

**USING TALKING CHIPS TECHNIQUE TO IMPROVE SPEAKING SKILL AT THE
EIGHTH GRADE STUDENTS OF SMP NEGERI 9 PRABUMULIH**

THESIS

BY

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

29 AUGUST 2022

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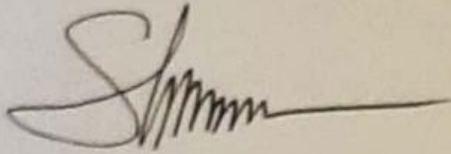
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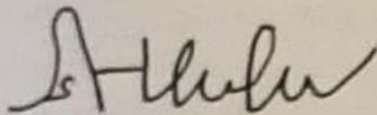
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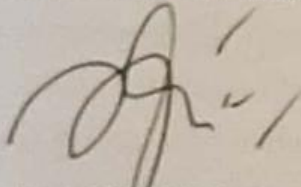
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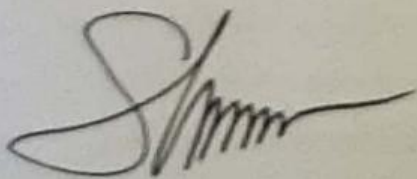
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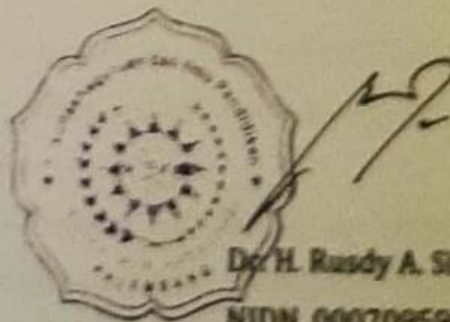
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Motto and Dedication

Motto

- **If other people can, so can I.**

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always be there for me, they are:

- ❖ **Thank you to my parents (Rahmat and Yuniarti), and my big family, who have given support, advice, love, time, money, prayers, and everything that I can't express in words. Thank you so much.**
- ❖ **Thank you to my strong younger brother who never gets tired (Angga Saputra), who makes my spirit also flare up in living this life and younger little sister (Aqila Anggraini) who makes my tiredness into a smile just by seeing your smile. I love you so much.**
- ❖ **Thank you to my uncles and aunts (Makwo Wati and Pakwo Chandra), who always care for and love me like their own children. Thank you for your time, sincere love that cannot be expressed in words. You are my second parents after my father and mother, who love me very much.**
- ❖ **My beloved advisors: Massagus Sulaiman, S.Pd., M.Pd. and Dr. Sri Hartati, M.Pd. who have helped me and guided me patiently thanks for your advices in writing this thesis.**
- ❖ **My beloved lecturer who has taught me during my studies at university, whose names can not be mentioned one by one. Thanks for the knowledge, guidance, and support.**
- ❖ **Thanks to my loyal listeners and for the great advice.**

“ I love you so much”

ABSTRACT

Anggi Anggraini. 372018010. *Using Talking Chips Technique to Improve Speaking Skill Of The Eighth Grade Students Of SMP Negeri 9 Prabumulih.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education University Muhamadiyah Palembang. Advisors: (1) Massagus Sulaiman, S.Pd., M.Pd., (2) Dr. Sri Hartati, M.Pd.

Key Words: Talking Chips Technique and Speaking Skill.

The objectives of this study was to find out whether or not it is significant effectiveness between the talking chips technique in speaking English and descriptive text material for class VIII students of SMP Negeri 9 Prabumulih. True experimental was used in this study. The population of the research were 180 students comprised 6 classes. The sample were 32 students.

The samples were selected by using the random sampling technique and used oral test was for collecting the data. The test focused on sig $0.00 < 0.05$, it is so effective to sig value of 0,05. So there was effective to improve talking chips technique. The data null hypotheses (H_0) was rejected. In other words, (H_a) it was effective to improve descriptive text in speaking skill by using talkibg chips technique to the eighth grade students of SMP Negeri 9 Prabumulih.

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Praise and gratitude to Allah SWT, the lord of universe of mercy, blessing, and salvation to finish this thesis. Peace and blessings be upon our great prophet Muhammad SAW, his family, his companions, and his followers until the end of time.

The thesis was written to fulfill one of the requirements for attending the Sarjana Degree examination at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. This thesis was written based on the research which is entitled "**Using Talking Chips Technique to Improve Speaking Skills at the Eighth Grade Students of SMP Negeri 9 Prabumulih**".

First of all, the researcher of the research would like to express their deep gratitude to Massagus Sulaiman, S.Pd., M.Pd. as the first advisor and Dr. Sri Hartati, M.Pd., as the second advisor, for their valuable advice, information, and guidance during writing the thesis. Secondly, grade and gratitude to be express to the Dekan of Faculty of Teacher Training and Education Study Program and all lecturers who taught her during study in this university.

Finally, The researcher would like to express her deepest gratitude to my beloved parents, brothers, and friends for their love, support, encouragement, and prayers. The author hopes that this thesis can be useful for all of us. However, this thesis is still far from perfect, and therefore, criticism and suggestions are highly expected.

Palembang, 29 August 2022

A.A

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CHAPTER I INTRODUCTION

This chapter presents background of the study, formulation of the problem, objective of the study, significance of the study, and hypothesis of the study.

A. Background of the Study

Speaking is the core means of communication that is used by people to express thoughts and feelings orally. Speaking is believed to be difficult to master for students learning English. Almost all English students have difficulty in English communication. According to Richards (2008), mastery of speaking abilities in English is a priority. Speaking plays an important role in social life. Speaking is used for communication among people in society in order to keep relationships between them.

According to Byrne (1984), speaking is oral communication. It is two way process between speaker and listener and involved productive and receptive skills of understanding (p.8). In other word, the listener will try to understand the speaker's ideas from the first person through the communication between them. People will find difficulties in appreciating their ideas if they never try to make a communication with other people. Meanwhile, Welty (1976), states that speaking is the main skill in communication. Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another (p.47). In other words, speaking is communication that is important in understanding and expressing existing thoughts.

Besides, speaking is one of four language skills, which is the basic function of language as a communication tool. Students who study at a school that uses a certain language will be good speakers, unlike students who study at other schools. They have difficulties using English to speak to each other. It is caused by the conditions of the school environment and media that are used in teaching them. Furthermore, according to Jisda (2014), there are numerous difficulties in learning English, as follows: (1) some students are unable to speak English fluently

and cannot produce certain words in English because they do not know how to say them; (2) students are afraid of being judged by other students and the teacher; (3) they do not know how to use grammar effectively in speaking; and (4) students do not have any opportunities to practice their speaking skills in the classroom (p.2).

Meanwhile, Harmer (2007) claims that there are two aspects of speaking that students struggle with. Accuracy and fluency are those elements. Essentially, English teachers must begin the teaching and learning process by striving to learn a foreign language in a manner that is more akin to first language acquisition (p.121). However, given their efforts to encourage kids to speak English, it appears to be quite tough. Based on the researcher's observation experience in teaching practice, the researcher found that (1) some students do not want to speak up in the classroom because they are afraid to make mistakes. (2) There is dominance in group discussion, so some students do not have any chance to share their ideas. (3) There is less teamwork in the discussion activity. Based on the issues raised above, the author attempted to implement one strategy that would allow each student in the classroom to participate.

As a result, this study aimed to use the Talking Chips Technique in the classroom to teach speaking because this technique allows all students to enhance their speaking skills. The researcher believes that students' speaking abilities will improve because they are required to practice speaking every day in class, and this study focused more on the students' weaknesses in certain areas. The following components of speech are: pronunciation, structure, vocabulary, fluency, and comprehension.

The Talking Chips Technique is a technique in teaching speaking that makes the students interested in speaking English Kagan (2010). It is because this technique stimulates the students to be active in the classroom and can learn through collaborative learning activities (p.17). Next, this technique gives the students a chance to speak English because, in the Talking Chip Technique, students are

divided into several teams and each member of each group will have a turn speaking English.

As a result, the effectiveness of the English course is determined based on how well students improve their spoken language skills. (p.19). That means fluency in speaking English is in a person, not because of the good place where the course is being studied.

The problem of the background is that students often have difficulty speaking. It is still difficult to participate in English words, trust in the tribe, and participation. They also have low motivation when speaking. As a result, the students are not excited about joining the classes, they are not interested in taking speaking lessons, and most simply keep silent when their teacher tries to encourage them to speak, as we know that speaking is the eighth skill out of four: listening, speaking, reading, and writing.

Thus, this research tries to answer whether the **Talking Chips Technique is effective or not in improving the students' speaking skills in Descriptive Text on the Eight Students of Smp Negeri 9 Prsbumulih in the academic year 2022/2023.**

B. Formulation of the Problem

Based on the problem limitation, this research was formulated into the following question: "Is it effective to improve speaking skill by using talking chips technique and students' speaking skills in descriptive text lessons to eighth grade students of SMP Negeri 9 Prabumulih?"

C. Objective of the Study

Based on the formulation of the problem above, the objectives of this study were as follows: to find whether or not it is effective to improve speaking skill by using there the talking chips technique in speaking English and descriptive text material for class VIII students of SMP Negeri 9 Prabumulih?

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