

**IMPROVING THE STUDENTS' SPEAKING ABILITY IN DESCRIPTIVE
TEXT BY USING TALKING CHIPS TECHNIQUE
SKRIPSI**

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY
OF MUHAMMADIYAH SUMATERA UTARA MEDAN
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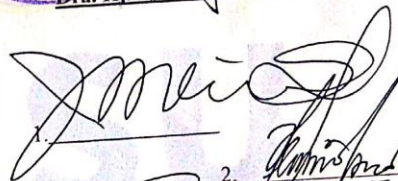
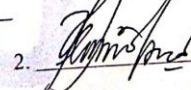
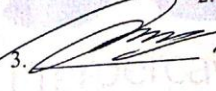
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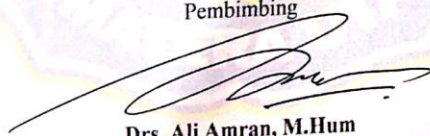
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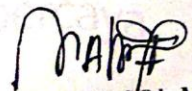
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ABSTRACT

Siti Khadijah. 1502050220 “Improveth the Students’ speaking ability in descriptive text by using Talking Chips Technique”. Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2019

This research aimed to Improved the Students’ Speaking Ability In Descriptive Text By Using Talking Chips Technique. The subject of the study were the students of SMK Harapan Mekar 2 Medan. Academic Year 2019/2020. There were 27 students XII AK grade (1 boys and 26 girls). The research of this study were conducted by using classroom action research. The data used in this research were qualitative and quantitative data and the instument of collecting data were used such as interview sheet, observation, documentation, and test. The result of this research showed that there were increasing of students’ Speaking Ability The mean of the pre-test was 18.5 %, in cycle one was 59.25%, in cycle two was 100, it indicated that the scores and the mean in cycle two was better that the first one. The percentage of students who got point 70 or more also increased. In the pre-test of cycle one, there were not students who got point 70. In the post test of cycle one the students who got point 70 or more there were 16 of students (59.25%), it means that there were an increasing about 40.75%. The post-test of cycle two, the students who got point 70 or more there were 27 students (100%) and the increasing were about 40.75%.

Keywords: Speaking Ability, Descriptive Text, Talking Chips Technique

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The writing of this skripsi entitled “Improving The Students’ Speaking Ability In Descriptive Text By Using Talking Chips Technique”.at XII AK grade students of SMK Harapan Mekar 2 Medan in Academic Year 2019/2020”. This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

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Finally, the researcher hopes that this study will be useful beneficial, and it will give a contribution for the readers even the researcher realizing that this skripsi is still far from the perfectness.

Medan, September 2019

Researcher

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CHAPTER I

INTRODUCTION

A. Background of Problem

English as foreign language involves four skills, they are speaking, writing, reading and listening. In teaching English, those skills must be served as much as possible. One of those language skills that influence the language ability is speaking.

Speaking is the core means of communication which is used by people to express thought and feeling orally. Tarigan in Agustiyani (2008:21) conveys that speaking is the capability to articulate the sounds, expressing and delivering thought, opinion, and wishes. Adopted from Tarigan (2008: 22) speaking is also a productive skill, it involves many components: fluency, comprehension, grammar vocabulary and pronunciation. It is not only an utterance but also a tool of communication. Its relationship, in short, speaking is a tool of communication to express feeling, deliver opinion, and idea in social life.

Speaking is believed to be difficult to master by students learning English. Almost all English students have difficulties in English communication. There are some problems in speaking activities faced by English Corner at SMK SWASTA HARAPAN MEKAR 2 MEDAN. This activity aims to apply the teaching learning process in the classroom, the group should be able to evaluate and observe the characters and problems of students in learning process; the problems are the students that they do not have anything to say, they still have difficulty in pronouncing the English words, a lack of confidence and participation.

In addition, they have poor motivation in speaking. Therefore the students were not enthusiastic to join the class, students are not interested to join the speaking class, and most of them were only silent when their teacher encourages them to speak. As we know that speaking is the second skill those four skills: listening, speaking, reading, and writing. Therefore, the Researches tried to solve the problems so that the students could speak effectively through Talking Chips Technique.

Based on the problems above, the writer is interested to apply *Talking Chips* Technique in English speaking class especially in descriptive text. This study is a such the characteristics of something in order to explain a person, place, object or event. Thus, this study tries to answer whether *Talking Chips Technique* is effective or not in improving the students' speaking skill in Descriptive Text on the XII AK Students of at SMK SWASTA HARAPAN MEKAR 2 MEDAN.

B. The Identification of The Problem

Based on the background of the study, the researcher found some problems as follow:

1. The students are opportunity to speak in english
2. The students are lack of vocabularies
3. The students are mispronunciation

C. Scope and Limitation

The absence of understudies' talking capacity was brought about by numerous components; English teacher, the understudies, and the exercises done in the homeroom. In light of the issues introduced above, Talking Chips

Technique could be important to tackle the issues. it would assist the educator with improving capacity to make great environment in the homeroom. From the understudies viewpoint, Talking Chips Technique could give equivalent open door for the understudies to rehearse their English Talking abilities. From the process aspect, Talking Chips Technique could assist the understudies with maintaining their inspiration on learning since it could assist the understudies with improving their talking aptitudes in a fun manner.

D. The Formulation of the Problem

Based on the limitation of the problem, the problem was formulate as follows “How could Speaking Ability especially in Descriptive Text be improved through the implementation of Talking Chips Technique?”

E. The Objective of the Study

The study is carried out to improve the students’ Speaking Ability in Descriptive Text by implementing Talking Chips Technique.

F. The Significance of Study

In this investigation, the specialist expects that examination paper has the advantages both hypothesis and practices. There are two centrality of the exploration. They are Hypothetically and For all intents and purposes.

1. Theoretically

The researcher will field helpful outcomes that can be added to the English educators who instruct English subject as their materials reference. The researcher hopes to help the English instructors with their issues in showing talking in the class. The researcher likewise do trusts that this examination will assist the English students with mastering English language particularly in talking segment and increment the understudies' scholarly accomplishment.

2. Practically

The researcher expects that the results of the study will be used for:

- a. For the English teacher. The results of this study are ideally helpful for English teacher. they may think that its simple to build up the materials which are fascinating to the understudies with the goal that teacher will be increasingly creative in teaching.
- b. For the students, ideally they will improve their speaking skill whether in the learning procedure or in different events.
- c. For the researcher by conducting this research, the Analyst expects she will improve about English education in Indonesia and raise her imagination and creativity in the teaching.
- d. For other students of English education Study Program this program could be utilized as the wellspring of data for future research on significant composed work.

CHAPTER II

THE RIVIEW OF LITERATURE

A. Theoretical Framework

As the main objective of this study is to improve students' Speaking Ability by Using Talking Chips Technique, some related theories are presented in this part. This chapter presents the theoretical descriptions and conceptual framework related to speaking skill, Talking Chips Technique and Descriptive text. The followings are discussions of each item.

1. Speaking Ability

1.1. Definiton of Speaking

Speaking is a communicative event which includes the use of verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking it will other people. Speaking is one of skills that students should researchin the classroom because speaking is not a simple skill in learning english. There are some definitions of speaking according to experts.

Harmer (2005:1) mentions Speaking is so much a part of daily life that we take it for granted. the ability to speak fluently followed naturally from the teaching of grammar and vocabulary with a bit of pronunciation thrown in. Adopted from Brown (2004:142) claims that Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a task taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Tarigan in Agustiyani (2014:1) claims that Speaking is the capability to articulate the sounds, expressing and delivering thought, opinion, and wish. Speaking is also a productive skill it involves many components: fluency, comprehension, grammar vocabulary and pronunciation. It's not only an utterance but also a tool of communication. Its relationship, in short, speaking is a tool of communication to express feeling, deliver opinion, and idea in social life.

Brown (2004: 141-142) mentions oral production into five: (a) Imitative means that at one end of continuum of types speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance; (b) Intensive means the production of short stretches of oral language designed to demonstrate competence in narrow band grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation-stress, rhythm, juncture); (c) Responsive which include the interaction and test comprehension but at the some what limited level of very short conversations, standard greetings and small talk , simple request and comments and the like; (d) Interactive which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationships; and (e) Extensive (Monologue) which is including the speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Therefore, the writer was focused on the Responsive of basic types of speaking consist of short conversations, standard greetings and small talk, simple request and

comments and the like. To score the speaking skills, there are five categories according to Hammer (2005: 124) such as pronunciation, grammar, vocabulary, fluency and content.

1.2. Elements of Speaking

Harmer (2001: 269-271) mentions some elements of speaking. They are language feature and mental/ social processing. 1) Language features the first element is connected speech. a speaker should not only be able to produce the individual phonemes of English but one also is able to produce a group of phonemes. The second element is expressive devices. Speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances vary volume and speed and use paralinguistic features to show what they are feeling. The third element is lexis and grammar. Speaker can make spontaneous speech by using a number of common lexical phrases especially in the performance of certain language functions. The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying. 2) Mental/ social processing there are three components in mental/ social processing. The first component is language processing. Speaker needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the meaning that re inherited. The second is interacting with others. Speaking involves a good deal of listening to other participants, understanding of how they are feeling, and also the ability how to take turns or allow others to do so. The third component is information processing. a speaker should also be able

to process the information people tell him or her the moment he or she gets it. Moreover, in order to communicate successfully, one needs to consider the relationship between the speaker and hearer. The fact that language is used to interact implies that foreign language learners also need knowing the interactional aspects of communication. They are concerned with the use of correct sounds and structures of the language and skills of the management interaction and negotiation of the meanings. The management of the interaction involves such things as knowing when and how take floor, when and how to keep a conversation going, and when, and how to terminate the conversation. The negotiation of a meaning, on the contrary, refers to the skills of making sure that both speakers and listeners have correctly understood what they are talking about. to develop these aspects, language learners may use conversational routines (Richards&Weber, 1985: 131). However, conversational routines will make the listeners and speakers speak fluently or listen accurately. As known that speaking needs practice a lot to have a good conversation.

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1.3. Teaching Speaking

Teaching speaking is important to learners' language acquisition and academic learning. Teaching speaking is important for English Teachers because they do not only teach about reading or writing, but also teach speaking. When people communicate with others, their intention to speak is to express their ideas,

thought, and also feeling. It makes others understand what they feel and what they think. Byrne (1997:1) states that the classroom is a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. It means that teachers do not only teach or give knowledge and information to the students, but also they teach and develop students ability to use the language in real communication. Speaking is a crucial part of English language learning and teaching which needs special attention and instruction. Nunan (2003:48) asserts that the notion of speaking is helping learners to be able to do the following activities:

1.4. Types of Classroom Speaking Performance

Speaking performances have different function in daily communication, as Brown (2001: 271-274) explains that there are six categories are applied to the oral production that students are expected to carry out in the classroom. They are:

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 pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
2. Intensive. Intensive speaking is one step beyond imitative since it includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be

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

3. Responsive. a good deal of student speech in the classroom is responsive. It is short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.
4. Transactional (dialogue). Transactional language is an expanded form of responsive language. It is carried out for the purpose of conveying or exchanging specific information.
5. Interpersonal (dialogue). Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
6. Extensive (monologue). Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

2. Talking Chips

2.1. The Nature of Talking Chips Technique

Kagan (1994) conveys that the goal of this strategy is to promote equal participation and develop discourse abilities. Adopted from Barkley et al. (2005: 177) Talking Chips is students participate in a group discussion, giving a token where they speak.

The Procedure of Talking Chips Technique based on (<http://Kagan.1994>. Metacognitive.com) are: (1) Each member of a group gets different chips that they must use whenever they want to speak, (2) these chips include different strategies

to use in conversation and could include: Expressing a doubt, Answering a question, Asking a question, Giving an idea, Asking for clarification /clarify an idea, Respond to an idea, Summarize, Encourage participation, Say something positive about someone's idea; (3) Students place one of these chips on their desks before speaking. When they finish speaking, the other members think of different ways to respond and continue the discussion; and (4) Students should not speak unless they use one of the talking chips. The goal is for all students to use their chips, avoiding the risk that only some members of the group participate in the task.

Talking Chips Technique is believed to: (a) give a chance to students to find the concept of solve the problem; (b) give a chance to students to create creativity in doing communication with a friend of his group; and (c) improvement the students motivation.

Talking chips is based on the idea of currency and was developed according to Gray (2010: 217), talking chips is the strategy that make the value of everyone's contributions tangible and give everyone chance to speak. It means all students have the same opportunity in the classroom if one students has two times for speaking. The other students also have two times for speaking in the classroom.

Bowers and Keisler (2011: 138) share that Talking Chip is this strategy ensures that everyone has an opportunity to share in a discussion. So, there is no gap between students who active to speak and those who are not. Furthermore, it extends students speaking practice and students would have an equal opportunity to speak in the classroom.

Hilson (2010: 164) explains Talking Chips is the strategies guarantees equal participation in discussion groups. Each group member receives the same member of Talking Chips (or any other markers, such as index cards. Turville (2008: 91) claims That Talking Chips Technique is the Technique for Speaking Skill. Talking Chips is a group participation that use of several chips in their procedure. Based on the explanation above, it can be concluded that talking chip is a technique that gives equal chance to students in the learning process and creates active condition in class.

2.2. The Implementation of Talking Chip Technique

There are some procedures of talking chips technique, the procedure of Talking Chips based on Bowers and Keisler (2011) explains are follows :

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

While Bower and Keisler (2011) use the term chip in the implementation, Bower and Keisler (2011) and Barkley (2005) claim the term token to refer to procedure. The procedure is actually similar. but, there are some different point as follow:

- a.) Form students group Give each student three to five tokens that will serve as permission to share, contribute, or debate in the conversation.
- b.) Ask students to participate equally in the group discussion, specifying that

as they contribute comments, they should surrender a token and place it in view of the other group member. c.) When all students have contributed to the discussion and all tokens are down, ask students to retrieve and redistribute the chips, so that the procedure repeats for the next round of discussion, or end the discussion if the activity is complete. Kagan (1992) conveys the term strategy to refer to procedure. The procedure is different because Kagan does not implement a group work but individual work. There are some different point as follow :

- a. Each person is given a number of markers.
- b. Each time a person wants to talk, a chip is placed in the center of the table.
- c. When an individual's chips are all in the center of the table, she/ he cannot talk again until everyone's chips are all in the center
- d. Last, the chips are then retrieved and tribute to begin again. In this research, writer tries to modify talking chip technique as follows: first, teacher divides students into some groups. Second, teacher gives text to the students and gives time to read the text. Third, students count one until the rest of the member. Then, teacher gives one chip that contains question related to the text to each students. After that, student number one will be given chip number one and ask the other member according to the number in his/her chip, after that the student that given the chip should share her/his opinion about the answer. After finishing answer the question, the student should place his/her chip in the middle of the table as the

mark that he/she has participated the discussion. It continues until the rest of the member placed their chip in the middle of the table.

2.3. The Steps of Talking Chips Technique

The Procedure of Talking Chips Technique Purposes by Syafryadin (2011) are as in the following:

- 1) Teacher provides a discussion topic. The teacher could provide certain topics for the groups to be discussed. It would help the students to maintain their ideas to be shared.
- 2) Begins the discussion. Anyone in the group could start the discussion related to the topic by placing his or her chip in the centre of the team table.
- 3) Continues the discussion. Any student could continue the discussion by using his or her chip. However, they need to wait until the first speaker done speaking.
- 4) When all chips are used, teammates collect all their chips and continue the discussion using their Talking Chips.
- 5) During the students "discussion about the topic, accuracy and fluency of students would be observed. Besides, in evaluation, the students would be assessed either their fluency or accuracy.

2.4. The Advantage of Talking Chips Technique

Lie (2002) conveys that the advantages of using Talking Chips Technique is to give chance for every student to participate equally. In group work usually there is student that tends to more dominant or active than other students. Besides that, there are also students that tend to passive and silent in the class. This

technique will ensure every student to participate. Other advantages of using talking chips technique that is develops students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills. Talking chips also useful in building on other's idea, contributing idea, elaborating, encouraging contribution, encouraging others, negotiating, and working together. in the book of Kagan Cooperative learning also shows there are some skills or abilities that can be developed by using talking chips as follows:

- a. Team building through team building, teammates get acquainted, create a team identity, promote mutual support, value individual differences, and develop synergistic relationship.
- b. Social skill Students require a variety of social skills to be successful in cooperative learning and in life. These are the very skills students practice daily in the cooperative classroom; Active listening, appreciating others' idea, caring, conflict resolution skills, cooperation, Diversity skills, encouraging others, leader ship skills, patience, respect, responsivity, sharing. Many of these skills are naturally acquired in the process of working together.
- c. Communication skill being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body

language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. Developing out communication skills can help all aspects of our life, from our professional life to social gatherings and everything in between.

- d. **Thinking skill** Thinking Skills are mental processes used to do things like: solve problems, make decisions, ask questions, construct plans, evaluate ideas, organize information and create objects.
- e. **Knowledge building** Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas. It can be concluded that talking chip technique not only develop thinking skill but also develop social skill. Moreover, talking chip can improve communication skill and build knowledge.

2.5. Disadvantages of Talking Chips Technique

Based on Gray (2010: 217) and Mills and Cottel (1998: 98), Talking chips Technique has some disadvantages, they are: a. this Technique can inhibit the natural flow of conversation since the procedure of this technique controls participations. But, this condition make a chance for all the students to speak in the classroom. b. This situation make discussion feel stilted and artificial. But, in this case stilted and artificial would not disturb students' learning process since the discussion is going well. Although the technique has some disadvantages, the researcher believes this technique has more advantages can improve students' speaking ability.

3. Descriptive Text

3.1. Definition of Descriptive Text

Gerrot and Wignel in Mursyid (2005: 4), claims that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person. The social function of descriptive Text is to describe a particular person, place, or thing. There are two generic structures of Descriptive Text suggest to Hammond in Mursyid (2005: 4): (a) identification which identifies phenomenon to describe and (b) description which contains the description of parts, qualities and characters.

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur (1966) conveys that descriptive writing is to create a clear picture or impression of person, place or object.

Fred D. White (1986) conveys that Descriptive Text is drawing in words. Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner (1982) Descriptive Paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest (Barnet and Stubbs's: 1983), "Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates.

We use many kinds of text in daily life. Usually we read a text how to operate new things, how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a

community, and how to get to some places. Those kinds of text are called procedure text. Mark and Cathy also explain the examples of procedure text are recipes, itineraries, instruction manuals, and direction.

Moreover, procedure text based on Carlene Walter is the process which is needs to be undertaken to achieve a successful outcome.

Whereas another say that procedure text tells the reader how to do a particular job. It tells the reader what tools and materials are necessary and takes the reader or user step by step through the sequence of actions necessary to complete the job successfully.

Based on those definitions, it is clear that procedure text tells and guides the reader how something can be done by doing some instructions or sequence of steps.

3.2. The Purpose of Descriptive Text

The Purpose of Procedure Text based on Walter is to unsure that something is done correctly, and achieve a good outcome in the end. It means that purpose of procedure text provides information which is it about how to make something, how to cook something, how to use something, or how to operate something that is important to readers achieve successful outcome.

B. Conceptual framework

In order to master English, learners have to master the four skills of English; listening, speaking, reading, and writing. Although the four skills are equally important, these skills are used to understand the world through listening and reading and to communicate our feeling, need, and desires through speaking

and writing. By having more knowledge about language skills we have much better chance of understanding and being understood and getting what we want and need from around us speaking could be seen as the leading skill since speaking is one of the ways to communicate with others. As for Senior High School students, they are expected to have the ability to express the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.

Unfortunately, there are some problems related to the students' speaking ability. The problems could be from so many factors, the students, the teacher, the activities during the learning process, or even the facilities. What mostly happen in Indonesia, the students are afraid to make mistakes in front of their friends. As the result, they tend to be silent when they are asked to share their ideas or opinions. The monotonous activities during the learning process could make the condition getting worse.

Based on those problems, Talking Chips Technique could be applied as an effort to improve the students' speaking ability. Talking Chips Technique could be applied in discussion activities during the learning process. This Technique allows the students to participate and to give contribution in their group. This technique also helps those who have low motivation and shy students to improve their participation during the learning process. by using this technique, every student would have more opportunity to practice English orally and gradually would increase their speaking ability. Hopefully, this technique could help the teacher to be more creative during the learning process and create atmosphere where the students could decrease their fear on using English and motivate the

students to be brave to speak up. It is expected that there would be positive changes in the speaking teaching and learning process after applying this technique.

C. Reviews of Related Studies

During the learning process, there are various activities applied by the teacher. One of these activities is discussion. Talking Chips Technique is one of the ways that could be applied by the teacher during the discussion section. This strategy would help the students to promote their speaking skill equally since the point of this technique is every student in the group should participate and give contribution to the group. There are some similar research that had been conducted before. The result of the research is described as follows.

The first research was conducted by Syafradin (2011). The research entitled “The Use of Talking Chips Technique in Improving Students Speaking Achievement”. The research shows that Talking Chips Technique can improve the students speaking. The students scores on speaking skill got improvement and the students showed progress on each cycle in speaking. For example, the students were active in speaking, high motivation, responsible to their task and so on. Besides, the cooperative learning elements that well implemented during Talking Chips Technique also help to improve the students’ speaking skill.

CHAPTER III
REASERCH METHODLOGY

A. Location of the Research

This research was conducted in XI Grade of SMK Harapan Mekar Medan, Which is located on Jalan Marelan Raya Ps. II No.77, Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara 20255.

B. Subject of the Research

The subjects of the study were XII AK students of SMK HARAPAN MEKAR 2 MEDAN, the English teacher who acted as the collaborator and the researcher. There were 27 students who took part in the research. The reason of taking the students is because they were the second grade students who have low ability in learning English especially in the speaking skill. The students were chosen because the result of the observation showed that they had difficulties in speaking. The speaking problems need to be solved soon. Therefore the researcher and the collaborator worked cooperatively to bring about better results on their Speaking Ability.

C. Research Design

This study is categorized as classroom action research. In this study, the researcher is involved in improving students speaking skill. This action research aims at portraying the process of the improvement of students' ability in speaking. The nature of this action research is collaborative which involved the English Teacher as the collaborator and the researcher herself. The researcher and the collaborator tried to improve the way in teaching speaking especially using Talking Chips Technique in the teaching process.

Kemmis and McTaggart (1998), there are four steps in each cycle for doing classroom action research, which can be explained as follows:

a. Planning

In this step, the writer focuses on who, what, when, where, and how the action is conducted.

b. Action

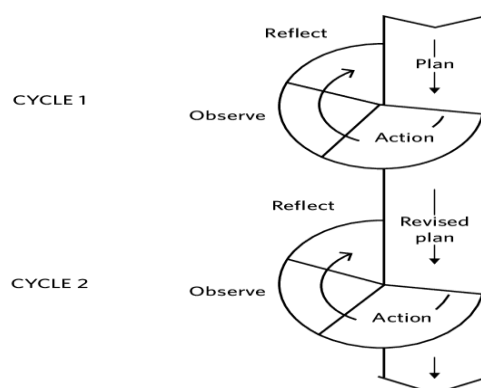
This step conducts to implement the strategies prepared in the planning.

c. Observation

Observation is the next step to monitor and watch closely teaching learning process and collects the data from the result of action. The researcher prepares the observation paper to know class condition when the action done, then the writer makes the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem.

d. Reflection

Reflection is used to analyze the result based on the data which have been collected to determine the next action in the next cycle. In this phase, the writer could observe the activity which results any process, the progress happened, and also about the positives and negatives sides.



Cycle of Action Research Kemmis and McTaggart Model

D. Research Instrument

Instruments are tools for obtaining data or information that researchers need to answer research. Data will be valid and reliable if the researcher chooses the right instrument. The researcher must design a valid and reliable instrument, because it can help researcher to get the data with the best data validity and reliability.

Some instruments are applied to obtain the data in this study. The writer uses the Questionnaire, Observation sheet, and Interview dealing with qualitative data. On the other side, the writer uses multiple choice questions as a pre-test and post-test to obtain the quantitative data.

In qualitative data, the writer will use :

a. Observation sheet

Observation sheet will be used to observe all activities that will occur during the teaching learning process. The activities will be included teacher and student activities

b. Interview

This instrument also use to collect information about the students' feelings in learning English using Descriptive text, picture and Talking Chips Technique.

c. Documentation

Documentation have take during the research is purpose for providing reference points. The function of documentation is way of reporting, observation, reflection, and reaction of students in teaching and learning process.

d. Test

Speaking Test There are two kinds of test to measure students speaking skill namely pre-test and post-test. Pre-test or initial reflection is intend to assess the pre-existing of the subjects which is administer in the first meeting before the researcher conduct the research by applying Talking Chips Technique technique in the classroom. The post-test are administer in the end. The function of administering post-test is to evaluate the

effectiveness of Talking Chips Technique in teaching speaking ability . Pre-test and Post-test are in the form of multiple choice items there are 10 questions of Pre-test and 10 questions of Post-test and choose the correct answer A, B, C, or D. Each correct answer has 1 point and incorrect answer get 0 point. The questions are given are based on the learning topic. The purpose of pre-test is conducted to find out initial condition of subject in Speaking Ability. Mean while the post-test will reflect the effectiveness.

Table 3.1 English Language Speaking Skills Assesment Collects

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, in comprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very good	understandable	19-25	
3.	Accurancy			
	a. Unsatisfactory	Usage, definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structre, meaning	7-12	

		occasionally obscured by grammatical error		
	c. Good	occasionally grammatical error which do not obscure meaning	13-18	
	d. Very good	no more than two errors/speech is generally natural	19-25	
4.	Fluency			
	a. unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	b. fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. good	Speech is generally natural	13-18	
	d. Very good	understandable	19-25	
	Total score		100	

2.The Qualitative Data

a. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak) and take photograph and video.

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea of implementing the role play technique in improving students' ability in speaking.

c. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy.

d. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

F. Technique of Data Analysis

This research will be apply qualitative and quantitative data. The analysis qualitative data is use in this research observation of student's activities during teaching learning process, and the interview before and after Classroom Action Research (CAR).The qualitative data are take from the questionnaire, observation sheet and interview that are use to describe the situation during teaching and learning process.While quantitative data are take from the students oral test, namely speaking performance test. Scores are use to analyze the improvement of the students speaking achievement in each cycle.The researcher will test the students by some aspects as explain before about testing speaking. The students must prepare their grammar, pronunciation, and fluency. The oral test, the writer use assessment scale for oral speaking skill.

THE ASSESSMENT SCALE OF PERFORMANCE TEST

Score	Descriptive
60	The students is about unintelligible, use words wrongly and shows no sign of any grammatical understanding.
65	The student is able to transmit only basic ideas using individual words rather than phrase or fuller pattern of discourse. Speech is very hesist and the pronunciation makes intelligibility difficult
70	The student transmit basic ideas in a fairly stile way. Pronunciation is sometimes problematic and there are example of grammatical, lexical misuse and gaps which is impeded communication on occasion.
75	The students transmits ideas moderately clearly. Speech is some what hesist and there are frequent lapses in grammar and vocabulary use. Never the les, the student makes him/herself.
80	The student is intelligible, understand nearly everything at normal speed, although occasional repetition may be necessary.
85	The student speak at a comfortable speed with only occasioanl pause on upset. There are some problem of grammatical

	accuracy and some words are inappropriate used.
90	The student speaks fairly fluently, showing an ability to communicate ideas with not too much trouble. Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
95	The student speaks fluently with few obvious mistakes a wide variety of lexis and expression. Pronunciation is almost always intelligible, and there is little difficulty in communicating ideas.
100	The student has few traces of foreign accent, makes few noticeable errors of grammar or word order, use of vocabulary is virtually that of a native speaker. He speaks quickly with few hesitations and appears to understand everything without difficulty.

In addition, the writer makes the criteria of students' speaking skill rate into four categories, they are :

- a. Excellent = 90-100
- b. Very good = 80-90
- c. Good = 70-80
- d. Bad = 60-65

To know the total of the students' score in each meeting, the following formula is applied :

$$\bar{X} = \frac{\sum x}{N} \times 100\%$$

Notes :

\bar{X} = The mean of the students

$\sum x$ = The total score.

N = The number of students

Next, to categorize the number of the master students, the formula is applied :

$$P\% = \frac{R}{T} \times 100\%$$

Notes :

P = Percentage of the students

R = Number of the students

T = The total number of the students taking the test

(Arikunto, 2010)

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

The data was analyzed by qualitative and quantitative data. The quantitative data were taken from observation sheet, interview, documentation, and speaking test. This research was conducted in one class with 27 students. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the teacher was gave the reading test before treatment and in post-test one (I) the teacher gave the treatment base on the material of Descriptive text. The second cycle was conducted in two meetings including to post-test two (II), in post-test two (II) the teacher gave more treatment and information about the Descriptive text by using talking chips technique and chips as learning media in teaching speaking process so in the last meeting of each cycle, the students conducted the test and the post test. The qualitative data were taken from mean of students' score in taking speaking test in Descriptive text learning.

1. The Qualitative Data

a. Observation

The researcher observed the students situation, condition and what problem was found during the teaching- learning process in every meetings. The researcher filled the observation sheet in order to know the students activities during teaching learning process which Talking Chips Technique was applied to

improve the students' speaking ability, it also was done to know how the interaction between the teacher, researcher and students. From the observation, the researcher noted that the students were excited, active and enthusiastic in learning Descriptive text by using Talking Chips Technique and chips as learning media.

b. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also has done after implemented the teacher and the students. This interview also has done after implemented the technique. From the students and teacher answer interview showed that there were differences feeling before and after the implemented of the technique.

The teacher felt the learning process was more active and students' speaking ability increased after the technique implemented. The students also has showed that the felt pleasure, more interested and enjoyed learning speaking Descriptive text by using Talking Chips Technique.

c. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy.

d. Documentation

Documentation has been taken during the research is purpose for providing reference points. The function of documentation is way of reporting, observation, reflection, and reaction of students in teaching and learning process.

2. The Quantitative Data

The qualitative data were taken from the result of the test has given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Table 4.1
The students' score during Cycle I (Pre-test and Post-test I)
and Cycle II (Post-test II)

NO	NAME OF STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	AI	50	70	85
2	AP	50	70	85
3	AN	50	60	85
TOTAL		x = 1310 X = 48.5	x = 1850 X = 68.5	x = 2225 X = 82.4

From the table above the researcher found the students' achievement ware :

Pre –Test

In the Pre-test the students' score included to the low result, because in pre-test the students did not understand yet about the material and still shy to ask the teacher and researcher, it gave influence in students' achievement. From the table showed that in the pre-test there were only 5 students who able to pass the passing grade 70.

Post- Test I

In the Post- Test one (I) in the first cycle the students' score got increasing. In the post-test one (I) students had given the reaction to pay more attention to the teacher and asked the material they did not know, and the reaction of the students gave influence in students' achievement to increase. From the table it showed than in the post-test one (I) there were 16 students who able to pass the passing grade 70.

Post –Test II

In the post- test two (II) in the second cycle the students' score got increasing. In the post-test two (II) students gave the positive reaction and more motivated in doing the test, the students also using talking chips technique to created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in post-test two (II) were students who pass the passing grade, it means more than students' could improved their Speaking Ability by using Talking Chips Technique.

B. Data Analysis

1. The Qualitative Data

2. The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. The First Cycle

The first cycle was done in two meetings, the details were below:

1. Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about Descriptive Text learning. In planing of action research, research had been prepared :

1. Made the lesson plan
2. Material about Descriptive Text
3. Sources of material
4. Made learning media
5. Exercise as the instrument of collecting data talking chips technique

All the material above used by researcher to teach the students in the class.

2. Action

In the first cycle the researcher as the teacher did some action such as :

Introduction :

1. The teacher gave information about what they would discuss
2. The teacher asked the students about their knowledge of their speaking

Core Activities

1. The teacher explain about Descriptive text and the material in the text
2. The teacher asked the students about they knowledge about material
3. The teacher gave to the students some of text
4. The teacher and students discussed about the meaning and how to spell of the words based on the text.

Closing

1. The teacher and students' concluded the material together to know how far the students understand about the material.

3. Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching-learning process. Most of the students had participant effectively during teaching and learning process and also when they did Talking Chips Technique in class although some of them still lack and of understanding about the meaning and how to spell of the words based on the text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know about the students' activity could be seen in documentation which took by reseacher during the teaching-learning process in classroom. The researcher could see the students enjoyable, interested and enthusiastic than before.

4. Reflection

Based on the result of the score of the test in cycle one (I) and also observation, action of increasing was needed. Actually, students' score in test of cycle one (I) was improved than the score of pre-test, but it was needed more increasing in their Speaking Ability to solve their problems in material because some of them still confused and difficult to understand the meaning and how to spell of the words.

In the second cycle, researcher as teacher improved their speaking ability by gave more explanation about the meaning and how to spell of the words.

b. The Second Cycle

After doing the first cycle, the students' problem were found and it gave information about the students' speaking ability in understanding the meaning and spell the words. Therefore, researcher had a good motivation that was conducted the second cycle of action research which was carried out in two meetings, it was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave the motivation and also more explanation about the material. The second cycle of action research as follows :

1. Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching speaking. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning and how to spell the words. Besides that, the researcher as the teacher used the media to make the students' more interest and developed their

creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

2. Action

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing, in this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher were :

Introduction

1. The teacher gave information about what they would discuss
2. The teacher asked the students about their knowledge of Descriptive text learning

Core Activities

1. The teacher explained about the material that they have and would be discussed
2. The teacher gave more examples about the material which the teacher explained about Descriptive text
3. The teacher devided students into 6 groups
4. The teacher gave to the students some of instrument using the chips as learning media.
5. The teacher explained about the rule of talking chips technique.
6. The students described base on rule of technique, and one of the student spell the Descriptive text in front of the class as the next speaking test.

Closing

1. The teacher and students' concluded the material together to know how far the students' understood about the material

2. Observation

The observation was still done for the last time. The activity of students' were observed and it showed that most of the students' did not have problems anymore about speaking. They liked to learn about speaking skill in Descriptive text leaning by using talking chips technique and chips as learning media which was given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

3.Reflection

Having checked the students speaking ability giving test to them, it was found that the students' score showed in creasing. Based on the observation and the result of their test, researcher conducted that the students' could improve their speaking ability by using Talking Chips Technique . The students' score in the second cycle had improved than in the first cycle.

2.The Quantitative Data

The data was taken test that gave to the students in the last of each cycle. Based on the result of every meetings and the test in every cycle which have been conducted, it was found that the students' score kept improving since the first until the last meeting, it can be seen from students' score increased from the pre-

test, post-test in cycle one (I) until the post-test of cycle two (II) was higher than the post-test of cycle one (I)

Table 4.2
The Students' Score in Pre-Test

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (70)
1	AI	50	FAILED
2	AP	50	FAILED
3	AN	50	FAILED
TOTAL		x = 1310 X = 48.5	

From the table of pre-test, the total score of the students were 1310 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 27 students, to see the mean of the students in this test the researcher applied the following formula :

$$x = \frac{\sum x}{N}$$

Where :

x = The mean of students

$\sum x$ = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{1310}{27} = 48.5$$

Table 4.3
The Percentage of The Students Score in Pre-Test

	Total of students	Criteria	Percentage
P1	5	PASSED	18,51%
P2	22	FAILED	81,48%
The total	27		

From the analysis above knew that students' speaking ability were very low. The mean of the students were 48.5 and the students categories still in poor level, and the number of the students who were competent in speaking ability in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{5}{27} \times 100\% = 18,51\%$$

$$P2 = \frac{22}{27} \times 100\% = 81,48\%$$

From the percentage above known that the students who competent in Speaking Ability were very low.

Table 4.4
The Students' Score in Post-Test I

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (70)
1	AR	70	PASSED
2	AS	70	PASSED
3	APS	60	FAILED
TOTAL		x = 1850 X = 68.5	

From the table of post-test cycle one (I), the total score of the students were 1850 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 27 students, to see the mean of the students in this test the reseacher applied the following formula :

$$x = \frac{\sum x}{N}$$

Where :

x = The mean of students

$\sum x$ = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{1850}{27} = 68.5$$

Table 4.5**The Percentage of The Students Score in Post-Test I**

	Total of students	Criteria	Percentage
P1	16	PASSED	59.25%
P2	11	FAILED	40.74%
The total	27		

From the analysis above knew that students' speaking ability got increasing. The mean of the students were 68.5 and include fair level. and the number of the students who were competent in speaking skill in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{16}{27} \times 100\% = 59.25\%$$

$$P2 = \frac{11}{27} \times 100\% = 40.74\%$$

From the analysis above, knew that the students speaking ability got increasing, the mean of the students were 68.5. From the score who got ≥ 70 were 16 students or it were 59.25% and 11 students got the score under ≤ 70 or it were

40.74%, it could be conducted that the students speaking skill in got higher in post-test in cycle one (I) than pre-test. But, the students' achievement in the post-test of cycle one (I) were categorized unsuccessful. Because the percentage of the students who pass the passing grade only 59.25%, the reseacher wanted the percentage of students who passed the passing grade were $\geq 70\%$. Therefore the next action continued on the cycle two (II).

Table 4.6

The Students' Score in Post-Test II

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (70)
1	AR	85	PASSED
2	AS	85	PASSED
3	APS	85	PASSED
TOTAL		x = 2225 X = 82.4	

From the table of post-test of cycle two (II), the total score of the students were 2225 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 27 of students, to see the mean of the students in this test the reseacher applied the following formula :

$$x = \frac{\sum x}{N}$$

Where :

x = The mean of students

$\sum x$ = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{2225}{27} = 82.4$$

Table 4.7
The Percentage of The Students Score in Post-Test II

	Total of students	Criteria	Percentage
P1	27	PASSED	100%
P2	0	FAILED	0%
The total	27		

From the analysis above knew that students' speaking ability was increased. The mean of the students were 82.4, and the number of the students who were competent in speaking skill in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{27}{27} \times 100\% = 100\%$$

$$P2 = \frac{0}{27} \times 100\% = 0\%$$

From the percentage, the students' speaking ability was classified on good level when doing the action research on cycle two (II). The students score showed the increasing which could be determined that they showed the progress. They got the increasing score in each cycle.

Table 4.8
The Means Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

X	Pre-test	Post-test I	Post-test II
Mean	48.5	68.6	82.4

The mean of the students' score in the post-test of cycle two (II) was highest, so it could be said that the students' talking chips technique improved from 48.5 to 82.4

The number of competent students were calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who got ≥ 70

R = The percentage of students who got ≥ 70

T = Total number of students who did the test

The percentage of the increasing of students reading comprehension could be seen as follows :

- a. The percentage of competent students in the pre-test were :

$$P1 = \frac{5}{27} \times 100\% = 18.5 \%$$

- b. The percentage of competent students in the post-test one (I) were :

$$P1 = \frac{16}{27} \times 100\% = 59.25\%$$

- c. The percentage of competent students in the post-test two (II) were :

$$P1 = \frac{27}{27} \times 100\% = 100 \%$$

Table 4.9
The Percentage of Students Speaking Ability

Cycle		The Competent Students	Percentage
Cycle I	Pre-test	5	18.5%
	Post-test I	16	59.25%
Cycle II	Post-test II	27	100%

From the table above, the the result showed the increasing of the students' scores from the pre-test to the post-test of cycle one (I), post-test of cycle one (I) to post-test cycle two (II). In the first test (pre-test) the students got the score ≥ 70 were only 5 students of 27 students (18.5%). In the second test (post-test cycle I) the students who got the score ≥ 70 were 16 students of 27 students (59.25%). In the third test (post-test in cycle II) the students who got the score ≥ 70 were 27 students of 27 students (100%). The increasing of post-test of cycle one (I) to the post-test cycle two (II) were about 40.75%.

C. Research Finding

The result indicated that there was an increasing on the students speaking ability by using talking chips technique. The mean of the first cycle were 68.5 it was good enough. The mean of second cycle were 82.4 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 70 also grew up. In the pre-test, the students who got point ≥ 70 up were only 5 students (18.5%). In the post- test of cycle one (I) students who got point ≥ 70 up were 16 students (59.25%) it means that there were an increasing about 40.75%. The post-test of cycle two (II), students who

got point 70 to up there were 27 students (100%) and the increasing were about 40.75%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 100%. In other words, the students' speaking ability improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the observation sheet, interview and documentation. All of these data indicated that the students gave their attitude and responses during teaching-learning process. Observation sheet for the students, it could be conducted that the students' were active during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the words and some of them were shy and afraid for asking what they don't know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting and enjoyed in learning speaking process in Descriptive text, and from documentation it was found that the students were active and enthusiastic in following teaching-learning process. In this based on the result of quantitative and qualitative data, it could be conducted that talking chips technique could improve students' speaking ability especially for XII AK grade students at SMK Harapan Mekar 2 Medan.

D. Discussion

This research was conducted to find out the Improving Students' Speaking Ability by using Talking Chips Technique. The talking chips technique was one of the technique that could be used the teacher in teaching English to improve the students' speaking ability.

The research that had been done by the reseacher indicated that talking chips technique was affective or could be used in teaching speaking. In could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle one (I) and post-test of cycle two (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the talking chips technique helped the students' to understanding the subject easily.

Based on quantitave data could be seen the students' speaking ability improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students activity during teaching-learning process. The data could be seen from observation sheet, interview and documentation that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task by using talking chips technique and that created the supportive situation during Taeching-Learning process. So, it could be conducted that the result of the research showed that the implementation of talking chips technique could improve the students speaking ability, it could be seen from the quantitative and qualitative data by prove the students score got better in the post-test of first cycle that the pre-test, and the post-test of cycle second cycle got better that the first cycle. Another could be seen from the qualitative data that showed the students were active, spirit and enthusiastic in teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

3. Conclusions

After analyzing the data, it could be concluded that :

1. Talking chips technique could improve the students' speaking ability for XII AK grade at SMK Harapan Mekar 2 Medan.
2. Based on the result of qualitative data showed, it could be concluded that the students responses were more active, spirit, enthusiastic and enjoyable in speaking on Descriptive text by using talking chips technique and used as learning media.
3. From the result research analysis, it was found the improvement of students' speaking ability was improve. The mean of post-test in cycle one (I) was better than pre-test and mean of post-test in cycle two (II) was better than post-test in cycle one (I). The percentage of students who got 70 up improved in each cycle, and also based on the finding stating that Talking Chips Technique could improving students' speaking ability.

4. Suggestion

This research showed that the implementation of feedback strategy could improved students' Speaking Ability especially for students XII AK Harapan Mekar Medan. There were following suggestion offered :

1. For the principal of SMK Harapan Mekar Medan, it is useful to make an instructional concept in English subject especially in teaching speaking of Descriptive text by using Talking Chips Technique.
2. For the English teacher, it is useful to apply talking chips technique as one of the alternative ways in teaching speaking learning process to make a variation in teaching speaking so that the students did not get bored in learning English especially in speaking Descriptive text.
3. For the students, they will feel more spirit, interest and motivated in learning speaking process in Descriptive text so they can understand the material, they can enrich their knowledge and can improve their speaking ability by using Talking Chips Technique.

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Appendix I

Lesson Plan (cycle I)

SIKLUS 1 PERTEMUAN 1 DAN 2

LESSON PLAN

School : SMA HARAPAN MEKAR

Grade/ Semester : XII/ II

Subject : English

Topic : Descriptive Text

Time Allocation : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying

procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends. Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends. Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication	Shows courteous and caring attitude in doing the task of learning English. Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English. Demonstrate an active attitude of inquiring and arguing in discussions and presentations.
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	Identify characteristics of descriptive text. Explain the text format of the descriptive text. Explain the function of an descriptive text Explain the linguistic element in the text of the descriptive text.
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	Answering questions based on the text they read. Present the information obtained in the text of the descriptive text. Develop descriptive text.

III. Learning Objective

1. Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of a descriptive of topics that are warmly spoken of publicly.
3. Through discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an descriptive text on a commonly discussed topic.
4. Through individual work and observation of other literary sources, students can compose texts of descriptive text by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.
5. Through presentation, students can grasp meaning in the text of a descriptive text.

IV. Learning Material

Descriptive Text

Descriptive text is a text that describe what an object or person is like.

- Social Function: to describe and reveal a particular person, place, or thing.

- Generic Structure of Descriptive Text

1. Identification

Identifying phenomenon that will be decribed.

2. Description

Describing the phenomenon in parts, qualities, and characteristic

-Language Feature :

1. Using attributive and identifying process.
2. Using adjective words.
3. Using simple present tense.

V. Linguistic Element

- (1) Words and standard grammar .
- (2) Spelling and handwriting and print are clear and neat.
- (3) Use Simple Present
- (4) Conditional Clauses

VI. Teaching Method

Approach : Communicative Learning

Learning Model : Using Talking Chips Technique

VII. Media, Tools and Learning Resource

1. Media : Picture, Powerpoint
2. Tools : Marker, Whiteboard, Laptop, Projector
3. Learning Resource :

1.1. Picture



Borobudur is Hindu Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is

constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

a. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	<p>Preliminary Orientation</p> <ul style="list-style-type: none"> -Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. <p>Apperception</p> <ul style="list-style-type: none"> -Teacher gives the students early perception about the material that will be taught <p>Motivation</p> <ul style="list-style-type: none"> - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. <p>Reference</p> <ul style="list-style-type: none"> -Teacher gives science study to be studied. - Teacher explains the subject matter and description of the 	<ul style="list-style-type: none"> - Students respond the teacher to greeting and pray -Students focus on their attention to the material that will be taught. -Students listen and pay attention to the teacher about material perception that will be taught. -Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. -Students record the study of science that will be taught. - Students listen and record 	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	write descriptive text by using FSWM based on topic that is given Phase 5 - Teacher monitors the students when they are writing the text.	FSWM through Wordless Picture based on topic that is given -Students write the descriptive text	
3.	Closing - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	-Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say goodbye	10 Minutes

IX. Evaluation

1. Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

a. Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	Max Score				6

b. Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	1. Demonstrate a great cooperative attitude by actively participating in the learning process 2. Show less cooperation attitude but only actively participate when pushed 3. Does not show a cooperative

		attitude in learning by not participating actively despite being pushed
2	Show responsibility and discipline in working in groups	1. Show responsibility and discipline in working as well as possible 2. Shows less responsibility in workbut does not show maximum discipline 3. Shows no responsibility and discipline in working in groups

c. Form Observation Test For Work (Individual)

No	Criteria to be assessed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistakes	
4	Vocabulary	Basic Vocaabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detract from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	
Total Score					

	Final Score = Total Score : 6	
--	--------------------------------------	--

d. Form Observation Test For Work (Group)

No	Criteria to be assessed	Low performance	Good performed	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

e. Speaking Rubric

No	Aspects
A	Grammar
B	Vocabulary
C	Comprehension
D	Fluency
E	Pronunciation

Rating	Descriptions
5	A. Equivalent to that of an native speaker B. Speech on all levels is fully accepted by educated native speakers C. Equivalent to that of an native speaker D. Has complete fluency E. Equivalent to that of an native speaker
4	A. Able to use the language accurately on all levels B. Can understand and participate in any conversation C. Can understand any conversation D. Able to use the language fluently on all levels E. Errors in pronunciation are quiet rare
3	A. Control of grammar is good. B. Able to speak the language with sufficient vocabulary C. Comprehension is quiet complete D. Can discuss particular interests of competence with reasonable ease E. Errors never interfere with understanding and rarely disturb the native speakers
2	A. Can usually handle elementary constructions quiet accurately but does not have thorough or confident control of grammar B. Has speaking vocabulary sufficient to express himself simply with some circumlocutions C. Can get the gist of most conversation of non-technical subject D. Can handle with confidence but not with facility most social situations E. Accent is intelligible though often quiet faulty

Medan, September 2019

Teacher Class

Reseacher

Rosmaida NasutionS.Pd

Siti Khadijah

Appendix II

Lesson Plan (cycle II)

SIKLUS 2 PERTEMUAN 3 DAN 4

LESSON PLAN

School : SMA HARAPAN MEKAR

Grade/ Semester : XI/ II

Subject : English

Topic : Descriptive Text

Time Allocation : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

KI 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	<p>Identify characteristics of descriptive text.</p> <p>Explain the text format of the descriptive text.</p> <p>Explain the function of an descriptive text</p> <p>Explain the linguistic element in the text of the descriptive text.</p>
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	<p>Answering questions based on the text they read.</p> <p>Present the information obtained in the text of the descriptive text.</p> <p>Develop descriptive text.</p>

III. Learning Objective

1. Through discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of a descriptive of topics that are warmly spoken of publicly.

3. Through discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an descriptive text on a commonly discussed topic.
4. Through individual work and observation of other literary sources, students can compose texts of descriptive text by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.
5. Through presentation, students can grasp meaning in the text of a descriptive text.

IV. Learning Material

Descriptive Text

Descriptive text is a text that describe what an object or person is like.

- Social Function: to describe and reveal a particular person, place, or thing.
- Generic Structure of Descriptive Text

3. Identification

Identifying phenomenon that will be decribed.

4. Description

Describing the phenomenon in parts, qualities, and characteristic

-Language Feature :

4. Using attributive and identifying process.
5. Using adjective words.
6. Using simplepresent tense.

V. Linguistic Element

- (1) Words and standard grammar .
- (2) Spelling and handwriting and print are clear and neat.
- (3) Use Simple Present
- (4) Conditional Clauses

VI. Teaching Method

Approach : Communicative Learning

Learning Model : Using Talking Chips Technique

VII. Media, Tools and Learning Resource

4. Media : Picture, Powerpoint

5. Tools : Marker, Whiteboard, Laptop, Projector

6. Learning Resource :

1.2. Picture



Borobudur is Hindu Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	<p>Preliminary Orientation</p> <ul style="list-style-type: none"> -Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. <p>Apperception</p> <ul style="list-style-type: none"> -Teacher gives the students early perception about the material that will be taught <p>Motivation</p> <ul style="list-style-type: none"> - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. <p>Reference</p> <ul style="list-style-type: none"> -Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps) - Teacher delivers KD and learning objectives 	<ul style="list-style-type: none"> - Students respond the teacher to greeting and pray -Students focus on their attention to the material that will be taught. -Students listen and pay attention to the teacher about material perception that will be taught. -Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. -Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions. - Students record it and understand it 	10 Minutes
2.	<p>Core Activity</p> <p>Phase 1</p> <ul style="list-style-type: none"> -Teacher explains descriptive 	<ul style="list-style-type: none"> -Students pay attention 	30

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p>text to the students</p> <ul style="list-style-type: none"> - Teachers gives example of descriptive text to the students - Teacher explains about the generic structure and language feature of descriptive text - Teacher asks students to find out the generic structure and language feature in the text given <p>Phase 2</p> <ul style="list-style-type: none"> - Teacher explains about Four Square Writing Method, the procedure of FSMW from the beginning until the final step of the method - Teacher explain about Wordless Picture <p>Phase 3</p> <ul style="list-style-type: none"> -Teacher gives the students a topic of descriptive text. <p>Phase 4</p> <ul style="list-style-type: none"> - Teacher asks the students to write descriptive text by using FSWM based on topic that is given <p>Phase 5</p> <ul style="list-style-type: none"> - Teacher monitors the students when they are writing the text. 	<p>toward teacher's explanation</p> <ul style="list-style-type: none"> - Students pay attention to the teacher - Students pay attention to the teacher and ask questions related to the generic structure and language feature - Students find out the generic structure and language feature of descriptive text given by the teacher <p>-Students pay attention to the teacher explanation</p> <p>-Students accept the topic that is given</p> <ul style="list-style-type: none"> - Students write a descriptive text by using FSWM through Wordless Picture based on topic that is given <p>-Students write the descriptive text</p>	<p>Minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>
3.	<p>Closing</p> <ul style="list-style-type: none"> - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do 	<ul style="list-style-type: none"> -Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together 	<p>10 Minutes</p>

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	prayers - The teacher closes the lesson to say good bye	- Students say goodbye	

IX. Evaluation

1. Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

a. Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	Max Score				6

b. Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	1. Demonstrate a great cooperative attitude by actively participating in the learning process 2. Show less cooperation attitude but only actively participate when pushed 3. Does not show a cooperative attitude in learning by not participating actively despite being pushed
2	Show responsibility and discipline in working in groups	1. Show responsibility and discipline in working as well as possible 2. Shows less responsibility in work but does not show maximum discipline 3. Shows no responsibility and discipline in working in groups

c. Form Observation Test For Work (Individual)

No	Criteria to be assessed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of	Use the correct text organization	Use the correct text organization	

		descriptive text	but has not elaborated the idea	and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistakes	
4	Vocabulary	Basic Vocaabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detract from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	
Total Score					
Final Score = Total Score : 6					

d. Form Observation Test For Work (Group)

No	Criteria to be assed	Low performance	Good performed	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

e. Speaking Rubric

No	Aspects
A	Grammar
B	vocabulary
C	Comprehension
D	Fluency

E	Pronunciation
---	---------------

Rating	Descriptions
5	<ul style="list-style-type: none"> A. Equivalent to that of an native speaker B. Speech on all levels is fully accepted by educated native speakers C. Equivalent to that of an native speaker D. Has complete fluency E. Equivalent to that of an native speaker
4	<ul style="list-style-type: none"> A. Able to use the language accurately on all levels B. Can understand and participate in any conversation C. Can understand any conversation D. Able to use the language fluently on all levels E. Errors in pronunciation are quiet rare
3	<ul style="list-style-type: none"> A. Control of grammar is good. B. Able to speak the language with sufficient vocabulary C. Comprehension is quiet complete D. Can discuss particular interests of competence with reasonable ease E. Errors never interfere with understanding and rarely disturb the native speakers
2	<ul style="list-style-type: none"> A. Can usually handle elementary constructions quiet accurately but does not have thorough or confident control of grammar B. Has speaking vocabulary sufficient to express himself simply with some circumlocutions C. Can get the gist of most conversation of non-technical subject D. Can handle with confidence but not with facility most social situations E. Accent is intelligible though often quiet faulty

Medan, September 2019

Teacher Class

Reseacher

Rosmaida NasutionS.Pd

Siti Khadijah

Appendix III

PRE-TEST

Name :

Class :

With your partner, make dialogues based on the situations below. Use expression of giving suggestions and instructions including the responses. Then, practice the dialogues.

Your friend, Lisa, is a lazy student. Ask her to study hard for the upcoming test.

Suggest that she:

join your study club

go to the library

ANSWER KEY

PRE TEST

Join to your study club

me : I suggest that you have to join with our study club because your score of your test was low.

Lisa : That's a good idea. I will join to your study club.

go to the library

me : I'd like to suggest that you have to go to the library to study together with us because your score of your test was low.

Lisa : That's a good idea. I will go to the library to study together with you

APPENDIX 1V**POST TEST I****(Cycle I)**

Name :

Class :

With your partner, make dialogues based on the situations below. Use expression of giving suggestions and instructions including the responses. Then, practice the dialogues.

1. Jack's condition is not well. He is sick. Suggest him to see a doctor.
2. Rudy is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent it.

ANSWER KEY

POST TEST I

- Jack's condition is not well. He is sick. Suggest him to see a doctor.**

Me : I suggest that you have to see a doctor because your condition is not well

Jack : Yes, you're right. I will go to see a doctor now

- Rudy is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent it.**

Me : I'd like to suggest that you have to find a cheap and comfortable flat.

You have to save your

money from now to rent a new flat.

Rudy : That's a good idea. I will find a cheap and comfortable flat and save my money to rent it.

APPENDIX V**POST TEST II****(Cycle II)**

Name :

Class :

Make your own dialogues using asking plans and hope based on the questions below with your friends and tell the answer in front of the class!

- What is your friend's planned after the graduation?

- What is your friend's hope to get in the future?

ANSWER KEY**POST TEST II**

- What is your friend's planned after the graduation?**

Me : what is your plan after the graduation?

Dina : I hope I can get good job and I will try to be a bussinessman.

- What is your friend's hope to get in the future?**

Me : What is your hope to get in the future

Nisa : I hope I can be a success bussinessman

Appendix VI

The Students Score During Cycle I (Pre-Test and Post-Test I)

and Cycle II (Post-Test II)

NO	NAME OF STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	ALFIYAH INAS	50	70	85
2	ANNISA PUTRI	50	70	85
3	ARDYA NOVIANTI	50	60	85
4	BELLA MIRANDA	70	80	80
5	BELLA SAFITRI	50	70	90
6	DELVA ANGELIA	40	60	80
7	DESI SAFITRI	70	80	80
8	DIAH VITALOKA	50	70	90
9	EKA SETIA	50	70	85
10	ELIZABETH NAINGGOLAN	70	80	80
11	HANIFAH ADAWIYAH	20	60	80
12	INDAH PERMATA	30	60	80
13	IRA SAFBRINA	30	60	80
14	LISMAYANI	50	70	80
15	MUHAMMAD ISMAIL	30	60	90
16	NIKEN PUTRI	80	90	80
17	NOVA AYUNDA	50	70	80
18	NUR AINI WIDYA	40	60	80
19	RABIAH SIAGIAN	60	70	75
20	RINI FRANSISKA	40	60	90
21	TIARA JUNIARTA	80	90	80
22	TRI NADIA	50	70	90
23	SILVIA TRI NOVITA	40	60	80
24	SITI NURHALIZA	50	70	85
25	UMI KALSUM	40	60	80
26	WAHYU NINGSIH	30	60	80
27	YULIA SARAH POHAN	40	70	75
TOTAL		x = 1310 X = 48.5	x = 1850 X = 68.5	x = 2225 X = 82.4

Appendix VII

The Students Test Result in Pre-Test

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST									THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS	
		1	2	3	4	5	6	7	8	9	10	100	(70)
		10	10	10	10	10	10	10	10	10	10		
1	AI	√	√					√	√		√	50	FAILED
2	AP	√	√					√	√		√	50	FAILED
3	AN					√	√	√		√	√	50	FAILED
4	BM	√	√			√		√	√	√	√	70	PASSED
5	BS	√	√					√	√		√	50	FAILED
6	DA	√	√	√					√			40	FAILED
7	DS	√	√				√	√	√	√	√	70	PASSED
8	DV	√	√					√	√		√	50	FAILED
9	ES	√	√					√	√		√	50	FAILED
10	EN	√	√				√	√	√	√	√	70	PASSED
11	HA							√	√			20	FAILED
12	IP						√	√	√			30	FAILED
13	IS						√	√	√			30	FAILED
14	LY						√	√	√	√	√	50	FAILED
15	MI					√	√	√				30	FAILED
16	NP	√	√			√	√	√	√	√	√	80	PASSED
17	NA	√	√			√	√				√	50	FAILED
18	NAW	√	√					√			√	40	FAILED
19	RS					√	√	√	√	√	√	60	FAILED
20	RF	√	√					√			√	40	FAILED
21	TJ	√	√			√	√	√	√	√	√	80	PASSED
22	TN	√	√					√	√		√	50	FAILED
23	STN	√						√	√		√	40	FAILED
24	SN	√	√					√	√		√	50	FAILED
25	UK	√					√	√	√			40	FAILED
26	WN						√	√	√			30	FAILED
27	YSP		√			√	√		√			40	FAILED
TOTAL											x = 1310 X = 48.5		

Appendix VIII

The Students Test Result in Post-Test I (cycle I)

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10	100	(70)
1	AI	√	√					√	√		√	70	PASSED
2	AP	√	√					√	√		√	70	PASSED
3	AN					√	√	√		√	√	60	FAILED
4	BM	√	√			√		√	√	√	√	80	PASSED
5	BS	√	√					√	√		√	70	PASSED
6	DA	√	√	√					√			60	FAILED
7	DS	√	√				√	√	√	√	√	80	PASSED
8	DV	√	√					√	√		√	70	PASSED
9	ES	√	√					√	√		√	70	PASSED
10	EN	√	√				√	√	√	√	√	80	PASSED
11	HA							√	√			60	FAILED
12	IP						√	√	√			60	FAILED
13	IS						√	√	√			60	FAILED
14	LY						√	√	√	√	√	70	PASSED
15	MI					√	√	√				60	FAILED
16	NP	√	√			√	√	√	√	√	√	90	PASSED
17	NA	√	√			√	√				√	70	PASSED
18	NAW	√	√					√			√	60	FAILED
19	RS					√	√	√	√	√	√	70	PASSED
20	RF	√	√					√			√	60	FAILED
21	TJ	√	√			√	√	√	√	√	√	90	PASSED
22	TN	√	√					√	√		√	70	PASSED
23	STN	√						√	√		√	60	FAILED
24	SN	√	√					√	√		√	70	PASSED
25	UK	√					√	√	√			60	FAILED
26	WN						√	√	√			60	FAILED
27	YSP		√			√	√		√			70	PASSED
TOTAL												x = 1850	X = 68.5

Appendix IX

Observation Sheet of Students' Activity OBSERVATION SHEET The observation sheet of Students' Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Talking Chips Technique	4	4	4	Very good
7	The students can improve their speaking ability	3	4	3.5	Good
	Total of average	27			

Note :

1 = Bad 2 = Enough 3 = Good 4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27}{7} = 3.85 = \text{Very good}$$

OBSERVATION SHEET
The observation sheet of Students' Activity in (cycle) II

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	4	4	4	Very good
6	The students can follow the rule of Talking Chips Technique	3	4	3.5	Good
7	The students can improve their speaking ability	4	4	4	Very good
Total of average		27.5			

Note :

1 = Bad 2 = Enough 3 = Good 4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

Appendix X

The observation result of teacher's activities from cycle I and cycle II

Focused	Point which is observed	Cycle I		Cycle II	
		Yes	No	Yes	No
Teacher's	1. The teacher came on time	X		X	
	2. The teacher greeted the students	X		X	
	3. The teacher checked the students' attendances list	X		X	
	4. The teacher motivated the students	X		X	
	5. The teacher was able to control the situation in the class during learning process by using talking chips technique	X		X	
	6. Teacher mastered the material	X		X	
	7. Teacher gave the opportunities to the students who want to share the ideas	X		X	
	8. Teacher being good facilitator during learning process by using talking chips technique	X		X	

	9. Teacher advise the students' were noisy	X		X	
	10. Teacher closed the lesson and reminded them to study at home	X		X	
Students'	1. The students listened and paid attention to the teacher's	X		X	
	2. The responded the teacher's questions	X		X	
	3. The students' were able to follow the teacher's instructions in conducting talking chips technique during learning process	X		X	
	4. The students got the point of their material	X		X	
	5. The students were able to run the learning process by using talking chips technique	X		X	
	6. The students being active and responsive during learning process	X		X	

	7. The students felt so excited in conducted learning strategy		X	X	
	8. The students did their assignment very well	X		X	
Context	1. The classroom is far from crowded	X		X	
	2. The classroom is comfortable (clean and calm)	X		X	

Appendix XI

Interview sheet with the students

Before Implementing Talking Chips Technique

- The researcher : Good morning everyone ..
- The students : Good morning Miss
- The reseacher : Ok, before I asking you, how do you think about English, especially when you talk or tell a text, especially learning Descriptive Text?
- The students I : In my opinion, English is difficult, Miss
- The students II : In my opinion Miss, it's a little bit difficult Miss
- The students III : Sometimes confused about how to speaking, afraid of being wrong

Interview sheet with the students

After Implementing Talking Chips Technique

(I)

- The researcher : Good morning Alfiyah
- The students I : Good morning Miss
- The reseacher : Ok now, Miss want to ask you .what do you think after we learn the English language by using Talking Chips Technique?
- The students I : I think the lesson is so fun
- The researcher : Next, does This Talking Chips Technique motivating you to speak in Descriptive Text?
- The students I : If I do Miss, because by Using Talking Chips Technique I will understand more about Descriptive text
- The researcher : the last question, do you think the Talking Chips Technique makes the classroom environment active or what?
- The students I : yes make the class active Miss because talking chips technique can express our ability to speak

(II)

- The researcher : Good morning Elisabeth nainggolan
- The students I : Good morning Miss
- The reseacher : Ok now I want to ask you,what is your opinion after we learn the English language by using Talking Chips Technique ?
- The students II : in my opinion very exciting, because it makes me spirit to speak Miss
- The researcher : Next, does Talking Chips Technique motivating you to speak Descriptive Text?
- The students II : yes Miss, because we are required to be active students, especially in speaking describing images
- The researcher : The last question, do you think the Talking Chips Technique makes the classroom environment active or what?
- The students II : Active Miss, we enjoy learning speaking

(III)

- The researcher : Good morning M.ismail
- The students III : Good morning Miss
- The reseacher : Ok now I want to ask you, what do you think after we learn the English language using the talking chips technique?
- The students III : good. because we have to describes images that you give, so we can understand in learning speaking
- The researcher : Next, does Talking Chips Technique motivating you to speak in Descriptive Text?
- The students III : Yes Miss.it is motivates us to speak well and correctly, because better the way the pronunciation will get a good rating .
- The researcher : The last question, do you think the Talking Chips Technique makes the classroom environment active or what?
- The students III : We become more active in Miss because we speak Miss, so we are more confident in speaking.

Appendix XII

Interview sheet with the English teacher

- The researcher : Assalamualaikum, Good morning Mam ?
- The Teacher : walaikumsalam, Morning..
- The reseacher : Ok mam, I'd like to ask you some questions about my research strategy, especially the using of Talking Chips Technique to improving students' speaking ability in Descriptive text learning and using picture card as my learning media, so what do you think about that Mam ?
- The teacher : I think that is very interesting because I found that many students' get some motivation because of that technique and enjoy following speaking process
- The reseacher : Next, do you think that Talking Chips Technique can motivate your students' speaking learning in Descriptive text?
- The teacher : Yes of course, because I see this strategy can give motivation to the students, everybody I found active and more enthusiastic to speaking process learning
- The reseacher : Do you think the talking chips technique can improve your students speaking ability ?
- The teacher : I think yes, because of this technique we can talking chips technique such as motivation and will be more enthusiastic so I think that can improve their speaking ability.
- The reseacher : And the last, do you want to try this technuque in teaching-learning process especially to speaking learning in Descriptive Text ?
- The teacher : Why not, it is a good to repair my strategy in teaching-learning process and can improve students speaking ability.
- The reseacher : Ok thank you so much Mam.

Appendix XIII

The Students' AttendanceList During The Research

No	Name of Students	Meeting			
		1	2	3	4
1	ALFIYAH INAS	√	√	√	√
2	ANNISA PUTRI	√	√	√	√
3	ARDYA NOVIANTI	√	√	√	√
4	BELLA MIRANDA	√	√	√	√
5	BELLA SAFITRI	√	√	√	√
6	DELVA ANGELIA	√	√	√	√
7	DESI SAFITRI	√	√	√	√
8	DIAH VITALOKA	√	√	√	√
9	EKA SETIA	√	√	√	√
10	ELIZABETH NAINGGOLAN	√	√	√	√
11	HANIFAH ADAWIYAH	√	√	√	√
12	INDAH PERMATA	√	√	√	√
13	IRA SAFBRINA	√	√	√	√
14	LISMAYANI	√	√	√	√
15	MUHAMMAD ISMAIL	√	√	√	√
16	NIKEN PUTRI	√	√	√	√
17	NOVA AYUNDA	√	√	√	√
18	NUR AINI WIDYA	√	√	√	√
19	RABIAH SIAGIAN	√	√	√	√
20	RINI FRANSISKA	√	√	√	√
21	TIARA JUNIARTA	√	√	√	√
22	TRI NADIA	√	√	√	√
23	SILVIA TRI NOVITA	√	√	√	√
24	SITI NURHALIZA	√	√	√	√
25	UMI KALSUM	√	√	√	√
26	WAHYU NINGSIH	√	√	√	√
27	YULIA SARAH POHAN	√	√	√	√

Appendix XIV

Students' Name and Initial

No	Name of The Stdents	The Initial of The Students
1	ALFIYAH INAS	AI
2	ANNISA PUTRI	AP
3	ARDYA NOVIANTI	AN
4	BELLA MIRANDA	BM
5	BELLA SAFITRI	BS
6	DELVA ANGELIA	DA
7	DESI SAFITRI	DS
8	DIAH VITALOKA	DV
9	EKA SETIA	ES
10	ELIZABETH NAINGGOLAN	EN
11	HANIFAH ADAWIYAH	HA
12	INDAH PERMATA	IP
13	IRA SAFBRINA	IS
14	LISMAYANI	LY
15	MUHAMMAD ISMAIL	MI
16	NIKEN PUTRI	NP
17	NOVA AYUNDA	NA
18	NUR AINI WIDYA	NAW
19	RABIAH SIAGIAN	RS
20	RINI FRANSISKA	RF
21	TIARA JUNIARTA	TJ
22	TRI NADIA	TN
23	SILVIA TRI NOVITA	STN
24	SITI NURHALIZA	SN
25	UMI KALSUM	UK
26	WAHYU NINGSIH	WN
27	YULIA SARAH POHAN	YSP

Appendix XV

Documentation



Situation in the school

Chips as learning media



Doing Pre-Test





Doing Post-Test 1





Doing Post- Test II







Giving Treatment





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umhu.ac.id> E-mail fkip@umhu.ac.id

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Siti Khadijah
NPM : 1502050220
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS
IPK = 3,23

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving The Students' Speaking Ability in Descriptive Text By Using Talking Chips Technique.	
	The Implementation Of Story Completion Technique To Improve Students' Speaking Descriptive Text By Using Media Wayang.	
	Improving Students' Achievement in Procedure Text Writing Through Small Group Discussion Technique.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 2 April 2019
Hormat Pemohon,

Siti Khadijah

Keterangan :
Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



Form K-2

Kepada : Yth. Bapak/ Ketua/ Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Siti Khadijah
NPM : 1502050220
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Improving The Students' Speaking Ability in Descriptive Text By Using Talking Chips Technique.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Drs. Ali Amran, M.Hum

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 2 April 2019
Hormat Pemohon,

Siti Khadijah .

Keterangan

- Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2159 /IL3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Siti Khadijah
N P M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving The Students' Speaking Ability in Descriptive Text By Using Talking Chips Technique.

Pembimbing : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Dikeluarkan pada Tanggal :
Medan, 09 Ramadhan 1440 H
14 Mei 2019 M

Dekan


Dr. H. Elfranto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Khadijah
N.P.M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving the Students' Speaking Ability in Descriptive Text by
Using Talking Chips Technique

Sudah layak diseminarkan.

Medan, Juli 2019

Disetujui oleh
Pembimbing

Drs. Ali Amran, M.Hum



UMSU
UNIVERSITAS MUHAMMADIYAH
SUMATERA UTARA

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 5 Bulan Juli Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Siti Khadijah
N.P.M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving the Students' Speaking Ability in Descriptive Text by Using Talking Chips Technique

No	Masukan dan Saran
Judul	
Bab I	- Clarify the identification of the problem
Bab II	- Words Ref.
Bab III	- Clarify the steps.
Lainnya	Ref : Express the time in the manual
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dr. T. ATINORA ERELIA, S.Pd., M.Hum.

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Panitia Pelaksana

Ketua

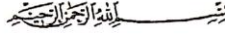
(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Siti Khadijah
N.P.M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving the Students' Speaking Ability in Descriptive Text by Using Talking Chips Technique

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 31, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Khadijah
N.P.M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving the Students' Speaking Ability in Descriptive Text by
Using Talking Chips Technique

Pada hari Rabu tanggal 31 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Dr. T. Winona Emelia, M.Hum

Dosen Pembimbing

Drs. Ali Amran, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Siti Khadijah
N.P.M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving the Students' Speaking Ability in Descriptive Text by Using Talking Chips Technique

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2/04/19	Revisi Judul / deskripsi	
10/06/19	BAB I Revisi	
17/06/19	BAB II Revisi	
24/06/19	BAB III Revisi	
25/06/19	Pengesahan	
9/07/19	Acc	

Medan, Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum)



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Unggul, Cerdas dan Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 5246/II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 20 Dzulhijjah 1440 H
21 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Harapan Mekar 2 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Siti Khadijah
N P M : 1502050220
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving The Students' Speaking Ability in Descriptive Text by Using Talking Chips Technique.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dejan

Dr. H. Euphanto Nst. S.Pd, M.Pd.
NIDN 0115057302
Ilmu Pendidikan

** Pertinggal **



SEKOLAH MENENGAH KEJURUAN SMK "HARAPAN MEKAR-2"

KOMPETENSI KEAHLIAN : AKUNTANSI, ADMINISTRASI PERKANTORAN

NSS : 344076011095 NDS : 5307122105 NPSN : 10211221

e-mail : smk2hammer@yahoo.com

AKREDITASI : "B"

Kantor : Jalan Marelan Raya No. 77 Telp.(061) 42068197 Fax.(061) 88811837 Medan 20255

SURAT KETERANGAN
NOMOR : L.012/YPHM/SMK-201/IX/19

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Kejuruan (SMK) Harapan Mekar-2 Medan Marelan Kota Medan Menerangkan bahwa :

Nama : SITI KHADIJAH
NPM : 1502050220
Program Study : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar nama tersebut diatas, telah mengadakan penelitian di SMK Harapan Mekar-2 Medan, dengan judul "*Improving The Students' Speaking Ability in Descriptive Text by Using Talking Chips Technique*". Penelitian ini dilaksanakan dari tanggal 21 Agustus s/d 21 September 2019.

Demikian surat keterangan ini diperbuat dan diberikan untuk dapat dipergunakan bilamana perlu.



Medan, 12 September 2019
Kepala Sekolah

ANDRI AHMAD DESA, ST

Cc. Peringgal,-