

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Data Description

The data were analyzed by quantitative and qualitative data. The qualitative data were taken from interview, observation checklist, diary notes and documentation. The quantitative data was taken from the mean of the students' score in taking test through scoring of speaking rubrics. The researcher conducted in one class with 25 students. It was accomplished in two cycles. Each cycle consisted of four steps, they are plan, action, observation and reflection. This research would conduct in three meetings. The first meeting was conducted pre-test which included in teaching material with using discussion method and giving a test (pre-test) without implementing the talking chips strategy. This action had conducted to know the students' ability in speaking English before the researcher conducted the treatment in both cycle I and cycle II by using talking chips strategy. In the second meeting, the researcher would conduct a treatment (teaching material) and a test (post-test I) in the first cycle by using talking chips strategy. In the third meeting, the researcher would conduct a treatment (teaching material) as second treatment and a test (post-test II) in the second cycle by using talking chips strategy.

In this chapter, the researcher did not show the students' score of pre-test because it was not include in both cycle I and cycle II. But the students' score of pre-test could be seen on appendix. Below are the students' score of post-test in

the first cycle and post-test in the second cycle which could be seen in the following table:

Table 4.1
Students' Score in Speaking Ability

| No. | Initial of Name | Score | |
|-----|-----------------|--------------|--------------|
| | | Post- Test I | Post-Test II |
| 1 | AA | 50 | 60 |
| 2 | AY | 55 | 70 |
| 3 | AIS | 40 | 65 |
| 4 | AR | 70 | 85 |
| 5 | AK | 70 | 80 |
| 6 | AU | 60 | 75 |
| 7 | DM | 70 | 80 |
| 8 | DA | 65 | 80 |
| 9 | HA | 60 | 65 |
| 10 | KS | 60 | 75 |
| 11 | KNN | 40 | 60 |
| 12 | MA | 50 | 65 |
| 13 | MHR | 70 | 85 |
| 14 | MW | 75 | 80 |
| 15 | NM | 65 | 80 |
| 16 | NS | 45 | 65 |
| 17 | RRM | 45 | 65 |
| 18 | RAF | 60 | 75 |

| No. | Initial of Name | Score | |
|-------|-----------------|-------------------------------------|-------------------------------------|
| | | Post-Test I | Post-Test II |
| 19 | SAM | 70 | 80 |
| 20 | SW | 75 | 80 |
| 21 | SN | 55 | 65 |
| 22 | SA | 70 | 70 |
| 23 | TJ | 80 | 90 |
| 24 | WNY | 65 | 70 |
| 25 | WRD | 70 | 75 |
| Total | | $\sum X = 1535$ $\bar{X} = 61.4$ | $\sum X = 1840$ $\bar{X} = 73.6$ |

From the table above, the researcher found that there was increasing of the students' score when conducting the test in post-test I in the first cycle and test in post-test II in the second cycle. It was found that the students' score in post-test I was 1535 with the students' mean was 61.4 and the students' score in post-test II was 1840 with the students' mean was 73.6.

4.1.1 The Students' Ability in Speaking English After Conducting Post-Test I of Cycle I

In post-test I the students' ability in speaking English was still low because some students did not give their attention to the teacher while implementing the talking chips strategy but the students was also asked the teacher when they did not understand about the test. It could be seen of the mean score of the students was 61.4 from 10 students who were got score ≥ 70 or it was 40% and 15 students

who were not got score ≥ 70 or it was 60%. It can be concluded that the students' ability in speaking English in post-test I in the first cycle was categorized unsuccessful of the passing grade ≥ 70 . So, the researcher would continue in the second cycle.

4.1.2 The Students' Ability in Speaking English After Conducting Post-Test II of Cycle II

In post-test II the students' score was improved. The test in post-test II was given to students after teaching material in the second cycle which implementing of talking chips strategy. When the students did the test in post-test II, they were looking more active, enthusiastic and pay attention to teacher than in post-test I. It can be happened because they have got repeating how to work the test well and got understanding about the topic so that they succeed when doing the test in post-test II. Then, it could be seen from the students' score when doing the test and the assessments to students which done by speaking rubrics directly. From the table of students' score above in post-test II, the mean of the students' score was 73.6 from 17 students who were got score ≥ 70 or it was 68% and 8 students who were not got score ≥ 70 or it was 32%. It can be concluded that the students' ability in speaking English in post-test II in the second cycle was categorized success of the passing grade ≥ 70 . So the researcher stopped to do the test in this cycle.

4.2 Hypothesis Testing

4.2.1 Action of Cycle I

The cycle I was done in one meeting which included in teaching material and conducting post-test I by the teacher (researcher). The execution of cycle I could be seen as follow:

a. Plan

The plan was arranged before conducting the research in the class which done in one meeting for two course hours. Those were included teaching material in class and did a test as called post-test I. Before teaching in that class the researcher as teacher had prepared a lesson plan and the material was discussed about hortatory exposition and it would be taught in the class. For the first meeting (as second meeting in research) the teacher would be taught the material. After teaching material the researcher would conduct a test as called post-test I. In planning of action research, the researcher had been prepared:

a) Lesson plan

The researcher as teacher would conduct the teaching learning activity based on the planning designed. That teaching learning activity included in opening, main activity and closing. In this lesson plan was also contained post-test I. Those activities would be explained in action stage of cycle I.

b) Material

Researcher had prepared the material would be taught in that class. The material was about hortatory exposition and it would be explained in action stage.

c) English book for Senior High School Students Grade XI (pdf form)

Researcher used an English book for Senior High School Grade XI derived from pdf book as teachers' handbook.

d) Chips (shell)

In this cycle, researcher had prepared a chip (shell) as many of 25 chips. Every student would get one chip that would be used as media by students to speak English in discussion activity. The students used the chips when they want to give their opinion or share ideas by speaking during discussion. The way how to use the chips could be seen in action stage.

e) Assessing sheet of speaking rubrics

The assessment sheet of speaking rubrics used to evaluate the students' speaking ability when conducting the test.

f) Exercise as the instrument for data collection of talking chips strategy

Exercise would be given after the teacher had done giving teaching material. This test made for test of post-test I.

g) Camera (to take picture)

The camera used to take some pictures during teaching learning activities and the implementation of the talking chips strategy conducted in the class. The pictures would be taken by researchers' friend.

b. Action

In this stage, the teacher supported the students by giving motivation to make the students have a spirit and a struggle to catch the lesson. Then, the teacher had implemented what had been contained in the lesson plan in the class.

There was some activities had done by the teacher, they were:

Opening

- a) The teacher gave information to students about what they would be learned.
- b) The teacher asked the student's knowledge in giving opinions or arguments and suggestions about a topic or a case.

Main Activity

- a) The teacher explained about the material of hortatory exposition.
- b) The teacher gave an example about the hortatory exposition which about "Online Job."
- c) The teacher explained to the students how to give an argument and a recommendation of the topic "Online Job."
- d) The teacher told to the students that they were going to have talking chips activity.
- e) The teacher gave instruction to conduct the talking chips activity to students once at a time.
- f) The teacher gave a topic to students about "Bringing Hand-Phone to School" that would be done in group discussion.
- g) The teacher asked the students to divide into 5 groups which consist of 5 students for each groups based on their seats.
- h) The teacher gave a chip (shell) to each student in different color which used as media if they want to speak during discussion.
- i) The chips used whenever the student wants to share his or her idea in the group which put the chips in the center of the table.

- j) If the students want to speak more than once during discussion continue whereas the students with no chips left, they must wait until teammates have used all their chips during discussion.
- k) The students can use their chips again had been used to speak during discussion after the teammates collected the chips and allotted the chips again to each student in their groups.
- l) Teacher determined the time around 20 minutes for students to conduct the discussion by implementing talking chips activity during discussion.
- m) After the discussion was done, the teacher asked one of the group discussions to perform their discussion result in front of the class without using the chips.
- n) The teacher gave the students opportunity to convey their opinions or arguments or share their ideas about the material they have learned.

Closing

- a) The teacher concluded the lesson.
- b) The teacher asked to students how far they understood about the materials had been taught.
- c) The teacher asked the students to make a note to re-learn the material at home about the material they have learned.
- d) After teacher done conducting the teaching learning process and implemented the talking chips strategy, the teacher (researcher) conducted a test as called post-test I to the students around 30 minutes.

- e) In doing post-test I, the students did discussion in groups based on their group when doing talking chips activity around 5 minutes without using their talking chips.
- f) After the students done the discussion, they had to perform in front of the class around 20 minutes (each group had five minutes to perform).
- g) Every student in that group had one minute to deliver his or her speaking in front of the class about the topic discussed during discussion.
- h) When the students did the test or delivered their speaking in front of the class, the teacher did evaluation to the students by using speaking rubrics for each aspect i.e. pronunciation, fluency, vocabulary, accuracy/grammar and interaction.
- i) After the post-test I conducted, the teacher guided the students to prayer.
- j) Teacher closed the lesson activity.

c. Observation

The activity of students and teacher was observed and it was done by the collaborator who was a researcher's friend. The note was gotten from collaborators' note on observation checklist. Based on the collaborators' note which related with teachers' teaching (researcher) in that class, the collaborator had noted some deficiencies from teacher when teaching in that class. It could be seen as follows:

- a) The teacher's voice was still slow.
- b) The teacher's explanation while conveying the material was not clear enough.
- c) Some of students did not give attention to the teacher when teaching in the class.
- d) Some of students still confused to conduct the strategy because of the teacher gave instruction to students in doing the steps of talking chips strategy once at a time.
- e) Teacher has to guide the students in doing each step of talking chips strategy during discussion was continued in one instruction for one action.
- f) The teacher has to determine how much time that was needed for each student to speak with the other friends when using the chips in discussion activity so that every student had a chance to speak during discussion by using the chips.
- g) The teacher can give two chips to each student so that every student can give him or her speaking more than once during discussion.
- h) The teacher has to prepare a small box for each group to collect the chips that used to speak so that the teacher and the other students could know which students had used the chips to speak during discussion was continued.
- i) Some of students still unconfident to speak during discussion because they did not know too much about the vocabularies in English.

- j) Teacher had to ask the students to bring their dictionary in every meeting of English class so they can find the vocabularies they did not know in the dictionary quickly.
- k) Some of students still looked bashful to speak in front of the class because they were seldom to deliver their speaking in front of the class.

d. Reflection

Based on the observation result, the researcher did cross-check with the collaborator which would be conducted in the next cycle; it was aimed to make an improvement of students' ability in speaking English by using talking chips strategy.

In other words, some problems found during teaching material and implementing the talking chips strategy based on the collaborators' note during teaching learning process would be repaired in the next action. The problems would be repairable on the next cycle by the teacher (researcher) through some activities, such as re-plan, re-action and re-observation. So, the problems that were found during teaching learning process and implementing the talking chips strategy in the first cycle could be solved. Besides the students' score in post-test I of cycle I could be seen in this table below.

Table 4.2

The Students' Scores of Post-Test I in the First Cycle for Each Aspect

| No. | Initial of Name | Post-Test I | | | | | | | |
|-----|-----------------------|-----------------------|-------------|----------------|------------------------------|-----------------|-------------------|----------------------|-------------------------------|
| | | Pronu nciatio n | Fluenc y | Vocab ulary | Accur acy/Gr amma r | Interac tion | Total of Score | Score of Students | Criteria of Succes ≥ 70 |
| 1 | AA | 2 | 2 | 2 | 2 | 2 | 10 | 50 | Unsuccess |
| 2 | AY | 3 | 2 | 2 | 2 | 2 | 11 | 55 | Unsuccess |
| 3 | AIS | 2 | 1 | 2 | 1 | 2 | 8 | 40 | Unsuccess |
| 4 | AR | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 5 | AK | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 6 | AU | 3 | 2 | 2 | 2 | 3 | 12 | 60 | Unsuccess |
| 7 | DM | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 8 | DA | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 9 | HA | 3 | 2 | 3 | 2 | 2 | 12 | 60 | Unsuccess |
| 10 | KS | 3 | 2 | 2 | 2 | 3 | 12 | 60 | Unsuccess |
| 11 | KNN | 2 | 1 | 2 | 1 | 2 | 8 | 40 | Unsuccess |
| 12 | MA | 2 | 2 | 2 | 2 | 2 | 10 | 50 | Unsuccess |
| 13 | MHR | 3 | 2 | 3 | 3 | 3 | 14 | 70 | Success |
| 14 | MW | 4 | 3 | 3 | 2 | 3 | 15 | 75 | Success |
| 15 | NM | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 16 | NS | 2 | 2 | 2 | 1 | 2 | 9 | 45 | Unsuccess |
| 17 | RRM | 2 | 2 | 2 | 1 | 2 | 9 | 45 | Unsuccess |
| 18 | RAF | 3 | 2 | 2 | 2 | 3 | 12 | 60 | Unsuccess |
| 19 | SAM | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 20 | SW | 3 | 3 | 3 | 2 | 3 | 14 | 75 | Success |
| 21 | SN | 2 | 2 | 2 | 2 | 3 | 11 | 55 | Unsuccess |

| No. | Initial of Name | Post-Test I | | | | | | | |
|-------|-----------------|-----------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------------------|
| | | Pronunciation | Fluency | Vocabulary | Accuracy/Grammar | Interaction | Total of Score | Score of Students | Criteria of Success ≥ 70 |
| 22 | SA | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 23 | TJ | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Success |
| 24 | WNY | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 25 | WRD | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| Total | | $\sum X = 70$ | $\sum X = 57$ | $\sum X = 64$ | $\sum X = 48$ | $\sum X = 67$ | $\sum X = 306$ | $\sum X = 1535$ | |
| | | $\bar{X} = 2.8$ | $\bar{X} = 2.28$ | $\bar{X} = 2.56$ | $\bar{X} = 1.92$ | $\bar{X} = 2.68$ | $\bar{X} = 12.24$ | $\bar{X} = 61.4$ | |

4.2.2 Action of Cycle II

In this cycle, the researcher (teacher) and the collaborator had done the reflection of the problems which had found in the action stage of the first cycle. It would be repaired in this cycle which conducted re-plan, re-action and re-observation.

That cycle II was done in one meeting which included in teaching material and conducting post-test II by the teacher (researcher). The execution of cycle II could be seen as follow:

a. Plan

The plan was arranged before conducting the research in the class which done in one meeting for two course hours. Those were included teaching material in class and did a test as called post-test II. Before teaching in that class the researcher as teacher had prepared a lesson plan and the material was discussed about hortatory exposition and it would be taught in the class. For the second meeting (as third meeting in research) the teacher would be taught

the material. After teaching material the researcher would conduct a test as called post-test II. In planning of action research, the researcher had been prepared:

a) Lesson plan

The researcher as teacher would conduct the teaching learning activity based on the planning designed. That teaching learning activity included in opening, main activity and closing. In this lesson plan was also contained post-test II. Those activities would be explained in action stage.

b) Material

Researcher had prepared the material would be taught in that class. The material was about hortatory exposition and it would be explained in action stage.

c) English book for Senior High School Students Grade XI (pdf form)

Researcher used an English book for Senior High School Grade XI derived from pdf book as teachers' handbook.

d) Dictionary

Dictionary used to look for some vocabularies meaning in English-Indonesia or in Indonesia-English.

e) Chips (shell)

In this cycle, researcher prepared more chips than previous cycle. In this cycle, researcher prepared the chips as many of 50 chips. Every student would get two chips so that every student could speak more than once in discussion activity.

f) Small box (carton)

Small box (carton) prepared as a place to collect all of the chips had used to speak during discussion before the chips allotted again to each group. Every group would have this small box in the center of their tables. This small box used to know which students had used the chips to speak during discussion was continued. So, there were not any students to keep the chips that had been used to speak during discussion.

g) Assessing sheet of speaking rubrics

The assessment sheet of speaking rubrics used to evaluate the students' speaking ability when conducting the test.

h) Exercise as the instrument for data collection of talking chips strategy

Exercise would be given after the teacher had done giving teaching material. This exercise made for test of post-test II.

i) Camera

The camera used to take some pictures during teaching learning activities and the talking chips strategy implemented in the second grade IX IPS class. The pictures would be taken by researchers' friend.

b. Action

In this stage, the teacher supported the students by giving motivation to make the students have a spirit and a struggle to catch the lesson. Then, the teacher has implemented what has been contained in the lesson plan in the class. There was some activities had done by the teacher, they were:

Opening

- a) The teacher gave information to students about what they would be learned.
- b) The teacher asked the student's knowledge about the previous lesson they had learned in action of cycle I.
- c) Teacher motivated the students to beg to speak English with their friend or speak English in front of the class.
- d) Teacher forced to students that it was not matter if they cannot speak English fluently because the important point was they have courage to try to speak in front of their friends or in front of the class. So, they would not felt unconfident more if they often practice their speaking in public.

Main Activity

- a) The teacher explained to the students how to write the hortatory exposition correctly.
- b) The teacher explained to the students how to determine text organization (generic structure) of hortatory exposition in hortatory exposition text which included in thesis, arguments and recommendation.
- c) The teacher gave an example about the hortatory exposition which about "Consume Water to Have Beauty" in a glance.
- d) The teacher explained to the students how to give an argument and a recommendation of the topic "Consume Water to Have Beauty."

- e) The teacher told to the students that they were going to have talking chips activity.
- f) Teacher gave instruction or guided the students to conduct each step on talking chips activity by one instruction for one action.
- g) The teacher gave a topic to students about “Learning English through Music and Songs is Fun” that would be done in group discussion.
- h) The teacher asked the students divided into 5 groups which consist of 5 students for each groups randomly.
- i) The teacher gave two chips (shell) for each student in different color which used as media if they want to speak so that every student could speak more than once during discussion.
- j) The teacher informed to students that every student in the group discussions had two minutes to speak when using him or her chips during discussion was continued.
- k) The chips used whenever the student wants to share his or her idea in the group which put the chips in the center of the table.
- l) If the students want to speak more than twice during discussions continue whereas the students with no chips left, they must wait until teammates had used all their chips during discussion.
- m) The students can use their chips again had been used to speak during discussion after the teammates collected the chips and allotted the chips again to each student in their groups.
- n) After the students had done to use the chips, they could put their chips in the small box which had prepared on their table by teacher so that the

teacher and the other students could know which students had used the chips to speak during discussion were continued.

- o) Teacher determined the time around 20 minutes for students to conduct the discussion by implementing talking chips activity during discussion.
- p) During learning process was continued, teacher asked to students to use their dictionary to find out some words they did not know.
- q) The students could also ask to teacher if they did not know to translate some words from Indonesia to English or vice versa.
- r) After the discussion was done, the teacher asked one of the group discussions to perform their discussion in front of the class without using the chips.
- s) The teacher gave the students opportunity to convey their opinions or arguments or share their ideas about the material they have learned.

Closing

- a) The teacher concluded the lesson.
- b) The teacher asked to students how far they understood about the materials had been taught.
- c) The teacher asked the students to make a note to re-learn the material at home about the material they have learned.
- d) After teacher done conducting the teaching learning process and implemented the talking chips strategy, the teacher (researcher) conducted a test as called post-test II to the students around 30 minutes.

- e) In doing post-test II, the students did discussion in groups based on their group when doing talking chips activity around 5 minutes without using their talking chips.
- f) After the students done the discussion, they had to perform in front of the class around 25 minutes (each group had five minutes to perform).
- g) Every student in that group had one minute to deliver his or her speaking in front of the class about the topic discussed during discussion.
- h) When the students did the test or delivered their speaking in front of the class, the teacher did evaluation to the students by using speaking rubrics for each aspect i.e. pronunciation, fluency, vocabulary, accuracy/grammar and interaction.
- i) After the post-test conducted, the teacher guided the students to prayer.
- j) Teacher closed the lesson activity.

c. Observation

The activity of students and teacher was observed during teaching learning process occurred by the collaborator who was a researcher's friend. During the activity of teaching learning process occurred, the collaborator observed and noted everything which happened during the action in the second cycle was continued. The note was gotten from collaborators' note on observation checklist. Based on the collaborators' note that related with teachers' teaching (researcher) and implemented the talking chips strategy in that class, the collaborator had noted that the teachers' teaching had better than teaching action in previous cycle. Then, there were no any problems more that was

found in teaching material and implementing the talking chips strategy by teacher in that class.

d. Reflection

Based on the observation result, the researcher discussed with the collaborator that there were not any problems more that was found in teaching material and implementing the talking chips strategy in teaching activity in the second cycle. So, the teacher and the collaborator did not do the reflection and re-action more for the next cycle. Besides the students' score in post-test II of cycle II had more improved than in cycle I so that the researcher did not give any treatment (teaching material) and test to the students on the next cycle which related to improve the students' speaking ability. Then, the score of post-test II could be seen in this table below.

Table 4.3

The Students' Scores of Post-Test II in the Second Cycle for Each Aspect

| No. | Initial of Name | Post-Test II | | | | | | | |
|-----|-----------------|---------------|---------|------------|------------------|-------------|----------------|-------------------|-------------------------------|
| | | Pronunciation | Fluency | Vocabulary | Accuracy/Grammar | Interaction | Total of Score | Score of Students | Criteria of Success ≥ 70 |
| 1 | AA | 3 | 2 | 2 | 2 | 3 | 12 | 60 | Unsuccess |
| 2 | AY | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 3 | AIS | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 4 | AR | 4 | 3 | 3 | 3 | 4 | 17 | 85 | Success |
| 5 | AK | 3 | 3 | 3 | 3 | 4 | 16 | 80 | Success |
| 6 | AU | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Success |
| 7 | DM | 3 | 3 | 3 | 3 | 4 | 16 | 80 | Success |
| 8 | DA | 3 | 3 | 3 | 3 | 4 | 16 | 80 | Success |

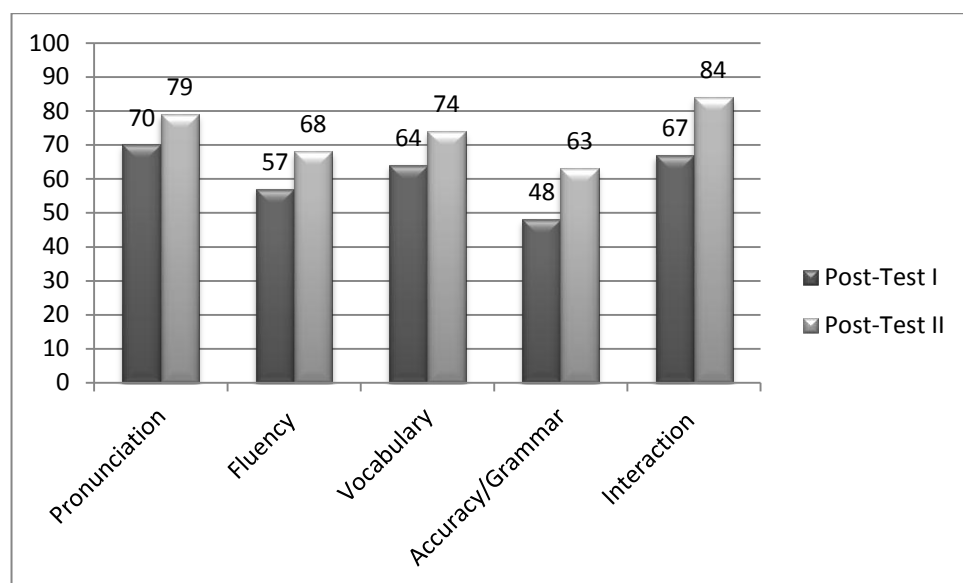
| No. | Initial of Name | Post-Test II | | | | | | | |
|-------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------------------|
| | | Pronunciation | Fluency | Vocabulary | Accuracy/Grammar | Interaction | Total of Score | Score of Students | Criteria of Success ≥ 70 |
| 9 | HA | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 10 | KS | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Success |
| 11 | KNN | 2 | 2 | 3 | 2 | 3 | 12 | 60 | Unsuccess |
| 12 | MA | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 13 | MHR | 4 | 3 | 3 | 3 | 4 | 17 | 85 | Success |
| 14 | MW | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Success |
| 15 | NM | 3 | 3 | 3 | 3 | 4 | 17 | 80 | Success |
| 16 | NS | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 17 | RRM | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 18 | RAF | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Success |
| 19 | SAM | 3 | 3 | 3 | 3 | 4 | 17 | 80 | Success |
| 20 | SW | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Success |
| 21 | SN | 3 | 2 | 3 | 2 | 3 | 13 | 65 | Unsuccess |
| 22 | SA | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 23 | TJ | 4 | 4 | 3 | 3 | 4 | 18 | 90 | Success |
| 24 | WNY | 3 | 3 | 3 | 2 | 3 | 14 | 70 | Success |
| 25 | WRD | 3 | 3 | 3 | 2 | 4 | 15 | 75 | Success |
| Total | | $\sum X = 79$ | $\sum X = 68$ | $\sum X = 74$ | $\sum X = 63$ | $\sum X = 84$ | $\sum X = 370$ | $\sum X = 1840$ | |
| | | $\bar{X} = 3.16$ | $\bar{X} = 2.72$ | $\bar{X} = 2.96$ | $\bar{X} = 2.52$ | $\bar{X} = 3.36$ | $\bar{X} = 14.8$ | $\bar{X} = 73.6$ | |

Based on the findings above, it could be found that the talking chips strategy could improve the students' ability in speaking English at student's second grade IX IPS.

First, the improvement of students' ability in speaking English could be seen from the result of the students average score in post-test I was 61.4 had improved into 73.6 in the post test of cycle II while implementing the talking chips strategy. The improvement of students' average scores in the post-test I and in the post-test II for each aspect in speaking could be seen in this chart below.

Chart 4.1

The Improvement of Students' Ability in Speaking English of Each Aspect



Then, in hypothesis testing, the researcher applied two cycles i.e. cycle I and cycle II. In cycle I, researcher did teaching material by implementing of talking chips strategy and conducting post-test I. Next, in cycle II, researcher did teaching material by implementing of talking chips strategy and conducting post-test II. The action of cycle I and cycle II could be seen in the following table.

Table 4.4
The Overview of Research Finding in the First Cycle and in the Second
Cycle

| Research Procedure | Cycle I | Cycle II |
|---------------------------|--|--|
| Plan | The researcher prepared a lesson plan, materials, English book for students' grade XI, chips (shell) as many of 25 chips and every student would get one chip to speak during discussion, assessing sheet of speaking rubrics, and instrument test for post-test I and camera. | The researcher prepared a lesson plan, materials, English book for students' grade XI, dictionary, chips (shell) as many of 50 chips and every student would get two chips so the student could speak more than once during discussion, a small box (carton) used as a place to collect all of the chips used to speak during discussion and the small box put in the center of each group table, assessing sheet of speaking rubrics and instrument test for post-test II and camera. |
| Action | The researcher did teaching learning activity based on the lesson plan prepared. In teaching learning activity those were opening, main activity and closing. The action of the teaching learning activity could be seen on the action of cycle I above. Then, in this cycle, the | The researcher did teaching learning activity based on the lesson plan prepared. In teaching learning activity those were opening, main activity and closing. The action of the teaching learning activity could be seen on the action of cycle II above. Teacher was also forced to the |

| | | |
|--|---|--|
| | <p>implementation of talking chips strategy during learning process could be seen, as follows:</p> <ul style="list-style-type: none"> - Teacher decided a topic about “Bringing Hand-Phone to School” that would be done in group discussion. - The students had to give their opinions or arguments and suggestion/recommendation that would be discussed in group discussion. - Teacher asked the students to divide into 5 groups which consist of 5 students based on their seats. - Teacher gave a chip (shell) to each student in different color as media if they want to speak during discussion. - The chips used whenever the student wants to share his or her idea in the group which put the chips in the center of the table. - If the students want to speak more than once during discussion continue whereas the students with no chips left, they must wait until teammates have used all | <p>students to beg to speak English in front of their friend or in front of the class even though their speaking ability still not fluent.</p> <p>Then, in this cycle, teacher guided or gave instruction to students to conduct each step on talking chips strategy during learning process. Those step could be seen, as follows:</p> <ul style="list-style-type: none"> - Teacher decided a topic about “Learning English through Music and Songs is Fun” that would be done in group discussion. - The students had to give their opinions or arguments and suggestion/recommendation that would be discussed in group discussion. - Teacher asked the students to divide into 5 groups which consist of 5 students based on their seats. - Teacher gave two chips (shell) to each student in different color as media if they want to speak during discussion. - Teacher informed to students that every student in that |
|--|---|--|

| | | |
|--|---|--|
| | <p>their chips during discussion.</p> <ul style="list-style-type: none"> - The students can use their chips again had been used to speak during discussion after the teammates collected the chips and allotted the chips again to each student in their groups. - Time to conduct the discussion around 20 minutes. <p>After giving teaching material, the teacher conducted post-test I in closing activity around 30 minutes after the teaching material over.</p> | <p>group discussion had two minutes to speak when using him or her chips during discussion was continued.</p> <ul style="list-style-type: none"> - The chips used whenever the student wants to share his or her idea in the group which put the chips in the center of the table. - If the students want to speak more than once during discussion continue whereas the students with no chips left, they must wait until teammates have used all their chips during discussion. - The students can use their chips again had been used to speak during discussion after the teammates collected the chips and allotted the chips again to each student in their groups. - After the students had done to use the chips, they could put their chips in the small box which had prepared on their table by teacher so that the teacher and the other students could know which students had used the chips to speak during discussion were |
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| | | <p>continued.</p> <ul style="list-style-type: none"> - Time to conduct the discussion around 20 minutes. <p>In addition, the students used their dictionary to find out some vocabularies meaning in Indonesia-English or vice versa. Sometimes, the students were also asked the teacher to translate some words of Indonesia-English they did not know.</p> <p>After giving teaching material, the teacher conducted post-test II in closing activity around 30 minutes after the teaching material over.</p> |
| Observation | <p>The collaborator noted that the teachers' teaching and implementing the talking chips strategy was not run well enough. It could be seen as follows:</p> <ul style="list-style-type: none"> - The teacher's voice was still slow. - The teacher's explanation when giving material was not clear enough. - Some of students did not give attention to teacher. - Some of students still | <p>The collaborator noted that the teachers' teaching and implementing the talking chips strategy had better than teaching action in previous cycle. So, there were no problems anymore which found in teaching material and implementing the talking chips strategy by teacher in that class.</p> |

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| | <p>confused to conduct the strategy because of the teacher gave instruction to students in doing the steps of talking chips strategy once at a time.</p> <ul style="list-style-type: none"> - Teacher has to guide the students in doing each step of talking chips strategy during discussion was continued in one instruction for one action. - The teacher has to determine how much time which needed for each student to speak when using the chips. - Teacher can give two chips to each student so that every student can give him or her speaking more than once during discussion. - Teacher has to prepare a small box for each group to collect the chips that used to speak so that the teacher and the other students could know which students had used the chips to speak during discussion was continued. - Some of students still unconfident to speak during | |
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| | <p>discussion because they did not know too much about the vocabularies in English.</p> <ul style="list-style-type: none"> - Teacher had to ask the students to bring their dictionary in English class. - Some of students still looked bashful to speak in front of the class because they were seldom to deliver their speaking in front of the class. | |
| Reflection | <p>The researcher did cross-check with the collaborator about the problems found during teaching material and implementing talking chips strategy. Then, it would be repairable on the next cycle by the teacher (researcher) through some activities, such as re-plan, re-action and re-observation. So, the problems found during teaching material and implementing talking chips strategy in the first cycle could be solved in the next cycle.</p> | <p>The researcher had done to discuss with the collaborator that there were not any problems more that was found during teaching material and implementing the talking chips strategy. So, the teacher and the collaborator did not do the reflection and re-action more for the next cycle. Finally, the researcher over this action in the second cycle.</p> |

4.3 Discussion

According to the research findings above, the researcher found that the implementation of talking chips strategy had improved the students' ability in

speaking English at the second grade students IX IPS. It could be seen from the action of hypothesis testing in both cycle I and cycle II.

To implement the talking chips strategy, the students had to use a chip as media if they want to speak in discussion activity. This chip was also called as token when the students turn to talk in talking chips activity. The chips had some variations shaped. The chips could shape of buttons, seeds, small stones, shell, etc. the chips made in different color to make the students be attracted to use the chips to turn talking.

The use of talking chips strategy on this research, the researcher used a shell as the chips because the shell had a unique shaped than the other chips. Beside the researcher was also colored the shells by using water-paint. It was aimed to make the students be more attracted to use the shells (chips) to speak during learning process.

In addition, the talking chips strategy was proved to be efficient to improve the students' ability in speaking English. It could be seen from the result of students' score in post-test I and in post-test II that was conducted by the researcher on February 14th 2017 and on February 21st 2017. The mean of each aspect in that speaking rubric indicated that the students made improvement on their speaking ability where the highest score for each aspect was 4. The students showed a good improvement in those aspects since they got more opportunities to practice speaking in English by using talking chips strategy. The aspects of speaking that the most improved were pronunciation and interaction aspects. However there were three aspects did not show a big improvement, those were fluency, vocabulary and accuracy/grammar aspects. So, the English teacher

needed to put more attention on those aspects and also gave more opportunities for the students to practice those aspects.

Next, the talking chips strategy was proved to be effective in giving the students more opportunity to practice speaking. Previously, there were some students who were shy to speak in English. However there were also some students who dominated the time to speak during the teaching and learning process. In addition, the activity done in teaching and learning process rarely gave the opportunities for the students to practice their speaking. The students speaking improved were also supported by cooperative learning principle which had been implemented well in the class.

Then, the result of those findings was also supported by Kagan and Kagan stated that talking chips strategy is one of cooperative learning strategy which is effective to improve the students' speaking ability.⁵⁰ By using talking chips strategy, students had many opportunities to practice their speaking English with their friends.⁵¹

Besides talking chips learning bring up a situation in which all members of the group had a turn to speak and express opinions. They will not get a chance to speak before all members of the group talking. Since all students have the same opportunity, then no student is dominating.⁵² It was mean talking chips strategy provided opportunity for every student to speak. So, there was no gap between

⁵⁰ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, Op. Cit., p. 103. (on chapter 4.23)

⁵¹ Usep Syaripudin and Pia Nuristiana, *The Use of Talking Chips Technique in Students' Improptu Speaking*, Vol.1, No.1, Mei 2014, p. 132. Retrieved from <http://www.fkip-unswagati.ac.id/ejournal/index.php/perspective/article/download/86/83> which accessed on Thursday, 4/27/2017 at 05.19 pm.

⁵² Masikem, dkk., *The Implementation of Cooperative Learning Model Talking Chips and Quick on the Draw to Enhance Motivation and Social Studies Learning Outcome*, Vol. 6, Issue 3 Ver. Iv, May-Juny 2016, Op. Cit. p.37.

students who were active and those who were not. In other words, talking chips strategy gave an equal opportunity for students to speak during learning process. This strategy was also controlled the students dominated to speak during this strategy was continued.

In addition, Gray cited on graduation journal of Jisda Alviowita Wulan Dari added that talking chips is a strategy which made the value of everyone's contribution tangible and give chance to speak. Its means all students have the same opportunity in the classroom if one student has two times for speaking and the other students also have two times for speaking in the classroom.⁵³

Therefore, the talking chips strategy was proved to be effective in gaining the students' confidence in sharing their ideas. This strategy required each student to have contribution during their group discussion. They needed to share their ideas, or gave comments on their friend's opinion. This way helped the students to practice their speaking and slowly it helped them to reduce their anxiety.

In other words, Thornburny stated that speaking was an activity in real life that was carried out by speaker to convey his or her ideas to interact with the listeners.⁵⁴ It was mean that talking chips strategy was not only develop the students' speaking but also the students' listening. Because the speaking which delivered by speaker to listener had interact each other so the conversation would work well.

⁵³ Jisda Alviowita Wulan Dari, *Teaching Speaking by Combining Chips and Numbered Heads Strategies for Senior High School*, Vol.1, No.1, Juny 2014, p. 7. Retrieved from <http://ejournal-s1.stkip-pgri.sumbar.ac.id/index.php/Inggris/article/view/1299> which accessed on Thursday, 4/27/2017 at 05.44 pm.

⁵⁴ Scoot Thornburny, *How to Teach Speaking*, *Op. Cit.*, p. 20.

One of the role in studying talking chips in order to make students capable to work in group in a discussion.⁵⁵ During discussion, each student should give contribution on the discussion and they also needed to listen to others' opinions. This strategy also allowed the students to learn on how to respect others and how to maximize their opportunities since each student needed to have contribution during the discussion.

By using talking chips in this research, there were improvements in the students' participation in joining the English class especially in speaking ability. Barkley stated that collaborative learning techniques focused on the students' participation.⁵⁶ The talking chips is one of the collaborative learning techniques which has specific characteristic in emphasizing full participation and encourage reticent students to speak out. It could be concluded that the use of talking chips in improving the students' speaking competence and participation was clearly proved.

Last, the improvement of students' ability in speaking English could happen because of any notes which gotten from the collaborator. The collaborators' note helped the researcher to know the lack of using the talking chips strategy while implemented during teaching learning process. Then, the lack of using talking chips strategy would be reflected by the researcher and the collaborator until the lack or the problem which had found in talking chips strategy could be solved in totality.

⁵⁵ Maridha Fitri, dkk., *The Effect of Applying Talking Chips Technique on the Students' Achievement in Speaking Ability*, Vol.4, No.2, 2016, p. 64. Retrieved from <http://ejournal.unp.ac.id/index.php/selt/article/view/6962> which accessed on Thursday, 4/27/2017 at 05.52 pm.

⁵⁶ Elizabeth F. Barkley, (2005), *Collaborative Learning Techniques*, San Francisco: Jossey-Bass, p. 18.

So, it could be concluded that the result of this research showed that the using of talking chips strategy could improve the students' ability in speaking English. It could be seen from the description of research finding above and some theories which supported that the talking chips strategy were able to improve the students' ability in speaking English. Finally, the researcher had done to give treatment in this research with conducting two cycles in that action research.