

**USING TALKING CHIPS TECHNIQUE TO IMPROVE SPEAKING  
ACHIEVEMENT OF 11<sup>th</sup> GRADE STUDENTS OF SMAN 1 INDRALAYA  
UTARA**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDERALAYA**

**2016**

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Students of SMAN 1 Indralaya Utara**

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**Using Talking Chips Technique to Improve Speaking Achievement of 11<sup>th</sup> Grade  
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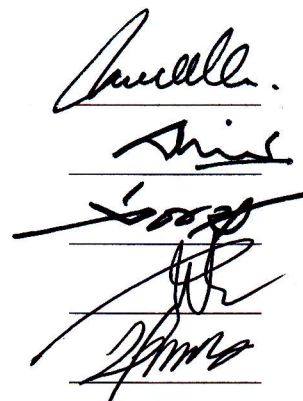
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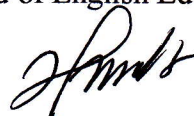
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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "Using Talking Chips Technique to Improve Speaking Achievement of 11<sup>th</sup> Grade Students of SMAN 1 Indralaya Utara" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010, regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, June 2016

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## DEDICATION AND MOTTO

In the name of Allah S.W.T, the most Beneficent and the most Merciful

This thesis is dedicated to,

The memory of my father, **Zulfakar bin Ariva'i**. I miss him every day. I am so grateful that I could accomplish his wish. Father, I nailed it!

My mother, **Saunah binti Ujud**, for dealing with my stubbornness her whole life. Thank you so much for your endless prayers and for tying up many important loose ends while I was away.

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My big family (grannies, grandpas, aunts, uncles, sister-in-law, cousins, nephews, and nieces) who were always by my side

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**Motto:**

For indeed, with hardship will be ease. (QS. 94:5)

So which of the favors of your Lord would you deny? (QS. 55:13)

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The Writer

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# USING TALKING CHIPS TECHNIQUE TO IMPROVE SPEAKING ACHIEVEMENT OF 11<sup>th</sup> GRADE STUDENTS OF SMAN 1 INDRALAYA UTARA

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## ABSTRACT

The objectives of this study were to find out whether or not there were a significant difference in speaking achievement of students who were taught by using Talking Chips technique, a significant difference in speaking achievement between the students who were taught by using Talking Chips technique and those who were not, and a significant improvement in each aspect of speaking achievement after they were taught by using Talking Chips technique. The sample of this study was 61 eleventh grade students of SMAN 1 Indralaya Utara which were grouped into a control and an experimental groups. In collecting the data, each group was assigned a pretest and a posttest. The data were analyzed statistically by using paired and independent sample t-test. The results of this study are as follows: 1) there was a significant difference in speaking achievement of students who were taught by using Talking Chips technique; the mean difference was 9.355 and  $p$ -value=.000, 2) there was a significant difference in speaking achievement between the students who were taught by using Talking Chips technique and those who were not (mean diff=13.65, and  $p$ -value=.000), and 3) there was significant improvement in each aspect of students' speaking achievement. In conclusion, there was a significant difference in speaking achievement between the students who were taught by using Talking Chips technique and those who were not. The result of this study showed that Talking Chips Technique is effective in improving students' speaking achievement.

**Keywords:** Speaking Achievement, Talking Chips, Eleventh Grade Students

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

#### **1.1 Background**

In Indonesia, English is taught as a compulsory subject for Junior High School and Senior High School (Depdiknas, 1989). This is also supported by The Government Regulation, Number 28, 1990, (as cited in Lauder, 2008) which states that English is to be taught from the first year of Junior High School. Thus, it can be inferred that teaching and learning English is very important in Indonesia.

There are four language skills in the teaching and learning of English. They are listening, speaking, reading, and writing. These four language skills are equally important, but speaking skill is the leading skill during English teaching and learning process. As Welty and Welty (1976) claim, speaking is the main ability in communication, thus speaking is the most important language skill to master. According to Nunan (as cited in Bahrani & Soltani, 2012), a success in language learning is measured in terms of the ability to carry out a conversation in the (target) language. In addition, the meaning of a language is a means of communication. It means when students are able to speak a target language, they are considered success in learning or acquiring the language. Thus, speaking plays the most important role in terms of the successfulness of students to learn a language.

According to the Regulation of National Education Minister Number 23 in 2006 (Depdiknas, 2006), the aim of teaching speaking skill is to help the students be able to express the meaning in transactional and interpersonal language in daily life context. People who have a good ability in speaking would be better in sending and receiving information or message from the others. Despite the fact that Indonesia is in the 32nd position out of 70 countries for English Proficiency Index (EPI) and is categorized as moderate (Education First,

2015), English proficiency among Indonesian students is low (Lie, 2007) . In addition, Indonesian students face many difficulties in communicating in English (Muamaroh, 2013). This is supported by a research conducted by Mukadimah and Jamilah (2013) who got involved the 11th graders of SMAN 1 Pengasih in Yogyakarta showed that there were five common problems faced by the students in speaking English. The first problem was the opportunity to speak English. Teachers usually dominate the students. In fact, the students need a lot of opportunities to express their thought in speaking. The second problem was the vocabulary. Because of the lack of vocabularies, as the result the students usually got stuck to speak. The third one was pronunciation. The students rarely spoke English in their daily life. Therefore, the students found it hard to pronounce the words. Another problem was the resources used during learning process. The last one was the activities in the classroom which did not encourage students. As the results of those problems, the students failed to speak English (Mukadimah & Jamilah, 2013).

In line with the finding of research conducted by Mukadimah and Jamilah, Syafradin (2011) who conducted a research by involving one of senior high schools in Bandung found that the tenth grade students faced many problems in learning speaking such as the lack of vocabularies, mispronunciation, and less motivation. Therefore, the students were not enthusiastic in doing the speaking activities.

Furthermore, a research conducted by Ghassanie (2015) by involving one of senior high schools in Palembang showed that eleventh grade students found it hard to speak. For example, they were not confident in speaking and did not know how to express what they wanted to say.

Those problems mentioned above are also faced by the 11th graders of SMAN 1 Indralaya Utara. A preliminary investigation through interviewing the English teacher of SMAN 1 Indralaya Utara showed that the students found it hard to speak. They are lack of vocabularies and had less motivation in learning English. In addition, they also did not know how to pronounce the words of English correctly and fluently.

To help the teacher to solve the problems faced by the 11th graders of SMAN 1 Indralaya Utara in speaking, the writer wants to apply Talking Chips technique which was developed by Kagan and Kagan (2009). It is one of the techniques in cooperative learning. This technique allows the students to work in groups to discuss a specific topic. Moreover, Kagan and Kagan (2009) says that Talking Chips technique is a technique of teaching speaking which make the students interested and help the students to speak. It is because this technique can make the students: be active in the classroom, learn how to cooperate in a group and have a chance to speak English because the students are divided into several groups and each member will have a turn to speak English.

The implementation of Talking Chips technique has been proven in many previous studies. For example, the research conducted by Syafryadin (2011) who involved one of senior high school in Bandung found that there was improvement in speaking achievement. Mukadimah and Jamilah (2013) also showed that there was a positive improvement in speaking achievement. Another study conducted by Estiningrum (2014) who involved junior high school students in Klaten showed that there was a significant improvement in speaking achievement.

Accordingly, the writer is interested in conducting a study entitled “Using Talking Chips Technique to Improve Speaking Achievement of 11th Grade Students of SMAN 1 Indralaya Utara” in order to see whether this technique can improve the students’ speaking achievement significantly.

## **1.2 The Problems of the Study**

The problems of the study are formulated in the following questions:

- 1) Is there any significant difference in speaking achievement of the 11th grade students of SMAN 1 Indralaya Utara after they are taught by using Talking Chips technique?
- 2) Is there any significant difference in speaking achievement between the 11th grade students of SMAN 1 Indralaya Utara who are taught by using Talking Chips technique and those who are not?



- 3) Is there any significant improvement in each aspect of speaking achievement of the 11th grade students of SMAN 1 Indralaya Utara after they are taught by using Talking Chips technique?
- 4) Which aspect of speaking that gives the biggest and the smallest contributions to the speaking achievement of the 11th grade students of SMAN 1 Indralaya Utara who are taught by using Talking Chips technique?

### **1.3 Objectives of the Study**

Based on the research questions, the objective of the study are to find out whether or not:

- 1) There is a significant difference in speaking achievement of the 11th grade students of SMAN 1 Indralaya Utara after they are taught by using Talking Chips technique.
- 2) There is a significant difference in speaking achievement between the 11th grade students of SMAN 1 Indralaya Utara who are taught by using Talking Chips technique and those who are not.
- 3) There is a significant improvement in each aspect of speaking achievement of the 11th grade students of SMAN 1 Indralaya Utara after they are taught by using Talking Chips technique.
- 4) There is an aspect of speaking that gives the biggest and the smallest contributions to the speaking achievement of the 11th grade students of SMAN 1 Indralaya Utara who are taught by using Talking Chips technique.

### **1.4 Significance of the Study**

It is expected that the results of this study are useful for not only the English teachers, but also for the students and the writer herself. For the teachers of English, the writer expects that they can also apply Talking Chips technique as one of ways to improve their students' ability in speaking. For students, it is hoped by taking part in this study, they learn how to speak English better.

Furthermore, by doing this study, the writer gets valuable experience to enhance her knowledge and ability in teaching and also in conducting an educational research.

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