



**THE EFFECT OF TALKING CHIPS TECHNIQUE ON SPEAKING
MASTERY AT THE EIGHTH GRADE STUDENTS OF
SMPN 3 PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Educational Department of State Islamic University Syekh
Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written by:

SITI HAJAR NASUTION

Reg. Number. 18 203 00013

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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2023

LETTER AGREEMENT

Term : Munaqosyah

Padangsidempuan, 10 December 2022

Item : 7 (seven) exemplars

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To: Dean

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Hajar Nasution**, entitled "**The Effect of Talking Chips Technique on Speaking Mastery at the Eighth Grade Students of SMPN 3 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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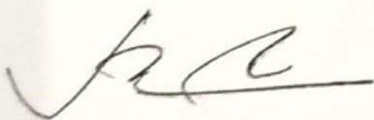
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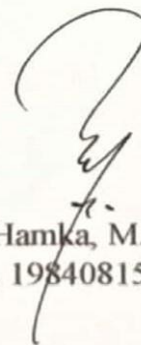
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ABSTRACT

This study was to find out wheter the Talking Chips technique can affect the students at SMPN 3 Padangsidempuan VIII grade's mastery of speaking. Students had the following speaking problem: 1) Students were lack of vocabulary and motivation when speaking learning activity was on going, 2) Students were confused how to pronounce the vocabulary and grammar correctly, 3) Students were careless about the material.

This study had three formulations of the problem, they were: how is students' speaking ability before learning using Talking Chips technique? how is students' speaking ability after learning using Talking Chips technique? Is there any significant effect of using Talking Chips technique on speaking ability at the eight grade students of SMPN 3 Padangsidempuan? The purposes of this study were to describe the students' mastery in speaking English before learning using Talking Chips technique, to describe the students' mastery in speaking English after learning using Talking Chips technique and to examine whether there was significant effect of using Talking Chips technique on speaking mastery at the eihgt grade students of SMPN 3 Padangsidempuan.

This study used quantitative method with pre-test and post test design. The population was all of the students at the eight grade students of SMPN 3 Padangsidempuan. The samples were VIII 5 grade as experimental class consisting of 30 students and VIII 7 grade as control class consisting of 30 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Talking Chips technique. After using Talking Chips technique, the mean score of experimental class is higher than control class which taught by using conventional strategy. The mean score of post-test of experimental class was 73.03 and the mean score of control class in post-test was 65.63. In additon this research found where $t_{count} > t_{table}$ or $1.69 > 1.67$. So, it means that there was a significant effect of using Talking Chips Technique on speaking ability at the eight grade students of SMPN 3 Padangsidempuan.

Keywords: *Talking Chips Technique, Speaking Mastery*

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VIII SMPN 3 Padangsidempuan

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana teknik berbicara menggunakan kartu mempengaruhi penguasaan berbicara siswa kelas VIII SMPN 3 Padangsidempuan. Siswa memiliki masalah dalam berbicara sebagai berikut: 1) Siswa kurang kosa kata dan motivasi ketika kegiatan pembelajaran berbicara sedang berlangsung, 2) Siswa bingung bagaimana mengucapkan kosakata dan tata bahasa dengan benar, 3) Siswa tidak peduli tentang materi.

Penelitian ini memiliki tiga rumusan masalah, yaitu: bagaimana penguasaan berbicara siswa sebelum pembelajaran menggunakan teknik berbicara menggunakan kartu? bagaimana penguasaan berbicara siswa setelah pembelajaran menggunakan teknik berbicara menggunakan kartu? Apakah ada pengaruh yang signifikan penggunaan teknik berbicara menggunakan kartu terhadap Penguasaan Berbicara pada siswa kelas VIII SMPN 3 Padangsidempuan? Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan siswa dalam berbicara bahasa Inggris sebelum pembelajaran menggunakan teknik berbicara menggunakan kartu, untuk mendeskripsikan penguasaan siswa dalam berbicara bahasa Inggris setelah pembelajaran menggunakan teknik berbicara menggunakan kartu dan untuk menguji apakah ada pengaruh yang signifikan dari penggunaan teknik berbicara menggunakan kartu. Tentang Penguasaan Berbicara pada siswa kelas VIII SMPN 3 Padangsidempuan.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pre-test and post test. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMPN 3 Padangsidempuan. Sampel penelitian adalah kelas VIII 5 sebagai kelas eksperimen yang terdiri dari 30 siswa dan kelas VIII 7 sebagai kelas kontrol yang terdiri dari 30 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus T-test.

Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran dengan menggunakan teknik Talking Chips. Nilai rata-rata post-test kelas eksperimen adalah 73,03 dan nilai rata-rata kelas kontrol pada post-test adalah 65,63. Selain itu penelitian ini menemukan hasil $t_{count} > t_{table}$ atau $1.69 > 1.67$. Berarti, ada pengaruh yang signifikan penggunaan Teknik Talking Chips terhadap penguasaan berbicara siswa kelas VIII SMPN 3 Padangsidempuan. Penelitian ini merekomendasikan penggunaan teknik berbicara menggunakan kartu kepada peneliti lainnya dalam penguasaan berbicara. Teknik ini sangat bagus untuk penguasaan berbicara

Kata Kunci : Teknik berbicara menggunakan kartu, penguasaan berbicara

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I realize nothing in the world is perfect, that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, November 2022

Researcher

SITI HAJAR NASUTION
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CHAPTER I

INTRODUCTION

A. Background of the problem

Speaking is one of productive skills. Speaking is the ability that students must have in learning English language. Speaking allows students to express their emotions and discuss one another's perceptions. Speaking skills are defined as skills which allow the learners to communicate effectively. So, Speaking is the language skills that need to be mastery.

Speaking is one of important skill. There are a few essentials why students need to be mastery in speaking. First, speaking is a tool for communication, express idea, and feeling. Second, speaking also a tool to inform the information, to persuade, and also to entertain.

There are many materials should be mastered by the eighth grade students, such as to get attention, to show appreciations to others, to tell what we or other think of something, to invite someone to do something, to give instructions, and to ask for permission. To tell what we or think of something is material that discussed in this research.

There are some efforts that have been done by government to improve the quality of education. Include the curriculum development. Not only government, but also school make some efforts to increase students' ability. School has prepared some tools to support the learning activities in class. Beside that, the teacher is the important one in teaching learning process, because the teacher gives the motivation and also knowledge for students to achieve success in learning. The teacher used the media had been prepared by

the school in learning. So, from the teachers' efforts, the teacher hoped students to master speaking well and have enough speaking knowledge.

Furthermore, based on the preliminary research conducted in SMPN 3 Padangsidimpuan there are some problems in learning speaking. Many students still cannot speak in English. The English teacher in SMPN 3 Padangsidimpuan said "the students are careless about the materials, they also have lack of motivation. The English teacher adds that the students could not memorize many words and the students are unwilling to use English in communicating with their friends or others".¹In another time, based on the interview with some students from the eighth grade of SMPN 3 Padangsidimpuan, they have told the teacher still use the usual technique in teaching speaking. Many students don't have an equal participation.² The students got difficult to mastery the speaking because they are unwilling to speak in English in their class.

From the speaking problems above, there are many factors to improve speaking mastery, the factors are media, material, motivation, teaching technique, grammar mastery, society. According to Josua Bire, there are twelve factors of speaking such as: psychological factor, poor vocabulary-related factor, grammar related-factor, personality factors, L1 intereference- related factor, teacher related factor, teacher techniques, environmental factors, motivation factors and cross- cultural factor.³

¹ Private Interview with English teacher at SMPN 3 Padangsidimpuan, Observation,(March 18th 2022,time 14.00 p.m)

² The Students of SMPN 3 Padangsidimpuan,Private interview,on March 18th 2022.

³ Josua Bire Erni Salfina, Tans Feliks," *Factors Affecting Pooor Speaking Skills Of The English Department Students,*" *Perspektif Ilmu Pendidikan* 28(2014);140.

Besides, there are a lot of techniques we can apply in teaching speaking, such as talking chips, fishbowl, classroom technique, through the key words technique, elicitation technique. Those several of technique are suitable and good for enjoyable teaching and learning process in speaking class.

Talking Chips technique is one of the techniques that can be apply in teaching speaking. Talking Chips is a technique in teaching speaking which makes the students work in group. Talking Chips is a technique of teaching Speaking which make the students interested and help them speak.

Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics. The activity simply started by making sure that each student receives two “talking chips.” The chips are made from colorful paper which are shaped circular, square, rectangular, hearted, etc. Smiley or emoticon should be drawn by the owner of the chip to make it more interesting. Then, the students were given an open-ended discussion topic related to the topic.

Based on explanation above, it is interested to conduct a research entitled “The Effect of Talking Chips Technique on Speaking Mastery at the Eighth Grade of SMPN 3 Padangsidempuan”.

B. Identification of the Problem

Speaking is the ability that students must have in learning English language. Speaking allows students to express their emotions and discuss one another's perceptions. Speaking skills are defined as skills which allow the learners to communicate effectively.

Based on the explanation in the background above, there are many factors to improve speaking mastery, the factors are media, material, motivation, teaching technique, grammar mastery, society. Fizani says “speaking can be developed by some factors such as: a jigsaw puzzle, games, role-play, using media to interest students in study, give the motivation to the students, using new strategy or technique by the teacher, and teaching method.⁴ In this research did not focus to all factors, but only focus on teacher’s technique in Speaking.

C. Limitation of the Problem

From the background of the problem above, there are many factors to improve speaking mastery, the factors are media, material, motivation, teaching technique, grammar mastery, society. There are a lot of techniques we can apply in teaching speaking, such as talking chips, fishbowl, classroom technique, through the key words technique, elicitation

This research does not discuss all of the techniques but researcher chooses one of teacher teaching techniques. The teacher technique means here is talking chips technique. The researcher focuses on the talking chips technique whether the technique gives an effect or not to the students’ speaking mastery.

In this research choose this technique because it gives same opportunity to entire of the students to use English. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a

⁴Fizani Fadillah, “Teaching Speaking Skills Using Problem”(State Institute For Islamic Studies Salatiga,2015),2.

token when sharing thoughts concerning topics. So, it helped students to form their habitual and confidence in using English.

D. Formulation of the Problem

In this research, identified the formulation of the problem, the formulation as follows:

1. How is the students' speaking mastery before learning by using Talking Chips Technique at the eighth grade of SMPN 3 Padangsidempuan ?
2. How is the students' speaking mastery after learning by using Talking Chips Technique at the eighth grade of SMPN 3 Padangsidempuan ?
3. Is there any significant effect of Talking Chips Technique on students' speaking mastery at the eighth grade of SMPN 3 Padangsidempuan ?

E. Objectives of the Research

The objectives of this research are:

1. To examine students' speaking mastery before using Talking Chips Technique at the eighth grade of SMPN 3 Padangsidempuan
2. To examine students' speaking mastery after using Talking Chips Technique at the eighth grade of SMPN 3 Padangsidempuan
3. To examine whether there is a significant effect of Talking Chips Technique on students' speaking mastery at the eighth grade of SMPN 3 Padangsidempuan

F. Significances of the Research

There are some significances of this research:

1. Headmaster, to give information towards teacher progress in teaching

2. Teachers, to give information about technique that can be using in teaching speaking skill.
3. Reader, to give information about talking chips technique.

G. Outline of the Thesis

This research is divided into five chapters. Each chapter consist of some sub title/chapters with detail as follow:

Chapter I discusses of introduction that consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research and significance of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about speaking mastery, talking chips, related findings, conceptual framework and hypothesis.

Chapter III is about the research method that consist of time and place of the research, the method of research, research design, population and sample, definition of operational variable, technique of collecting data, and technique of data analysis. Chapter IV is the result of the research that consist of the description of the data with some sub theory about speaking mastery, talking chips, hypothesis, discussion of the result, and treat of research. Chapter V is contains the conclusions about the result of the research and suggestions which is given to students and teacher by researcher.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Concept of Speaking

a. Definitions of Speaking

Speaking is the ability to express idea, and share opinion. “Speaking is the ability to stand fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot”.⁵ Furthermore, “Speaking is activity involving two or more participants as hearer and speakers”.⁶ Brown said that “Speaking is productive skills that can be directly and empirically observe; those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test”.⁷

“Speaking is productive skill and it consists of producing systematic verbal utterances to convey meaning”.⁸ “In order to able to speak a foreign language it is obviously necessary to encode syntactically and phonologically and to access lexical form”.⁹

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 2001), p. 269.

⁶ Byrne. D, *Teaching Oral English*, (London: Longman, 2000), p.8.

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman), 2003. p 140.

⁸ David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003), p. 48.

⁹ Cyril J Weir, *Language Testing and Validation: an Evidence-Based Approach*, (New York: Palgrave Macmillan, 2014), p.103.

Actually there are many experts that gives their idea about what speaking is. As Robert says “speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This ability is used in essentially normal communication situations the signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language”.¹⁰

Thornburry also says “speaking is interactive and requires the ability to cooperate in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum”¹¹

There is a specific definition for students Junior High School on Buku Guru Bahasa Inggris “When English Rings a Bell” by Siti and friends.

“Speaking is one of the students learning activity to make students able in communicate interpersonal, transactional, and functional about themselves, family, people, animal and object concrete, imaginative which are closest to the life and daily activities of the students at home, school and society.”¹²

Based on the explanation above, it can be concluded that speaking is a tool to communicate, to share opinion, and to give information to

¹⁰ Robert Lado, *Language Testing the Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

¹¹ Scott Thornburry, *How to Teach Speaking*, (London: Longman, 2005), p. iv.

¹² Siti Wachidah and Asep Gunawan , *Buku Guru Bahasa Inggris “When English Rings a Bell”* 1 st ed.(Jakarta,2014),p.4.

others in daily activity. Speaking is the activity between two or more participants.

b. Purposes of Speaking

Speaking is an essential skill for students. Speaking is the important skill that people must be having in learning English language.

In curriculum 2006, state:

The goal of speaking is with speaking students able to share their daily activity or past activity, make a short conversation with the closest environment such as introduction themselves, accost the elder people, asking for permission and forgiveness.¹³

Based on the purpose above, there are some purposes that stated to the Indonesian curriculum (K13). The purposes as follows:

- 1) Speaking makes students know a variety different ways in interrupting a conversation for the purpose asking and personal, describe someone or something, question and confirming explanation, changing topic of conversation.
- 2) Speaking makes students able to show attention in the form of appreciation and praise in conversation.
- 3) Speaking makes students able to clarify and confirming to change the conversation topics through listening and speaking.
- 4) Convey the fact about someone activities in the past time through writing or speaking.¹⁴

From the explanation above, it can be concluded that speaking has some purposes such as interrupting conversation, asking and personal, describe someone or something, question and confirming explanation changing or topic conversation.

¹³ Bambang Soehendro, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, (Jakarta,2006), p.125.

¹⁴ Kementerian Pendidikan dan Kebudayaan, *Konsep dan Implementasi Kurikulum 2013*(Jakarta,2014),<http://abbah.yolasite.com/resources/KURIKULUM%2520SMP%25202013%2520dan%2520Kompetensi%25%0A20Dasar%2520SMP.pdf>.68. access on 4th September 2022 at 10.40 pm.

c. Components of Speaking

There are many experts who give their opinion about the components of speaking. According to Vanderkevent, “there are three components of speaking, they are: the speakers, the listeners and the utterances”.¹⁵ Meanwhile Harmer says that “there are four components of speaking, they are: connected speech, expressing devices, lexis and grammar and negotiation language”.¹⁶

So, from the explanation above, there are several components of speaking, they are: the speakers, the listeners, the utterances, connected speech, expressing devices, lexis and grammar and negotiation language. Further explanation as follows:

1. Speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings won't be stated.

2. Listeners

Listeners are people who received or got the speaker's opinion or feelings. If there are no listeners, speakers would express their opinion by writing.

¹⁵ Vanderkevent, *Teaching Speaking and Component of Speaking* (New York : Cambridge University Press, 1990), p.8

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching Third Edition* ,(Malaysia: Longman), p 269-270.

3. Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. The speakers need to be able not only to produce the individual phonemes but also use fluent connected speech and lexical phrase.

4. Expressive devices

Expressive devices is native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and slow by other physical and nonverbal means how they were feeling. The use of the devices contributes to the ability to convey the meaning.

5. Negotiation language

Negotiation language is effective speaking benefits from the negotiator language that is used to seek clarification and to show the structure of what speakers saying. Listeners are often needed to ask for clarification when listened to speaker talked.

d. Principles for Teaching Speaking Skill

There are some principles for Teaching Speaking Skill. The further explanation is explained as follows:

- 1) Focus on both fluency and accuracy, depending on your objectives.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers of pronunciation tips. We need to bear in mind a spectrum of learner needs, from language based focus on

accuracy to message based focus interaction, meaning and fluency.

- 2) Provide intrinsically motivating techniques.
Try at all time to appeal to student's ultimate goal and interests, to their need for knowledge, for status, for achieving competence and autonomy and for being all that they can be
- 3) Encourage the use of authentic language in meaningful contexts.
This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction.
- 4) Provide appropriate feedback and correction
In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback, "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective that are appropriate for the moment.
- 5) Capitalize on the natural link between speaking and listening
Many interactive techniques that involve speaking will also course include listening. Don't lose out on opportunities to integrate these two skills.
- 6) Give students opportunities to initiate oral communication
A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, and provide information, and students have been conditioned only to "speak when spoken to".
- 7) Encourage the development of speaking strategies
The concept of strategic competence is one of few beginning language students are aware of. They simply have not though about developing their own personal strategies for accomplishing oral communicative purposes.¹⁷

Based from the explanation above, it can be concluded that there are seven principles for teaching speaking skill, the principles are: focus on both fluency and accuracy, depending on your objectives, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and

¹⁷ H Douglas Brown. P 331-332.

correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and the last is encourage the development of speaking strategies.

e. Kinds of Speaking

There are some kinds of speaking skill. Brown states the kinds of speaking as follows:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example learners practice an intonation contour or try to pin point a certain vowel sounds.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form or 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 relationship 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 oral reports, summaries, or perhaps short speeches.¹⁸

From the explanation above, it can be concluded that there are six kinds of speaking such as imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

¹⁸ H. Douglas Brown , Teaching by Principle (Longman 2000) p.328

Based on Nunan in Doughlas Brown's state, that there are two kinds of spoken language as follows:

1) Monologue

Monologue is a spoken language where the speaker give a speech for a length of a time such as in speeches, lectures, readings, new broadcast or something like that, the listeners need to process the information without take a place in the speech.

2) Dialogue

Dialogue is the process of take and gives information between speaker and listener. The listener can interrupt the speaker while the conversation.¹⁹

Based on that explanation, there are two kinds of speaking. Interpersonal dialogue which is form of conversation use as kind of kind of speaking in this research.

f. Materials of Teaching Speaking

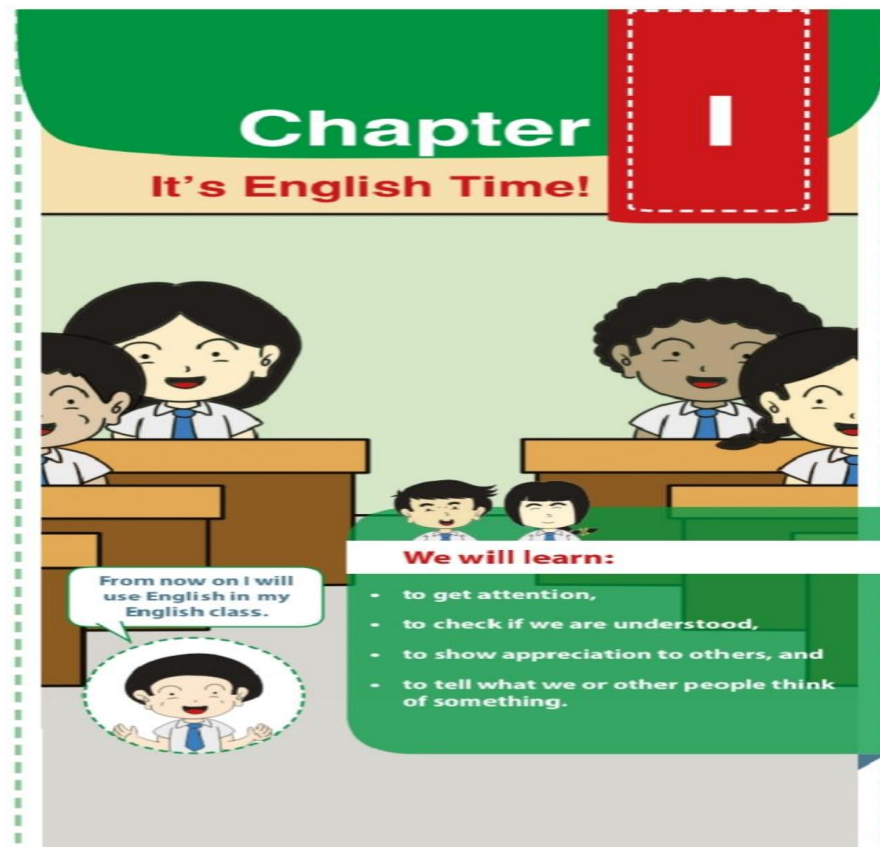
There are some speaking materials in *When English Ring Bells* students book, in English Time sub topic, the materials such us, such as to get attention, to show appreciations to others, to tell what we or other think of something, to invite someone to do something.²⁰

In this research, the material only focuses on to tell what or other think of something. Here the material consists to *When English Rings a Bell* book. The Material to tell what or other think of something as follows:²¹

¹⁹ H. Doughlas. p. 303.

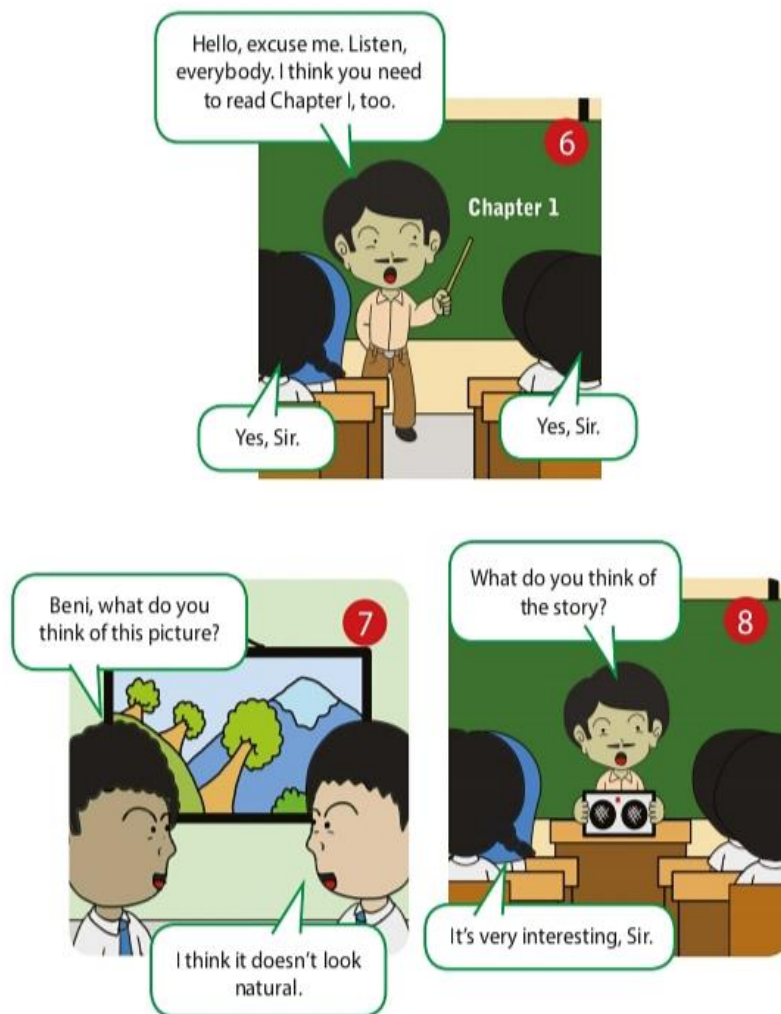
²⁰ Wachidah and Gunawan, *Buku Guru Bahasa "Inggris When English Rings Bell"*, p.142.

²¹ Siti Wachidah.et.al, *When English Rings a Bell*,(Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017),p.9.



This is some dialogues to to tell what or other think of something.²²

²² Siti Wachidah.et.al. p.17.

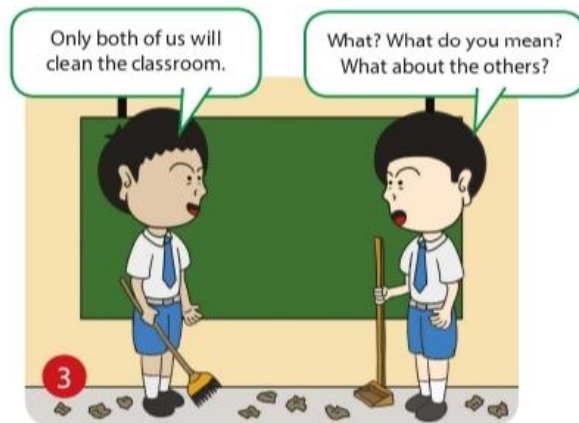
 Observing & Asking Questions

The picture is dialogue between teacher and student.

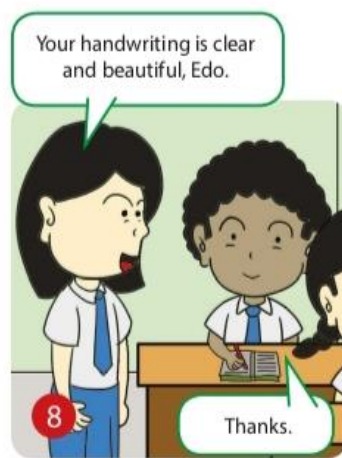
Source: English book “When English Rings a Bell”

The dialogue between student and student

 Observing & Asking Questions



 Observing & Asking Questions



2. Nature of Talking Chips Technique

a. Definitions of Talking Chips Technique

Classroom occasionally has a twofold problem: “most students are reluctant to voice their thoughts and a few students talk too often. Talking Chips corrects both problems. This technique is based on the distribution of approximately five objects to each student”.²³

“Talking Chips is a technique that encourages equal participation. Students surrender a chip every time they speak. When they have used all their chips, they cannot speak again, except to ask questions, until all their group mates have surrendered their chips as well”.²⁴

“Talking Chips, this technique guarantees equal participation in discussion groups. Each group member receives the same number of chips”²⁵ Kagan cited in Syafrudin, points out that “Talking Chips is a technique in teaching speaking which makes the students work in groups. In line with Kagan, Hayman states in Syafrudin that Talking Chips is one of the techniques that could be used for discussion during the learning process”.²⁶

From the explanation above, it can be concluded that Talking Chips is the technique in teaching speaking that can solve the

²³Wilkin Noel, *Handbook for Pharmacy Educators Contemporary Teaching Principles and Strategies*, (Taylor & Francis, 2000), p. 39.

²⁴ Jacobs M. George & Power A Michael, *The Teachers Sourcebook for Cooperative Learning Practical Technique, Basic Principles, and Frequently Asked Questions*, (Sage Publications, 2002), p.72.

²⁵ Nilson B Linda, *Teaching at Its Best Research –Based Resource For College Instrument*, (Wiley, 2010), p.164.

²⁶ Syafrudin Syafrudin “The Effect of Talking Chips Technique towards the Student’s Speaking Achievement”, *Journal of Linguish and Language Teaching*, Vol. 6. No 2, 2000.

problem from the students. Talking Chips make students to have equal participation.

b. Purposes of Talking Chips Technique

There are some advantages from applying Talking Chips technique during the learning process. The advantages of applying Talking Chips Technique as follows:

1. Talking Chips Technique stimulates the students active in the classroom
2. Talking Chips Technique makes the students have chance to speak.²⁷

There are another purpose of Talking Chips Technique such as:

1. Talking Chips could develop the students' potency in speaking
2. Talking Chips technique could increase the students' achievement in speaking. Those improvements were influenced by several things like they had been active in speaking, they had good motivation, and so on.²⁸

From those advantages, it can be concluded that Talking Chips Technique is the technique that can help students in speaking, this technique makes the students have equal participation and give the students chance to speak in learning process.

c. Procedures of Talking Chips Technique

Talking Chips is a good technique for encouraging all group members participates. The procedure of Talking Chips proposes by Kagan in the following:

²⁷ Muhammad Muklas, "Talking Chips Technique to Teach Speaking" *Journal of English Language and Literature*, Vol. II . No 1, 2017.p.2.

²⁸ Muhammad Muklas, "Talking Chips Technique to Teach Speaking" *Journal of English Language and Literature*, Vol. II . No 1, 2017.p.2.

- Step 1 Each student begin with three of their chips, they cannot speak, gesture, or otherwise communicate again until all their group mates have surrendered all their chips.
- Step 2 Each time individual speak, they surrender on chip by putting it in the middle of the group or by giving it to a group mate who act as banker.
- Step 3 When student have used all three of their chips, they cannot speak, gesture or otherwise again until all their group mates have surrounded all their chips.
- Step 4 When no one has any chip left, everyone gets back three chips, and the process begins again.
- Step 5 The Group discusses the pattern of interaction shown by the chip. Did one or more group mates use up their chips quickly? Did other always seem to be ones left with chips when other's had none.²⁹

According to Douglas Reeves the procedure of Talking Chips techniques as follow:

- 1) Place students in groups of three to four
- 2) Pass out two to three "talking chips" to each students (items such as counting chips, buttons, paper's squares, etc.)
- 3) Ask discussion questions. Have students then discuss. As students contribute to the discussions, they place a talking chip in the center of the table.
- 4) Group discussions continuous until each student in the group have used all their chips. When the students has used all of their chips, they no longer to talk. Meanwhile, you monitor group discussions and takes notes.
- 5) Signal to bring group back together and then share notes and/ or call on two shares out key points from the group discussions.³⁰

In this research, it will take the steps of talking chips technique from Douglas Reeves which is consists of five steps because Reeves theory explain the steps more clearly, it also more appropriate and easier for the teacher to apply in the classroom.

²⁹ Jacobs M. George & Power A Michael, *The Teachers Sourcebook for Cooperative Learning Practical Technique, Basic Principles, and Frequently Asked Question.* p. 72.

³⁰ Doughlas Reeves ,*Confronting the Crisis of Engangement, Creating Focus and Resilience for Students, Staff and Communities,*(Sage Publication ,2002).

B. Conventional Technique

1. Definitions of Conventional Technique

Conventional technique is needed to compare it with the treatment.

Conventional Technique is the technique or the way that usually used by the teachers to teach the speaking to students.³¹ According to Hudson that “conventional teaching is a technique that used by the teachers based mutual agreement in a school”.³²

There are two aims of conventional technique, they are:

- 1) To convey a subject matter is logically arranged, and irrelevant material or subject matter is avoided.
- 2) As the curriculum is design by the teacher, it becomes easy to achieve the desired goals by the teacher.³³

Meanwhile, Gattegno says that there are three aims of conventional technique, they are:

- 1) To convey the information or material in teaching-learning process.
- 2) To increase the students’ knowledge and language from teaching-learning process in classroom.
- 3) To explain the subject matter or material based on design by teacher in clearly.³⁴

Based from the explanation above, it can be concluded that the conventional technique is the technique that makes the teacher as the central of the learning.

³¹ Jhon Deriden, *Conventional Technique* (Online) [http:// www.britania.com/ ebchecked/ topic/ 421797/nuclear-strategy](http://www.britania.com/ebchecked/topic/421797/nuclear-strategy), retrieved on September 5th, 2022 at 10.00 p.m.

³² Hudson, *The meaning of Conventional Teaching* (Online) <http://www.conventional-strategy/topic/54372-strategy>, retrieved on September, 05th2022.

³³ Ibid.

³⁴ Caleb Gattegno, *Teaching Foreign Language in School*, (New York: Educational Solutions, 1972), p. 136.

2. Procedures of Conventional Technique

There are many expert give their opinion about the steps in Conventional technique. Conventional technique can be divided in to same techniques, such as: lecture technique, problem solving, homework, recitation, demonstration, and so on.³⁵ Abu Ahmadi said that “the teacher role is to speech and explain actively; meanwhile the students listen, follow and make note the main idea that explains of the teacher”.³⁶

To make conventional technique, there are some procedures.

According to Andrean, there are some steps those are:

1. Preparation
 - a. To formulate the objectives to be achieved
 - b. Determine the main points of the material will be explain
 - c. Preparing tools
2. Implementation phase
 - a. Steps opening
 - i) Make sure that students understand the objectives to be achieved.
 - ii) Do a persepasi step, that is step linking the subject matter and the subject matter that will be delivered
 - b. Steps presentation
 - i) Maintain continuous eye contact with students.
 - ii) The use of communicative language easily digestible students.
 - iii) Present learning materials systematic, no bounding to be easily captured by the students.
 - iv) Respond to immediate students responses.
Keep the class conducive and exciting to learn
 - c. Steps ending or closing
 - i) Guide students to draw conclusion or summarize the subject matter.
 - ii) Stimulate students to be able to respond or provide some sort of review of the learning materials that have been submitted.

³⁵ Syaiful Bahri Djamarah, *Strategy Belajar-Mengajar*, (Jakarta: Asdi Mahasatya, 2006), p. 83.

³⁶ Abu Ahmadi, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2005), p. 53. 35

- iii) Conduct an evaluation to determine the student's ability to master the learning material that had just delivered.³⁷

Based on the explanation above, the procedure of conventional technique can be divided into two, those are : the first is preparations, in preparations teacher opens the class with formulating the objectives to be achieved, determining the main points of the material will be explained and preparing tools. The second procedure is the implementation phase. There are three steps in the implementation phase such as opening, presentation and ending or closing.

3. Advantages and Disadvantages of Conventional Technique

There are some advantages of conventional teaching. According to Dodik the advantages of conventional teaching are:

- a) Teacher easily master classes.
- b) Easy to organize the seating/class.
- c) Can be followed by a large number of students.
- d) Easy to prepare and implement them.
- e) Master's easy to explain the lesson well.
- f) More economical in terms of time.
- g) Provide opportunities for teachers to use their experience, knowledge and wisdom.
- h) Can use comprehensive teaching materials.
- i) Helping students to hear accurately.
- j) If used correctly it will be able to stimulate and increase student interest in the academic field.
- k) Can strengthen students' reading and learning from some other source.³⁸

³⁷Andreas Prime, Steps Implementing Teaching Method, Available at <http://materiinside/2014/12/Langkah-melaksanakan-metode-ceramah.html>, (Accessed on September 5, 2022 at 19.20 p.m).

³⁸Dodik Heru Setiawan, Definition, Advantages and Disadvantages Lecture Method, Available at <http://zonainfosemua./2011/01/pengertian-kelenihan-dan-kekurangan.html> (Accessed on September 5, 2022 at 20.00 p.m)

So it can be concluded, the advantages of conventional technique are easier for teacher master the class, the teacher can control the state of the class, the focus of the students just for teacher and the helping students to hear accurately.

Beside the advantages, conventional technique also has some disadvantages. Andean said, the disadvantages of conventional technique are:

- a) Material held by students from the explanations will be limited to controlled teachers.
- b) Conventional are not accompanied by demonstrations could lead to the occurrence of verbal.
- c) Teachers who lack the ability to speak good, conventional often regarded as tedious method.
- d) Through conventional, it is very difficult to know whether all the students already understand what is being described or not.³⁹

Based on the explanation, it can be concluded the disadvantages of conventional technique are easy for students boring in class, make students lazy.

C. Teaching Speaking By Using Talking Chips Technique

In teaching there are three procedures of teaching that must be completely. They are pre teaching, while teaching and post teaching. Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic.

While-teaching is the core of teaching and learning process because in this part

³⁹Andean Prime, Definition Advantages and Disadvantages Lecture Method, available at <http://materiinside.co.id/2014/12/pengertian-kelebihan-kekurangan-metode-ceramaha.html> (Accessed on September 5, 2022 at 20.00 p.m).

the teacher does some steps in order to explain the topic deeply. They are Exploration, Elaboration and Confirmation. Post teaching, or over-learning involves going over them again after the lesson. Talking Chips Technique has some procedures, it can be found in while teaching.

Teaching speaking using Talking Chips technique can be seen in this table below:

Table.1
Teaching Speaking Using Talking Chips Technique

Process of Teaching	Teacher Activity	Procedure of Using Talking Chips Technique	Student Activity
Pre Teaching	1. Teacher opens the class by greeting, prepare students to pray, and check the absent from the students		1. Students answer the greeting 2. Student pray together 3. Students listen to their name.
	1. The teacher ask the last material that related to the material		1. Student listen to the teacher 2. The student answer the material that have been studied in the last material.
	1. The teacher introduce the topic of the material that will be studied		1. Students listens the material that will be studied.
	1. The teacher tells to student that the learning speaking will be using talking chips technique	1. Place students in groups of three to four	1. Student listens to the teacher. 2. Students will discuss the group with

			their group which is consists of three to four.
	1. The teacher tells to student that the material will be discuss by group		1. She students listen to the teacher.
	1. The teacher makes a group according to student attendance list and tell about the material that will be discuss	.	1. Student listen their name. 2. Student looking for their group. 3. Student list the material that the teacher said.
While Teaching	1. Teacher tell to student take the position with the group 2. Teacher gives the chips to the students	2.Pass out two to three “talking chips” to each students	1. Student take the position with their group 2.Student will have the chips to speak in the discussion
	1. The teacher tell to student to do the discussion		1. Student do the discussion
	1. The teacher tell to student to speak using the chips.	3.Ask discussion questions	1. Student discuss the material and the students will be speak by using the chips. 2. Student will be speak and put the chips in to the middle of the table
		4.Group discussions	1. Students will discuss about

		continuous until each student in the group has used all their chips	the topic until the chips have used all 2. The student discuss about the topic one by one, it will make all of the students in the class have participation in the learning process.
Post Teaching	1. The teacher check the students result. Teacher can make a note to check the result	5.Signal to bring group back together and then share notes and/ or call on two share out key points from the group discussions	1. The students takes the point of the discussion 2. The students have the information about the topic from their friends when they discuss the topic.
	1.The teacher close the lesson by saying hamdalah		1. The student saying hamdalah together.

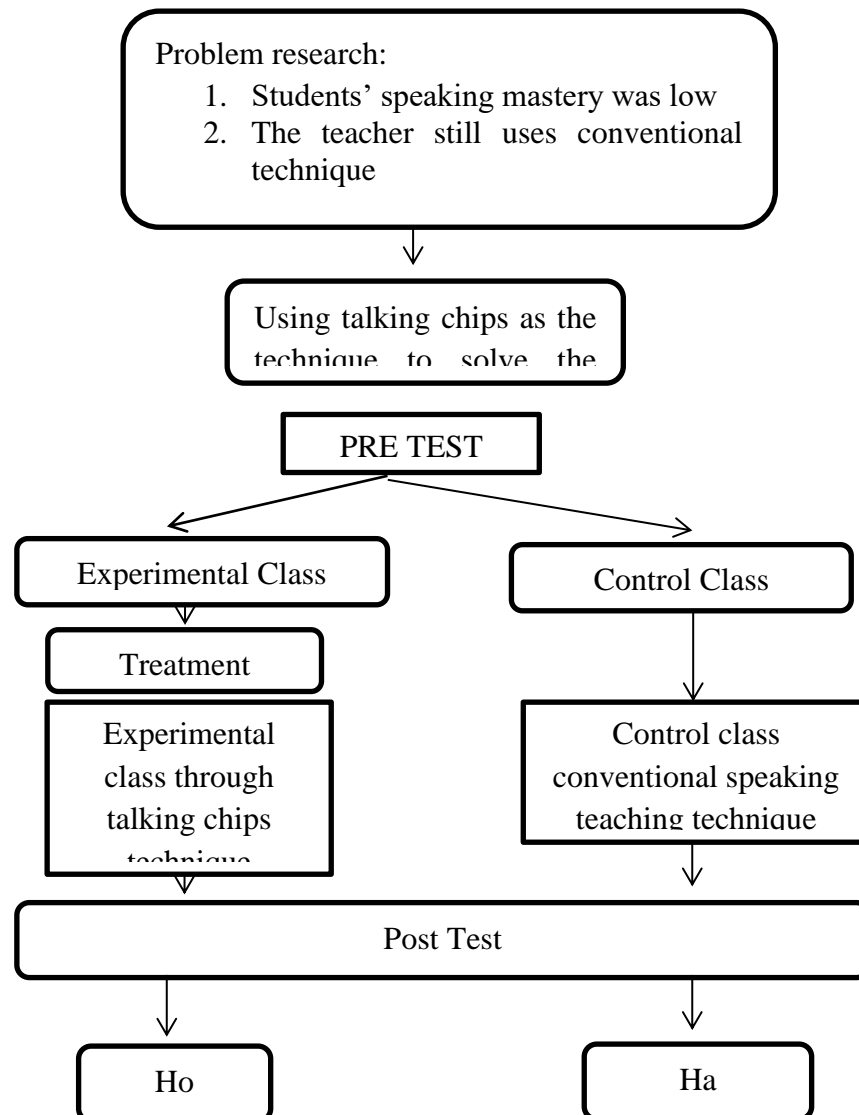
D. Conceptual Framework

Speaking is one of skill which is very important. Speaking can help the students to give their opinion about something especially in English material. Many students of SMP N 3 Padangsidempuan feel difficult in speaking, especially at the VIII grade students.

The students have problems in pronouncing the words, the students could not memorize many words and the students are unwilling to use English in communicating with their friends or others, and the teacher teaches his students monotonously or not applied the various technique to teach speaking in the classroom. Technique is also important term. By using Talking Chips technique will make students have participation to speak in learning material. They will divide into some groups, so that they can share their opinion.

This research will use Talking Chips technique to know if Talking Chips technique gives a significant effect on students' speaking Talking Chips technique give the students the participation to speak up in learning process. To test the hypothesis, the researcher needs some steps. First, the researcher gives a pretest to students to know their knowledge. Then dividing them into experimental class by using Talking Chips technique and control class with conventional technique. After giving a treatment, the students are given a posttest to compare students' speaking by using Talking Chips technique and conventional technique.

The conceptual framework can be seen in the following figure



D. Review of Related Findings

Beside the theory above, the writer found some research related to this research. There are some prior research that used Talking Chips Technique in teaching Speaking. One of them is written by Meliwardani, she was concluded that that applying talking chips technique is effective in improving the students speaking fluency at the eighth grade of SMPN 2 Sarudu. It is proved by the

students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because talking chips technique provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion.⁴⁰

The next research by Faza, the result for his research shows that there is an improvement of students' speaking skill using talking chips technique. It can be seen from percentage of the test from cycle 1 to cycle 2 with standardized score (the minimum of passing criteria) is 75, at the cycle 1 is 51.85 % students and 81.48 % in cycle 2 who pass in test. The increasing of oral test from cycle 1 to cycle 2. This indicates by applying talking chips, the students in speaking skill can be improved.⁴¹

The next research by Mukhlas, based on the calculation by using Independent t-test, the writer found that obtained was higher than t table ($2,62 > 2,000$) at $\alpha = 0.05$ in two tailed testing. It means that there were any significant differences between experimental group and control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It

⁴⁰ Indriana Try Meliwardani, "The Use Of Talking Chips Technique in Teaching Speaking At The Eighth Grade of SMPN 2 Sarudu" (Universitas Muhammadiyah Makassar, 2018)

⁴¹ Adyaksa Faza, "The Use Of Talking Chips Technique to Improve Speaking Skills (A Classroom Action Research at The Tenth Grade Students of Senior High School (SMA MUH 1) Gubug in Academic Year of 2017/2018).

can be concluded that Talking Chips Technique was significantly effective in teaching speaking to the eleventh grade students of SMK.⁴²

Based on review of related findings above, the researcher concludes that talking chips has effect on students speaking. Therefore the researcher also does this research with different place, time, and instrument

D. Hypothesis

The researcher formulates the hypothesis as follow:

1. Alternative Hypothesis (Ha): there is an effect of Talking Chips Technique on speaking mastery at the eighth grade of SMPN 3 Padangsidimpuan.
2. Null Hypothesis (Ho): there is no effect of Talking Chips Technique on speaking mastery at the eighth grade of SMPN 3 Padangsidimpuan.

⁴² Muhammad Muklas “ Talking Chips Technique To Teach Speaking “. (STKIP Nurul Huda Sukaraja).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMP N 3 Padangsidempuan. It is located in Jl.K.H. Ahmad Dahlan no. 39, Padangsidempuan Utara, North Sumatera. The population of this research was the Eighth Grade students of SMPN 3 Padangsidempuan. This research was done from arranging proposal until finishing the thesis.

B. Research Design

The kind of research was quantitative research with experimental form. It is manipulated the independent variable and observe the effect of independent variable. "The manipulated variable is called experimental treatment or the independent variable and the observed and measured variable is called the dependent variable".⁴³

True experimental research was used in this research with pretest-post test control group design. That means there are two classes were chosen, and then give pre-test to know the basic condition of the two classes. Next, the both of class gave post-test. The result of the test compared to know the different effect of treatment to experimental class. The research design for pretest-postest control group design by using one treatment can be seen below :

⁴³Ary, Donald, "Introduction to Research in Education Eight Edition" (Canada: Nelson Education, 2010), p.26.

Table 1
Pre test- Post test Research Design

No	Group	Pre-test	Experiment	Post -test
1	E	0 ₁	X	0 ₂
2	P	0 ₁	-	0 ₂

Source : Suharsimi Arikunto, Manajemen Penelitian

Where: E = Symbol for exerimental class
 P = Symbol for cotrol class
 X = Symbol for treatment ⁴⁴

C. Population and Sample

a. Population

Population is the entire object that becomes the target of the research. "Population is the whole group of people, events or object of interest in which the researcher will study".⁴⁵ The population as the data source of this research was all of the eight grade students of SMPN 3 Padangsidimpuan. The population consisted 8 classes with 237 stdents.It consists of classes, the population number is shown on the table below :

Table 2
The Population of the VIII grade of SMP N 3 Padangsidimpuan

NO	Classes	Students
1.	VIII-1	29
2	VIII-2	29
3.	VIII-3	31
4.	VIII-4	30
5.	VIII-5	30
6.	VIII-6	30
7.	VIII-7	30
8.	VIII-8	30
Total		239

Source : The English Teacher of SMPN 3 Padangsidimpuan

⁴⁴ Suharsimi Arikunto, Manajemen Penelitian (Jakarta : Rineka Cipta ,2003)

⁴⁵ Tatang Ary Gumanti, dkk, Metode Penelitian Pendidikan, (Jakarta: Mitra Wacana Media, 2016), p. 186.

b. Sample

Sample was some number of populations which chosen as source of the data. As Sukardi said “some number of populations which is chosen for source of the data is named sample”. Sampling is a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items or events selected from the larger group referred to as a population.⁴⁶ Based on above explanation, it can be concluded that sample was half of data source that refer or representative of population.

This research used random sampling. Random sampling was the process of selecting a sample in such a way that all in individuals in the defined population have an equal and independent chance of being selected for the sample.⁴⁷ Random sampling is used by lottre. So, the sample of this research is two classes of the population.

To take the representative sample from the populations, this research used simple random sampling. As explained in research design that in pretest-posttest control group design, this research took the sample randomly. In random sampling, each member of the sampling frame had an equal chance of being chosen to participate in the study. Simple random sampling involves picking a certain number of participants out of the total number of possible participants in the

⁴⁶ L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, (Prentice Hall Inc: New Jersey, 200), 279.

⁴⁷ L.R Gay and Peter Airasian, *Op. Cit*, p. 123.

sampling frame.⁴⁸ Sugiyono said that “simple random sampling is a technique to take sample from the population that is done randomly without paying attention to the strata in the population. This way is done when the members of population is homogenous”.⁴⁹ So, it meant that sample was the representation and image of the population.

Sugiyono said that “simple random sampling is a technique to take sample from the population that is done randomly without paying attention to the strata in the population. This way is done when the members of population is homogenous”.⁵⁰

Table 3
The Sample of the VIII grade of SMP N 3 Padangsidimpuan

No	Classes	Students
1.	Experimental Class VIII-7	30
2.	Control Class VIII-5	30
	Total	60

D. Definition of Operational Variables

1. Speaking

Speaking is one of the students learning activity to make students able in communicate interpersonal, transactional, and functional about themselves, family, people, animal and object concrete, imaginative which are closest to the life and daily activities of the students at home, school and society.

⁴⁸ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for* p. 29

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)* (Alfabeta: Bandung, 2014) p. 122

⁵⁰ Sugiyono, *Op.Cit.*, p. 120.

2. Talking Chips Technique

Talking chips is the technique which is make the students active in express their idea, making small class discussion that consists of three or four students, every students given the chip by the teacher and then they have to tell about the commands in the chip to other with the chips.

E. Instrument of Data Collection

Instrument is a tool used to collect data of the research. This research needs instrument to help researcher in collecting the data. The instrument that had been used in this research was speaking test. There are some test of speaking, like oral presentation, interview, drama, conversation, discussion, and so on. Test is a way or method in measuring person's knowledge and ability. To make ths research more effectively, this research used oral test. As stated by Brown that "test is a method of measuring a person's ability knowledge, or performance in a given domain."⁵¹ Test of this research is speaking test.

⁵¹ H.Douglas Brown,*Language Assesment Principles and Classroom Practices*,(New York: Person Education,2004),p.3.

Table 4
Indicators of Speaking

NO	Aspect	Criteria	Score
1	Pronunciation	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
2	Intonation	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
3	Fluency	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
4	Accuracy	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning. ⁵²	1

(Adapted: Siti Wachidah, et al, Buku Guru Bahasa Inggris, *When English Rings a Bell*)

⁵² Siti Wachidah.et.al, Buku Guru "*When English Rings a Bell*", (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017),p.23.

F. Procedures of The Research

In collecting the data, researcher gives the sample two test; pre-test and post-test.

1. Pre-test

This test was given before conducting the treatment to the sample. It was conducted to find out the normality and the homogeneity of the sample. The researcher used some steps in giving pre-test, they were:

- a) The researcher prepared 5 topics for test the speaking skill students.
- b) The researcher distributed the test to both classes; experiment and control class.
- c) The researcher explained what the students need to do.
- d) The researcher asked the question to each of students.
- e) The researcher recorded the answer of the students.
- f) The researcher checked the answer of students and counts the students' score.

2. Treatment

After giving the pre-test, students were given the treatment. The experimental class was taught by using Talking Chips Technique, while the control class was taught by Teacher Technique. In conducting the treatment, researcher had some steps to do, they are:

- a) For the beginning, the researcher opened the learning activity with greeting.
- b) The researcher explained the learning material by using talking chips.

- c) The researcher monitored the students.
- d) The researcher made summary or conclusion about important information from the lesson.

3. Post-test

After giving the treatment, the researcher gave post-test to the students. In this test, the researcher would measure there is an effect of Talking Chips technique on students' speaking mastery or not. The researcher would use some steps in giving post-test, they are:

- a) The researcher prepared 5 topics for test the speaking skill students.
- b) The researcher distributes the test to both classes; experiment and control class.
- c) The researcher explained what the students need to do.
- d) The researcher asked to the students to talk about the topics.
- e) The researcher records the answer of the students.
- f) The researcher checked the answer of students and counts the students' score.

G. Technique of Data Analysis

The technique of data collection in this research was test technique. The test technique was used to know the student's speaking skill of the students in VIII (experimental class and control class) at SMPN 3 Padangsidimpuan. Experimental process, two of classes was tested with using technique of data analysis.

1. Requirement Test

a. Normality Test

Normality test is used to know whether the data of research is normal or not, to know the normality of the test, this research used SPSS Significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 3 ($dk=k-3$). If result $X^2_{count} > X^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity test

Homogeneity test will be used to see the from two classes will be same or different in variant case, it is calculated by using SPSS. Hypothesis is rejected if $F \leq F_{\frac{1}{2}}(n_1-1)(n_2-1)$, while if $F_{count} > F_{table}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk denominator is (n_2-1) .

c. Hypotheses test

Hypothesis was the provisional result of the research. So, the researcher needed to analyze the data which have been divided into two groups: experimental class and control class. The data would be analyzed by using *t-test* formula. This research used SPSS.

CHAPTER IV

RESULT OF THE RESEARCH

This research used pre-test and post-test in order to assess the effect of the Talking Chips technique on students' speaking mastery, it was indicated in the earlier chapter. To evaluate the hypothesis in this study, the T-test formulation was used. The next description is as follows:

A. Data Description

1. Data Description Before Using Talking Chips Technique

a. Score of Pre-test in Control Class

As the control class in this research took class VIII 5, it this consist of 30 students. In pre-test for control class, it was calculated that the result that had been gotten by the students n doing a test in asking and giving opinin. The following table shows the student's score in pre test in control class.

Table 5
The Score of Pre-test in Control Class

No	Descriptive	Statistics
1	Highest Score	74
2	Lowest Score	44
3	Mean	62.3
4	Median	61.5
5	Modus	60
6	Range	30
7	Interval	5
8	Standard Deviation	7.70
9	Variants	59.4

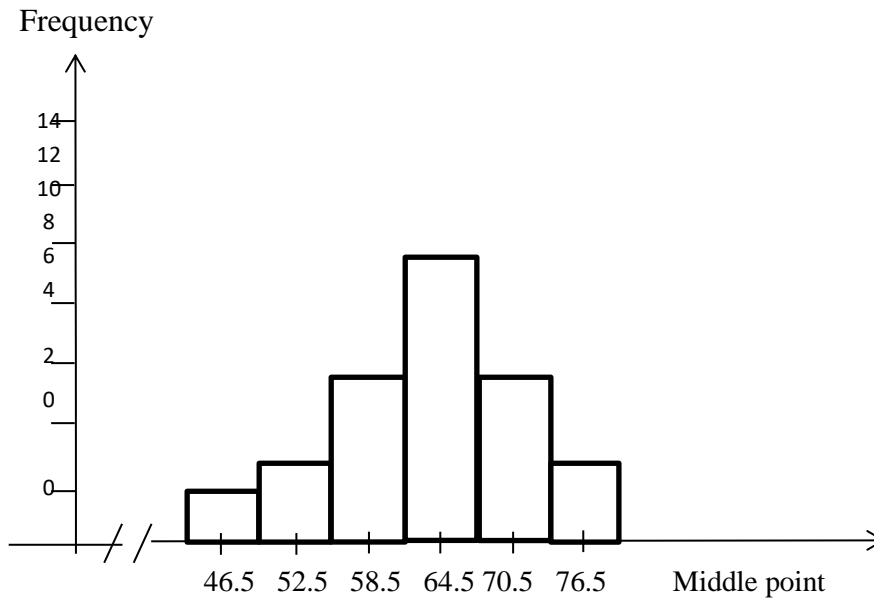
Based on the table above, this research got that the highest score was 74 and the lowest score was 44, then mean was 62.3, median was

61.5, modus was 60 , range was 30, interval was 62.3, standard deviation was 7.70 then the last variant was 59.4.

Table 6
Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Percentage
1	44-49	2	46.5	6.66%
2	50-55	3	52.5	10%
3	56-61	6	58.5	20%
4	62-67	10	64.5	33.33%
5	68-73	6	70.5	20%
6	74-79	3	76.5	10%
	Total	30		100%

Based on the table above, the students' number in the class interval between 44-49 was 2 students (6.66%), class interval between 50-55 was 3 students (10%), class interval between 56-61 was 6 students (20%), class interval between 62-67 was 10 students (33.33%), class interval between 68-73 was 6 students (20%), then class interval between 74-79 was 3 students (10%). Based on the table above, it can be seen on histogram in the following figure:

Figure 1**b. Score of Pre-test in Experiment Class**

As the experimental class in this research took class VIII 7. In pre-test for experiment class, it calculated the result that had been gotten by the students doing a test in asking and giving opinion. The following table shows the student's score in pre test in experimental class .

Table 7
The Score of Pre-test in Experimental Class

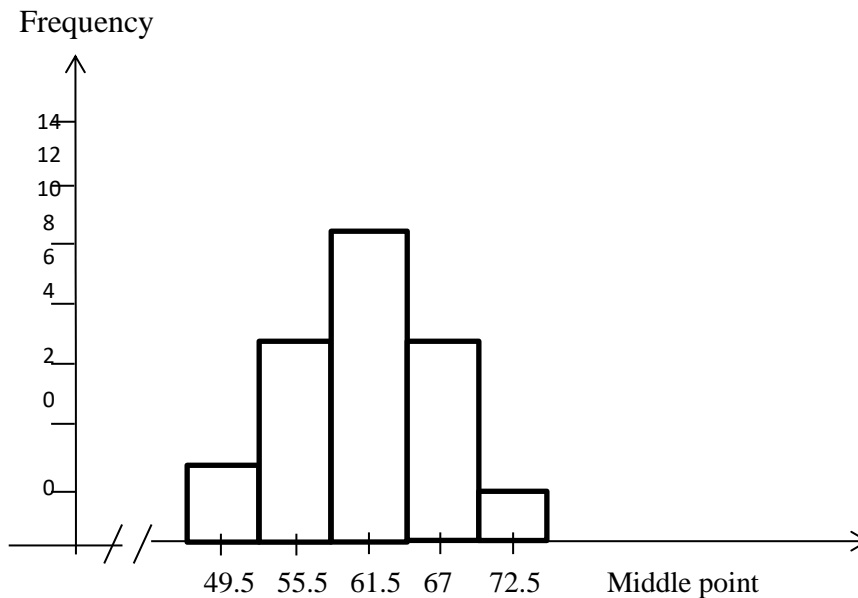
No	Descriptive	Statistics
1	Highest Score	75
2	Lowest Score	47
3	Mean	64.41
4	Median	65.00
5	Modus	66
6	Range	28
7	Interval	5
8	Standard Deviation	6.51
9	Variants	42.46

Based on the table above, this research got that the highest score was 75 and the lowest score was 47, then mean was 64.41, median was 65.00, modus was 66, range was 28, interval was 5, standard deviation was 6.51 then the last variant was 42.46.

Table 8
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid.Point	Percentage
1	47-52	3	49.5	10%
2	53-58	7	55.5	23.33%
3	59-64	11	61.5	36.66%
4	65-69	7	67	23.33%
5	70-75	2	72.5	6.66%
6	Total	30		100%

Based on the table above, the students' number in the class interval between 47-52 was 3 students (10%), class interval between 53-58 was 7 students (23.33%), class interval between 59-64 was 11 students (36.66%), class interval between 65-69 was 7 students (23.33%), class interval between 70-75 was 2 students (6.66%). Based on the table above, it can be seen on histogram in the following figure:

Figure 2

2. Data Description After Using Talking Chips Technique

a. Score of Post-test in Control Class

The result of control class in post-test after answering the test that taught by using conventional method can be seen in the table below:

Table 9
The Score of Post- test Control Class

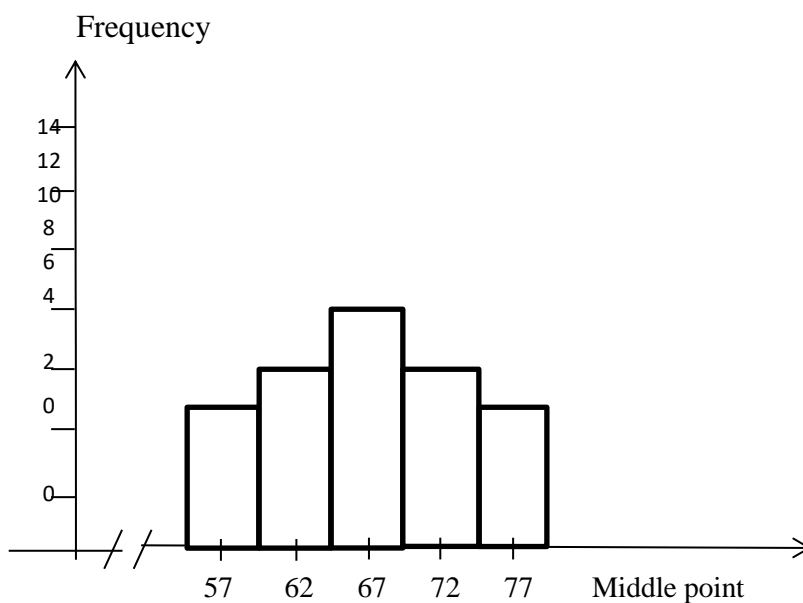
No	Descriptive	Statistics
1	Highest Score	75
2	Lowest Score	55
3	Mean	65.63
4	Median	64.50
5	Modus	70
6	Range	23
7	Interval	6
8	Standard Deviation	6.85
9	Variants	46.93

Based on the table above, this research got that the highest score was 75 and the lowest score was 55, then mean was 65.63, median was 64.50, modus was 70, range was 23, interval was 6, standard deviation was 6.85 then the last variant was 46.93.

Table 10
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid.Point	Percentage
1	55-59	5	57	16.66%
2	60-64	6	62	20%
3	65-69	8	67	26.66%
4	70-74	6	72	20%
5	75-79	5	77	16.66%
	Total	30		100%

Based on the table above, the students' number in the class interval between 55-59 was 5 students (16.66%), class interval between 60-64 was 6 students (20%), class interval between 65-69 was 8 students (26.66%), class interval between 70-74 was 6 students (20%), class interval between 75-79 was 5 students (16.66%). Based on the table above, it can be seen on histogram in the following figure:

Figure 3**b. Score of Post-test in Experiment Class**

The result of experiment class in post-test after answering the test that taught by using Talking Chips technique can be seen in the table below:

Table 11
The Score of Post- test Experiment Class

No	Descriptive	Statistics
1	Highest Score	80
2	Lowest Score	60
3	Mean	73.03
4	Median	73.50
5	Modus	80
6	Range	20
7	Interval	4
8	Standard Deviation	6.61
9	Variants	43.75

Based on the table above, this research got that the highest score was 80 and the lowest score was 60, then mean was 73.03, median was 73.50,

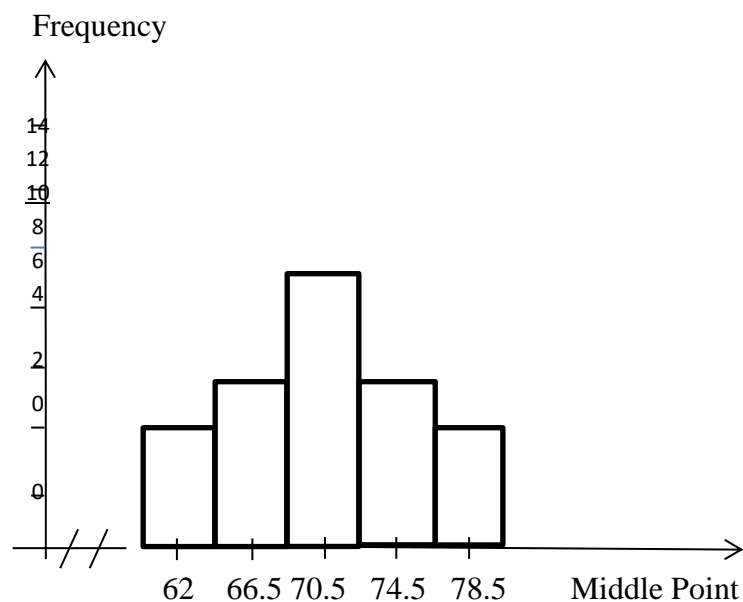
modus was 80 , range was 20, interval was 4, standard deviation was 6.61 then the last variant was 43.75.

Table 12
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid. Point	Percentage
1	60-64	4	62	13.33%
2	65-68	6	66.5	20%
3	69-72	10	70.5	23.33%
4	73-76	6	74.5	20%
5	77-80	4	78.5	13.33%
	Total	30		100%

Based on the table above, the students' number that there was in the class interval between 60-64 was 4 students (13.33%), class interval between 65- 68 was 6 students (20%), class interval between 69-72 was 10 students (23.33%), class interval between 73-76 was 6 students (20%), class interval between 77-80 was 4 students (13.33%). Based on the table above, it can be seen on histogram in the following figure

Figure 4



B. Data Analysis

1. Normality Test and Homogeneity Test

a) Normality Test of Pre Test

Data normality of the two groups was calculated using SPSS v.23 using Kolmogorov-Smirnov test because the number of samples in the study was 60 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

Table 13
Normality Test Pre Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		30
Normal Parameters ^{a,b}	Mean	62.33
	Std. Deviation	7.707
Most Extreme Differences	Absolute	.133
	Positive	.086
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.188 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 14
Normality Test Pre Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test		Score
N		30
Normal Parameters ^{a,b}	Mean	64.60
	Std. Deviation	6.484
Most Extreme Differences	Absolute	.136
	Positive	.115
	Negative	-.136
Test Statistic		.136
Asymp. Sig. (2-tailed)		.165 ^c

- a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

Based on the analysis of normality of the pre-test data with Kolmogorov-Smirnov test using SPSS v.23 it was obtained that the pre test control class was 0.188 and the pretest experimental class was 0.165. In other word, $0.188 > 0.05$ in experimental class I and $0.165 > 0.05$ in experimental class.

b) Normality Test of Post Test

Data normality of the two groups was calculated using SPSS v.23 using Kolmogorov-Smirnov test because the number of samples in the study was 60 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

Table 15
Normality Test Post Test in Control Class

One-Sample Kolmogorov-Smirnov Test		
		Score
N		30
Normal	Mean	65.63
Parameters ^{a,b}	Std. Deviation	6.851
Most Extreme	Absolute	.128
Differences	Positive	.128
	Negative	-.105
Test Statistic		.128
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 16
Normality Test Post Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test		
		VAR00003
N		30
Normal	Mean	73.0333
Parameters ^{a,b}	Std. Deviation	6.61494
Most Extreme	Absolute	.159
Differences	Positive	.146
	Negative	-.159
Test Statistic		.159
Asymp. Sig. (2-tailed)		.150 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the analysis of normality of the post-test data with Kolmogorov-Smirnov test using SPSS v.23 it was obtained that the pretest control class was 0.200 and the pretest experimental class was 0.23. In other word, $0.200 > 0.05$ in control class and $0.150 > 0.05$ in experimental class.

c. Homogeneity Test of Pre Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 17
Homogeneity Test of Pre Test

Test of Homogeneity of Variances

Score Pre Test

Levene Statistic	df1	df2	Sig.
1.360	1	58	.248

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.23 calculation obtained a significance value (sig) was 0.248. Based on criteria for testing data homogeneity using SPSS v.23 obtained a value significance (sig) based on $\text{mean} > 0.05$ or $0.248 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

d. Homogeneity Test of Post Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$H_0 : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$H_a : \sigma_1^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table 18
Homogeneity Test of Post Test

Test of Homogeneity of Variances

Score Post Test

Levene Statistic	df1	df2	Sig.
.013	1	58	.910

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.23 calculation obtained a significance value (sig) was 0.910. Based on criteria for testing data homogeneity using SPSS v.23 obtained a value significance (sig) based on $\text{mean} > 0.05$ or $0.910 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was “there is the effect of using talking chips technique on speaking mastery at the eight grade students of SMPN 3 Padangsidempuan”.

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.23. The hypothesis that will be tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of talking chips technique on speaking mastery at the eight grade students of SMPN 3 Padangsidimpuan. If $H_a : \mu_1 \neq \mu_2$ means there is a significant effect of talking chips technique on speaking mastery at the eight grade students of SMPN 3 Padangsidimpuan.

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $1.69 > 1.67$. Based on the test criteria, H_0 is rejected and H_a is accepted. So, there was significant effect of using Talking Chips technique on speaking mastery at the eighth grade students of SMPN 3 Padangsidimpuan. In this case, the mean score of experimental class by using Talking Chips technique was 73.03 and the mean score of control class by using conventional technique was 65.63. The gain score can be seen in the table below:

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	64.41	73.03	8.62	5.29
Control	62.3	65.63	3.33	

Table 19
T-TEST OF BOTH AVERAGES IN POST TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Post Test	Equal variances assumed	.649	.910	6.876	58	.000	-7.60000	1.69595	-10.99481	-4.20519
	Equal variances not assumed			4.481	53.988	.000	-7.60000	1.69595	-10.99483	-4.20517

C. Discussion

This research found that there was a significant effect of using Talking Chips technique on speaking mastery at the eighth grade students of SMPN 3 Padangsidimpuan. In fact student's speaking mastery using Talking Chips technique is higher than using conventional technique. It can be seen from the research hypothesis that there was significant effect of using Talking Chips technique on speaking mastery at the eighth grade students of SMPN 3 Padangsidimpuan.

Based on the result of data analysis, this research got that the mean score of experimental class in pre-test was 64.41 and in post-test was 73.03, the mean score of control class in pre-test was 62.3 and then in post-test was 65.63. So,

based on the result of data analysis, it can be concluded that the improvement of experimental class was higher than control class.

This research also provided the similar cases with this research. The first research by Mukhlas, based on the calculation by using Independent t-test, the writer found that t count was higher than t table ($2.620 > 2.000$). It means that there were any significant differences between experimental group and control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that Talking Chips Technique was significantly effective in teaching speaking to the eleventh grade students of SMK.⁵³

The second research by Faza, the result for his research shows that there is an improvement of students' speaking skill using talking chips technique. It can be seen from percentage of the test from cycle 1 to cycle 2 with standardized score (the minimum of passing criteria) is 75, at the cycle 1 is 51.85 % students and 81.48 % in cycle 2 who pass in test. This indicates by applying talking chips, the students speaking skill can be improved.⁵⁴

The third was conducted by Meliwardani, she concluded that that applying talking chips technique is effective in improving the students speaking fluency at the eighth grade of SMPN 2 Sarudu. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has

⁵³ Muhammad Muklas “ Talking Chips Technique To Teach Speaking “. (STKIP Nurul Huda Sukaraja).

⁵⁴ Adyaksa Faza, “ The Use Of Talking Chips Technique to Improve Speaking Skills (A Classroom Action Research at The Tenth Grade Students of Senior High School (SMA MUH 1) Gubug in Academic Year of 2017/2018).

significant improvement than the mean score of pre-test after conducting the treatment. It happened because talking chips technique provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion.⁵⁵

D. Threat of the Research

The threats of this research as follows:

1. The students need more time for answering the test because the time is limited.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the others students' concentration.
3. There were some students that were lack of serious to answer the pre-test and post-test. It can be threat of the research.

⁵⁵ Indriana Try Meliwardani," The Use Of Talking Chips Technique in Teaching Speaking At The Eighth Grade of SMPN 2 Sarudu"(Universitas Muhammadiyah Makassar,2018)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusions of this research are:

- 1) Before using Talking Chips Technique, students speaking mastery was still low. It can be seen from the mean score of pre-test for experimental class which was 64.41 and the mean score of pre-test for control class was 62.3
- 2) After using Talking Chips Technique, the mean score of experimental class is higher than control class which taught by using conventional strategy. The mean score of post-test of experimental class was 73.03 and the mean score of control class in post-test was 65. 63
- 3) There was a significant effect of using Talking Chips Technique at the eight grade students of SMPN 3 Padangsidempuan. This research found the result where $t_{count} > t_{table}$ or $1.69 > 1.67$. So, it means that Talking Chips Technique can effect the students's speaking mastery at the eighth grade students of SMPN 3 Padangsidempuan.

B. Suggestion

After finishing the research, there are many information about the English teaching and learning process after completing this research. As a result, it presents several points that want to be proved. The several suggestions, as follows :

- 1) From the result of the research, serve as information for the headmaster. Ideas to inspire the English teacher to deliver lessons as effectively as

possible. Speaking is taught using the Talking Chips Technique because a technique can improve a student's speaking mastery.

- 2) From the result of the research also serve to inform English teacher. Talking Chips Technique will be a new teaching technique used by the teacher to teach speaking to make learning more engaging and enjoyable.
- 3) This research suggests to another researchers to use this technique in solving another problem and find another factors that faced by students in learning English.

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APPENDIX 1

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 3 PADANGSIDIMPUAN
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : VIII
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti

1. Memahami dan menghayati agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, alam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar , dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dengan semangat belajar.
- 2.1 Menunjukkan perilaku santun, dan peduli dalam melaksanakan komunikasi interpersonal 1 dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.

C. Indikator Pencapaian Kompetensi

- 1.1.1 Mengagumi suara, dialek, dan gesture temannya sebagai kesempurnaan makhluk ciptaan tuhan.
- 2.1.1 Menunjukkan sifat sopan, dalam bertutur kata baik terhadap guru maupun teman.
- 2.2.1 Menunjukkan sifat percaya diri saat melakukan percakapan bahasa Inggris di depan kelas.

2.3.1 Menunjukkan sifat tanggung jawab dalam mengerjakan tugas bahasa Inggris.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan:

- Peserta didik mampu mengungkapkan secara lisan pendapat tentang sesuatu

E. Materi Pembelajaran

Materi pokok : Memberikan pendapat tentang sesuatu (to tell what we or other think about something).

F. Metode Pembelajaran

Conventional Technique

G. Langkah-Langkah Pembelajaran

Process of Teaching	Teacher Activity	Procedure of using conventional method	Student Activity
Pre teaching	1. Teacher open the class, ask the student to pray before start the lesson and check students attendance list		1. Students listen to teachers instructure 2. Student pray together 3. Students listen to their name.
	2. The teacher tell the goal of the matery	1. Explain the goal of the matery	1. The student listen to the teacher.
		2. Explain the material	1. Student listen to the teacher explanation. 2. The student write the material that the teacher

While teaching			have explain
	2. The teacher ask the student who want to ask about the matery	3. Check students understanding.	1. Some of the student ask the teacher about the material that they were not understand
	3. The teacher tell answer students question		1. Student listen to the teachers answer
	4. The teacher explain the example of the dialogue		1. student listen to the teachers explanation
	5. The teacher tell to the student to answer the question.	4. Give the students chance to do the dialogue	1 the student listen to the teacher instruction. 2. the student answer the question
Post teaching	1. The teacher check student result.		1. the student show their result to the student.
	1.The teacher close the lesson by saying hamdalah		1. The student say hamdalah together.

H. Penilaian

1. Teknik

Lisan

2. Bentuk

Dialog untuk memberikan pendapat tentang sesuatu

I. Indikator Penilaian

NO	Aspect	Criteria	Score
1	Pronunciation	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
2	Intonation	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
3	Fluency	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
4	Accuracy	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning.	1

Pedoman Penilaian :

Pedoman benar setiap indikator x 5

Criterion of value

No	Number of Score	Predicate
1.	80 - above	Very good
2.	66 - 79	Good
3.	56 – 65	Enough
4.	41 – 55	Less
5.	41 – down	Failed

Padangsidempuan,

Mengetahui

Guru Bahasa Inggris Kelas VIII

Peneliti

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APPENDIX 2

Experiment Class

RENCANA PEAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 3 PADANGSIDIMPUAN
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : VIII
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti

1. Memahami dan menghayati agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, alam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dengan semangat belajar.
- 2.1 Menunjukkan perilaku santun, dan peduli dalam melaksanakan komunikasi interpersonal 1 dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.

C. Indikator Pencapaian Kompetensi

- 1.2.1 Mengagumi suara, dialek, dan gesture temannya sebagai kesempurnaan makhluk ciptaan tuhan.
 - 2.1.1 Menunjukkan sifat sopan, dalam bertutur kata baik terhadap guru maupun teman.
 - 2.2.1 Menunjukkan sifat percaya diri saat melakukan percakapan bahasa Inggris di depan kelas.

2.3.1 Menunjukkan sifat tanggung jawab dalam mengerjakan tugas bahasa Inggris.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan:

- Peserta didik mampu mengungkapkan secara lisan pendapat tentang sesuatu

E. Materi Pembelajaran

Materi pokok : Memberikan pendapat tentang sesuatu (to tell what we or other think about something).

F. Metode Pembelajaran

Talking Chips Technique

G. Kegiatan Pembelajaran

Process of Teaching	Teacher Activity	Procedure of Using Talking Chips Technique	Student Activity
Pre Teaching	1. Teacher opens the class by greeting, prepare students to pray, and check the absent from the students		1. Students answer the greeting 2. Student pray together 3. Students listen to their name.
	1. The teacher ask the last material that related to the material		1. Student listen to the teacher 2. The student answer the material that have been studied in the last material.
	1. The teacher introduce the topic of the material that will be studied		1. Students listens the material that will be studied.
	1. The teacher tells to student that the learning speaking will be using talking chips technique	1. Place students in groups of three to four	1. Student listens to the teacher. 2. Students will discuss the group with their

			group which is consists of three to four.
	2. The teacher tells to student that the material will be discuss by group		1. She students listen to the teacher.
	3. The teacher makes a group according to student attendance list and tell about the material that will be discuss	.	1. Student listen their name. 2. Student looking for their group. 3. Student list the material that the teacher said.
While Teaching	1. Teacher tell to student take the position with the group 2. Teacher gives the chips to the students	2.Pass out two to three “talking chips” to each students	1. Student take the position with their group 2.Student will have the chips to speak in the discussion
	1. The teacher tell to student to do the discussion	3.Ask discussion questions	1. Student do the discussion
	2. The teacher tell to student to speak using the chips.		2. Student discuss the material and the students will be speak by using the chips. 2. Student will be speak and put the chips in to the middle of the table
		4.Group discussions continuous until each student in the group has used all their chips	1. Students will discuss about the topic until the chips have used all 2. The student discuss about the topic one by one, it will make

			all of the students in the class have participation in the learning process.
Post Teaching	1. The teacher check the students result. Teacher can make a note to check the result	5.Signal to bring group back together and then share notes and/ or call on two share out key points from the group discussions	1. The students takes the point of the discussion 2. The students have the information about the topic from their friends when they discuss the topic.
	2 .The teacher close the lesson by saying hamdalah		2. The student saying hamdalah together.

H. Penilaian

1. Teknik Lisan
2. Bentuk

Dialog untuk memberikan pendapat tentang sesuatu

I. Indikator Penilaian

NO	Aspect	Criteria	Score
1	Pronunciation	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
		• There are some mistakes and interfere the meaning	3
		• Many mistakes and interfere the meaning	2
		• Too much mistakes and interfere the meaning	1
2	Intonation	• Almost perfect	5
		• There are some mistakes but do not interfere the meaning	4
			3

		<ul style="list-style-type: none"> • There are some mistakes and interfere the meaning • Many mistakes and interfere the meaning • Too much mistakes and interfere the meaning 	2 1
3	Fluency	<ul style="list-style-type: none"> • Almost perfect • There are some mistakes but do not interfere the meaning • There are some mistakes and interfere the meaning • Many mistakes and interfere the meaning • Too much mistakes and interfere the meaning 	5 4 3 2 1
4	Accuracy	<ul style="list-style-type: none"> • Almost perfect • There are some mistakes but do not interfere the meaning • There are some mistakes and interfere the meaning • Many mistakes and interfere the meaning • Too much mistakes and interfere the meaning. 	5 4 3 2 1

Pedoman Penilaian :

Pedoman benar setiap indkator x 5

Criterion of value

No	Number of Score	Predicate
6.	80 - above	Very good
7.	66 - 79	Good
8.	56 – 65	Enough
9.	41 – 55	Less
10.	41 – down	Failed

Padangsidimpun,

Mengetahui
Guru Bahasa Inggris Kelas VIII

Peneliti

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APPENDIX 3

PRE TEST

Instruction : Look at the pictures! Then, give your opinion of the questions related thing of the picture !

Picture 1



Gruop 1

X : What do you think of this picture ?

Y :

Y2 :

Y3 :

Gruop 2

Y : What do you think of this picture ?

Y2 :

Y3 :

X :

Gruop 3

Y2 : What do you think of this picture ?

Y3 :

X :

Y :

Group 4

Y3 : What do you think of this picture ?

X :

Y :

Y2 :

Picture 2



Group 1

X : Do you have opinion about this picture?

Y :

Y2 :

Y3 :

Group 2

Y : Do you have opinion about this picture?

Y2 :

Y3 :

X :

Group 3

Y2 : Do you have opinion about this picture?

Y3 :

X :

Y :

Group 4

Y3 : Do you have opinion about this picture?

X :

Y :

Y2 :

Picture 3



Gruop 1

X : Could you tell me your opinion about this picture ?

Y :

Y2 :

Y3 :

Gruop 2

Y : Could you tell me your opinion about this picture ?

Y2 :

Y3 :

X :

Gruop 3

Y2 : Could you tell me your opinion about this picture ?

Y3 :

X :

Y :

Gruop 4

Y3 : Could you tell me your opinion about this picture ?

X :

Y :

Y2 :

Picture 4



Gruop 1

X : Do you have any idea about this picture ?

Y :

Y2 :

Y3 :

Gruop 2

Y : Do you have any idea about this picture ?

Y2 :

Y3 :

X :

Grup 3

Y2 Do you have any idea about this picture ?

Y3 :

X :

Y :

Grup 4

Y3 : Do you have any idea about this picture ?

X :

Y :

Y2 :

APPENDIX 4

POST TEST

Instruction : Look at the pictures! Then, give your opinion of the questions related thing of the picture ! Discuss with your group!

Picture 1



Gruop 1

X : What do you think of this picture ?

Y :

Y2 :

Y3 :

Gruop 2

Y : What do you think of this picture ?

Y2 :

Y3 :

X :

Gruop 3

Y2 : What do you think of this picture ?

Y3 :

X :

Y :

Gruop 4

Y3 : What do you think of this picture ?

X :

Y :

Y2 :

Picture 2



Group 1

X : Do you have opinion about this picture?

Y :

Y2 :

Y3 :

Group 2

Y : Do you have opinion about this picture?

Y2 :

Y3 :

X :

Group 3

Y2 : Do you have opinion about this picture?

Y3 :

X :

Y :

Group 4

Y3 : Do you have opinion about this picture?

X :

Y :

Y2 :

Picture 3



Gruop 1

X : Could you tell me your opinion about this picture ?

Y :

Y2 :

Y3 :

Gruop 2

Y : Could you tell me your opinion about this picture ?

Y2 :

Y3 :

X :

Gruop 3

Y2 : Could you tell me your opinion about this picture ?

Y3 :

X :

Y :

Gruop 4

Y3 : Could you tell me your opinion about this picture ?

X :

Y :

Y2 :

Picture 4



Gruop 1

X : Do you have any idea about this picture ?

Y :

Y2 :

Y3 :

Gruop 2

Y : Do you have any idea about this picture ?

Y2 :

Y3 :

X :

Gruop 3

Y2 Do you have any idea about this picture ?

Y3 :

X :

Y :

Group 4

Y3 : Do you have any idea about this picture ?

X :

Y :

Y2 :

APPENDIX 5

Score of Experimental Class and Control Class on Pre-Test

A. Score of Control Class in Pre Test

NO	Student's Initial Name	Score
1	AIR	70
2	AZT	60
3	CFL	60
4	DSR	49
5	FAH	49
6	FMN	60
7	FI	49
8	HN	47
9	IRS	61
10	ISH	60
11	MAL	65
12	MMJ	47
13	NAP	55
14	NS	49
15	NI	49
16	NSA	65
17	NHN	47
18	PA	46
19	RSF	55
20	RA	67
21	RF	50
22	RA	68
23	RAA	46
24	SR	54
25	SR	44
26	VSN	50
27	YRA	52
28	ZIP	55
29	ZNL	44
30	ZNF	74

B. Score of Experimental Class in Pre Test

NO	Student's Initial Name	Score
1	AAL	47
2	AF	69
3	AA	52
4	ANM	68
5	AFR	67
6	ANK	53
7	AB	69
8	CA	67
9	DRR	70
10	DMF	70
11	EGB	55
12	ENH	67
13	HSL	58
14	HAL	65
15	IFN	70
16	JN	58
17	JA	70
18	KH	59
19	LAR	70
20	NS	72
21	NIR	63
22	PUB	70
23	PNH	64
24	PR	70
25	RS	73
26	RAR	64
27	SR	64
28	VA	75
29	YMM	65
30	AYH	75

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of VIII 6 (Control Class) in Pre-test

1. The Score of Control Class in Pre-test From Low Score to High Score

44	44	46	46	47	47
47	49	49	49	49	50
50	52	54	55	55	55
56	60	60	60	60	61
65	65	67	68	70	74

2. Range (R) = High Score – Low Score

$$= 74 - 44$$

$$= 30$$

3. Total of the Class (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.851$$

$$= 5.851 = 6$$

4. Length of the Class (p) = $\frac{\text{range}}{\text{total of the class}}$

$$= \frac{30}{6} = 5$$

No	Interval Class	fi	xi	fixi
1	44-49	11	46.5	621.5
2	50-55	7	52.5	367.5
3	56-61	6	58.5	351
4	62-67	3	64.5	193.5
5	68-73	2	70.5	141
6	74-79	1	76.5	76.5
	I	30		1.751

Normality Test Pre Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		nilai
N		30
Normal Parameters ^{a,b}	Mean	62.33
	Std. Deviation	7.707
Most Extreme Differences	Absolute	.133
	Positive	.086
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.188 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Nilai	30	62.33	7.707	44	74	59.00	61.50	69.25

B. Result of the Normality Test of VIII 5 (Experiment Class) in Pre-test

1. The Score of Experiment Class in Pre-test From Low Score to High Score

47	52	53	55	58	58
59	63	64	64	64	65
65	67	67	67	68	69
69	70	70	70	70	70
70	70	72	73	75	75

2. Range (R) = High Score – Low Score

$$= 75 - 47$$

$$= 28$$

3. Total of the Class (K) = 1 + 3.3 log (n)

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1,47)$$

$$= 1 + 4.851$$

$$= 5.851 = 6$$

4. Length of the Class (p) = $\frac{\text{range}}{\text{total of the class}}$

$$= \frac{28}{6} = 4,66 = 5$$

No	Interval Class	fi	xi	fixi
1	47-52	2	49.5	99
2	53-58	4	55.5	222
3	59-64	5	61.5	307.5
4	65-69	8	67	536
5	70-75	11	72.5	797.5
	I	30		1962

Normality Test Pre Test in Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Nilai
N		30
Normal Parameters ^{a,b}	Mean	64.60
	Std. Deviation	6.484
Most Extreme Differences	Absolute	.136
	Positive	.115
	Negative	-.136
Test Statistic		.136
Asymp. Sig. (2-tailed)		.165 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Nilai	30	64.60	6.484	47	75

APPENDIX 7

Score of Experimental Class and Control Class on Post-Test

A. Score of Control Class in Post Test

NO	Student's Initial Name	Score
1	AIR	70
2	AZT	71
3	CFL	70
4	DSR	55
5	FAH	70
6	FMN	57
7	FI	70
8	HN	69
9	IRS	57
10	ISH	67
11	MAL	74
12	MMJ	58
13	NAP	66
14	NS	59
15	NI	75
16	NSA	66
17	NHN	60
18	PA	65
19	RSF	75
20	RA	60
21	RF	75
22	RA	60
23	RAA	62
24	SR	65
25	SR	64
26	VSN	75
27	YRA	64
28	ZIP	65
29	ZNL	65
30	ZNF	75

B. Score of Experiment Class in Post Test

NO	Student's Initial Name	Score
1	AAL	72
2	AF	72
3	AA	65
4	ANM	70
5	AFR	70
6	ANK	73
7	AB	70
8	CA	69
9	DRR	74
10	DMF	70
11	EGB	68
12	ENH	67
13	HSL	75
14	HAL	80
15	IFN	65
16	JN	75
17	JA	80
18	KH	64
19	LAR	80
20	NS	76
21	NIR	60
22	PUB	80
23	PNH	76
24	PR	80
25	RS	80
26	RAR	76
27	SR	60
28	VA	80
29	YMM	80
30	AYH	80

APPENDIX 8

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of Normality Test of VIII 6 (Control Class) in Post-test

1. The Score of Control Class in Post-test From Low Score to High Score

Score

55	57	57	58	59	60
60	60	62	64	64	65
65	65	65	66	66	67
69	70	70	70	70	71
74	75	75	75	75	75

2. Range (R) = High Score – Low Score

$$= 75 - 55$$

$$= 20$$

3. Total of the Class (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.851$$

$$= 5.851 = 6$$

4. Length of the Class (p) = $\frac{\text{range}}{\text{total of the class}}$

$$= \frac{20}{6} = 3, 3 = 4$$

No	Interval Class	fi	xi	fixi
1	55-58	5	57	285
2	60-62	6	62	372
3	63-66	8	67	536
4	67-70	6	72	432
4	71-75	5	77	385

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Normality Test Post Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		VAR00003
N		30
Normal Mean		65.4333
Parameter Std. Deviation		6.52149
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.125
Test Statistic		.131
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

B. Result of Normality Test of VIII 5 (Experiment Class) in Post-test

1. The Score of Experiment Class in Post-test From Low Score to High Score

60	60	64	65	65	67
68	69	70	70	70	72
72	73	74	75	75	76
76	76	78	80	80	80
80	80	80	80	80	80

2. Range (R) = High Score – Low Score

$$= 80 - 60$$

$$= 20$$

3. Total of the Class (K) = $1 + 3.3 \log(n)$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.851$$

$$= 5.851 = 6$$

$$4. \text{ Length of the Class (} p \text{)} = \frac{\text{range}}{\text{total of the class}}$$

$$= \frac{20}{6} = 3,33 = 4$$

No	Interval Class	fi	xi	fi xi
1	60-64	3	62	186
2	65-68	4	66.5	266
3	69-72	8	70.5	564
4	73-76	2	74.5	149
5	77-80	13	78.5	1.020
	I	30		2185.5

Normality Post Test in Experiment Class

One-Sample Kolmogorov-Smirnov Test

		VAR00003
N		30
Normal	Mean	73.0333
Parameters ^{a,b}	Std. Deviation	6.61494
Most Extreme	Absolute	.159
Differences	Positive	.146
	Negative	-.159
Test Statistic		.159
Asymp. Sig. (2-tailed)		.150 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 9

HOMOGENEITY TEST (PRE-TEST)

Test of Homogeneity of Variances

Score Pre Test

Levene Statistic	df1	df2	Sig.
1.360	1	58	.248

HOMOGENEITY TEST (POST-TEST)

Test of Homogeneity of Variances

Score Post Test

Levene Statistic	df1	df2	Sig.
.013	1	58	.910

APPENDIX 10

T-TEST OF BOTH AVERAGES IN POST TEST

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result of Post Test	.649	.910	6.876	58	.000	-7.60000	1.69595	-	-
Equal variances assumed			10.99481	4.20519					
Equal variances not assumed			4.481	53.988	.000	-7.60000	1.69595	-	-
								10.99483	4.20517

Appendix 11

TRANSKIP OF THE STUDENT'S SPEAKING CONTROL CLASS IN PRE TEST VIII-7

1. What do you think of this picture ?



Group	Students Initial Name	Answer
1	AIR AZT CFL DSR	Wat du yu thing of dis piktur ? God I ting gud I ting dis pictur gud
2	FAH FMN FI HN	What do you think of this picture ? Gud Ai ting this picture is gud, becuse there is a table Ai ting this picture is gud, becuse there is a table
3	IRS ISH MAL MMJ	What do you thing of this pictur ? Beautiful Yes, very gud I ting good
4	NAP NS NI NSA	What do you think of this picture ? Very gud Yes, yes gud Ai ting this picture is gud, becuse there is a table
5	NHN PA RSF RA	What do you think of this picture ? I thing this picture is good, becuse there is a table Beautiful gud Picture god
6	RF RA RAA SR	What do you think of this picture ? Yes i gud Very beautiful I thing it is good, beautiful
7	SR VSN YRA	What do you think of this picture ? I thing this picture is good, becuse there is a table Beautiful gud

		Picture god
8	ZIP ZNL ZNF	What do you think of this picture ? Very gud Yes, yes gud Ai ting this picture is gud, becuse there is a table

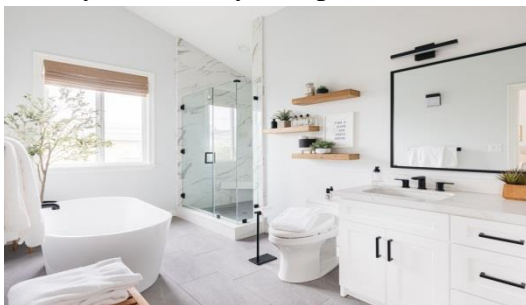
2. Do you have opinion about this picture?



Group	Students Initial Name	Answer
1	DSR AZT CFL AIR	Du you have opinion about this picture? Piktüre is gudd, bekause der is tabel I thing dis is picture is gudd beuatiful, bekause der is a kupboard, der is mani table, der is mani chairs, deris a blekboar I thing this is piktüre is interest, because der are tabel
2	HN FMN FI FAH	Du you have opinion about this picture? Beautiful Yes, very gud I thing dis is piktüre is gudd beuatiful
3	MMJ ISH MAL IRS	Du you have opinion about this picture? I thing this picture is god, becuse there is a table Beautiful gud Piktüre god
4	NSA NS NI NAP	Du you have opinion about this picture? In mai opinion the picture good because beautiful Yes i du, in my opinion the picture is fresh, because there is bed, lamp, there are two chair
5	RA PA RSF NHN	Do you have opinion about this picture? I thing this is picture is gud, because der is tabel I thing dis is picture is gud beuatiful, because der is a kupboard, there is mani tabel, there is mani chairs, der is a blackboard I thing dis is picture is interest, bekaus der are

		tabel
6	SR RA RAA RF	Do you have opinion about this picture? Yes gud Beautiful good Opinion de piktur is beautiful becaus is a bed, der are man mirrors and der is a lamp
7	SR RA RAA RF	Do you have opinion about this picture? Beautipul gud I ting piktur gud Very gud i ting de bed
8	ZNF ZNL ZIP	Do you have opinion about this picture? Yes gud Beautiful gud

3. Could you tell me your opinion about this picture ?



Group	Students Initial Name	Answer
1	CFL AZT AIR DSR	Could you tell me your opinion about this picture ? Beautipul gud In mai opinion gud piktur Very gud beautiful
2	FI FMN FAH HN	Could you tell me your opinion about this picture ? From mai opinion the gud, bekause dere is a miror, towel, bath up Very gud beautiful In mai opinion gud piktur
3	MAL ISH IRS MMJ	Could you tell me your opinion about this picture ? Beautipul gud In mai opinion gud piktur Very gud beautiful
4	NI NS NAP NSA	Could you tell me your opinion about this picture ? From mai opinion the piktur is gud, because der is e mirrorr, towel, bat ap Gu In mai opinion gud piktur Gud beuatiful yes
5	RAA	Could you tell me your opinion about this picture ?

	RA RF SR	From mai opinion de piktore is gud, bekause der is e mirrorr, towel, bath up Good beuatiful yes Yes gud gud
6	VSN SR YRA	Could you tell me your opinion about this picture ? Gud beautilpul Yes veri gud beautiful
7	ZNL ZNF ZIP	Could you tell me your opinion about this picture ? Beautilpul gud In mai opinion gud piktore

4. Do you have any idea about this picture ?



Group	Students Initial Name	Answer
1	CFL AZT AIR DSR	Do you have any idea about this picture ? I thing dis piktore is gud, becuse there is a tabel Beautiful gud Picture god
2	FI FMN FAH HN	Do you have any idea about this picture ? No goud Veri veri gud I thing this picture is good, becuse there is a table
3	MAL ISH IRS MMJ	Do you have any idea about this picture ? I thing this picture is good, becuse there is a table Beautiful gud Picture god
4	NI NS NAP NSA	Do you have any idea about this picture ? Yes i du, depicture is beautiful, I thing de piktore is gud, bekause der is a cair, end dhere is a plan I thing this picture is good, becuse there is a table
5	RAA RA RF SR	Do you have any idea about this picture ? Because gud dere is a char, and there is a table, there is a mirror Yes i do, No goud

6	VSN SR YRA	Do you have any idea about this picture ? Yes i du, I think the picture is beautiful, because there is a chair, and there is a table, there is a miror Yes ai du, I think the picture is good, because there is a table
7	ZNL ZNF ZIP	Do you have any idea about this picture ? I thing dhe picture is beautiful, because there is a chair,and there is a table, there is a miror I thing dhe piktur is awesome

EXPERIMENT CLASS IN PRE TEST VIII-5

1. What do you think of this picture ?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> •PUB •DRR •AB •HAL 	Wat du yu thing of dis piktur ? God I ting gud I ting dis pictur gud
2	<ul style="list-style-type: none"> •NS •PNH •AFR 	What do you think of this picture ? Gud I ting this picture is gud, becuse there is a table
3	<ul style="list-style-type: none"> • ENH • ANF • SR • NIR 	What do you thing of this picture ? Beautiful Yes, very gud I ting god
4	<ul style="list-style-type: none"> • AA • HSH • AF 	What do you think of this picture ? Very gud Yes, yes gud
5	<ul style="list-style-type: none"> •LAR •DMF •RAR •AAL 	What do you think of this picture ? I thing dis piktur is gud, becuse der is a tabel Beautiful gud Picture god
6	<ul style="list-style-type: none"> •IFN •EGB •JA •KF 	What do you think of this picture ? Yes i gud Very beautiful I thing it is good, beautiful
7	<ul style="list-style-type: none"> • ANK • VAR • CA • YMM 	What do you think of this picture ? I thing di is picture is gudd, because there is table I thing dis is picture is gud beuatiful, because there is a kupboard, there is mani table, there is many chairs, there is a blackboard I thing dis is picture is interest, because dere are tabel

2. Do you have opinion about this picture?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> •DRR •PUB •AB •HAL 	<p>Do you have opinion about this picture?</p> <p>Picture is good, because there is table</p> <p>I thing dis is picture is gud beuatiful, because dere is a kupboard, there is mani table, there is mani chairs, der is a blackboard</p> <p>I thing dis is picture is interest, because der are tabel</p>
2	<ul style="list-style-type: none"> •PNH •NS •AFR 	<p>Do you have opinion about this picture?</p> <p>Beautiful</p> <p>Yes, very gud</p>
3	<ul style="list-style-type: none"> • ANF • ENH • SR • NIR 	<p>Do you have opinion about this picture?</p> <p>I thing this picture is god, becuse there is a table</p> <p>Beautiful gud</p> <p>Picture god</p>
4	<ul style="list-style-type: none"> • HSH • AA • AF 	<p>Do you have opinion about this picture?</p> <p>In mai opinion deh picture god bekause beautiful</p> <p>Yes ai do, in mai opinion the picture is fresh, bekause there is bed, lamp, there are two chair</p>
5	<ul style="list-style-type: none"> •DMF •LAR •RAR •AAL 	<p>Do you have opinion about this picture?</p> <p>I think this is picture is good, because there is table</p> <p>I thing dis is picture is good beuatiful, because there is a cupboard, there is mani table, there is many chairs, there is a blackboard</p> <p>I think this is picture is interest, because there are table</p>
6	<ul style="list-style-type: none"> •EGB •IFN •JA 	<p>Do you have opinion about this picture?</p> <p>Yes gud</p> <p>Beautiful gud</p> <p>Opinion the picture is beautiful because is a bed,</p>

	• KF	der are mani mirrors and there is a lamp
7	• VAR • ANK • CA • YMM	Do you have opinion about this picture? Beautipul gud I ting piktur gud Very gud i ting de bed

3. Could you tell me your opinion about this picture ?



Group	Students Initial Name	Answer
1	• AB • PUB • DRR • HAL	Could you tell me your opinion about this picture? Beautipul gud In mai opinion gud piktur Very gud beautiful
2	• AFR • NS • PNH	Could you tell me your opinion about this picture ? From mai opinion the good, because dere is a mirror, towel, bath up Very gud beautiful
3	• SR • ENH • ANF • NIR	Could you tell me your opinion about this picture ? Beautipul gud In mai opinion gud piktur Very gud beautiful
4	• AF • AA • HSH	Could you tell me your opinion about this picture ? From mai opinion the picture is gud, because der is e mirror, towel, bath up Good beuatiful yes
5	• RAR • LAR • DMF • AAL	Could you tell me your opinion about this picture ? From mai opinion the piktur is gud, because der is e mirror, towel, bath up Good beuatiful yes Yes gud gud
6	• JA • IFN • EGB • KF	Could you tell me your opinion about this picture ? Gud beautipul Yes veri gud beautiful From mai opinion the picture is good, because der

		is e mirrorr
7	<ul style="list-style-type: none"> • CA • ANK • VAR • YMM 	<p>Could you tell me your opinion about this picture ?</p> <p>Beautipul gud</p> <p>In my opinion gud piktur</p> <p>Very gud beautiful</p>

4. Do you have any idea about this picture ?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> • HAL • PUB • DRR • AB 	<p>Do you have any idea about this picture ?</p> <p>I thing this picture is good, becuse there is a tabel</p> <p>Beautiful gud</p> <p>Picture god</p>
2	<ul style="list-style-type: none"> • PNH • NS • AFR 	<p>Do you have any idea about this picture ?</p> <p>No goud</p> <p>Veri veri gud</p>
3	<ul style="list-style-type: none"> • NIR • ENH • ANF • SR 	<p>Do you have any idea about this picture ?</p> <p>I thing this picture is good, becuse there is a table</p> <p>Beautiful gud</p> <p>Picture god</p>
4	<ul style="list-style-type: none"> • HSH • AA • AF 	<p>Do you have any idea about this picture ?</p> <p>Yes i du, depicture is beautiful,</p> <p>I thing the picture is gud, because there is a chair,and there is a plant</p>
5	<ul style="list-style-type: none"> • AAL • LAR • DMF • RAR 	<p>Do you have any idea about this picture ?</p> <p>Because gudthere is a chair,and there is a table, there is a miror</p> <p>Yes i du, No goud</p> <p>Veri veri gud</p>
6	<ul style="list-style-type: none"> • KF • IFN • EGB • JA 	<p>Do you have any idea about this picture ?</p> <p>Yes i du, I thing dhe picture is beautiful, because there is a chair,and there is a table, there is a miror</p> <p>Yes i do, I thing the picture is good, because there</p>

		<p>is a table</p> <p>Yes i do, I think the picture is gud, because dere is a chair,and there is a table</p>
7	<ul style="list-style-type: none"> • YMM • ANK • VAR • CA 	<p>Do you have any idea about this picture ?</p> <p>Yes i du, I think the picture is beautiful, because there is a chair, and der is a table, there is a mirror</p> <p>I thing dhe picture is awesome, because there is a chair,and there is a flower</p> <p>Yes i du, I think the picture is gud, bekause dhere is a chair,and there are a tabel</p>

CONTROL CLASS IN POST TEST VIII-7

1. What do you think of this picture ?



No	Students Initial Name	Answer
1	AIR AZT CFL DSR	Wat du yu thing of dis piktur? Ai thing this pictur gud, becaus der is tabel Ai thing this picture is beautitul, becaus an tabel chair Ai thing dis picture is gud, because der is blackboard
2	FAH FMN FI HN	Wat du yu thing of dis piktur? This picture gud Ai thing this piktur is buks, because e tabel I thing dis is piktur is gud, because dis is piktur is gud, becaus der is e kapboard, der ar meni tabels. Der ar meni chair, der is a blackboar
3	IRS ISH MAL MMJ	Wat du yu thing of dis piktur? Der ar meny tables, de ar meny ceirs Ai thing this pictur gud, becaus der is tabel Ai thing this pictur gud, becaus der is tabel, der is e blackboar
4	NAP NS NI NSA	Wat du yu thing of dis piktur? Ai thing this piktur is guds, because e tabel Ai thing this piktur is guds, because e tabel Ai thing this piktur is buks, because der is e kapboar, der are meny tables, der ar meni ceirs, der is e blackboar
5	NHN PA RSF RA	Wat du yu thing of dis piktur? Ai thing this piktur is biutiful, en buk tables Ai thing this piktur is guds, because de is e kapboar, der ar meni tabels, der are meni ceirs, der is e blackboar Ai thing this piktur is guds, because de is e kapboar, der ar meni tabels, der are meni ceirs, der is e blackboar

6	RF RA RAA SR	Wat du yu thing of dis piktur? Ai thing this piktur is gudss, because de tabel Ai thing this piktur is gudss, because der is e tabel gud Ai thing this piktur is guds, because de is e kapboar, der is meni tabels, der ar meni cairs, der is e blackboar
7	SR VSN YRA	Wat du yu thing of dis piktur? Ai thing this piktur is gudss, because der is tabel Ai thing this piktur is gudss, because der is tabel
8	ZIP ZNL ZNF	Wat du yu thing of dis piktur? Ai thing this piktur is gudss, because der is e tabel gud Ai thing this piktur is guds, because de is e kapboar, der is meni tabels, der ar meni cairs, der is e blackboar

2. Do you have opinion about this picture?



Group	Students Initial Name	Answer
1	AZT AIR CFL DSR	Du yu hav opinion abot dis piktur? In mai opinion de picture is gudd because colour Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair
2	FMN FAH FI HN	Du yu hav opinion abot dis piktur? In mai opinion de picture is gudd because colour Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair Yes, i thing de piktur gud becaus beautiful
3	ISH IRS MAL MMJ	Du yu hav opinion abot dis piktur? Yes, i thing de piktur gud becaus beautiful Yes i du, in mai opinion the picture is awesome, becaus der is chair, and a lamp Yes, the picture good, because bed
4	NS NAP NI	Du yu hav opinion abot dis piktur? In mai opinion de picture is gudd because colour Yes i du, in mai opinion the picture is awesome,

	NSA	because there is tree, three , chair Yes, i thing de piktur gud becaus beautiful
5	PA RSF RA NHN	Du yu hav opinion abot dis piktur? Yes, i thing de piktur gud becaus beautiful Yes i du, in mai opinion the picture is awesome, becaus der is chair, and a lamp Yes, the picture good, because bed
6	SR RA RAA RF	Du yu hav opinion abot dis piktur? In mai opinion de picture is gudd because colour Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair
7	RF RA RAA SR	Du yu hav opinion abot dis piktur? In mai opinion de picture is gudd because colour Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair Yes, the picture good, because color
8	ZIP ZNL ZNF	Du yu hav opinion abot dis piktur? In mai opinion de picture is gudd because colour Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair

3. Could you tell me your opinion about this picture ?



Group	Students Initial Name	Answer
1	AIR AZT CFL DSR	Cud yu tel mi yur opinion abot dis piktur ? From mai opinion the picture is good, because there is a chair, tabel From mai opinion the picture is good, because there is a chair, tabel, saler From mai opinion the picture is good, because there is a chair, tabel, saler, people
2	FAH	Cud yu tel mi yur opinion abot dis piktur ?

	FMN FI	From mai opinion the picture is good, because there is a chair, tabel From mai opinion the picture is good, because there is a chair, tabel, saler, people
3	IRS ISH MAL MMJ	Cud yu tel mi yur opinion abot dis piktur ? From mai opinion the picture is good, because there is a chair, tabel, saler, people From mai opinion the picture is good, because there is a chair, tabel, saler From mai opinion the picture is good, because there is a chair, tabel, saler, people
4	NI NS NSA	Cud yu tel mi yur opinion abot dis piktur ? From mai opinion the picture is good, From maibecause there is a chair, tabel, saler, people
5	RSF PA NHN RA	Cud yu tel mi yur opinion abot dis piktur ? From mai opinion the picture is good, because there is a chair, tabel From mai opinion the picture is good, because there is a chair, tabel, saler From mai opinion the picture is good, because there is a chair, tabel, saler, people
6	SR RA RAA SR	Cud yu tel mi yur opinion abot dis piktur ? From mai opinion the picture is good, because there is a chair, tabel, saler, people From mai opinion the picture is good, because there is a chair, tabel, saler From mai opinion the picture is good, because there is a chair, tabel, saler, people
7	RAA RA RF SR	Cud yu tel mi yur opinion abot dis piktur ? From mai opinion the picture is good, because there is a chair, tabel, saler, people From mai opinion the picture is good, because color From mai opinion the picture is good, because fud

4. Do you have any idea about this picture ?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> •HAL •PUB •DRR •AB 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>
2	<ul style="list-style-type: none"> •PNH •NS •AFR 	<p>Du you have any idea about this picture ?</p> <p>Yes ai du, I thing dhe picture is beautiful, because there is a chair,and there is a table, there is a miror</p> <p>Yes i du, I think the picture is awesome, because there is a chair,and there is a table</p> <p>Yes i du, I think the picture is good, because there is a chair,and there is a table, bed</p>
3	<ul style="list-style-type: none"> • NIR • ENH • ANF • SR 	<p>Du you have any idea about this picture ?</p> <p>Yes ai du, I thing dhe picture is beautiful, because there is bed</p> <p>Yes i du, I think the picture is good, because there is a chair,and there is a table, bed</p>
4	<ul style="list-style-type: none"> • HSH • AA • AF 	<p>Du you have any idea about this piktur ?</p> <p>Yes i du, I think the picture is beautiful, because there is a chair,and there is a table, there is a miror</p> <p>Gud, bicaus there is a chair,and there is a table</p> <p>I think the picture is good, because there is a chair,and there is a table</p>
5	<ul style="list-style-type: none"> •AAL •LAR •DMF •RAR 	<p>Du you have any idea about this picture ?</p> <p>Yes ai du, I thing dhe picture is beautiful, because there is a chair</p> <p>Yes i du, I think the picture is awesome, because there is a chair,and there is a table</p> <p>Yes ai du, I thing dhe picture is beautiful, because</p>

		there is a chair
6	<ul style="list-style-type: none"> •KF •IFN •EGB •JA 	<p>Do you have any idea about this picture ?</p> <p>Yes i do, I think the picture is good, because there is a chair,and there is a table, bed</p> <p>Yes i do, I think the picture is awesome, because there is a chair,and there is a table</p> <p>Yes i do, I think the picture is good, because there is a chair,and there is a table, bed</p>
7	<ul style="list-style-type: none"> • YMM • ANK • VAR • CA 	<p>Do you have any idea about this picture ?</p> <p>Yes i do, I think the picture is beautiful, because there is a chair,and there is a table, there is a mirror</p> <p>Yes i do, I think the picture is good, because there is a table</p> <p>Yes i do, I think the picture is good, because there is a chair,and there is a table</p>

EXPERIMENT CLASS IN POST TEST VIII-5

1. What do you think of this picture ?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> • PUB • DRR • AB • HAL 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beuatiful, bekause there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p> <p>I ting this is picture is good beuatiful, bekause there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p>
2	<ul style="list-style-type: none"> • NS • PNH • AFR 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beuatiful, bekause there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p>
3	<ul style="list-style-type: none"> • ENH • ANF • SR • NIR 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beuatiful, bekause there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p> <p>I ting this is picture is good beuatiful, bekause there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p>
4	<ul style="list-style-type: none"> • AA • HSH • AF 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beuatiful, bekause there is a cuboard, dere are many tables, there are</p>

		mani chairs, there is a blackboard
5	<ul style="list-style-type: none"> •LAR •DMF •RAR •AAL 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beautiful, because there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p> <p>I ting this is picture is good beautiful, because there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p>
6	<ul style="list-style-type: none"> •IFN •EGB •JA •KF 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beautiful, because there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p> <p>I ting this is picture is good beautiful, because there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p>
7	<ul style="list-style-type: none"> •ANK •VAR •CA •YMM 	<p>Wat du yu thing of dis piktur ?</p> <p>I ting dis is piktur is good, because dere is a cuboard, there are many tables, there are many chairs, there is a blackboard</p> <p>I ting this is picture is good beautiful, because there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p> <p>I ting this is picture is good beautiful, because there is a cuboard, dere are many tables, there are mani chairs, there is a blackboard</p>

2. Do you have opinion about this picture?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> •DRR •PUB •AB •HAL 	<p>Du yu hav opinion abot dis piktur?</p> <p>In mai opinion de picture is gudd because colour</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p>
2	<ul style="list-style-type: none"> •PNH •NS •AFR 	<p>Du yu hav opinion abot dis piktur?</p> <p>In mai opinion de picture is gudd because colour</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p>
3	<ul style="list-style-type: none"> • ANF • ENH • SR • NIR 	<p>Du yu hav opinion abot dis piktur?</p> <p>Yes, i thing de piktur gud becaus beautiful</p> <p>Yes i du, in mai opinion the picture is awesome, becaus der is chair, and a lamp</p> <p>Yes, the picture good, because bed</p>
4	<ul style="list-style-type: none"> • HSH • AA • AF 	<p>Du yu hav opinion abot dis piktur?</p> <p>In mai opinion de picture is gudd because colour</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p>
5	<ul style="list-style-type: none"> •DMF •LAR •RAR •AAL 	<p>Du yu hav opinion abot dis piktur?</p> <p>Yes, i thing de piktur gud becaus beautiful</p> <p>Yes i du, in mai opinion the picture is awesome, becaus der is chair, and a lamp</p> <p>Yes, the picture good, because bed</p>
6	<ul style="list-style-type: none"> •EGB •IFN • JA •KF 	<p>Du yu hav opinion abot dis piktur?</p> <p>In mai opinion de picture is gudd because colour</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p> <p>Yes, the picture good, because beautiul</p>
7	<ul style="list-style-type: none"> • VAR 	<p>Du yu hav opinion abot dis piktur?</p>

<ul style="list-style-type: none"> • ANK • CA • YMM 	<p>In mai opinion de picture is gudd because colour</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p> <p>Yes i du, in mai opinion the picture is awesome, because there is tree, three , chair</p> <p>Yes, the picture good, because color</p>
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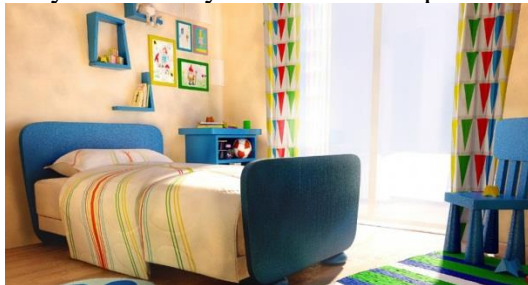
3. Could you tell me your opinion about this picture ?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> • AB • PUB • DRR • HAL 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>
2	<ul style="list-style-type: none"> • AFR • NS • PNH 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>
3	<ul style="list-style-type: none"> • SR • ENH • ANF • NIR 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>
4	<ul style="list-style-type: none"> • AF • AA • HSH 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good,</p> <p>From maibecause there is a chair, tabel, saler, people</p>

5	<ul style="list-style-type: none"> •RAR •LAR •DMF •AAL 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>
6	<ul style="list-style-type: none"> •JA •IFN •EGB •KF 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>
7	<ul style="list-style-type: none"> •CA •ANK •VAR •YMM 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p> <p>From mai opinion the picture is good, because color</p> <p>From mai opinion the picture is good, because fud</p>

4. Do you have any idea about this picture ?



Group	Students Initial Name	Answer
1	<ul style="list-style-type: none"> •HAL •PUB •DRR •AB 	<p>Du you have any idea about this picture ?</p> <p>Yes ai du, I thing dhe picture is beautiful, because there is a chair,and there is a table, there is a mirror</p> <p>Yes i du, I think the picture is awesome, because there is a chair,and there is a table</p> <p>Yes i du, I think the picture is good, because there is a chair,and there is a table, bed</p>
2	<ul style="list-style-type: none"> •PNH •NS •AFR 	<p>Du you have any idea about this picture ?</p> <p>Yes ai du, I thing dhe picture is beautiful, because there is bed</p> <p>Yes i du, I think the picture is good, because there is a chair,and there is a table, bed</p>

3	<ul style="list-style-type: none"> • NIR • ENH • ANF • SR 	<p>Du you have any idea about this piktur ?</p> <p>Yes i du, I think the picture is beautiful, because there is a chair,and there is a table, there is a mirror</p> <p>Gud, bicaus there is a chair,and there is a table</p> <p>I think the picture is good, because there is a chair,and there is a table</p>
4	<ul style="list-style-type: none"> • HSH • AA • AF 	<p>Du you have any idea about this picture ?</p> <p>Yes ai du, I thing dhe picture is beautiful, because there is a chair</p> <p>Yes i du, I think the picture is awesome, because there is a chair,and there is a table</p>
5	<ul style="list-style-type: none"> • AAL • LAR • DMF • RAR 	<p>Du you have any idea about this picture ?</p> <p>Yes i du, I think the picture is good, because there is a chair,and there is a table, bed</p> <p>Yes i du, I think the picture is awesome, because there is a chair,and there is a table</p> <p>Yes i du, I think the picture is good, because there is a chair,and there is a table, bed</p>
6	<ul style="list-style-type: none"> • KF • IFN • EGB • JA 	<p>Do you have any idea about this picture ?</p> <p>Yes i do, I think the picture is beautiful, because there is a chair,and there is a table, there is a mirror</p> <p>Yes i do, I think the picture is good, because there is a table</p> <p>Yes i do, I think the picture is good, because there is a chair,and there is a table</p>
7	<ul style="list-style-type: none"> • YMM • ANK • VAR • CA 	<p>Cud yu tel mi yur opinion abot dis piktur ?</p> <p>From mai opinion the picture is good, because there is a chair, tabel</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler</p> <p>From mai opinion the picture is good, because there is a chair, tabel, saler, people</p>

APPENDIX 12

DOCUMENTATION



Picture 1 : Explain the material to the students



Picture 2 : Students listen to the teacher explanation



Picture 3 : The students divided into a group



Picture 4 : Teacher gives the chips for the students



Picture 5 : Students discuss about the material with their chips

CURRICULUM VITAE



A. Identify

Name : Siti Hajar Nasution
Reg. Number : 18 203 00013
Place/Birthday : Padangsidempuan, 16th March 2000
Gender : Female
Religion : Islam
Address : Jln. Sudirman, Padangsidempuan
Phone Number : 0821 6489 9646
Email : sitihajarnasution1@gmail.com

B. Parents

Father's Name : Syamsul Bahri Nasution
Job : Wiraswasta
Mother's Name : Nelly Wati Siregar
Job : Housewife

C. Educational Background

Elementary School : SDN 200102 Padangsidempuan (2012)
Junior High School : SMN 3 Padangsidempuan (2015)
Senior High School : SMAN 1 Padangsidempuan (2018)
Collage : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan (2018-2023)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

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Nomor : B3/60 /In.14/E.1/TL.00/10/2022

Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMP Negeri 3 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Hajar Nasution
NIM : 1820300013
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Sudirman Padangsidimpuan

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Talking Chip Technique on Speaking Mastery at the Eight Grade Students of SMP N 3 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 19 Oktober 2022



a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Usjati Sycfrida Siregar, S.Psi, MA
NIP.19801224 200604 2 001



PEMERINTAH KOTA PADANG SIDEMPUAN
DINAS PENDIDIKAN
SMP NEGERI 3 PADANG SIDEMPUAN

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JL. K. H. A. DAHLAN NO. 39 TELP. (0634) 21521
PADANG SIDEMPUAN UTARA

KODE POS : 22717

SURAT KETERANGAN

Nomor : 421.3 / 268 / 2022

bertanda tangan di bawah ini :

Nama : PARADA SAKTI, S. Pd
NIP : 19710924 200502 1 001
Pangkat/Golongan : Pembina, IV/a
Jabatan : Kepala SMP Negeri 3 Padang Sidempuan

dan ini menerangkan bahwa :

Nama : SITI HAJAR NASUTION
NPM : 1820300013
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Benar telah melaksanakan Penelitian di SMP Negeri 3 Padang Sidempuan dari tanggal 10 Oktober 2022 s/d 14 November 2022 dengan judul Penelitian : "The Effect of Talking Chip technique on Speaking Mastery at the Eight Grade Students of SMP Negeri 3 Padang Sidempuan".

Surat keterangan penelitian ini kami buat untuk dapat dipergunakan seperlunya.

Dikeluarkan di : Padang Sidempuan

Pada Tanggal : 25 Oktober 2022

Kepala SMP Negeri 3 Padang Sidempuan



PARADA SAKTI, S. Pd
NIP. 19710924 200502

VALIDATION LETTER

I am the one who signed this letter

Name : Ramaita Piliang, S.Pd

Job : English Teacher in SMPN 3 Padangsidimpun

Has provided test guide sheet on students' speaking mastery at the Eight Grade Students of SMPN 3 Padangsidimpun for completeness of the research entitled:

"The Effect of Talking Chips Technique on Speaking Mastery at the Eight Grade Students of SMPN 3 Padangsidimpun"

Arranged by:

Name : Siti Hajar Nasution

NIM : 18 203 00013

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that I have given as follow:

1. Language features
2. Sentences
- 3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good test.

Padangsidimpun, 2022

Validator



Ramaita Piliang, S.Pd.

NIP.196703271990032001