detailed descriptions of physical objects and a linguistic command of colors, shapes, sizes, direction, location, and sequences. It is applied in pairs and appropriate to all levels.

5. Story Telling

Story telling involves having students retell stories or text selections that they have listened or read. This activity becomes an assessment of the students' reading skill in addition to oral skill. It is especially important with retelling to be clear of the purpose of the assessment. Language functions most likely used in story/text retelling are describing, giving information, and summarizing. And also, it is appropriate to beginning, and intermediate levels.

7. Role Play

Role play can be called drama. Drama techniques can be particularly effective in developing oral language skills of English language learners. These activities are authentic because they involve language use in interactive contexts. Use of dramatic techniques is recommended for pairs or groups of students at all levels of proficiency and requires some preparation on the part of students.

8. Debate

A debate is a type of role play where students are asked to take sides on an issue and defend their positions. The debate is probably more

often used in content area classrooms than in ESL classrooms. It is appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

In addition, there are thirteen activities in oral language that can be held by teacher and learner (Kayi:2006), as follow:

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In

simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- 1) **Diamonds:** Earning money
- 2) **Hearts:** Love and relationships

- 3) **Spades:** An unforgettable memory
- 4) **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football

and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

F. Speaking Assessment

In teaching speaking, speaking assessment is very important to measure student's speaking ability. According to Brown (2004:104) stated that Assessing speaking is challenging because there are many factors that influence student's speaking ability on how well someone is able to speak a language. When the researcher assess speaking, it means that the researcher give instrument well will be determine the reliability and validity of an oral production test. Assigning a score ranging from one to four for example is not easy. The lines of distinction between levels are quite difficult to point. The researcher can spend much time to see the record of student's performance to make in accurate assessment

Kitao & Kitao (1996) say that speaking is the most difficult skill to test since it involves several factors as the phonology, grammar, and coherence, which implies a difficulty at the time to be objective with the speaking aspects to be tested. The reseacher denote that when testing oral production a speaker can produce orally with proper pronunciation, but lacking meaning or the speaker can utter understandable ideas, but making pronunciation and grammar mistakes. In this manner, it is complex to decide what aspects of the oral production can be assessed at a time. Moreover, speech involves a construct of several parts like content, fluency,

vocabulary, and accuracy, and when testing an interaction, they should not be separated.

There are two main ways to assess speaking. There are holistic scoring and analytic scoring. According to O' Malley (1996:65) that

When using a holistic scoring, so the researcher may discover that students do not always fit neatly into one category or another. This is because each students is unique and may not conform totally to a single category. The researcher should assign the rating that most closely fits student's actual performance.

Its means that Holistic scoring uses a single score as a basis of an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress.

While, analytic scoring according to O'Malley (1996:66) that analytic is weightd rating scales, while complicated and time-consuming to use, are most effective for communicating diagnostic information, such as student's strengths and needs. It means that analytic scoring to uses a separate score for different aspect of the task. While, the researcher takes longer since it requires the teachers to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weakness and strengths of the students' performance. On other hand, the disadvantages of this analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students.

G. Component of Speaking

In order to speaking accurately, fluently, and confidently, the students must have to consider component of speaking. Beside, the students or learners must understand the vocab that the speakers said, and also know how to pronunciation. According to Ekbatani(2011:34-35) as cited by Dari (2014) point out that there are five components of speaking:

1. **Range.** The difference between the highest and the lowest value in a frequency.
2. **Accuracy.** The study of how words and their components part combine for sentence. If the students are not able, the students cannot combine sentence.
3. **Fluency.** The students able to express oneself readily and effortlessly : a fluent speaker, and fluent language.
4. **Interaction.** In speaking English need interaction in speaking. If do not use interaction, the audience will not understand what you mean.
5. **Coherence.** The coherence is needed to speak English. When speaking, with coherence so, the sounds produce clear and smoothly flowing.

Actually the fifth components above good to speaking assessment, and it can help students' speaking become the master of foreign language. But, in this study, the researcher used four components to assess students' speaking in classroom activity. The four components are Content, Fluency, Vocabulary, and Accuracy. The fourth components are considered appropriate and be able to assess students' speaking ability in senior high school level.

1. Content.

The main ideas of something always be stated clearly and change of opinion very clear and details. Which is the understanding about the topics or speech will be got if the speakers are be able to interact and

communicate with other people. It can be hoped if there is comprehension between the speaker and listener.

2. Fluency

Fluency is able to speak a language easily, smooth and well. The features which give speech the qualities of being natural and normal, including native like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak a reasonably fast speed of speaking. It means that speaker does not have to spend a lot of time searching for the language needed to express the message. In other words, fluency is defined as that part of the lesson where students work on their capacity to communicate within the language, generally a period free of correction (Bartram and Walton, 1991:32).

3. Vocabulary

Vocabulary is the word with their which is used in communication. Without having a sufficient vocabulary, the humans cannot communicate effectively or express their ideas in both oral and written form. Nevertheless, in oral communication without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. It can be concluded that vocabulary has assumed its rightful place as a fundamentally important aspect of language development.

4. Accuracy

Accuracy is the ability to work or perform without making mistakes. It means that, the human or student can be able to combine the sentence well without making mistake. So, it can be seen on the speakers' speech whether is easily understood or not by the listener. According to Bartram and Walton (1991:32) stated that accuracy is defined as part of the lesson where students are encouraged to make their utterances as near to a native speaker's as possible-which is usually taken as necessitating more intense correction.

H. Teaching Speaking

One of the ways to develop their speaking is by teaching speaking. Teaching speaking is a process of language learning who is teacher give motivation to the students more interesting in speaking skill. In addition, language learning is related to the interaction with other people. It is important to be understood that language is a tool of people to do something and convey information through their word exactly in speaking. Actually as we know that, in language learning, the teacher is a motivator. Who have a lot of motivation to students, but most important are teacher correct student's speaking practice and teacher give feedback to students. Harmer (2001:94) states that when students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct

(appropriately) every time there's a problem. It means that the teacher must pay attention and listen about student's pronunciation, so teacher can give feedback later.

Furthermore, In learning speaking of course the students have to practice it in every time to make their speaking fluent. On the other hand, It is sometimes considered a simple process (Nunan 2003:48). It means that, in the teaching speaking there is no training to conversation, but it is totally natural. Different of teaching in young children. According to Scott (2010:33) states that part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language.

Therefore, specifically for young childrens' learning speaking have to practice every time to make their speaking fluently and accurately, and also they are not lack of their actual language.

On the other hand, the teachers also teach the students to speak in Second Language by interacting (Kayi 1998). It can be applied in a group, when the students collaborate in groups to achieve a goal or to complete a task. Beside, the students will have the opportunity of communicating with other in the class activity to reach the goal target language.

I. The Problems of Teaching Speaking

As Indonesian people, English is not our first language. English is our second language or even our foreign language. Certainly, students still can't communicate in this language fluently, because, speaking English is not easy because of the problems the learners face. According to Welty (1976:47) states that speaking is the main skill in communication. Therefore, in speaking process the teacher should promote the students to be able to communicate to be good since speaking is the main skill of communication.

But in fact, the students usually get some problems that make them are difficult to speak or say anything. Sometimes it can be hoped based on many reasons. They can feel shy in speaking, they lacked vocabulary or afraid in use of tenses. They are worried about making mistakes or feel shy of the attention that they get after speaking and also they do not have motive to express their feelings or speak. So they decide to silent.

Statement above was supported from the previous research conducted by Safryadin (2011: 1), he found that there were some problems happen in students' speaking ability. Most of the students got stuck and did not know what they wanted to say. Then, they had many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. Furthermore, they pronounced words incorrectly and so many pauses when they were speaking. In addition, they were lack of

motivation in speaking because the teacher just taught them by using asking and answering questions.

J. Talking Chips

1. Definition of Talking Chips

Talking chip is one of the strategy in teaching speaking skill that it can done in small group. This strategy is a part of talking in card form. Turville (2008:91) as cited by Dari (2014) states that Talking Chips Strategy is the strategy for speaking skill. Talking Chips is a group participation that use of several chips in their procedure.

Talking chips is the strategies guarantees equal participation in discussion groups (Hilson 2010:164). It means that this strategy more effective in groups, because the discussion group is a place to achieve goal of target language. So, the group must be able to make students to learn of their speaking skill effectly, and all group member must help their friends in group.

In addition, Gray (2010:217) as cited by Dari(2014) that Talking chips is the strategy that make the value of everyone's contribution tangible and give chance to speak. It means that the all students have opportunity to practice speaking in the front class that to try their's confidence and fluency.

2. Procedure of Talking Chips

The procedure of Talking Chip strategy according to Syafriyadin (2011) as following:

- 1) Teacher provides a discussion topic.
- 2) Any student begins the discussion, placing his or her chip in the center of the team table.
- 3) Any student with a chip continues discussion, using his or her chip.
- 4) When all chips are used, teammates all collect their chips and continue the discussion using their talking chips.
- 5) During the students speak about the topic, Accuracy and fluency of students will be observed.
- 6) Besides, in evaluation, the students will be assessed either their fluency or accuracy.

Furthermore, the procedure of Talking Chips, Bowers and Keisler (2011:138) states that:

- 1) Teacher assigns students to discuss a group and gives each student a designated number of chips to use during the discussion.
- 2) Teacher asks a question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas.
- 3) Teacher tells students that this is a minimum number of chips they must use during the discussion.
- 4) Teacher asks students to discuss, they place a chip in the center of the table when it is their turn to speak.

Those are the steps in the procedure of Talking Chips. In the case of teaching speaking, using the strategy of Talking Chips is also easy. In the first step, the teacher can load the task in the assignment feature. If the teacher wants the students to prepare vocabulary first before asking students to speak practice. So, the students can make clues with details based on the topic used. Once students turn in their works, the teacher can give

comment to give some feedback. At the final process, teachers are able to direct the way of students' discussion in making and continuing Talking Chips.

3. Advantage of Talking Chips

The advantage of Talking Chips strategy is giving opportunity and also helping all students in speaking practice more confidently and fluently in the class activity. According to Gray (2010:217) as cited by Dari (2014) states that advantages of Talking Chips is a recurring challenge in group work is managing discussions, so that every individual has a chance to contribute and no individuals dominate the meeting. It means that Talking Chips in group not only one group member to speaking practice in front, so all of group members have opportunity to speaking practice in the classroom activity.

In addition, according to Syafriyadin (2013) states that It is a technique encourages the students to be active in the classroom and learn about cooperation in group. Next, this technique makes the students have chance to speak English because in Talking Chip, students are divided into several groups and each member of group will have a role to speak English.

K. Previous Research Related to Talking Chips

There are some studies related to the use of Talking Chips in teaching and learning process. Now, the researcher summarize some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. The following explanation of some previous studies that related to the use of Talking Chips.

The first research was done by the researcher Syafriadin (2011) entitled "The Use Of Talking Chips Technique In Improving Students' Achievement." The finding was about the research that was conducted by the researcher since in the classroom. The first cycle, the researcher provide techniques to motivate students' speaking. In that study, the researcher found the problems faced by students when given technique. For example, some students who are still confused to the technique, the class to become noisy, some students to be passive when they have given task, some students have not respons, some students still lack of motivation, students' speaking were still slow, several of students could not produce 50 until 100 words per minutes, and several students produced silent pause when they speak. In the second cycle, the researcher found students' problems about fluency and accuracy, and the researcher tried to solved the problems. The researcher give motivation and feedback to students. In the third cycle, the students is very enthusiastic in doing Talking Chips Techniques, so they can to be active in speaking.

The second research was done by the researcher Nisa (2013) entitled "The Use Of Talking Chips Technique To Improve Students Ability." She found the result of the implementation Talking Chips technique in students' speaking ability. It can be seen from the mean score of pre test and post test yaitu 60 to 73.3. It means that the students' mean score improves up 13.3 point. In pre-test, the mean score of pronunciation 11.9. It means that the students had pronunciation problem, which is the listener should concentrate in listening process so as not to be misunderstood. For vocabulary the mean score is 12.2. It means that the students still used the wrong word frequently, conversation somewhat limited the mean score of fluency 12.2. It means that the students still made frequent errors of grammar or order. And the last, the mean score of grammar is 11.1. It means that the mean score of grammar here refer to that speed and fluency are rather strongly affected by language problems. After known about the result of pre test, the researcher gave treatment to the students, then to the post test that the evaluation would same to the pre test. The result of post test can be seen that for the first one pronunciation mean score is 14.3. The next for vocabulary 14.8. For fluency, the mean score is 14.8. For the mean score of comprehension is 15.8, whereas for mean score of grammar is 13.4. It means that, in post test, the comprehension is still highest aspect achieved by the students and grammar also still the lowest aspect.

It can be concluded that the speaking ability became better after they got the treatment for three times. Actually, the students' performances in post test

were better than pre test. Because, in the research, in pre test was aimed to measure how far students ability in speaking. And the result of pre test was showed that students ability in speaking were still low which is the mean score pre test is only 60. Then, the researcher giving treatment through Talking Chips Technique to emphasize the students understanding of the material and also to make the students more practice their speaking in the classroom. And the last is post test, the researcher gave the same topics and same instructions of pre test and post test. Then, the result of post test showed that the students' speaking ability improved. And the result of post tes is 73.3.

Based on some previous studies above that are related to the use of Talking Chips indicating that it has been effective to be applied, the researcher conducted a further research on the use of Talking Chips toward students' speaking ability. As reviewed before that the first research focused on the use of talking chips technique in improving students' achievement. While, the second research focused on the use of talking chips technique to improve students ability. In this study, the researcher used the different design and level with previous research. Differently was designed and level more specifically on the effectiveness of Talking Chips toward students' speaking ability. Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents research method including research design, participants of the study, variable, research instrument, validity and reliability, data collection, data analysis, and hypothesis testing.

A. Research Design

Research design is important in conducting research. According to Porte (2010:64) research design is useful exercise for the critical reader for it will help us to clarify the appropriateness of the procedures carried out so far and put us in a better position to judge the suitability of any subsequent data analysis chosen. It means that the research design is the process which includes planning and doing the research. The design begins with a general statement of a research problem or topic. In the beginning, the researcher needs to think about some topic in which he or she has an interest and wants to know more about it.

The research was conducted in an experimental design. Experimental research is research to know the possibility of influence caused and effect by applying one to one or more experimental groups. According to Ary et al (2006:325) experimental research design is to enable researchers to estimate the effect of an experimental treatment. An experimental usually involves four

groups of design, pre-experimental design, quasi-experimental design, pure/true experimental design, and ex post facto design. It is supported by Porte (2010:64) point out that

Pre-experimental design are simple and inexpensive to implement and exploratory in nature, but lack control groups to compare with the experimental group. **In quasi-experimental designs**, both control and experimental groups are used in the study, but subject have not normally been randomly selected nor randomly assigned to these groups. **In pure/true experimental designs** there would have been prior random selection of subjects and random assignment to groups. **In ex post facto designs** the researcher studies the hypothesised link between two variable, but he/she is not interested in what on before the study, and no special treatment is applied to the subjects.

This study used pre-experimental design in the form of one- group pretest- posttest design using quantitative approach. This study used pre-experimental research design because it does not have random assignment of subject to group or other strategy to control extraneous variable and there was no pre treatment. That is why in this study the researcher just takes one group and use pre-test and post-test to see the result of the treatment. The experimental group firstly was given pre-test without Talking Chips and then was taught speaking by using Talking Chips. After the treatments given to the experimental group, post-test of speaking was given. Then, the design of the one group pre-test and post-test design typically represented by table 3.1 as follows;

Table 3.1. Pre-test and post-test pre-experimental research design

Sample	Pre-test	Treatment	Post-test
Experimental group	Y1	X1, X2, X3	Y2

Y1 : Students speaking ability of experimental group in pre-test

X : Treatment teaching speaking by using talking chips

Y2 : Students speaking ability of experimental group in post-test

B. Population and Sampling

1. Population

The population and sample are very important part in a study. Population is all subjects (students, sentences, animals, and many others) being studied. Whereas sample is part of population that is being studied. Meanwhile, according to Ary et al (2006:167) population is the larger group about which the generalization is made. Based on the description above the researcher take conclusion that the population is whole research subject used by the researcher.

The the target population in the present The target population in the present study was all the first grade students of MAN Trenggalek. The total number of first grade students at MAN Trenggalek are students consisting of 10 classroom and 345 students with less than 34 students for each class.

2. Sampling

In this study the researcher used purposive sampling. Purposive sampling was technique to determine sample with a particular

consideration (Lodico 2006:7). In this research, the researcher took one class of the first year students, that is X IIK because the students average speaking ability compared to other classes. The meaning of having average ability in this study is the students have similar score when they get examination especially in speaking exam. It was proved by the researcher when she conducted since Practice Teaching and by the English teacher. The researcher conducted Practice Teaching in the school and she taught the class, therefore she knew the students' speaking level of the class.

More clearly, in X IIK, there were 34 students consisting of 12 males and 22 females as the sample of the study. Those 34 students were given a pre-test, treatment, and post-test during the research.

C. Variable

Variables are defined as attributes, qualities, and characteristics of persons, groups, settings, or institutions, such as gender, social skills, socioeconomic status, exclusiveness, or achievement. According to Ary (1985:30) states that Variables can be classified in several ways, they are

- 1. Independent variables (Y)** is variable that consequence of or upon attendance variables. One independent variable must be the treatment variable. One or more group receive the experimental manipulation or treatment. In this study the speaking by using Talking Chips strategy was independent variable.
- 2. Dependent variable (X)** is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables. In this study the dependent variable was student's speaking ability.

D. Description of Treatment

The treatment of this research is Talking Chips strategy, in which the researcher as teacher used treatment to solve students' speaking problems in the class. Talking Chips is one of the strategy that is able to help students in teaching and learning speaking process. Talking chips is implemented in discussion group and it can make students more active. Besides, Talking Chips strategy can provide opportunities for students to develop their ideas in speaking practice.

In teaching speaking by using Talking Chips strategy, the research as English teacher provided the topic and picture that was appropriate with the material in learning of syllabus. Then, the teacher explained the role of Talking Chips strategy to the students. These are steps of Talking Chips strategy;

1. The students make a group that consisting 4 or 5 students in each groups;
2. The teacher give topic and picture to the students;
3. The teacher explains about the role of talking chips strategy;
4. The students discuss about the topic and picture in group;
5. The students are asked to make clues or point based on the topic and picture details individually with the guidance of teachers;
6. The students prepare the possible vocabularies to use with the guidance of teachers;
7. The students make a sentence in each point or clues the guidance of teachers;

8. The students analyze the pieces of conversation or sentences that was written by classifying based on the exact sequence;
9. The students practice speaking in class which they are continue the pieces of conversation or sentences that was written and based on the exact sequence by themselves orally.

Talking Chips is very easily done by the teachers and students in the teaching and learning speaking process in the classroom, because the students can arrange the pieces of conversation by themselves. It is hoped the students be able to continue the talking chips easily and smoothly.

E. Research Instrument

Instrument was used to collect data in research and it was one of the significant steps in conducting the research. The researcher used test to elicit and collect information on students' speaking ability before and after giving treatment. There are two test in this research, pre-test and post-test.

1. Piloting of instrument

The instrument that was used in this research was speaking test. To the pre-test instruments, the researcher provided four topic and picture. The the researcher tried out her instrument before conduct pre-test. Firstly, on Monday, December 21st 2015 until Monday, December 28th 2015 the instrument was consulted or validated to the expert lecture in speaking. Afterthat, the instruments was can be tried

out to the students, exactly on Monday, January 4th 2016. At the time, they were asked to choose one of four the pictures that familiar to them and to practice speaking based on the topic that they were choose. The researcher took five students at first grade of MAN Trenggalek, specially X MIA 5. As a result, the students didn't have problems in understanding the instruction when they were asked to choose the topic. And also, they were able to describe the topic well.

The researcher conducted pre-test with the topic which was result of instrument's try out. Pre-test was done within a week before giving the treatment, exactly on Thursday, January 7th 2016. Then, the researcher gave the treatment. It was done a week before post-test. It means that, the researcher was done treatment spend three meeting, exactly from Sunday, January 11st 2016 until Sunday, January 18th 2016. And then, post-test was done immediately after giving treatment, exactly on Thursday, January 21st 2016.

Then to assess students' speaking, the researcher set up analytic scoring rubric which include the criteria such as content, fluency, vocabulary, and accuracy. The reason to content in number one, because the researcher thought that content was most important to speaking. It means that the purpose of the students' speaking can be seen in the content. Beside, fluency was important too in speak clarity. So, the success of student's speaking can be seen from speak fluency. Indeed, the vocabulary was very influential in speaking. If the students

have not vocabulary, so they cannot to speak. And the last was accuracy, it was focus on grammar. Actually, the accuracy was not most important to speak, but if the students used good grammatical so their's speaking can be seen well and prefect. To complete form of the speaking scoring rubric can be seen in theAppendix 3.

F. Validity and Reliability Testing

Validity and reliability are a instrument which will be used must be valid and reliable before using it to collect the data. To doing validity and reliability testing as follow:

1. Validity

Validity is measure appropriate what will be measured, and usually established through an in depth review instrument, including an examination of the instrument's items being tested. validity is the most complex criterion of an effective test and the most important principle of language testing. It is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment (Brown 2004:22).

There are four kinds of validity, content validity, criterion-related validity, construct validity, face validity. In this research, the researcher checked content validity and construct validity.

a. Content validity

Content validity is relevant. It means that the items or tasks in the test match what the test as a whole is supposed to assess. Where the objectives of the programme are set out in detail, for example in a syllabus that lists skills or functions, then the content validity can be assessed by comparing the kind of language generated in the test against the syllabus (Underhill, 2006:106).

The instrument of study had content validity because the items were materials used for teaching speaking in descriptive text at the first graders of MAN Trenggalek. Also, the content validity since the tests was designed based on main competence and basic competence in syllabus Curriculum of 2013 since the school implements the Curriculum of 2013 in the time the researcher conducted this research. To complete form of the core and basic competence in the curriculum 2013 can be seen in the Appendix 2.

b. Construct validity

Construct validity is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception (Brown 2004:25). It means that it is a instrument to measure just the ability which supposed to measure. Language testing used in this research was appropriate with the theory of testing speaking. In this research, testing speaking used describing the picture orally.

2. Reliability

Reliability is consistent and dependable (Brown, 2004:20). It can be said also that reliability is the consistency of the results of the acquisition during the study in the classroom.

To make sure instruments (test) are reliable, the researcher analyzed the result of pre-test and post-test used intra-rater reliability. It means that one rater did scoring twice. To make sure that the researcher measure the students' speaking objectively, scoring rubric was used. Then, the researcher calculated two sets of score to get the correlation between them. The formula to find the correlation was *Pearson Product-Moment* in IBM SPSS Statistic 16.0. Table 3.4 shows the result of pre-test, and table 3.5 showing the statistical calculation of *Pearson Product-Moment* in IBM SPSS Statistic 16.0.

Table 3.2 Analytic Speaking Scoring Rubric

Aspect	Need Improvement 1 pt (1-8)	Satisfactory 2 pts (9-17)	Good 3 pts (18-25)	Excellent 4 pts (26-35)
Content 35)	Content was not clear and do not stays on the topic: so, it was not details fit with the picture.	Content was clear, stays on topic: a few details fit with the picture.	Content was clear, stays on topic: only some details fit with the picture.	Content was very clear, stays on the topic: all details fit with the picture.

Aspect	Need Improvement 1 pt (1-7)	Satisfactory 2 pts (8-15)	Good 3 pts (16-23)	Excellent 4 pts (24-30)
Fluency (30)	Speak was very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions difficult for a listener to understand.	Speak was slow and often hesitant and irregular sentences may be left uncompleted, but the student was able to continue.	Speak was mostly smooth, but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speak was natural, normal and smooth with speed that comes close to that of a native speaker.
Aspect	Need Improvement 1 pt (1-5)	Satisfactory 2 pts (6-10)	Good 3 pts (11-15)	Excellent 4 pts (16-20)
Vocabulary (20)	Student had inadequate vocabulary to express his/her idea properly.	Student was able to use a few vocabulary, but was lacking, and cannot expand his/her idea.	Student was able to use a lot of vocabulary, and he/she can expand his/her idea.	Student was able to use rich, precise vocabulary in a good manner, and he/she can expand his/her idea.
Aspect	Need Improvement 1 pt (1-3)	Satisfactory 2 pts (4-7)	Good 3 pts (8-11)	Excellent 4 pts (12-15)
Accuracy (15)	Student does not pay attention to the composition of grammar at all.	Student used composition of irregular grammar, and making	Student used composition of grammar,	Student used good composition of grammar,

		a lot of mistake, so it making listener difficult to understand.	and making a few mistake, so still making listener a few difficult to understand.	and without making mistake, so listener easy to understand.
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Table 3.3 The Try Out's Result of Pre-test

No.	Name	Score 1	Score 2
1.	A	75	75
2.	B	65	70
3.	C	78	78
4.	D	60	65
5.	E	80	82

Table 3.4 The Statistical Correlation of *Pearson Product-Moment* from IBM SPSS Statistics 16.0

Correlations

		Score 1	Score 2
Score 1	Pearson Correlation	1	.980**
	Sig. (2-tailed)		.003
	N	5	5
Score 2	Pearson Correlation	.980**	1
	Sig. (2-tailed)	.003	
	N	5	5

** . Correlation is significant at the 0.01 level (2-tailed).

A perfect correlation, either positive or negative. It means that the results of Pearson Correlation is +1 or -1. In this case, it can be said that when the result of Pearson Correlation showed a score closer 1, so it can be said stronger correlation. Furthermore, if it is closer +1, so it has strong positive correlation. Conversely, if it is closer -1, so it has strong negative correlation. Based on the table 3.2, it can be seen that the results of Pearson Correlation is 0.980. Thus, it indicates that the instrument had the strong positive correlation and it was reliable.

G. Normality Testing

Normality testing is very important testing that was conducted by the researcher before analyzing the data. The both test was conducted to fulfill the criteria of parametric statistic whether the researcher can use t-test, z-test, or f-test to analysis the data. While the meaning of parametric according to Garson (2012:08) are significance test which assume a certain distribution of the data (usually the normal distribution). The most common significance tests are t-test, z-test, and f-test. In order to be able to decide the formula used for analysis, the normality testing was done in this study. As the result can be seen in the table 3.6 and 3.7 as follow;

Normality is one of the testing data that assumes the data is parametric or non parametric test, the researcher should determine the normality of the data. The researcher using formula Kolmogorov-Smirnow test of SPSS IBM

16.0. It is supported by Lubis (2008) who point out that normality testing of distribution data was conducted by using Kolmogorov-Smirnov statistical which the tool has been available in SPSS. Widiyana (2012) stated that the ways that can be used to test whether the residual variable has a normal distribution as follow;

1. If the significance value or probability > 0.05 , so residual has normal distribution.
2. While the significance value or probability < 0.05 , so residual hasn't normal distribution.

Table 3.5 show the statistical calculation of Kolmogorov-Smirnov test.

Table 3.5. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	4.22562318
	Most Extreme Differences	
	Absolute	.181
	Positive	.181
	Negative	-.092
Kolmogorov-Smirnov Z		1.055
Asymp. Sig. (2-tailed)		.216

a. Test distribution is Normal.

Based on the output of the above, it was known that the significant value is 0.216. While, to fulfill the provision of normal distribution is if the significance value or probability > 0.05 (Widiyana, 2012). In fact,

the result of normality testing is greater than 0.05 ($0.216 > 0.05$). So, it can be concluded that the data that has been tested has normal distribution.

Because the data is normal, t-test as one of parametric testing was chosen for the data analysis. It is supported by Chan (2003) point out that since the normality assumption is satisfied, we can use the paired T-test to perform the analysis: In SPSS, use *Analyze, Compare Means, Paired Samples T test*.

H. Data Collection Method

Method of data will provide reality about some steps which are used in the process of collecting data which were collected through pre-test and post-test. during the three weeks study, the students followed the research either on direct meeting. To get the data the researcher used method of data collection as follow:

1. Pre-test Method

Pre-test was used to measure the students' speaking ability before new strategy applied. The researcher conducted pre-test in the beginning of study, exactly on Thursday, January 7th 2016. Before starting practice speaking, students must think first about the possible vocabulary to help the students in expressing ideas. In pre-test, the students started expression their ideas without using Talking Chips in the classroom. This test is given in order to know how far the students' speaking ability.

2. Treatment Method

Treatment was given to the students in teaching speaking skill. It was purpose to know the students' ability in speaking skill after giving treatment. So, treatment is new strategy by the researcher that can be accepted by the students or not. The researcher conducted treatment while three meetings, exactly from Sunday, January 11st 2016 until Sunday, January 18th 2016.

In the begining of study, the researcher introduced Talking Chips to the students. Although they have not known Talking Chips before, when the researcher explained Talking Chips and its steps, they understood quickly. Also, when the researcher asked them to apply this strategy, they are very enthusiastic.

3. Post-test Method

Post test was one kind of test which given aftergaining the score in pre-test and conducting treatments. It was purpose to kown the result of the new strategy given is there effective or not. Post-test itself was conducted within once meeting, exactly on Thursday, January 21st 2016.

Before starting practice speaking in front class, identify clues and think about possible vocabulary used to describe the picture was also conducted in classroom to help the students in expressing their ideas when practice speaking.

I. Data Analysis

The analysis of data was used to analyze and calculate data from the students' achievement in speaking through a Talking Chips strategy. The analysis used in this study is in the form of quantitative data. The quantitative data of this research will be collected from the tests conducted. The researcher conducted test to the students before and after they were taught by using Talking Chips. Also, the researcher used the formula t-test to analyze the data because to know the result of the students' speaking ability. To analyze the data, the researcher used the process as follow:

1. Speaking

In speaking, the students were asked to describe the picture. The students developed their speaking based on the picture from the researcher. In this research, the researcher only used one class.

2. Scoring

In assessing of students' speaking, the researcher used scoring rubric. Here, the researcher determined criteria in the scoring rubric with different values, such as content with value 35, fluency with value 30, vocabulary with value 20, dan accuracy with value 15. Of this assessment, the researcher can measure students' speaking and find out the students' score of each item. The formula to find out total score as follow:

$$\text{Score} = \frac{\text{Score obtained}}{\text{Total score}} \times 100$$

3. Statistical Analysing

Here, the researcher used t-test, using statistical program to ensure the effectiveness and to get stronger conclusion. The t-test was taken from the students, test-result which has conducted before and after being taught using Talking Chips.

After analysing the data from tests. The researcher would know the effective or not of Talking Chips toward students' speaking ability at first graders of MAN Trenggalek.

J. Hypothesis Testing

To know the effectiveness of Talking Chips in this research, the researcher is analyzing the data of students' oral test (pre-test and post-test) and score their speaking ability by using statistic calculation. If the result of t_{table} is bigger than $t_{obtained}$ at the level of significance 0.05, the null hypothesis cannot be rejected indicating that Talking Chips is not effective toward students' speaking ability. By contrast, if $t_{obtained}$ is bigger than t_{table} at level of significance 0.05, null hypothesis can be rejected indicating that Talking Chips is effective toward students' speaking ability.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher present the finding which have been collected during research, and discussion about the data of the research.

A. Findings

To know students' speaking ability before and after using Talking Chips strategy, the researcher conducted pre-test and post-test. As previously mentioned, the researcher used testing topic as the instrument in collecting data.

The form of testing topic in pre-test and post-test was a bit different in term of the topic, but the level of describe the picture which the researcher selected in both tests was same, that was about object. In pre-test, the topic was beach, while in post-test, the topic was Upin and Ipin. In pre-test, the students started prepare and think first about the possible vocabulary used to describe the picture. Meanwhile, in post-test, the students were allowed to making the clues and think the possible vocabulary will be used.

The result of students' speaking after doing all of the steps in process speaking in pre-test and post-test then were analysed by using speaking

scoring rubric. Table. 4.1 shows the students' score before and after using Talking Chips.

Table. 4.1 The Result of Students' Speaking Before and After Using Talking Chips.

No.	Name	Pre Test	Post Test
1.	AB	60	84
2.	AD	48	85
3.	AA	80	80
4.	AL	60	80
5.	CH	55	80
6.	DW	68	90
7.	DL	45	78
8.	DR	45	80
9.	DS	85	96
10.	DK	65	78
11.	FN	58	78
12.	FM	70	78
13.	HK	85	85
14.	HL	60	84
15.	ID	55	78
16.	IN	58	80
17.	IS	64	89
18.	KA	70	87
19.	LT	68	85
20.	MA	85	85
21.	MN	70	78
22.	ND	55	85
23.	NJ	42	78
24.	NV	55	80
25.	NL	58	85
26.	PT	52	90
27.	RN	42	78
28.	RU	45	85
29.	SD	70	89
30.	SS	42	78
31.	UN	70	87
32.	WR	68	89
33.	YS	48	85
34.	YN	45	78
		$\Sigma = 60.17$	$\Sigma = 83.08$

To make the data set meaningful, the researcher organized the frequency and the percentage of score in pre-test by using IBM SPSS Statistic 16.0.

Table 4.2 and Figure 4.1 represent the statistical result:

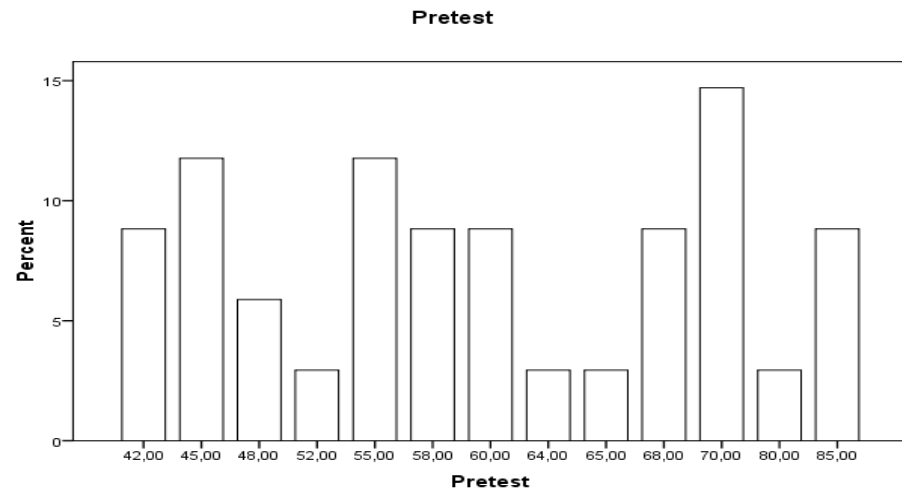
Statistics

Pretest

N	Valid	34
	Missing	0

Table 4.2 Frequency of Score in Pre-test

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	3	8.8	8.8	8.8
	45	4	11.8	11.8	20.6
	48	2	5.9	5.9	26.5
	52	1	2.9	2.9	29.4
	55	4	11.8	11.8	41.2
	58	3	8.8	8.8	50.0
	60	3	8.8	8.8	58.8
	64	1	2.9	2.9	61.8
	65	1	2.9	2.9	64.7
	68	3	8.8	8.8	73.5
	70	5	14.7	14.7	88.2
	80	1	2.9	2.9	91.2
	85	3	8.8	8.8	100.0
Total		34	100.0	100.0	

Figure 4.1 The Percentage of Score in Pre-test

As can be seen from table 4.2 and further explained by figure 4.1, 3 students (8.8%) got 42, 4 students (11.8%) got 45, 2 students (5.9%) got 48, 1 student (2.9%) got 52, 4 students (11.8%) got 55, 3 students (8.8%) got 58, 3 students (8.8%) got 60, 1 student (2.9%) got 64, 1 student (2.9%) got 65, 3 students (8.8%) got 68, 5 students (14.7%) got 70, 1 student (2.9%) got 80, and 3 students (8.8%) got 85.

This is not a surprising finding considering that students only used their feeling and mixing language since practice speaking. the students seemed a bit difficult to develop thier ideas into a good and details in speaking. Then, after accepting the treatment (using Talking Chips), the students showed good improvement. As can be seen from the Table. 4.3 and further explained by Figure 4.2, there are 10 students (29.4%) got 78, there are 6 students (17.6%) got 80, there are 2 students (5.9%) got 84, there are 8 students (23.5%) got 85, there are 2 students (5.9%) got 87, there are 3 students(8.8%) got 89,

there are 2 students (5.9%) got 90, and there is 1 student (2.9%) got 96. Table 4.3 and figure 4.2 as follow;

Statistics

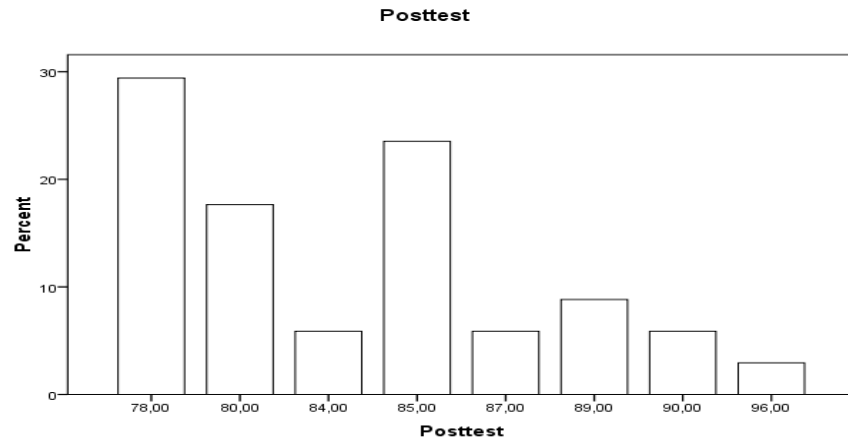
Posttest

N	Valid	34
	Missing	0

Table 4.3 Frequency of Score in Post-test

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78	10	29.4	29.4	29.4
	80	6	17.6	17.6	47.1
	84	2	5.9	5.9	52.9
	85	8	23.5	23.5	76.5
	87	2	5.9	5.9	82.4
	89	3	8.8	8.8	91.2
	90	2	5.9	5.9	97.1
	96	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Figure 4.2 The Percentage of Score in Post-test



This finding shows that after accepting the treatment, students' score significantly increased. Comparing to the result of pre-test, the result of post-test shows a significant progress. In pre-test, there was no student who got >85 (0%), while in post-test, the percentage of sample who got >85 increased by 32.3% (0%-32.3%). Moreover, the lowest score in post-test (78) is larger than pre-test (42) and the highest score in post-test (96) is also larger than pre-test (85). This finding indicates that after using Talking Chips, the students' ability in speaking significantly increased proven by the progress of score from pre-test to post-test.

After organizing the frequency and the percentage of score from pre-test and post-test, the range, the minimum and maximum, the sum, the mean, the standard deviations, the variances of the speaking pre-test and post-test scores

of the sample were conducted respectively by using IBM SPSS Statistics 16.0. Table 4.4 represents the result:

Table 4.4 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	34	42.00	85.00	60.1765	12.72428
Posttest	34	78.00	96.00	83.0882	4.75055
Valid N (listwise)	34				

As Table 4.4 shows, it can be described that the mean of post-test scores (83.08) is larger than the mean of pre-test scores (60.17). It indicates that on average, the use of Talking Chips has caused the improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to know whether Talking Chips is effective students' speaking ability test, the researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistic 16.0. As what previously mentioned that there are two hypothesis in this study; (1) Null Hypothesis (Ho) stating that there is no any significant difference on students' speaking ability in describe the picture before and after using Talking Chips, and (2) Alternative Hypothesis (Ha) stating that there is any significant difference on

students' speaking ability in describe the picture before and after using Talking Chips, the testing was done to know whether the null hypothesis could be rejected or not. Table 4.5 shows the result of the correlation and test.

Table 4.5 Paired Samples Correlations

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Pretest & Posttest	34	.457	.007

Based on the table 4.5, output Paired Samples Correlations shows the large correlation between samples, where can be seen numeral both correlation is (0.457) and numeral of significance (0.007). Table 4.6 as follow;

Table 4.6 Paired Sample Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-2.29118E1	11.36813	1.94962	-26.87829	-18.94524	-11.752	33	.000

1. Hypothesis Testing

Referring to Table 4.5, we can see that the $t_{obtained}$ is 11.752. The way to test whether null hypothesis could be rejected was by comparing the result of $t_{obtained}$ and t_{table} . If the result of $t_{obtained}$ is larger than t_{table} at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$ is smaller than t_{table} , the

null hypothesis cannot be rejected. In consulting to t_{table} , the researcher needed to find out the degree of freedom (df). As can be seen in Table 4.5 that Df (Degree of freedom) is 33, the researcher consulted to the, and at the level of significance 0.05, the value of t_{table} , and at the level of significance 0.05, the value of t_{table} is 2.042. Comparing to the value of t_{table} , the value of $t_{obtained}$ is larger ($11.752 > 2.042$). For interpretation of decision based on the result of probability achievement. The null hypothesis couldn't be rejected, if the probability

> 0.05 . While, the null hypothesis could be rejected, if the probability < 0.05 . As Table 4.6 shows, the probability is less than 0.05 ($0.00 < 0.05$). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that Talking Chips strategy was effective toward students' speaking ability in descriptive text.

B. Discussion

In this study, it was indicated that the result of post-test seemed to be better than the pre-test. It means that the score of post-test were significantly better than the score pre-test at the end of the study. It can be seen from the mean score of pre-test 60.17, and the mean score of post-test 83.08. This means that the students' mean score improves up to 16.00 point. And also, it can be known that the result of the statistical computing using t-test, the result shows that $t_{obtained}$ is higher than t_{table} , it can be indicated that $11.752 > 2.042$. This means that the alternative hypothesis (H_a) is accepted. Based on Muijs (2004:77) state that if on the basis of the research, the researcher can be rejected the null hypothesis, there are two situations can occur:

1. The alternative hypothesis is true in the population. We have no error.
2. The null hypothesis is true in the population. We have a type I error.

It means that alternative hypothesis can be accepted because there is no error in teaching method, and it can be said that the teaching method or strategy effective in teaching and learning. And, it can be said that there is different score to the first graders of MAN Trenggalek between before given treatment and after given treatment by using Talking Chips.

In this situation, the result of post-test showed that strategy is very influential toward in teaching and learning speaking process. Specially, the raising of students' progress in speaking, the teaching-learning speaking process to become effective, and it can make students interested. It is appropriate with previous research done by Dari (2014), Nisa (2013), and Syafriadin (2011) stated that the using of Talking Chips Strategy was effective and be more interesting toward students' speaking ability in teaching and learning process.

Based on the result of post-test that showed higher scores than the pre-test scores. It indicates that the students were improvement in their speaking ability after being taught by using Talking Chips. The result of research in the class showed that the strategy can make students motivated when they learn to speak. In this case, the researcher as English teacher explaining the role of Talking Chips and ask students to apply this strategy in teaching-learning speaking. Now, the students do not look lazy when they have task from English teacher to speaking practice. Besides, they are also prefer English lessons, especially in speaking skill because, they have a desire to fluently to speak English. This is in line with the finding of previous research done by Dari (2014) that stated that using talking chips help to teach the students. In teaching speaking, it can improve students' motivation to speak English, and increase their interest to learning English.

The gotten advantage of teacher's using Talking Chips strategy is that the students become more active because, when teacher teach without using

Talking Chips strategy the students are very passive, which the classroom situation are quiet and the learning process becomes ineffective. They were afraid wrong with grammar composition, the possible of vocabulary to use, and there are other things that make they shame. When the teacher asks students to use Talking Chips strategy to learn speak, as long time they become more active and the situation in the classroom is not visible silence. This finding is supported by previous finding by Syafriadin (2011) state that during Talking Chips technique was implemented in teaching speaking, students got improvement in their speaking. Those improvements were influenced by several things like they had been active in speaking, they had good motivation, and so on.

Besides, the students seemed to have more interaction in speaking than before they were taught by using Talking Chips. In group learning, the students were able to interact with others good which they use the possible vocabulary exactly, accurately, and the content of conversation clearly, so that in their conversation become fluent and good. Because, interaction between them being compact in their group learning. Based on the previous finding have done by Syafriadin (2011) that During Talking Chips technique was implemented in the classroom, all students did face to face interaction because they worked together and face to face in group. Besides, it also happened simultaneous interaction because in group, they cooperated and interacted between one student to other students.

Also, when the students were given the strategy of Talking Chips, they have longer time to think about the possible vocabularies to use describe the picture. Besides, the students was more focused in developing sentence, and they was more details belong to describe the picture like they more free to express their ideas with make points the picture which can help them to speak fluently, and accurately. Harmer (2007: 121) also declares that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency. So, to fulfill the elements of speaking, the researcher as the English teacher apply Talking Chip strategy.

Finally, it was confirmed that using Talking Chips in speaking became good strategy to provide students' opportunity to talk in the classroom activity (Dari 2014). Based on the result of research finding, Talking Chips was effective toward students' speaking ability. The effect of Talking Chips was also could be seen from the quanty of the words wichh significantly increased in post-test.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion after getting the result of the research, and the suggestion to the further research.

A. Conclusion

This study was to know difference between student's speaking ability before and after being taught by using talking chips at first graders of MAN Trenggalek. Through the analysis of the findings gained from the students' speaking pre-test and post-test, it was concluded that the Talking Chips strategy affected students' speaking ability.

The findings revealed that after using Talking Chips, the students' score were significantly better than in before using Talking Chips. The students' speaking score without using Talking Chips is only 60.17, while the students' speaking score by using Talking Chips is 83.08. Furthermore, consequently, after doing some statistical test indicating that the Talking Chips was effective, the researcher can be concluded that Talking Chips is a useful strategy which affected toward students' speaking ability and it can play an important role in teaching speaking skill to the first graders of MAN Trenggalek. Therefore, it was found that the statistical test by using t-test

shows that $t_{obtained}$ is 11.752 and the t_{table} at 0.05% level of significance is 2.042. It means that $t_{obtained}$ was upper than t_{table} ($11.752 > 2.042$), which is with degree of freedom (df) 33 and the level of significance 0.05. It can be concluded that The result of this study indicated that there was significant difference between students' speaking ability before and after being taught by using Talking Chips at first graders of MAN Trenggalek. It was confirmed that speaking through Talking Chips would lead to better result than without using strategy.

B. Suggestion

Several suggestions that the researcher would like to propose based on the conclusion are as follows:

1. Suggestions for the English teacher

- a. The English teacher are suggested can confirm the finding of this research by using Talking chips in conducting teaching and learning speaking. It can be used to teach English generally. Beside, the English teacher can apply the strategy to change their traditional classrooms may have to think of the teaching speaking.
- b. The English teacher are suggested to use Talking Chips strategy in teaching speaking because the researcher found in the field that most of students was interested to study speaking through Talking Chips strategy. And this is proved by the result of students' speaking test score. This technique can be used by the English teachers when

they are teaching descriptive picture. It can make the students enjoy the learning process in descriptive picture and stimulate the students' speaking ability.

- c. For the English teachers who want to use Talking Chips strategy are suggested to be able to make some variations of topic in teaching which interest for the students. This is to make the students do not feel bored and hard to follow the learning process. Besides, the teachers should pay attention to the chips that will be used as a tool in learning process.

2. Suggestion for the students

- a. The students can use Talking Chips not only to practice speaking in the classroom, but also they can easily use this strategy to try their speaking skill with others. As long as, they can know their progress in speaking. And, they will be accustomed before to speak with others, they are think the possible vocabulary, the content of speaking and the points or clues to get the good speaking.

3. Suggestions for further researcher

- a. The researcher implemented Talking Chips strategy toward students' speaking ability. Further researcher should pay attention more to the lowest aspect by developing the strategy to make a significant improvement of the lowest aspect.

- b. In this research, the researcher used Talking Chips strategy toward student's speaking ability. Further researcher should try to use this strategy to improve the other skills.
- c. Besides, the researcher used this strategy toward students' speaking ability in first graders of Senior High School. Further researcher should conduct this strategy at different levels of students.

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