

**USING TALKING CHIPS TO IMPROVE VIIA STUDENTS'
SPEAKING SKILL AT SMPN 1 TRUCUK
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education



By:

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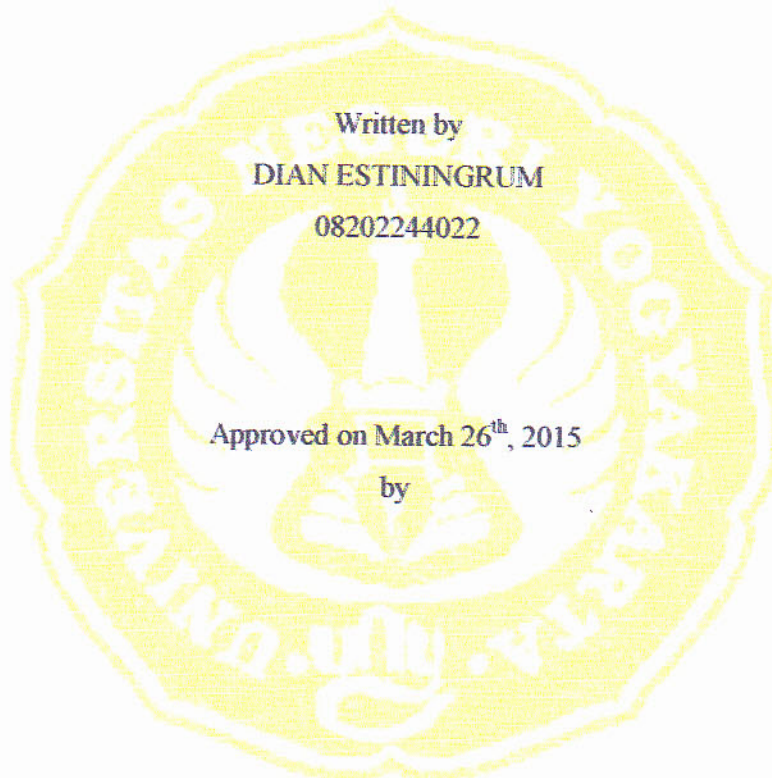
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2015

APPROVAL SHEET

**USING TALKING CHIPS TO IMPROVE VIIA STUDENTS' SPEAKING
SKILL AT SMPN 1 TRUCUK
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis



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USING TALKING CHIPS TO IMPROVE VIIA STUDENTS' SPEAKING SKILL AT SMPN 1 TRUCUK IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

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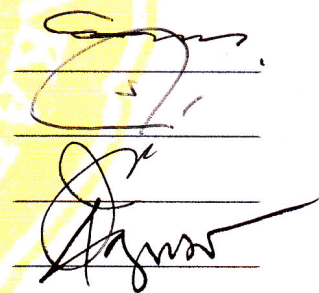
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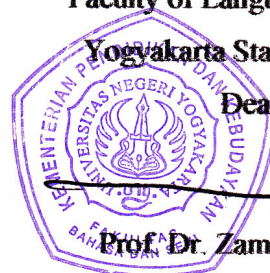
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PERNYATAAN

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IN THE ACADEMIC YEAR OF 2013/2014

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Penulis



Dian Estiningrum

MOTTOS

Just for ALLAH we give our prayer and just to HIM we beg a help

(Al-Fatihah 05)

I admit that twice two makes four is an excellent thing, but if we're to give everything its due, twice two makes five is sometimes a charming thing too

(Fyodor Dostoyevsky)

Good and bad situations appear only through our eyes

(Master Sheng Yen)

DEDICATIONS

I dedicate this thesis to:

Allah SWT, thanks for blessing, helping and loving me

My beloved late Father, Suharyadi, B. Sc.

And

My beloved late Mother, Sri Supeniati, S. Pd.

Dad, thank you for supporting me all the way

Thank you, Mom. There is no greater love than your love to me

My Sister and Brother-in-law, Reni Puspitasari and LatifRifai, S. E.

Thank you for the support and love

My beautiful niece, NasywaShafiyyaRifai

Thank you for always being my good girl

And

All of my family and friends

Thank you

ACKNOWLEDGEMENTS

Alhamdulillahirabbilalamin... All praise be to Allah SWT for the very best blessing, loving, guard and many beautiful surprises and happiness in my life through all tests in the past six years. You have made my life more beautiful. Having accomplished this thesis, I feel indebted to many people who helped and inspired me during thesis writing.

First of all, I would like to thank my supervisor, Dr. AgusWidyanoro, M.Pd. as my consultant for his advice and willingness to share his bright thought with me, which was very fruitful for sharpening up my ideas of this research. Many thanks go to lecturers of the English Department, from whom I gain my knowledge and experience.

The deepest gratefulness goes to my family for their unflagging love and support throughout my life; this thesis is simply impossible without them. I am indebted to my late father (Suharyadi, B. Sc.) for his love and care, and my late mother (Sri Supeniati, S. Pd.), as she is simply a perfect mother. I have no suitable words that can fully describe her everlasting love to me. She shows me that all are possible. I remember her constant support when I encountered difficulties. Mother, I love you, I am sorry because I finish my thesis late. I also thank to my sister (Reni Puspitasari) and my brother-in-law (LatifRifai, S. E.) for their patience and love. My beloved niece (NasywaShafiyyaRifai) thanks for always being my good girl. Last but not least, to my big family, I love you all.

I thank the big family of SMPN 1 Trucuk especially the Headmaster, the English teacher and all the grade VII students. I would like to say thanks to all my friends in the English Language Education Department of UNY especially to my best girls, Belinda Hana Dwiaji, RolisdaYosintha, and Novi Ariyani. I also thank my best friend, DeaDesiDikaPutri, for giving me support, prayer, affection, happiness, laughter, tears and all wonderful moments.

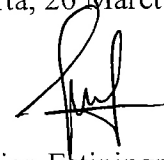
Finally, I would like to thank some other friends and relatives for all of their supports and prayers during the process of writing this thesis. For all people who have given me hand, whose names I cannot mention here one by one.

thank my best friend, Dea Desi Dika Putri, for giving me support, prayer, affection, happiness, laughter, tears and all wonderful moments.

Finally, I would like to thank some other friends and relatives for all of their supports and prayers during the process of writing this thesis. For all people who have given me hand, whose names I cannot mention here one by one. Mywholehearted thanks to them will never be enough but I believe that God bless them all.

This piece of work is far from being perfect, therefore any criticisms, ideas and suggestions for the improvement of this work are greatly appreciated.

Yogyakarta, 26 Maret 2015

A handwritten signature in black ink, appearing to be 'Dian Estiningrum', written in a cursive style.

Dian Estiningrum

TABLE OF CONTENTS

TITLE.....	i
APPROVAL SHEET ...	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT.....	xiv
CHAPTER I	
INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	4
C. Limitation of the Problems	5
D. Formulation of the Problems	5
E. Objectives of the Study	5
F. Significances of the Study	6
CHAPTER II	
LITERATURE REVIEW	8
A. Theoretical Description	8
1. Speaking	8
a. Definition of Speaking.....	8
b. Elements of Speaking.....	11
c. Types of classroom speaking performance.....	12
d. Microskills and Macroskills of speaking.....	13
e. Teaching Speaking.....	15
f. Principles of teaching speaking.....	16

g. Stages of teaching speaking.....	18
h. Characteristics of Successful Speaking Activity.....	21
i. Teaching Speaking in Junior High School.....	22
j. Speaking Assessment.....	23
2. Talking Chips.....	25
a. Definition.....	25
b. Significance of Talking Chips.....	26
c. Procedure of Talking Chips.....	28
d. Implementing Talking Chips in SMP.....	30
B. Review of Relevant Studies.....	31
C. Conceptual Framework	33
CHAPTER III	
RESEARCH METHOD	35
A. Research Design.....	35
B. Research Procedures.....	36
C. Research Subjects.....	39
D. Research Setting.....	40
E. Data Collection Technique.....	40
F. Data Analysis Technique.....	41
G. Validity and Reliability.....	42
CHAPTER IV	
RESEARCH FINDINGS AND DISCUSSIONS.....	46
A. Procedure of the Research	46
1. Reconnaissance	47
2. Implementation of the Actions	54
B. The Students' Score	82
C. General Findings and Discussions.....	84
CHAPTER V	
CONCLUSIONS AND SUGGESTIONS	86
A. Conclusions	86
B. Suggestions	87

REFERENCES	89
APPENDIXES	91
Appendix A: Field Notes	91
Appendix B: Interview Transcripts.....	111
Appendix C: Observation Checklist	135
Appendix D: Interview Guideline.....	149
Appendix E: Pre-test and Post-test	151
Appendix F: Students’ Score	153
Appendix G: Attendance List	156
Appendix H: Course Grid	157
Appendix I: Lesson Plans	159
Appendix K: Photos	177
Appendix L: Letters	178

LIST OF TABLES

	Page
Table 2.1. Microskills and Macroskills of Speaking	14
Table 2.2. The Standard of competence and basic competency of Junior High School Grade VII	23
Table 3.1. Data Collection Technique	40
Table 4.1. Field Problems in the English Teaching and Learning Process in Class VII A	52
Table 4.2. Field Problems which were Feasible to be Solved	52
Table 4.3. The Description of Action on Cycle I	54
Table 4.4. The Description of Action on Cycle II	70
Table 4.5. The mean Score of pre-test	82
Table 4.6. The mean Score of post-test	82
Table 4.7. The Result after implementing Talking Chips	84

LIST OF FIGURES

	Page
Figure 1.1 Cyclical AR model based on Kemmis and McTaggart	39

USING TALKING CHIPS TO IMPROVE VIIA STUDENTS' SPEAKING SKILL AT SMPN 1 TRUCUK IN THE ACADEMIC YEAR OF 2013/2014

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ABSTRACT

This research is aimed at improving VIIA students' speaking skill of SMPN 1 Trucuk through the use of Talking Chips. The use of Talking Chips is expected to improve students' speaking skills.

This research was categorized as action research. The research was conducted in two cycles which followed Kemmis and McTaggart's model which include four cyclical stages. They are plan, action, observation, and reflection. The data of the research were qualitative and quantitative. The qualitative data were collected through observations and interviews. The data were presented in the form of field notes and interview transcripts. Then, the quantitative data were collected through the pre-test and the post-test which were presented in the form of scores.

The result of the study shows that Talking Chips improved the teaching of speaking and the students' speaking ability. Talking Chips activities encourage students to participate and overcome communication or problems, such as dominating group members. It created enjoyable learning climate that motivated them to get involved in the teaching learning process. Furthermore, the students could build their self-confidence to speak in front of the class. Moreover, the findings are also strengthened by the quantitative data. The mean scores of pre-test was 2.0428571 while the mean scores of post-test was 3.53571. It indicates that there was a statistical difference between the mean scores of the pre-test and the post-test. This implies that the implementation of Talking Chips can give positive effects on improving VIIA students' speaking skill of SMPN 1 Trucuk in the academic year of 2013/2014.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important way to build communication with others. People can express their ideas verbally using language. English, as the most popular worldwide languages in the world, has a certain role in every country. It can be a mother tongue, a second language or a foreign language. In countries where English is regarded as a foreign language not as a second language, it may be an important school subject and necessary to pass an examination in English to enter a school or university. According to Richards, Platt and Weber (1985: 93), as a foreign language, English has a role as a subject in schools but used as a medium of instruction in education not as a language of communication in government, business, or industry within the country.

In Indonesia, English is a foreign language that is taught in many schools. English has a role as a subject in schools but not used as an instruction in the daily communication. English is one of the compulsory subjects that have to be taught for junior high school students. The English subject consists of four skills, namely listening, speaking, reading and writing. All of those skills are integrated each other and become the important substances in learning English at junior high school.

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the macro-skills of language that concerns on the abilities to

carry out spoken communication, such as conversation, dialogue, monologue, and news casting. Burns & Joyce (1997) state that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occur and the purpose of the communication.

Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams: 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. In this case, the students should have the ability to speak English in order that they can communicate with others. As an effort to build their ability to speak, teaching the speaking skill focuses on making students active to speak up when they are involving a speaking activity in the classroom. The great part of time in process of learning speaking in the classroom should be dominated by students.

Although speaking skills are crucially important, based on the preliminary observation in SMPN 1 Trucuk, most of students could not speak English well because of several reasons. They were lack of vocabulary mastery to learn English. They were not able to deliver their ideas or thoughts during the class. They considered English was an important subject matter to fulfil their success yet their speaking skill was low because speaking is a skill which is still difficult for them. They got stuck and did not know what they wanted to say. Furthermore, they pronounced words incorrectly with pauses when they were

speaking. Then, they were lack of confidence. They always felt nervous to participate individually during the lessons. Most of the students were still shy to speak. They were more confident when the teacher conducted games or some group activities.

In addition, they were lack of motivation in speaking because the teacher just taught them by using asking and answering questions. Therefore, the students were not enthusiastic in speaking English. The students were not interested and motivated in the teaching and learning process. It is proven when the teacher asked them to speak up during the teaching and learning process, most of them kept silent. They did not want to have the discussion with others since they were not accustomed to it.

Considering the facts, it is necessary to convince the students that speaking will not be the difficult skill to master if the teacher gives interesting strategies in the teaching and learning process which facilitate their needs to practice speaking. There are a lot of interesting techniques to make students enjoy the speaking activity as well as a suitable technique for teaching speaking in which the students are able to explore their mind to achieve their speaking competence. One of the techniques that can make students enjoy speaking activity is by using Talking Chips. As stated by Kagan (2011) asserts that talking chips as one of teaching strategy in cooperative learning plays significant role in teaching and learning process of speaking. It is believed that Talking Chips is an effective strategy to improve students' speaking skill because it encourages students to participate and overcome communication or process problem, such as dominating

group members. For such a reason, the researcher attempts to carry out a study entitled “Using Talking chips to improve VIIA Students’ Speaking Skill at SMPN 1 Trucuk in the Academic Year of 2013/ 2014”.

B. Identification of the Problem

As mentioned earlier, it can be stated that there are some factors affecting the teaching and learning process of speaking. Each factor should be considered well so that the right solution to improve the speaking skill can be proposed. Based on the observation, there are many problems occurred in teaching and learning process. The problems will be mentioned in the following.

The first problem is related to the students. The students have many speaking problems. First of all, they are lack of vocabulary mastery. Based on the observation, the researcher found that most of them cannot express their ideas or thoughts during the class. They also have difficulties in finding appropriate words to deliver their ideas in English. It shows that their language experiences are limited. Second, they are lack of confidence. They always felt nervous to participate individually in the teaching and learning process. Most of them are afraid of making mistakes and they will feel embarrassed if their friends laugh at them. Therefore, they do not take a risk to try out language. The last one, they have low motivation in learning English. Most of them are not interested and motivated to participate during the teaching and learning process. It is proven when the teacher asked them to speak up during the teaching and learning process,

most of them just kept silent. They did not want to have the discussion with others since they were not accustomed to it. Later, they cannot speak fluently.

The second problem is related to the teacher. Based on the preliminary observation, the teacher did not use effective learning method to build the students motivation in the teaching and learning process. In addition, the materials given by the teacher were not interesting and less variations. As a consequence, the students were not interested to be involved in the teaching and learning process.

In conclusion, the students have many speaking problems that avoid them from attaining good speaking ability. Because of those problems, they are lack of motivation and confidence in showing their communicative ability in front of the class. Thus, the speaking problems which occur need to be solved soon.

C. Limitation of the Problem

In reference to problem identification above, problems encountered in the teaching and learning process are complex. It is impossible for the researcher to investigate all factors determined speaking ability achievement. Therefore, this research only focuses on the problem that related to the teaching strategy used by the teacher in speaking class. The strategy selected is by using Talking Chips which is a strategy to improve students' speaking skill because it encourages students to participate and overcome communication or process problem, such as dominating group members. The reason for limitation of the problem is that Talking Chips has many benefits which can be used to improve the VIIA students' speaking skills of SMPN 1 Trucuk.

D. Formulation of the Problem

Based on the limitation of the problems, the formulation of the problem concentrated on the following research question:

“How can the use of Talking Chips improve students’ speaking skill in class VIIA at SMPN 1 Trucuk?”

E. Objective of the Problem

This study aims at improving VIIA students’ speaking ability at SMPN 1 Trucuk through the use of Talking Chips. It is expected that the study solves the problems related to the teaching technique which occurred in the context. Talking Chips is an innovative way of inviting all students to participate in interactive activities that develop oral communication skills.

F. Significance of the Problem

In this study, the researcher expects that research paper has the benefits both theory and practices. There are two significance of the research. They are theoretical and practical significance. Theoretically, this study is a useful reference about the use of Talking Chips strategy for others who want to write about this issue. Therefore, it is expected that the findings of this study may contribute to further understanding of the use of Talking Chips strategy in improving students’ speaking skill especially in junior high school.

Practically, the finding of the research may give benefits to the headmaster of SMPN 1 Trucuk, the English teachers, and the researcher. For the headmaster of SMPN 1 Trucuk, the results of the research are expected to be an input to make policy in improving the quality of the process of teaching and learning English. For the English teachers, the results of the research provide such information to improve the quality of teaching and learning process of speaking and improve students' learning achievements.

For the researcher, the research is useful for showing her ways to find and evaluate problems, plan the actions, and implement the actions related to the process of teaching and learning English.

CHAPTER II

LITERATURE REVIEW

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

A. Theoretical Descriptions

1. Speaking

This section aims at discussing some points related to speaking skills involving a broad area of interest. They are definitions of speaking, elements of speaking, the types of classroom speaking performance, micro-skills and macro-skills of speaking, the teaching speaking, the principles of teaching speaking, the stages of teaching speaking, characteristics of successful speaking activity, teaching speaking in Junior High School, and also assessing speaking.

a. Definition 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 with other people and it usually involves the speakers' physical, physiological and psychological condition. In line with Chaney (Jondeya, 2011: 28), speaking is the process of building and sharing

meaning through the use of verbal and non-verbal symbols, in a variety of context. According to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of non-linguistic symbols such as facial expressions and body language in order to make the meanings more clear.

Speaking is a two-way process between producing language and receipting it. As stated by Eckard & Kearny (1981), Florez (1999) and Howarth (2001) as cited in Torky (2006) define speaking as a two-way process involving a true communication of ideas, information, or feelings. According to this definition, productive skills of speaking and receptive skills of understanding cannot be taken apart. Byrne (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who says that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as 'listening'. While productive aspect of speaking referred to as 'saying'. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. In the same respect, Nunan (2003: 48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it.

They may want to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something.

Speaking is a productive skill. As stated by Spratt, *et.al.* (2005) speaking involves the speaker to use speech to express meanings to other people. In the same line, Nunan (2003:48) says that speaking is a productive oral skill. It involves the production of verbal utterance to comprehend meaning. Chastain in Castillo (2007: 78) declares that speaking is a productive skill which involves many components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analysing the messages of their speaking.

In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002: 206). Therefore, to speak a language, one should know how the language is used in social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts the verbal language.

In conclusion, speaking is a productive skill that is two-way process of social communication which includes the use of verbal and non-verbal language to convey meaning. When people have a conversation with others, they include the process of producing language and receiving messages. It can be said that speaking is one of significant elements of means of communication since it could be used as a medium of social interaction.

b. 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. A 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.

c. Types of classroom speaking performances

Brown (2001) classifies oral production as follows.

1) Imitative

Imitating is for focusing on some particular element of language form rather than for the purpose of meaningful interaction. Drills offer students an

opportunity to listen and to orally repeat certain strings of language that may pose some linguistic problems.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspects of language.

3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintain and sustaining social relationship than for the transmission and information.

6) Extensive (monologue)

Monologue can be in the form of oral reports, summaries, or short speech.

d. Micro-skills and Macro-skills of speaking

Brown (2004:142) distinguishes between micro-skills and macro-skills of speaking. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal words. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The

micro-skills and macro-skills of speaking, according to Brown (2004: 142-143), are presented on the following table.

Table 2.1. Micro-skills and Macro-skills of Speaking

Micro-skills

- 1) Produce difference among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

Macro-skills

- 12) Appropriately accomplish communicative functions according to situations, participants and goals.
- 13) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and – yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and connections between events and communicative such as relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 15) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

e. 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) Producing the English speech sounds and sound patterns;
- 2) Using words and sentence stress, intonation patterns and the rhythm of the second language;
- 3) Selecting appropriate words and sentences according to the proper social setting situation and subject matter;
- 4) Organizing their thoughts in a meaningful and logical sequence;
- 5) Using language as a means of expressing values and judgments, and
- 6) Using the language quickly and confidently

In connection with Communicative Language Teaching (CLT) proposed by Richards (2008: 23-25), the notion of foreign language teaching and learning is interaction and meaningful communication. CLT develops different educational paradigms and traditions by strengthening the use of effective learning and communication strategies. Therefore, it brings changes on the teaching of speaking. The typical classroom activities in the teaching of speaking are problem solving, interviewing, information-sharing, role play, discussion, and other activities that allow students to negotiate meaning, expand their language resources and take part in meaningful intrapersonal exchange.

In line with the previous explanation, the researcher summarizes that the aim of teaching speaking is helping students being able to carry out conversation in the target language. English teachers, therefore, should train them for communication. Instead of increasing the teacher's talking time, the teaching of speaking should increase the students' talking time. Thus, the students will successfully improve their speaking skills.

f. Principles of teaching speaking

Principles in teaching speaking are important for improving speaking in the classroom. In order to keep on the intentional communicative class, the teacher should consider those principles. The principles also help the teacher to design the appropriate materials. Thus, the teacher should concern on the teaching of speaking comprehension to gain the goals of the teaching and learning process.

As stated by Brown (2001: 275-276) there are some principles for designing speaking techniques as follows.

- 1) *Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.*

This principle concerns on how to make meaningful activities without throwing away the learner needs. It means that teacher should maintain balance among accuracy, fluency and meaning.

- 2) *Provide intrinsically motivating techniques*

It is very often that the students do not understand the objective of doing tasks giving and benefit of achieving linguistic competence. The teachers should give them understanding about them in order the students are interested and motivated to learn better. It means that the teacher should link the students' interest and their need for knowledge to achieve the competence.

- 3) *Encourage the use of authentic language in meaningful contexts.*

Teaching and learning activities will be more interesting if teacher provides students with authentic context and meaningful interaction. Teachers should give his students the materials which are relevant to the students' knowledge, interest, and experience. It means that the meaningful interaction is important to encourage the students' willingness to speak in the target language.

- 4) *Provide appropriate feedback and correction.*

Since the most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give it appropriately at the moment.

5) *Capitalize on the natural link between speaking and listening.*

As the teacher perhaps focusing on the speaking goals, listening goals may naturally precede. Skills in producing language are often initiated through comprehension.

6) *Give students opportunities to initiate oral communication.*

It means that the activities should give a lot of opportunities for the students to initiate the target language.

7) *Encourage the development of speaking strategies*

It means that the students do not have to worry about their low level of proficiency since they will build their personal speaking strategies for accomplishing oral communication purposes.

g. Stages of teaching speaking

There are several teaching methods that have been widely used in English language teaching and learning. Some English teachers follow traditional teaching methods like Presentation, Practice and Production (PPP). Some others may apply more recent teaching approach such as content-based instruction, task based instruction, or genre based approach. The methods are different in terms of stages and activities. The following describes some stages of teaching speaking.

Richards and Renandya (2002: 212-219) propose an interactive, collaborative and reflective approach in the teaching of speaking. The approach is characterized by four stages. They are brainstorming vocabulary, using conversational starters, video-taping students' performance and giving feedback.

First, the English teacher and the students work together to brainstorm vocabulary which presents on the free-production activity. It could be the input text for them. It is expected that the students produce more language with sufficient vocabulary. Secondly, the English teacher provides conversational starters. The starters encourage them to speak up ideas, opinions, agreements or making judgments. The starters may trigger them to speak more naturally and more spontaneously. Thirdly, the teacher takes video on the students' performances. It is aiming at maximizing the students' participation and minimizing threat. Finally, the students review the video for intensive self and peer feedback. They may observe their own or their peers' strengths and weaknesses. It means that corrections do not only come from the teacher but they come from fellow learners as well.

Meanwhile, Feez and Joyce (Richards, 2008: 31-33) propose genre based approach which includes five stages of teaching speaking. The first stage is Building Knowledge of the Field (BKOF). This first stage is aiming at building students' knowledge about materials which are going to be learnt. In this stage, the teacher introduces an authentic model of the text-type, interview for example. He encourages learners to activate background knowledge of it through giving eliciting questions such as: When usually people conduct an interview? In what situation an interview is usually conducted? And what do they say during the interview? Then, the teacher and the students explore the immediate context of situation by investigating common vocabulary and expressions employed in an interview. To make it understandable for everyone, he could use pictures, media, videos, and other teaching aids to activate their prior knowledge.

The second stage is Modelling of the Text (MOT). In this stage, the students investigate the structural pattern and language features of the target material and then compare it with other examples of the same text-type. The teacher could give listening practices as the input text, for example. The other examples of activities in the MOT stage are presenting the materials by using board work, matching and labelling pictures with suitable expressions, and spelling and pronouncing the expressions. In this stage, the teacher acts as a facilitator. He facilitates students with sufficient learning materials and learning kits. Therefore, they learn new languages by maximizing the use of the learning kits and the materials given.

The next stage is called Joint Construction of the Text (JCOT). In this stage students begin to practice using the construction of the whole examples of text-type. It means that they begin to try out the new language they have already learnt. For example, they make small group construction of texts. Some other examples of activities in the JCOT stage are teacher questioning, discussing and editing the examples of text-type, jig saw, information gap activity, and dictogloss. In this stage, the teacher gradually reduces his contribution on the teaching learning process. On the contrary, the students move closer to being able to control the text-type independently.

The next stage is Independent Construction of the Text (ICOT). In this stage, the students work independently with the text. For example, they are asked to carry out conversations in the target language. It is aiming at encouraging them to expand their language experiences. Some other activities of ICOT are

sequencing pictures according to audio materials, making spoken presentation to the class, role playing, underlying materials in worksheet, answering questions according to passages, and writing personal experiences. In this stage, the teacher barely contributes to the students' performances. In addition, their performances are used for achievement assessment.

The last stage is Linking of the Text (LOT). In this stage, students investigate how and what they have learnt in the teaching learning process can be related to other texts in similar contexts and to future or past cycle of teaching and learning. An example of activities which links the text-type to related texts is role playing what happens if the same text-type is used by people with different roles and relationships.

h. Characteristics of Successful Speaking Activity

English teachers often ignore speaking on their teaching and learning process since it is difficult to perform. Some say that it is difficult to assess students' performances. However, they still have to include it on the classroom activity. In order to carry out successful speaking, the students should fulfil some characteristics of a successful speaking activity which can be used to assess the teaching and learning process. According to Ur (1996:120), some characteristics of a successful speaking class are presented on the following points.

- 1) Learners talk a lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but of often most time is taken up with teacher talk or pauses.
- 2) Participant is even: Classroom discussion is not dominated by a minority of talkative participants. All have a chance to speak and contribute to the discussion.

- 3) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy.

In connection with the description above, the speaking class supposes to be dominated by the learners' talk. They supposed to communicate at each other to speak out their minds by using language they have learnt. Moreover, the speaking activity should not be dominated by a few talkative learners. Then, each student should have the same opportunity to get involved in the speaking activity. Furthermore, a successful speaking is characterized by high motivation. The students should be highly motivated to be engaged in all classroom tasks. Then, the language should be in an acceptable level of the learners' comprehension.

i. Teaching Speaking in Junior High School

Teaching speaking in Junior High School should be based on standard of competence and basic competency as stated in the standard of graduate competency (*Standar Kompetensi Lulusan*). Mulyasa (2008: 109) asserts that related to the school-based curriculum, National Education Department has prepared standard of competence and basic competency for every subject, which is used as a guide for the teachers in developing the school-based curriculum in every school.

Table 2.2. The Standard of competence and basic competency of Junior High School Grade VII

Standard of competence	Basic competency
9. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with society.	<p>9.1. Understanding and responding in transactional (to get things done) and interpersonal (socialization) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of asking, giving and refusing service, asking, giving, and refusing things, and accepting and denying the fact.</p> <p>9.2. Understanding and responding in transactional (to get things done) and interpersonal (socialization) conversation using simple spoken language accurately, fluently, and understandably to communicate in daily life in the form of asking and giving opinion, expressing like and dislikes, asking clarification, and responding interpersonally.</p>

By considering the basic competency of speaking, the teachers should be able to know the scope of speaking materials that will be taught to the students. The first, the materials include the language function such as asking, giving and refusing service, asking, giving, and refusing things, and accepting and denying the fact, asking and giving opinion, expressing like and dislikes, asking clarification, and responding interpersonally. The second, the materials include genres or text types; they are descriptive and recount text.

j. Speaking Assessment

Assessing speaking is challenging because there are so many factors that influence teachers' impression on how well someone is able to speak a language.

When the teachers assess speaking, it means that the teachers' listening skills determine the reliability and validity of an oral production test. Assigning a score ranging from one to five for example is not easy. The lines of distinction between levels are quite difficult to pinpoint. The teachers can spend much time to see the record of students' speaking performance to make an accurate assessment. (Brown, 2004: 140 & Luoma, 2004:84)

Thornburry (2005: 127-129) clarifies that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as a basis of an overall impression, while analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. However, analytic scoring takes longer since it requires the teachers to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of the students. On the other hand, the disadvantages of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five students' categories seem to be maximum that can be handled at one time.

Furthermore, Thornburry (2005: 127-129) asserts that based on Cambridge Certificate in English Language Speaking Skills (CELS), five categories must be taken into account: grammar, vocabulary, discourse management, pronunciation, and interactive communication. When dealing with grammar and vocabulary, the students need to use appropriate syntactic forms and vocabulary in order to meet

the task requirements at each level. Discourse management refers to the ability of students to express the ideas and opinions coherently and convey clear information. Pronunciation refers to the ability to use the right stress and intonation to convey the intended meaning. Finally, interactive communication describes the ability of the test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirement. Those four elements are similar with Brown (2004:172) states about aspect of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

2. Talking chips

a. Definition

Talking chips is one of the teaching strategies of cooperative learning which is developed by Kagan in 1992 for the first time. In talking chips students participate in a group discussion, giving a token where they speak. The aim of this strategy is ensuring equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all the members, this technique encourages passive students be able to speak out confidently. Talking chips is useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

Talking chips are making small class discussion that consists of three or four students, one student to be moderator that monitors this activity and control the time that is used, every student is given one chip by the teacher and then they

have to tell about the commands in the chip to the other friend and the time is about two minutes for each chip, then the teacher will give score based on the time and speaking skill aspects like pronunciation, vocabulary, grammar, and fluency used by the students when they are telling the things in the chip to the other friend. The last step is if the students have finished tell the things in the chip, it must be given again to the moderator; they may not speak again and return to their chairs.

b. Significance of Talking chips

Kagan (2011) asserts that talking chips as one of the teaching strategies in cooperative learning plays the significant role in the teaching and learning process of speaking. First, talking chips can improve students' achievement. And it also will build an interaction among the students to create mutual understanding between the members of the group. As we know the activity in talking chips is by dividing students into groups, it will encourage the students to be more confident to speak with others, and it will make the students tend to interact and communicate to other students. And then, the students will learn how to work with and understand other group members by working in the group.

Talking chips also improve the students' higher level thinking skills since it consists of some steps in which the students have to evaluate someone else's opinion or arguments, it will increase the students' level thinking skill. To make it effective, they must know what to look for and be able to justify their comments.

Based Education broadcasting corporation (2004) in *What are The benefits of Cooperative ad Collaborative Learning?* There are also some advantages from small groups learning in cooperative learning that can be found in talking chips. They are mentioned as follows.

1) Celebration of diversity

By doing discussion, the students learn how to work with the others. They will learn how to response the differences. Discussion also allows students to add their perspective to an issue based on their cultural and background knowledge differences.

2) Acknowledgement of individual differences

Each student has different response or opinion toward the raising issue. This can help the group create more complete and comprehensive result as t reflects all the member's opinions.

3) Interpersonal development

Students can get benefit from structured interactions with others. By working together in the group, students who have lack of social skill will be helped to interact with others.

4) Actively involving students in learning

Each member has opportunities to contribute in talking chips because they have an equal chance to speak up.

5) More opportunities for personal feedback

Since there are more exchanges among the students in talking hips, the students receive more personal feedback about their ideas and responses. By

using grid sheet in talking chips, the other students have obligation to give respond about their friends' idea.

c. Procedures of Talking Chips

Before using talking chips as learning strategy in the teaching and learning process of speaking, the teacher should make some preparation. The first is determining a question or topic that will be discussed in a group discussion. The second is bringing poker chips, playing cards, or simply gather a sufficient number of paper clips, pencils, chalk, or other available items to serve as token. This token will be used by each student when they take turns to talking. The chips include different strategies to use in conversation and could include answer a question, ask a question, give an idea, respond to the idea, summarize, and encourage participation. 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. The 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. Therefore, this technique can minimize the class problem dominated by some students. The procedures of talking chips will be explained as follows.

- 1) First, the teacher asks the students to form groups. The teacher can also help them to create groups to minimize the time.
- 2) Next, give each student three to five tokens that will serve as permissions to share, contribute, or debate in conversations.

- 3) And then, ask the students to participate equally in the group discussion, specifying that as they contribute comments, they should give a token and place it in view of the other group members.
- 4) Finally, when all of the students have contributed to the discussion and all tokens are down, ask the students to retrieve and redistribute the chips. So that the procedure repeats for the next round of discussions, or end of the discussions if the activity is complete. (Barkley, 2005:117)

There are some various activities during the process of talking chips. First, the teacher gives each student several chips of the same colour. For example, student A receives green chips; student B receives yellow chips. Then, the teacher allows the conversation to proceed for a while. The teacher also asks the students to examine the given chips and reflect on how the conversation has gone. Then, the students continue their discussion but try to work toward an equal number of chips from each group member. To regulate the length of time of each student speaks more than the number of the time they speak, give each of them several chips and instruct them to give a chip every three to five minutes which they have in the floor. The teacher gives each student only a chip. When everyone has contributed, retrieve the tokens and start the process again. This variation could be useful in brainstorming or listing items. Instead of using chips, assign a group member the task of recording individual contributions to a conversation. This activity can be done by creating a grid sheet with one column for the students' names and an additional column or columns for the recorder to note down when

each individual speaks. The purpose of this activity is to promote an even level of participation among group member. When the time is running out, the teacher asks the group members to review the sheets and analyse the interaction.

Therefore, in conducting the talking chips technique, the first thing that the teacher should do is to make a class discussion. So, the teacher should divide the students into some groups. It aims at encouraging the students to be more confident and brave to speak when they have partners. And then, the teacher asks a student to be moderator that monitors this activity and control the time that is used. Every student is given some chips by the teacher and then they have to tell about the one topic to the other friend. While the time is about fifteen seconds, the teacher will give score based on the time and speaking skill aspect like pronunciation, vocabulary, grammar, and fluency used by the students when they are telling the topic to the other friend. If the students have finished tell the topic in the chip, it must be given again to the moderator; they may not speak again and return to their chair.

d. Implementing Talking Chips in SMP

There are several activities that have to be done in the speaking activity using Talking chips. The first activity is grouping the students. The teacher should divide students into several groups. One group consists of five to six students. Using group work is one of the ways to encourage students in a speaking activity so that the interaction and communication between the students will be improved.

The second activity is applying talking chips. First, the teacher asks the students to form groups. The teacher can also help them to create groups to minimize the time. Next, the teacher will give each student three to five tokens that will serve as permissions to share, contribute, or debate in conversations. And then, the teacher will ask the students to participate equally in the group discussion, specifying that as they contribute comments, the teacher should give a token and place it in view of the other group members. Finally, when all of the students have contributed to the discussion and all tokens are down, the students are asked to retrieve and redistribute the chips. Therefore, the procedure repeats for the next round of discussions, or end of the discussions if the activity is complete.

3. Review of Relevant Studies

There are some relevant studies related to the use of Talking Chips in teaching speaking skill. Actually, talking chips is effectively improving students' speaking performance. The studies conducted in different settings in which English is regarded as a foreign language. The studies are described as follows.

Syafradin (2013) conducted research entitled "The Use of Talking Chips Technique in Teaching Speaking". The result finding indicated that there was significance improvement of students' speaking in terms of fluency and accuracy. It is proved by t-test for fluency was 7.05 and t-test for accuracy was 8.31 with t critical or table was 2.031 which means H_1 was accepted.

Hendrawan(2013) conducted a study entitled “The Effect of Talking Chips Strategy on Students’ Speaking Ability at Grade XI of SMAN 8 *Kota Jambi*”. The researcher gave different treatments in the experimental group and the control group after the pre-test. In the experimental group, talking chips strategy was used to teach speaking, while in the control group the researcher used the lecturing method. The result of t-test was 7.561 with the critical value of t-test is 2.000 for $df=78$. So, there was positive effect of students who were taught by using talking chips strategy in the speaking class.

Another research studies was conducted by Purnamantari (2013) which entitled “Teaching Speaking Ability through Talking Chips Technique to the Eight Grade Students of SMPN 2 Sukawati in Academic Year 2012/2013”. The research findings showed that there was a different mean between two cycles conducted in the research. It can be concluded that teaching speaking through Talking Chips Technique was effectively enough in helping class VIIIB of eight grade students of SMPN 2 Sukawati to improve their speaking ability.

The studies above prove the effectiveness of talking chips activities to improve students’ speaking ability in educational settings and professional areas. Talking chips encourages the students to be more confident to speak with others, and it will make the students tend to interact and communicate to other students. Moreover, talking chips is helpful to develop their creative thinking skills and creativity. It can be said that Talking Chips is beneficial for enhancing students’ communicative ability.

B. Conceptual Framework

Speaking is one of the important skills that should be mastered by the students. Ideally, in the teaching and learning process of speaking the students have to be given some opportunities to practice a target language and produce it in the spoken form. They can practice the language in the form of dialogs, monologs, discussions, games, or role plays. Besides, those practices can be given in controlled, guided, or creative. Moreover, they have to be able to not only speak fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situation.

Based on the preliminary observation in class VII A of SMPN 1 Trucuk, the researcher found problems related to the teaching and learning process of speaking. Firstly, they are lack of vocabulary mastery. Most of them cannot express their ideas or thoughts during the class. They also have difficulties in finding appropriate words to deliver their ideas in English. It shows that their language experiences are limited. Second, they are lack of confidence. They always felt nervous to participate individually in the teaching and learning process. Most of them are afraid of making mistakes and they will be embarrassed if their friends laugh at them. Therefore, they do not take a risk to try out language. Then, they have low motivation in learning English. Most of them are not interested and motivated to participate during the teaching and learning process. It is proven when the teacher asked them to speak up during the teaching and learning process, most of them were silent. They did not want to have the

discussion with others since they were not accustomed to it. Later, they cannot speak fluently. Then, related to the learning strategies, the teacher did not use effective technique to build the students' motivation in the teaching and learning process. In addition, the materials given by the teacher were not interesting and less variation. As a consequence, the students were not interested to involve in the teaching and learning process.

Considering the facts that the students and the teacher need an appropriate strategy in order to arouse students' speaking skill in teaching and learning process of speaking, the researcher used Talking Chips as a strategy to improve students' speaking skill. Talking chips is designed to be implemented in the English teaching-learning process, including speaking. Talking chips is believed to be effective to improve the students' speaking skills. Talking chips provides a wide range of opportunity for students to be more confident to interact and communicate with other students in teaching and learning process since the activity consists of a group discussion. Before the students speak up, they have to put the chips one by one every time they want to speak up.

In summary, it is expected that Talking Chips is able to improve the students' speaking ability. The implementation of Talking Chips in the teaching and learning process is hoped to solve the speaking problems encountered by the VIIA students' of SMPN 1 Trucuk.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was categorized as classroom action research. In this study, the researcher was 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 in the teaching process.

This research is categorized as action research because it essentially gives an emphasis on solving the problems that obtained in the teaching and learning process based on the preliminary observations and interviews. Thus, action research also improved the quality of the teaching and learning process of reading. Burns (2010: 3) states that action research is part of a broad movement that has been going on in education generally for some time. Therefore, in action research, the teacher becomes an investigator or explorer of the personal teaching context, while at the same time being one of the participants in it. So, one of the main goals of action research is to identify the problematic situation or issue that the participants who may include teachers and students which consider worth were looking into more deeply and systematically.

According to Burns (1999:30), action research is the view to improve the quality of the action that involves the collaboration and cooperation of researchers, practitioners and laymen. She suggests four characteristics of action research. First, action research is contextual, small scale, and localized as it identifies and investigates problems within specific situation. Second, action research is evaluative and reflective as it aimed to bring about change and Improvement in practice. Third, action research provides collaborative investigation among the teams of the colleagues, the practitioners and the researchers. Fourth, action research is based on the collections of information or data to evaluate the changes in practice.

In accordance with the goal of this research, to improve the speaking ability of the students using Talking Chips strategy, this research is categorized as action research. The action research is focused on the process of improving the teaching and learning process that would be described qualitatively.

B. Research Procedures

This research procedure involves five phases. They are reconnaissance, planning in action and observation, reflection and developing new plan and cycle (Angwin, *et.al.*, 1997). The explanation of each phase is as follows:

1. Reconnaissance

The reconnaissance step was conducted in the classroom in order to get information and descriptions of students' speaking ability in the English learning process. In reference to the data of observations and interviews, the researcher and

the English teacher identified the existing problems related to students' speaking ability and select the feasible problems that were possible to be solved.

2. Planning for the action

Before conducting the research, the researcher carried out observations in the classroom and interviews in order to obtain information and description of the teaching and learning process of reading. Then, the researcher and English teacher identified the existing problems related to the teaching and learning process of speaking and select the most feasible problems which possible to be solved.

After the researcher identified the problem, the researcher and the English teacher prepared some possible plans covering other research members' opinion, suggestion, expectation, and test result to solve the problems. The teacher's opinion and suggestion were obtained through interview, whereas the students' expectation and test result were obtained through interviews and documents. The plans are aimed to improve the students' speaking skills through Talking Chips strategy.

The plans included implementing elements in Talking Chips which are determining a question or topic that will be discussed in a group discussion, and also bring poker chips, playing cards, or simply gathering a sufficient number of paper clips, pencils, chalk, or other available items to serve as token. In implementing those elements, this research was conducted in two cycles. Each cycle represented some Talking Chips activities which aimed to help the students improving their abilities in speaking.

3. Actions and Observation

After planning the actions, the English teacher and the researcher carried out the actions in the classroom. During the implementation of the action research, the English teacher became the collaborator and observer who observe and help the researcher in the teaching and learning process. Besides, the researcher became the teacher who conducts the processes of English teaching and learning in order to know the success of the actions to improve students' speaking ability and also the problems occur during the implementation process. The actions were implemented in two cycles. Cycle I was conducted in three meetings while Cycle II was also carried out in three meetings.

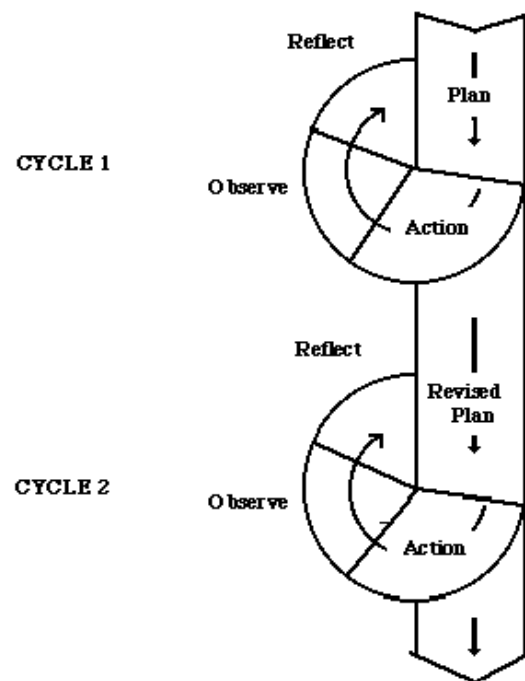
4. Reflecting

With regard to the implementation processes, the team members evaluated the result of the implementation. The researcher made a depth conclusion about the effectiveness of the action and the problems occurred while the action was being implemented. This evaluation was aimed to write the report of the research. This was also useful to show the effectiveness of the actions conducted in the learning processes. If the actions were considered successful, they would be continued to the next action. However, if the actions were unsuccessful, the next cycle would be implemented considering the previous reflection.

5. Developing new plan and cycle

After conducting the first cycle and evaluating the result, some ideas as what to do next began to be clear. Then, researcher and the English teacher developed new plan and actions to be implemented in the next cycle, so that the changes can be noted systematically over periods.

Figure 1. Cyclical Action Research Model by Kemmis and McTaggart (1988)



C. Research Subjects

The subjects of the study were grade VIIA students of SMPN 1 Trucuk, the English teacher who acted as the collaborator and the researcher. There were 18 male students and 10 female students who took part in the research. The reason of taking the students is because they were the first 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.

D. Research Setting

This research was conducted within in the end of the second semester of VII grade students in the 2013/2014 academic year at SMPN 1 Trucuk. The whole process of this research was conducted from April to May 2014. This school is located at Gaden, Trucuk, Klaten.

E. Data Collection Technique

There were qualitative and quantitative data in this research. The qualitative data provided evidences of the students' attitude towards the teaching and learning process and the description of their speaking skill. The qualitative data were collected by conducting the observations and interviews. Those data are aimed to describe the process and the changes after the implementation of the actions. The researcher collected the qualitative data in the form of opinions, suggestions, preferences, comments, and expectation from the research members. Meanwhile the quantitative data were collected in the forms of number and it was to support the qualitative one. The researcher made a speaking pre-test and post-test as a part of monitoring sequences which aimed to get statistical evidence of

their speaking improvements. The following table presents the kinds of data, the data instruments and the data collection technique used by the researcher to collect the data.

Table 3.1. Data Collection Technique

No.	Data	Instrument	Techniques
1.	The teaching and learning process	- Observation guideline - Interview guideline	- Observation - Interview - Discussion
2.	The teacher's activities	- Observation guideline - Interview guideline	- Observation - Interview - Discussion
3.	The students' involvement	- Observation guideline - Interview guideline	- Observation - Interview - Discussion

F. Data Analysis Technique

The data were in the forms of qualitative and quantitative data. The qualitative data were obtained from the field notes of the observation protocol and the transcripts of interview. The data obtained from the observations and the interviews were analyzed qualitatively. Meanwhile, the quantitative data of this research were collected from the tests conducted. In analyzing the quantitative data, the descriptive analysis is used. The mean is used as a representative from the central tendency. The mean is used to know the improvement of the students before and after the implementations. Consequently, the statistics used in the computation is the mean which is the average score attained by the students. From the results of the speaking tests, the students' progression level was identified.

G. Validity and Reliability

1. Validity

The validity of the data was established by fulfilling the five criteria of validity proposed by Anderson, cited in Burns (1999: 161-162). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The discussion of the validity will be discussed below.

a. Democratic validity

Democratic validity is defined as “the extent to which research is done in collaboration with all parties who have a stake in the problem under investigation” (Anderson in Burns, 1999: 161). In order to get democratic validity, the researcher did interview with the English teachers and the students to express their ideas, comments, and opinions about the actions which has been done. The opinions were used to improve the next action.

b. Outcome validity

Outcome validity is related to the nation of actions leading to the result of the actions that are successful within the research context. In this research the processes are related to the improvement of students' speaking ability under the use of Talking Chips. The sucess and the failure of the action and also the problems found in the action were also considered to improve the next action.

c. Process validity

Process validity means that the actions are believable. To get the process validity, the researcher collected the data by doing observation, and taking note during the research. In this research, the process was done in two cycles and in each cycle consists of planning, actions and observation, and reflection steps. The process involved some different data sources and was followed by some evidence that showed that the process was believable.

d. Catalytic Validity

According to Anderson, cited in Burns, 1999:161), catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In this research, the catalytic validity was assessed by observing the students' behaviour changes during the teaching and learning process. It was done to find out whether the speaking problems had been solved or not. As the speaking problems were still existed, the researcher made some revisions of the plans with considering the students' learning styles. It helped the researcher to make changes and bring about more effective speaking learning process.

e. Dialogic validity

Dialogic validity means that stakeholders can participate in the process of the research. It relates to the processes of peer review of the research data. This research involves the teacher as the collaborator who can monitor the research

process. In this research, the researcher made some discussions with other researchers who conducted similar types of research in different settings. It was used to determine the success and weakness in the action.

2. Reliability

To avoid the subjectivity in analyzing the data and to get the trustworthiness, the researcher used a triangulation through interviews with a collaborator and observations. Burns (1999:63) states that triangulation is a way of arguing if different methods of investigation produce the same result. Such data are believed to be valid. The aim of triangulation is to gather multiple perspectives on the situation being studied. In this study, the researcher used more than one triangulation technique. They were time triangulation, investigator triangulation, and theoretical triangulation. They are described as follows.

1. Time triangulation

The data are collected at the different points in time or over a period of time to get a sense of what factors are involved in the process of changes. In study, the researcher collected the data before, during, and after the implementation of the action by observing the teaching and learning process and also interviewed the students and the teacher before, during and after the implementation.

2. Investigator (researcher) triangulation

In this research, data were collected by more than one researcher in the same research setting to avoid researcher bias and provide checks on the

reliability of the observations. In this study, the researcher collaborated with the teacher in implementing the actions.

3. Theoretical triangulation

Data are analyzed from more than one theoretical perspective. In this study, the researcher consulted documents related to learner autonomy and also developed theoretical ideas from her own and others' observations and reflections.

Triangulation has a number of advantages. Not only does it provide a more balanced picture, it can also help to explain things that seem to contradict or not support each other.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As stated in the previous chapter, this research was categorized as Action Research. In this research, Talking Chips was used to improve speaking ability of VII A students of SMPN 1 Trucuk. This chapter discusses the research procedure, findings, and discussion.

A. Procedure of the Research

This research was classroom action research. The objective of the research was to improve speaking ability of VIIA students of SMPN 1 Trucuk. In conducting the research, the researcher did some steps. The steps of the research were reconnaissance, planning, action and observation, and reflection.

The first step before conducting the research was reconnaissance. It was identification of the field problems which happened by conducting observations and interviews. The next step was planning. After the problems had been identified, the researcher designed actions that were feasible to be implemented in the field. The third step was action and observation. In this step, the researcher implemented the actions that had been done. Next, the researcher observed and evaluated the data whether Talking Chips was able to improve the students' reading comprehension or not. The last step was reflection, the English teacher as the collaborator and the researcher identified the successful and unsuccessful

actions so that the researcher could design the better plans for the next cycle.

Every step conducted in this research is explained further as follows:

1. Reconnaissance

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning speaking. The researcher also observed the classroom to get the descriptions of the speaking teaching and learning process.

Firstly, she conducted an interview with the English teacher to know the problems which occurred in the English teaching and learning process at school based on teacher's perspective. From the interview, the researcher knew that there were many problems, which occurred, in the seventh grade class. It is proven by the Interview Transcript 1 below.

Interview Transcript 1

P	:	<i>"Lalu apa kesulitan terbesar yang anda hadapi dalam mengajar Bahasa Inggris?"</i> (Do you find any difficulties when teaching English?)
GBI	:	<i>"Kesulitan ya, satu, masih suka ramai. Biasanya kurang memperhatikan, itu tadi tidak mau memiliki kamus sendiri, males. Jadi kan untuk translate kesulitan.</i> (The difficulties are, first, they tended to be noisy and less attention. And then, they didn't want to have their own dictionary.)
P	:	<i>"Oo begitu. Tapi untuk vocabnya, mereka sendiri kosakatanya sudah lumayan atau gimana, Bu?"</i> (Oh, I see. How about their vocabulary mastery?)
GBI	:	<i>"Ya, masih kurang."</i> (They were still lack of vocabulary mastery)
P	:	<i>"Lalu selanjutnya, biasanya bagaimana anda mengajar Bahasa Inggris ke anak-anak bu? "</i> (Next, how did you usually teach them?)
GBI	:	<i>"Secara garis besar ya, selama ini memakai metode biasa, ceramah,</i>

	<p><i>terus memberi penjelasan tentang materi, setelah itu memberi soal, ada pembahasan juga. Nanti untuk percakapan, pertama saya kasih dulu materi, misalnya materi apa, ada ungkapan-ungkapan tertentu, kemudian contoh dialog, mungkin nanti praktek untuk dialognya seperti itu.”</i></p> <p>(Generally, I used the conventional method, lecturing, and gave explanation about the materials, after that giving questions and discussing it. For the conversation, I gave them the materials first, for example certain expressions, after that I gave them the dialog and practice the dialog.)</p>
<i>(IT/03/March 19th 2014)</i>	

Interview Transcript above shows that the students had low motivation in learning English. The teacher asked them to bring the dictionary, but they did not want to do that. They did not pay attention to the teacher’s explanation. It means that they were not interested and motivated to participate during the teaching and learning process. Their vocabulary mastery was still low so they were not able to speak because of afraid of making mistakes. Moreover, the teaching technique was monotonous because the English teacher used to use conventional teaching technique.

The researcher also observed the classroom in order to get descriptions of the teaching and learning process. The situation before the actions implementation is presented in the vignette below.

Vignette 1

After talking about problems related to the class, P and GBI entered the classroom. P sat at the back desk to observe the class activity. **The class situation was very noisy, almost all of the students did chatting, joking, laughing although GBI and P had been in the class.** After that he opened the class by greeting them, “Good morning, students,” some of them responded him, but the others were busy doing something as usual. Then, GBI explained why P was here to do observation because next meeting P would conduct research in that school especially in class VIIA. Then GBI discussed about the previous meeting. There was homework and then they discussed about the homework. After discussing homework, GBI asked Ss to open the LKS (*Lembar Kerja Siswa*) to study over again about Procedure text. **GBI pointed one of Ss to read the text. Then GBI explained the text and asked Ss to translate the words in the sentence by using dictionary. When GBI gave explanation, several Ss were busy chatting with others; even they were busy with themselves. When GBI asked, “Any difficulties?”. Ss only kept silent and bowed their head.** After that, GBI asked Ss who could answer the difficult word. **Only few students were brave to answer, the others were not active during the class.**

The time was over, GBI and P ended the class and left the class together while talking about the problem related to the students. ET said that Ss sometimes have difficulties to the unfamiliar words. So, she asked them to find the meaning in the dictionary. However, not all students have the dictionary and tend to keep silent or copy their friends’ work.

In reference to the vignette above, the teaching and learning process in the class did not run well. There were only few students who were active during the teaching and learning process, the other students were passive and some of them tended to be busy doing their own activity during the teaching and learning process. It means that they had low motivation in learning because they did not pay attention to the teacher’s explanation.

After conducting the observation, the researcher also conducted interviews with some students. From the interviews, the conclusion drawn is that most of the students were not interested in learning English lesson since the teaching and

learning process was less varied activity. It is proven in the Interview Transcript below.

Interview Transcript 2

P	:	<i>"..... Dek Akbar suka ga sama pelajaran bahasa Inggris?"</i> (Dek Akbar, do you like English lesson?)
S ₂	:	<i>"Agak, agak suka."</i> (Not really)
P	:	<i>"Agak suka? Kenapa kok agak suka?"</i> (Why?)
S ₂	:	<i>"Rada-rada susah hehehe."</i> (It seems difficult)
P	:	<i>"Rada-rada susah ya. Oke, kegiatan pelajaran bahasa Inggris di kelas biasanya seperti apa? Gurunya ngajarnya kayak gimana?"</i> (Oh, I see. How is the activity? How does your teacher teach in class?)
S ₂	:	<i>"Ya menerangkan."</i> (Just explaining)
P	:	<i>"Terus, dikasih soal gitu ga?"</i> (And then, does your teacher give question?)
S ₂	:	<i>"Iya dikasih soal, kalo sudah menerangkan itu terus dikasih soal."</i> (Yes, after the teacher gave explanation, then she gave the questions)
P	:	<i>"Terus biasanya gurunya ngajarnya pake media apa ga?"</i> (Does your teacher use media for teaching?)
S ₂	:	<i>"Eem enggak."</i> (No)
<i>(IT/05/March 19th 2014)</i>		

From Interview Transcript 2, the student had low motivation in learning English because he thought that English was very difficult to learn. It is caused by the teaching technique used by the English teacher was monotonous and she did not use media to support the teaching and learning activities. Those statements are also supported by the following Interview Transcript.

Interview Transcript 3

P	:	<i>"Oh ya dek, kamu suka pelajaran bahasa Inggris nggak?"</i> (Do you like English?)
S ₃	:	<i>"Hehehe..ya nggak begitu, Miss."</i> (Not really, Miss)
P	:	<i>"Loh..lha kenapa dek?"</i> (Why?)
S ₃	:	<i>"Ya soalnya kadang nggak dong, Miss."</i> (Sometimes I do not understand, Miss)
P	:	<i>"Lha nggak dong nya dari mananya? Atau kesulitanmu apa aja waktu pelajaran bahasa Inggris?"</i> (How couldn't you understand? What is your difficulty in learning English?)
S ₃	:	<i>"Hmmm...banyak Miss, kebanyakan nggak tau artinya, sama kadang nggak paham ama maksudnya itu gimana."</i> (So many. Sometimes I do not know the meaning and I do not understand what it means)
<i>(IT/06/March 19th 2014)</i>		

Interview Transcript 3 above states that the student also had low motivation in learning English because she did not understand the meaning. It means that her vocabulary mastery was still low. Although the teacher had given the student the explanation, she could not understand the text.

The next interview transcript shows another evidence of the problems faced by the students in the teaching and learning process. From Interview Transcript 4, the student had difficulties in finding the meaning of unfamiliar word. The teacher had asked them to find the meaning in the dictionary, but he was unwilling to do that. Moreover, based on Interview Transcript 4, it is seen that the learning material included for teaching reading can influence the students' interest to English subject.

Interview Transcript 4

R	:	<i>Oh hai dek Amin. Oh ya, btw kamu suka pelajaran bahasa Inggris nggak?</i> (Hai, dekAmin. Anyway, do you like English?)
S ₄	:	<i>Hehee nggak, Miss.</i> (Hehee No, I don't, Miss.)
R	:	Kenapa nggak suka? (Why?)
S ₄	:	<i>Abis susah Miss.</i> (It's difficult, Miss.)
R	:	<i>Lha kesulitannya apa?</i> (So, what is the difficulty?)
S ₄	:	<i>Ya itu sering nggak tau artinya e Miss.</i> (I don't know the meaning, Miss.)
R	:	<i>Trus caranya gimana kalo nggak tau artinya?</i> (So, how to solve them?)
S ₄	:	<i>Ya suruh buka kamus. Tapi males..hehhee..</i> (I open the dictionary, but I won't..hehheee..)
<i>(IT/07/March 19th 2014)</i>		

Based on the result of observations in the classroom and interviews, the researcher members identified the problems related to the teaching and learning process in class VII A at SMPN 1 Trucuk.

The field problems in English teaching and learning process at class VII A are formulated in Table 4.2. Having formulated the problems (see Table 1), the researcher had a discussion with the English teacher. They discussed the problems occurred in VII A that might be solved. Those seven problems are presented in Table 4.2.

Table 4.1.:FieldProblems in the English Teaching and Learning Process in Class VII A

No.	Field Problems	Code
1.	Some students did not like the English lesson.	S
2.	Some students made noise during the teaching and learning process.	S
3.	Some students tended to talk with their friends during the teaching and learning process.	S
4.	The students were less enthusiastic on the teaching learning process	S
5.	The students were lack of confidence	S
6.	Some students did not pay attention when the teacher was explaining materials.	
7.	Some students had low motivation in teaching and learning process.	S
9.	Some students did not know the meaning of the word.	S
10.	The students had limited vocabulary mastery.	S
11.	The teacher did not explain the speaking skills	T
12.	The activities in teaching and learning process were monotonous	TL
13.	The teacher did not use effective teaching technique to build the students' motivation in the teaching and learning process.	T

S: Students T: Teacher TL: Teaching Learning

After the field problems were identified, the researcher and the English teacher decided to solve five out of thirteen problems found in the teaching and learning process of speaking.

Table 4.2. :Field Problems which were Feasible to be Solved

No .	Field Problem	Code
1.	The students had limited vocabulary mastery	S
2.	The students were lack of confidence	S
3.	The students had low motivation in the teaching and learning process.	S
4.	The activities in the teaching and learning process were monotonous	TL
5.	The teacher did not use effective teaching technique to build the students' motivation in the teaching and learning process.	T

S: Students T: Teacher TL: Teaching Learning

After identifying the most important problems that needed to be solved, the researcher and the English teacher tried to look for the actions that could overcome the field problems. The teacher also gave the considerations toward the actions that were recommended by the researcher. The researcher and the teacher discussed the actions that could improve the students' speaking skill. They chose some actions as the efforts to overcome the field problems. The teacher agreed to do something to improve the situation in order that the students could enjoy and became actively involved in the teaching and learning process of speaking.

Based on the agreement between the researcher and the teacher, the actions that would be implemented were as follows.

- 1) Implementing Talking Chips technique to improve the students' speaking ability in building their confidence and motivation as interesting activity in teaching and learning process of speaking
- 2) Giving vocabulary tasks to improve the students' vocabulary mastery

2. Implementation of the Actions

a. The Report of Cycle 1

1) Planning

Before implementing the action, the researcher conducted the pre-test to the students. The aim of the pre-test is to measure the speaking ability. After the researcher and the teacher formulated the field problems and the actions to solve the problems, the made some plans to be implemented in the first cycle. In the planning stage, the researcher and the English teacher worked together to design

lesson plans that included the materials, the activities, the time allocation and the evaluation of the teaching and learning process. Table 4.3 below is the schedule of conducting Cycle I.

Table 4.3. The Description of Action on Cycle 1

Meeting / Date	Material	Actions
1 April 21 st 2014	Asking and Giving Opinions Topic: Jobs/ Professions	- Showing pictures related to the topic - Implementing Talking Chips
2 April 23 rd 2014	Asking and Giving Opinions Topic: Things	- Showing pictures related to the topic - Implementing Talking Chips - Giving vocabulary tasks - Giving pronunciation drilling
3 April 28 th 2014	Asking and Giving Opinions Topic: Animal	- Showing pictures related to the topic - Implementing Talking Chips - Giving vocabulary tasks - Giving pronunciation drilling

Based on Table 3 above, they agreed to use Talking Chips to improve students' speaking skill totally. By doing Talking Chips, the researcher and the teacher expected that there would be changes in teaching and learning process of speaking. These changes covered improvements of students' vocabulary mastery, the ability to speak up confidently, and more motivation in learning.

2) Action and Observation

In this stage, the plans were put into action. The action in Cycle I was conducted in three meetings. In these three meetings, the researcher acted as the teacher and the English teacher as the collaborator and observer. They still worked

together to observe the teaching and learning process. While doing observations, the collaborator took notes. They also collected the students' opinions towards the teaching and learning process in order to help them to make reflections on their work.

The teaching and learning process was conducted using the same technique for the first three meetings. The researcher applied the Talking Chips in teaching speaking in the classroom. She presented some pictures related to the topic, which was going to be learnt. After that, she asked the students to guess and predict about the topic that is going to be learnt by asking their opinion about the pictures. She had not given the students any kind of giving opinion expressions yet, but she encouraged them to activate their background knowledge before they read the expressions by themselves.

The researcher divided the students into several groups. Then the researcher gave one chip to each student. Every student has to tell about the commands in the chip to other friends and the time is about two minutes for each chip. Then the teacher gave score based on the time and speaking skill aspects like pronunciation, vocabulary, grammar and fluency used by the students when they were telling things in the chip to other friends.

These three meetings were different in the topics of the materials. Each task represented their own indicator, such as using appropriate expressions to ask and give opinions, acting out a dialogue of asking and giving opinions based on the situation given, producing correct pronunciation in acting out the expressions.

Before the researcher asked the students to speak up, she gave vocabulary tasks related to the topic in order to enrich their vocabulary mastery.

The complete description of Talking Chips implementation in the first cycle is presented as follows:

a) First meeting

The first meeting was held on April 21st 2014 at 09.00 a.m. – 10.45 a.m. This meeting involved three stages: pre-teaching, whilst-teaching, and post-teaching. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, and then checking the students' attendance.

The researcher acted as the English teacher and the real English teacher acted as the collaborator. While the researcher was teaching speaking, the collaborator observed the teaching learning process.

As the bell rang, they entered the classroom and called the roles. The topic of the day was about jobs or profession. Then, the researcher gave the students a picture and asked them to guess what was in the picture. Because it was easy to guess, they gave right answer but by incorrect pronunciation. It is proven by Fieldnote 1.

Fieldnote 1

P asked Ss, "What is in the picture?" Then Ss answered simultaneously, "Pilot!! After that P explained, "That's right. This is pilot. **Repeat after me, PILOT.** Then, **P corrected Ss' pronunciation.**

(FN/07/Apr 21st/2014)

From the Fieldnote above, the researcher gave pronunciation practices to the students because their pronunciation was not good. After that, the researcher tried to build interaction with the students by asking several questions to them. Actually, they gave good response to the teacher, but they were confused of how to speak. It is shown on the following fieldnote.

Fieldnote2

Then P asked again, **“What is your idea about a pilot?”**. After asking question, Ss spontaneously kept silent and looked about repeatedly to their friends. P repeated the question again, and finally there was a student who replied, **“flying airplane”**. P corrected, “Yes, you are almost right. Pilot is a person who flies an airplane”

(FN/07/Apr 21st/2014)

In connection with the Fieldnote above, the researcher tried to build interaction with the students. She stimulated interaction and classroom discussion by giving questions to them. She got positive response from them, it can be seen that they answered the questions but they delivered it with several grammar mistakes. In this case, the researcher tried to build their confidence to speak up although they spoke with several grammar mistakes. Thus, she directly corrected their answer.

After giving building knowledge activities, the researcher introduced Talking Chips technique as a strategy dealing with the speaking skill that was still new for the students. Then the students should use token as a permission card to give comments or suggestions in the conversation. Each student had their turn to take chips (in the form of card) which contain commands or situation to express

their opinion. After getting the chips, they were ready to speak and give their opinion about the chips. While the researcher was explaining the technique, the students listened carefully although some of them were still confused and did not understand the technique.

Since this technique was a new thing for the students, the researcher guided the students in doing each step on Talking Chips technique. The first step in the main activity, the researcher divided the class into seven groups; each group consisted of four students. Then, she gave each student three to five tokens that served as permissions to give comments, shares, and contributions in the conversation. Then, she appointed one student of each group to be the moderator that monitors this activity and control the time.

During the teaching and learning process, the students individually got difficulties on how to express their idea. Then, it was observed that some of them were not confident to speak at all, they were afraid of making mistakes. So, when it was their turn to take the chip and then speak up, they like to keep silent rather than expressing their ideas. It can be seen from the following Interview Transcript.

Interview Transcript 5

P	:	<i>“Namanya siapa? Bagaimana tentang pembelajaran hari ini? (What’s your name? How is today’s meeting?)</i>
S ₅	:	<i>“Ine, Miss. Ya senang bisa belajar hal baru.” (My name is Ine, Miss. Yes, I like studying something new)</i>
P	:	<i>“Syukurlah kalo gitu. Ada kesulitan gk dek?” (Is there any difficulty?)</i>
S ₅	:	<i>“Ya takut mau ngomong.” (I’m afraid to speak actually)</i>

P	:	" <i>Takut kenapa?</i> " (Why?)
S ₅		" <i>Ya takut kalau salah, Miss.</i> " (I'm afraid of making mistakes, Miss)
(IT/08/ April 21 st 2014)		

It was observed that in this meeting the teaching and learning process did not run well because most of the students were confused of how to do the activities. However, they were really enthusiastic when the researcher introduced this technique because it was a new thing for them as interesting activity in the teaching and learning process. It was proven by the following fieldnote

Fieldnote 3

When P was giving explanation how to deal with Talking Chips, Ss **paid attention to the P's explanation. It might because that activity was new for them so they seemed interested with the activity.** None of them did not paid attention to the researcher's explanation.

(FN/07/Apr 21st/2014)

In connection with the Fieldnote above, the students were motivated to learn English during the teaching and learning process. The collaborator also helped the students if they got mistakes in pronunciation; she directly corrected it to the students. Then the researcher monitored each group and gave feedback, and helped the students when they had difficulties.

b) Second meeting

The second meeting was held on April 23rd 2014. In this meeting, the researcher focused on the drilling activity and vocabulary tasks. Based on the

previous meeting, the students had mistakes in pronouncing the words or phrases, so the researcher tried to drill them by pronunciation practices. The topic of the day was *Things*, for example the things that are familiar in the classroom or their house.

In this second meeting, the researcher gave the vocabulary tasks to the students. The vocabulary tasks were about adjective lists, because the topic of the materials was related to the adjective. The students were asked to give responses or opinions using adjectives. There were improvements in students' involvement in teaching and learning process. The students were active to discuss with their friends during did the exercises. It can be seen in the following Fieldnote.

Fieldnote 4

Because they work in-group, **they were very enthusiastic in finding the meaning of the words. Some of them used dictionary, some others asked their friends and discussed about it.** In this second meeting, students began to be active in teaching and learning process.

(FN/08/Apr 23rd/2014)

After the students did the vocabulary tasks, the researcher divided the students into several groups. The students were able to follow each step of the technique well. The researcher also did the pronunciation drilling when she found the students with incorrect pronunciation. The teacher and the collaborator worked together to monitor the students' discussions and corrected their pronunciation if they made mistakes. Most of the students actively took part in the discussion by sharing ideas and opinions towards the topic being discussed. At this time, the

interaction between the teacher and the students ran well. It could be seen on the following Fieldnote.

Fieldnote 5

For example, there is a picture of bag, then the students should asked, "What do you think of my new bag?" they have to answer the question. **Some of them only answered "Good"**, some others replied **"It's good"**, another students **"I think it's good"**. In this meeting, P tried to make students to be confident to express their ideas although they were still in grammar mistake.

(FN/08/Apr 23rd/2014)

In relation to the Fieldnote above, the interaction between the students ran well. The students were able to produce words containing several questions related to the picture in the chip. On the other hand, the other students responded to the student's questions. They enthusiastically got involved in the activity although the response was not in a good grammar. At least, they were able to produce sentences and responded well in the teaching and learning process.

c) Third meeting

The last meeting of Cycle 1 was conducted on April 28th 2014. In this meeting, the researcher focused on vocabulary tasks and pronunciation drilling. After she opened the class and checked the students' attendance, the researcher gave the students a picture to build up their knowledge. The picture is about one of the animals. At this time, the students were actively involved and enthusiastic in giving opinions to the picture. It is proven by the following Fieldnote.

Fieldnote 6

When P asked, “What is the picture about?” The students replied, “Monkey, Miss”. P added, “Yes, it is a monkey”. **Then P asked again, “What do you think of monkey?”** Some of them were silent and tried to think, **and there was student replied, “It is like human, Miss”** then all of the students were laughing. P corrected, “I don’t think that monkey is same as human”. Then P gave another picture of animals and **the students enthusiastically gave comments and opinions about the pictures. They responded the teacher’s explanation well.**

(FN/08/Apr 23rd/2014)

After that, the researcher had the students make a group of seven and gave vocabulary task about adjectives related to the topic. The topic of the day was Animals. The function of vocabulary task on adjectives is in order that the students are able to respond and share their opinion by using the adjective phrases.

This third meeting, the students were enthusiastic to have activity during the teaching and learning process. They were able to follow the activity well. It is proven by the following Interview Transcript.

Interview Transcript 6

P	:	“Gimana tentang pertemuan tadi, dek Yogi?” (How about today’s meeting, dek Yogi?)
S ₉	:	“Ya sudah mendingan, Miss. Bisa lancar ngomong dan ngikutin langkahnya.” (So-so, Miss. I’m able to speak only in a little bit and I can follow the procedure)
P	:	“Syukur deh kalo gitu. Berarti udah ada peningkatan ya dari pertemuan-pertemuan sebelumnya?” (Oh, I see. It means that there are improvements better than the previous meetings, right?)
S ₉	:	“Iya Miss, sudah. Malah pengen jadi cepet-cepetan dapet gilirannya. Hehe..” (Yes, Miss. I can’t wait to have the turn to play game)
P	:	“Oh ya? Jadi menurutmu, cara mbak mengajar di kelas bisa dipahami ya?” (Really? So, what do you think whether the way I teach

		is understandable or not?)
S ₉	:	<p><i>"Iya, mbak. Tekniknya asyik menurutku. Soalnya kita bisa belajar sambil bermain-main. Jadi kayak nggak krasa belajarnya. Jadi enggak bosan."</i></p> <p>(Yes, Miss. The activity is fun I think because we can play game while study. So it feels like we do not study and it is not boring)</p>
<i>(IT/12/ April 28th 2014)</i>		

The students' motivation in learning English was increasing well. They were able to do the activities conducted by the researcher. They were also very enthusiastic during the teaching and learning process. It was also supported by the following Fieldnote.

Fieldnote 7

Today the students were very enthusiastic and could not wait to do the activity. It was proven by their response which said," Come on, Miss, Come on. Where are the chips of my group?" P began the learning process of speaking by using Talking Chips. In this meeting, **some of the students were able to do the activity well because they had reminded the procedure of the technique.** Most of them were **able to state their opinion** although there were still either any grammars or any pronunciation mistakes.

(FN/08/Apr 23rd/2014)

In connection with the Fieldnote above, it could be found that the students had positive response to the teaching strategy had been taught in the class. The Talking Chips strategy could give them opportunities to speak up in front of the class. Therefore, they tried out many samples of language from the simple one to the complex one. Moreover, it also increased their self-confidence.

3) Reflection of Cycle I

Having completed the action stage in Cycle I, the researcher together with the collaborator made some reflections related to the implementation of the actions. They worked together to evaluate whether the action effectively improved the students' speaking ability or not. The reflection was done based on the observations in the teaching and learning process. Meanwhile, the students and the collaborator's opinions were gained through interview at the end of Cycle 1.

The students' motivation improved well. The students said that they enjoyed doing the activity because according to them the activity was like playing a game. So, they could learn while playing a game as it is exemplified on the following Interview Transcript.

Interview Transcript 7

P	:	<i>"Menurutmu gimana tentang pertemuan tadi?"</i> (How about today's meeting?)
S ₁₀	:	<i>"Ya udah mendingan dari yang kemaren-kemaren miss. Soalnya kan kita udah diajarin tekniknya, jadi ya sekarang udah lebih paham tentang langkah-langkahnya."</i> (It's better than the previous one, Miss. We have been taught about the technique so for now we understand about the rule of the game)
P	:	<i>"Apakah lebih enak dengan menggunakan teknik tersebut?"</i> (Is it better to use that technique in class?)
S ₁₀	:	<i>"Saya rasa iya, Miss. Soalnya kan ya tadinya kita belajar speaking cuman kayak gitu-gitu aja, nah ini dikasih yang menarik, Miss. Jadi ya tertarik deh dan senang bisa gitu."</i> (I think so, Miss. Because previously we just learn speaking monotonously and now, we have interesting one. So, I feel interested and glad)
<i>(IT/08/ April 21st 2014)</i>		

In addition, by implementing the technique, the students' speaking skill was better. It was because the researcher always used pronunciation drilling and

activity that forced them to speak up. It is proved by the following Interview Transcript.

Interview Transcript 8

P	:	<i>“Kalau menurutmu sendiri, kamu sudah ada peningkatan kemampuan berbicaranya belum?”</i> (What do you think whether you have an improvement on speaking skill or not?)
S ₉	:	<i>“Ya sudah, Miss. Kan karena nggak kerasa itu belajar, malah kayak mainan, jadi pengen rebutan ngomong terus. Ya walaupun salah-salah ngomongnya.”</i> (Yes, I have, Miss. I don’t feel that it was a learning activity, it just like playing a game, so I fight with other students to have the turn to speak. Although there’s still any grammar mistake)
<i>(IT/08/ April 21st 2014)</i>		

Below is also support the evidence that the students’ speaking ability improved well. It can be seen in the following interview transcript.

Interview Transcript 9

P	:	<i>“Oke, Ela. Kesan kamu gimana tentang pertemuan tadi?”</i> (Ok, Ela, what about today’s meeting?)
S ₈	:	<i>“Ya menurut saya, saya senang dengan kegiatan tadi. Karena kita dituntut untuk berbicara tanpa terkecuali.”</i> (I think it’s fun and I’m happy with the activity because we are forced to speak without any exception)
P	:	<i>“Iya betul dek. Kalau menurutmu gimana? Kamu mengalami kesulitan nggak?”</i> (That’s right. What about you? Do you find any difficulty?)
S ₈	:	<i>“Iya Miss. Ya, menurut saya pertemuan hari ini lebih mending daripada kemarin. Mungkin kemarin karena masih pertama, jadi masih bingung stepnya. Tapi untuk hari ini saya bisa mengikuti dengan baik.”</i> (Yes, Miss. I think today’s meeting is better than the previous one. Perhaps the last meeting is still new, so we were confused about the steps. But for today I can follow the steps well.)
P	:	<i>“Iya, baguslah kalau begitu. Berarti kamu sudah lebih paham dan bisa lebih gampang untuk berbicara?”</i> (Oh, I see. That’s great. So, do you feel understand better and is it easy

		for you to speak?)
S ₈	:	<p><i>"Iya sudah lumayan paham kok, Miss. Ya karena itu tadi, mau tak mau kan harus dituntut untuk berbicara, jadi ya dengan teknik itu saya bisa makin lancar. Hehehe.."</i></p> <p>(Yes, I understand, Miss. Because we are forced to speak so by using that technique, my speaking ability is improved)</p>
(IT/08/ April 21 st 2014)		

Based on those Interview Transcripts, it can be seen that the researcher's explanation about the materials was clear enough because students were able to speak up and share their opinion related to the topic.

Moreover, there were still several problems faced in this first cycle. Not all the students performed their speaking ability well, and also their pronunciation sometimes. It is proven by following Fieldnote.

Fieldnote 8

<p>However, there are still several problem faced in teaching and learning process. Some students kept silent and not active in teaching and learning process of speaking. It means that not all students were active involving the activities. The second one is about the students' pronunciation and grammatical mistakes.</p>	
(FN/10/Apr 28 th /2014)	

From the Fieldnote above, several students were still not active in involving the teaching and learning process. They sometimes made mistakes in pronouncing the words, and also when they spoke up, sometimes they used incorrect grammar. It is also supported by the following Interview Transcript.

Interview Transcript 10

P	:	<p><i>"Bagaimana pembelajaran hari ini, menurut ibu?"</i></p> <p>(How about today's meeting, Ma'am?)</p>
GBI	:	<p><i>"Oh ya, pertemuan tadi sudah cukup lebih baik dari yang kemarin ya. Masalah pengaturan waktu sudah lumayan cukup tertata. Dan anak-</i></p>

		<i>anak juga sudah mulai bisa beradaptasi dengan tekniknya.”</i> (Today’s meeting is quite better than the last one. The time management is quite good. And the students are able to deal with the technique well)
P	:	<i>“Iya bu, pelan-pelan mereka pasti bisa mengikuti, ya.”</i> (Yes, Ma’am. Later, they will be able to follow the steps)
GBI	:	<i>“Iya, tak lihat tadi juga sudah banyak yang berani ngomong, pas gilirannya. Maksudnya sudah lumayan lancar, ya walau hanya beberapa, ya. Tapi masih ada yang masih pasif diam ndak mau bicara.”</i> (Right, I’ve seen some students who are confident to speak when it comes to their turn. I mean that’s running well although only some of them. But there were still some students tended to kept silent and reluctant to speak)
<i>(IT/08/ April 23st 2014)</i>		

Another problem found in the first cycle can be seen from the following interview transcript.

Interview Transcript 11

P	:	<i>“Bagaimana dengan pertemuan hari ini, bu?”</i> (How about today’s meeting, Ma’am?)
GBI	:	<i>“Ya menurut saya sudah lebih baik ya. Karena anak-anak sepertinya senang dengan kegiatannya tadi. Mereka sudah lancar mengikuti.”</i> (I think that it’s better since the students enjoyed with the activities. They were able to follow the steps)
P	:	<i>“Iya, bu syukurlah kalau begitu. Tapi bagaimana menurut ibu untuk kemampuan speakingnya?”</i> (That’s good. How about the students’ speaking ability?)
GBI	:	<i>“Ya masih fifty-fifty ya mbak. Ya kan kemampuan anak-anak beragam. Ada yang sudah bisa mengikuti, ada yang belum. Itu tadi saya lihat masih ada yang agak pasif dan ragu-ragu untuk berbicara ya.”</i> (It’s still fifty-fifty. Their abilities are varied. There were students who were able to follow well, but there were also some who were not active. I saw that some of them were passive and hesitant to speak)
P	:	<i>“Iya bu, tadi memang ada beberapa yang masih kurang aktif.”</i> (Yes, Ma’am I think so)
GBI	:	<i>“Iya mbak, kalau bisa dibuat bagaimana caranya biar mereka yang kurang aktif jadi mau bicara. Kalau dari tekniknya sudah bagus, mungkin coba mbaknya cari topik yang lebih menarik lagi, biar mereka yang kurang aktif bisa ikut berbicara.”</i>

	(Please make it how to make the inactive students to be active. The technique was good, perhaps you find another interesting topic to them)
<i>(IT/08/ April 28st 2014)</i>	

In reference to the explanation above, it can be concluded that there were some points regarding the implementation of Talking Chips in the teaching and learning process of speaking within this cycle. To fulfill democratic and dialogic validity, everybody had an equal opportunity to express their ideas, opinions and feelings about the actions. From the reflections, the researcher found that there were some results involving the successful and unsuccessful actions. The results of the reflections of the actions in Cycle 1 were as follows.

- (1) The implementation of Talking Chips in the teaching and learning process of speaking in the class got positive responses from the students. In the beginning, they could not follow the activities well, but after it implemented many times, some students put their best effort to do the activities and participated actively during the class.
- (2) The students' motivation improved in the teaching and learning process. They were enthusiastic involving and participating during the teaching and learning process.
- (3) The students' vocabulary mastery improved enough. They were able to speak up because they had vocabulary task related to the topic.
- (4) Some students were confident enough to speak although there were several grammar mistakes. However, several students were not confident to speak because they were afraid of making mistakes.

(5) The students' speaking ability was better. Some students were able to speak in many ways. They were able to produce phrases or sentence although it was only simple, for example "Good", "It's nice", and "It is like human".

b. Report of Cycle II

1) Planning

In reference to the reflections of the first cycle, the researcher found that there were some improvements in the teaching and learning process of speaking and there were several unsuccessful actions. In the Cycle II, those improvements would be maintained and several unsuccessful actions would be improved in order to be successful.

In general, the teaching strategy, Talking Chips could improve the students' speaking ability and build their confidence and motivation. However, some students were not involved in the discussion well and they were not active. There are also some aspects that must be improved such as the time management and the group formation. Thus, the researcher and the English teacher planned actions in Cycle II. Overall, the planning for Cycle II was the same as the planning in Cycle I, but there were some changes in the topic and the group formation. The teacher said that the problem why some students were not actively involved in the discussion because of the group member. Here, the teacher had solution to divide the students based on the students' level. The students of low ability were in group with the students of high ability. Thus, the group division was

more balanced based on students' ability. The description of actions conducted in the second cycle is presented briefly in the following table.

Table 4.4. The Description of Actions in Cycle 2

Meeting / Date	Material	Actions
1 April 30 th 2014	Expression: Asking and giving opinions Topic: Issue about school	- Showing pictures related to the topic - Implementing Talking Chips
2 May 5 th 2014	Expression: Asking and giving opinions Topic: Issue about school	- Showing pictures related to the topic - Implementing Talking Chips - Giving pronunciation drilling
3 May 7 th 2014	Expression: Asking and giving opinions Topic: General Issue	- Showing pictures related to the topic - Implementing Talking Chips - Giving vocabulary tasks - Giving pronunciation drilling

2) Actions and Observation of Cycle II

a) Fourth meeting

This meeting was held on April 30th 2014. In this meeting, the researcher explained the new topic to the students. After the researcher, the English teacher, as a collaborator and the observer came to the class, the students welcomed them well. The class started by saying a prayer and the researcher greeted them and checked their attendance.

To begin with, the researcher made a small talk with them. The students felt enthusiastic when the researcher came into the classroom. The classroom situation was quite calm. Then, the researcher gave a big picture to the students. She asked them to guess what was in the picture. The students replied in various

answers and they answered the researcher's questions together; it means that most of them were active. It is proved by Fieldnote 9.

Fieldnote 9

P gave a picture of a school, then **the students guessed and gave opinion, "A school", It is a school**. Then P asked again, "What do you think of the school?" one of them replied, **"The school is big", "the school is clean", "The school is large"**, etc. Then P said, "How about your school?" Some of them were thinking, but there was who said, **"My school is not big"**.

(FN/12/Apr 30th/2014)

In line with the Fieldnote above, the students got involved actively in the discussion. They identified English expressions used in giving opinions together. Most of them contributed to the discussion. Meanwhile, the researcher appreciated their contributions by giving rewards by saying "Good job", "Great" to show the appreciation for what they did. Consequently, they became more active. It was supported by the following interview transcript.

Interview Transcript 12

P	:	<i>"Tadi menurut Ibu gimana? Apakah sudah ada peningkatan?"</i> (How about the meeting? Is there any improvement?)
GBI	:	<i>"Ya, kalau peningkatan pasti ada, mbak. Kan ini namanya juga proses. Tak cermati anak-anak yang masih kurang aktif agak lumayan bisa mengikuti ya, ya tapi belum semua."</i> (There are certainly some improvements, because it is a process. I saw there were still some students who not active during the class)
(IT/08/ April 30 th 2014)		

After that, the researcher divided the students into several groups based on the teacher's list. Therefore, she mentioned the students' name of each groups. The students paid attention on that and they prepared to be with their groups. Then, the

researcher distributed vocabulary tasks related to the school's issue. The students were asked to discuss it with their group. And she discussed together with the students.

It was time to make a group discussion. The researcher distributed chips for each group. The chips did not contain pictures anymore, but they contain several statements related to issues about school. However, the students who were passive got involved in the discussion and felt eager to speak up although sometimes some of them said it in Bahasa Indonesia. In this case, the teacher and the collaborator helped and corrected them. It can be seen from Fieldnote 10.

Fieldnote 10

In this meeting, some students used mixed-language because they did not know how to say in English. Then GBI also helped them. P and GBI together helped the students who found difficulties in either speaking or the pronunciation. In this case, **most of them were active to speak during the class.** P was very glad although the **inactive students were only once or twice in involving the learning process.**

(FN/12/Apr 30th/2014)

In reference to the Fieldnote and interview transcript above, the students' self-confidence improved well. The activity also encouraged the students to understand the content of the statement in the chips. They also are more enthusiastic to be involved in the teaching and learning process of speaking.

b) Fifth meeting

This fifth meeting was held on May 5th 2014. In this meeting, the researcher dealt with the discussion of the previous meeting and provided the chips with some pictures and statements. From the outside, the class situation was

well conditioned; there was no noise and joking anymore before and during the class. Soon after the researcher came to the class, she opened the class and checked the students' attendance list. There was one student who was absence.

In this section, the researcher reminded them by asking issue about school. And then, most of they contributed in answering the questions. It is proven by the following Fieldnote.

Fieldnote 11

P reminded the students about the last topic. It was about school. "Do you still remember our last meeting?" **Then students answered,: "remember, Miss", "Yes, Miss".** And P asked again, "What was the topic?" They replied **"About school, Miss". They were very enthusiastic in answering the researcher's questions.**

(FN/13/May 5th/2014)

After that, the researcher divided the students into groups based on the collaborator's decision. The researcher asked them to sit with their own groups. Then the researcher distributed the chips to the students. The chips were pictures and statements related to the topic. In this section, the students were asked to speak freely according to their point of view about the statement. They were asked to state agreement or disagreement based on the statement they got.

In this meeting, the teaching and learning process ran well due to their involvement to participate the discussion well. They were able to speak up confidently with correct grammar. Because today's meeting had same topic as the previous meeting, the students' vocabulary mastery in this topic well improved. The findings were supported by the Fieldnote below.

Fieldnote 12

The teaching and learning process was running well since a lot of students gave opinion with correct grammar. The students who were not confident, they were able to speak bravely. Their vocabulary mastery in this topic also improved because the materials were taught repeatedly so the students were able to express their opinion well.

(FN/13/May 5th/2014)

In connection the vignette above, the students' self-confidence well improved. They also felt excited when they had this activity. It is supported by the following Interview Transcript below.

Interview Transcript 13

P	:	<i>"Gimana pelajaran hari ini? Suka? Asyik nggak? Atau gimana?"</i> (How about today's meeting? Are you interested? Is it fun?)
S ₁₅	:	<i>"Asyik si asyik Miss, ya suka, tadi kan mbahas yang sama kayak kemarin, jadi lebih bisa ngomongnya."</i> (Yes, it's fun, Miss. The materials are same as the last meeting so I am able to speak easily)
P	:	<i>"Oh, syukurlah kalau begitu. Ya memang seharusnya belajar itu selalu diulang-ulang terus sampai bisa."</i> (Oh, I see. It should've been like that)
S ₁₅	:	<i>"Iya, Miss. Tadi aja kebanyakan uda pada ngomong, malah pada rebutan, hehe.."</i> (Yes, Miss. Most of us speak and want to have our turn to speak quickly)
(IT/08/ Mei 5 th 2014)		

In reference to the interview transcript above, it shows that the students enjoyed the activity in the teaching and learning process. The activity encouraged them to speak spontaneously. In addition, the Talking Chips technique gave them lots of opportunities to show their speaking ability. Their speaking ability also improved, supported by the following interview transcripts.

Interview Transcript 14

P	:	<i>“Gimana tentang pelajaran hari ini?”</i> (How about today’s meeting?)
S ₁₄	:	<i>“Ya, menurut saya sudah lebih baik Miss.”</i> (I think it’s better)
P	:	<i>Kalo menurut dek Nindya sendiri, kemampuan speaking nya sudah meningkat belum?”</i> (How about you? Is your speaking ability improved?)
S ₁₄	:	<i>“Ya mendingan Miss, tadinya kan saya nggak pede, jadi berani aja ngomong.”</i> (It’s better. Previously I’m not confident to speak, now I’m able to speak bravely)
P	:	<i>“Kenapa dek kok bisa?”</i> (How come?)
S ₁₄	:	<i>“Ya habisnya yang lain pada rebutan ngomog, trs kegiatannya asik, mainan gitu, ya jadinya ga terasa deh jadi berani aja.”</i> (Because it’s like a game, we want our turn to speak to be the first, so we fight for that. It makes me more confident)
<i>(IT/08/ Mei 5th 2014)</i>		

The interview transcript above shows that the students’ speaking ability improved well because the student felt that she was confident enough and eager to speak bravely. She also felt challenged because other students tried to speak quickly, so she was eager to be involved in the teaching and learning process bravely.

In conclusion, the teaching and learning process in the fifth meeting ran well. Both of them interactively communicated through the activity. Then, they also enthusiastically got involved in all of the activities in the teaching and learning process of speaking. It could be seen from the fact that they enjoyed and felt excited during the implementation of the Talking Chips activity.

c) Sixth meeting

This last meeting of Cycle II was held on May 7th 2014. In this meeting, the researcher focused on implementing the Talking Chips technique. Then, she opened the class and checked the students' attendance. The researcher reminded them that it was the last meeting of her research, so to next meeting there would be a post-test to measure their ability.

After that, the researcher gave pictures about mobile phones. The students participated well in answering the questions. They were very confident and able to speak as well. They spoke in correct grammar and they were able to produce complex sentences related to the topic given. The findings were supported by the following Fieldnote.

Fieldnote 13

Then P asked, "What do you think about this picture?" the students replied **"It is a hand phone", "It is use for communication"** then P corrected, "Yes, mobile phone is used for a means of communication. Do you agree to bring mobile phone to school?" **some of them said agree, but some others said "not" or said "don't, miss."** Then P corrected the students' statement and repeat the statement with correct pronunciation.
(FN/14/May 7th/2014)

In reference to the Fieldnote above, the students were very confident to be involved in the teaching and learning process of speaking. The findings were also supported by the following interview transcript.

Interview Transcript 15

P	:	"Gimana menurutmu pertemuan terakhir hari ini?" (How about this last meeting?)
S ₁₇	:	"Menurut saya sudah bagus kak, saya dan temen-temen jg sudah lancar bisa mengikuti kegiatan pembelajaran dengan baik."

		(In my opinion, it's good. My friends and I can be able to follow the activity well)
P	:	<i>"Syukurlah kalo gitu. Kalo dari dek Ela sendiri, ada peningkatan nggak tentang kemampuan speakingnya?"</i> That's great. How about you? Is there any improvement on your speaking skill?)
S ₁₇	:	<i>"Ya kalau itu jelas, Miss. Apalagi dengan diberikan chips kan rasanya deg-deg an mau dapet apa trus ngomong apa. Jadi bisa mempersiapkan dulu apa yang mau diomongkan karena topiknya menarik, dan nggak susah juga menurutku."</i> (Yes, of course. We were given chips, we felt so nervous what was in that chip and what we were going to say. So, we are trained to prepare what we were going to say. The topic was interesting enough, so it's not difficult for me, I think)
<i>(IT/08/ Mei 7th 2014)</i>		

The interview transcript above shows that the student was able to follow the teaching and learning process of speaking well. She also stated that her speaking ability improved better. She also said that by giving chips to students, the students would feel challenged to prepare what they would speak. She enjoyed having the activity in the teaching and learning process because the topic was interesting and not too difficult to learn. The topic chosen was related to their daily life.

The researcher also gave rewards to the students. So, they were divided into several groups and they were asked to discuss their opinion about using mobile phone in school. The group who be the fastest finishing the work would get a reward from the researcher. They were very happy to have a reward and appreciation. It would make them more motivated to learn. This is proven by the following Fieldnote.

Fieldnote 14

The fastest group to finish the work would be given reward. But all of them surely would be given reward also to arouse their motivation. **Because of the reward, P observed that the students were more enthusiastic involving in group work.** The fastest group was red group. Then P gave reward to them and asked them to wait until the other group finishing their work.

(FN/14/May 7th/2014)

Giving a reward made the students feel more motivated to finish their work quickly. It is also supported by the following interview transcript.

Interview Transcript 16

P	:	<i>"Gimana tentang pertemuan terakhir ini?"</i> (How about this last meeting?)
S ₁₆	:	<i>"Ya menyenangkan, Miss. Apalagi dapet hadiah hehhe..jadi tambah semangat."</i> (It's fun, especially for the reward. So it made us so motivated)
P	:	<i>"Jadi termotivasi ya? Tak lihat kelompokmu juga paling rame."</i> (Oh, I see. I observed that your group was so excited)
S ₁₆	:	<i>"Hehe..iya Miss, jadinya kan cepet-cepetan pengen dapet hadiah."</i> (Yes, of course. It is because we wanted to get the reward soon.)
P	:	<i>"Ya, bagus. Oh ya, gimana menurutmu, kemampuan speaking mu meningkat nggak dengan kegiatan seperti ini?"</i> (Yes, great. So, how about your speaking ability? Is there any improvement?)
S ₁₆	:	<i>"Iya lumayan Miss, ya asal ngomong aja lah sekarang, jadi pede. Ya walaupun ada yang salah."</i> (Yes, it's better, Miss. I'm trying to speak anything, so it made me so confident, although there were some mistakes)
P	:	<i>"Iya, berarti lebih berani ya dari sebelumnya?"</i> (So, you are braver than the previous one, right?)
S ₁₆	:	<i>"Iya Miss, tadinya kan masih bingung mau ngomong apa. Kalo ini kan dibuat kayak permainan, jadi ya menyenangkan, jadi termotivasi juga."</i> (Yes, Miss. Before that, I was so confused about what to say. Now, we got activities like playing a game, so I think it's fun. I feel more motivated to learn now)

In reference to the interview transcript above, the students felt enthusiastic because what they did be appreciated by the teacher. By giving the reward as an appreciation, the students would enjoy in the teaching and learning process.

In conclusion, the students' speaking ability improved as well as their self-confident to speak up. They also felt excited in following the teaching and learning process because they were happy to learn while having activity like playing games. The use of Talking Chips to students in the teaching and learning process of speaking could improve the ability of the students in learning speaking.

3) Reflection of Cycle II

The teaching and learning process in Cycle II was done successfully. All of the activities were well accomplished. Through observing the teaching and learning of speaking in the class and interviewing teacher and the students, the researcher concluded some points as the reflection in Cycle 2. The points reflected what happened in the class during the implementation of the actions within this cycle. Most of the actions in this cycle showed better improvement than the previous cycle. The students gave positive responses toward the actions conducted in this cycle. This was seen in the implementation of speaking by using Talking Chips in the class.

By implementing Talking Chips technique, the students felt enthusiastic and motivated in the class participation in the teaching and learning process. It is proven by the Interview transcript below.

Interview Transcript 17

P	:	<i>“Bagaimana menurut anda tentang pertemuan yang terakhir tadi?”</i> (How about this last meeting?)
GBI	:	<i>“Ya menurut saya sudah ada peningkatan. Saya perhatikan tadi semua siswa ikut serta dalam kegiatan pembelajaran. Yang tadinya tidak aktif jadi berpartisipasi aktif, mbak.”</i> (I think there are some improvements. I observed that the students participated actively in teaching and learning process. The one who does not actively involved in the class participation, now they involved in the teaching and learning process)
P	:	<i>“Alhamdulillah bu kalau begitu. Saya juga senang bisa diberi kesempatan untuk disini. Anak-anak juga sudah rajin untuk berbicara.”</i> (Alhamdulillah, Ma’am. I am so glad to hear that. I am very thankful given this opportunity to be here. Now, the students are able to speak well)
<i>(IT/08/ Mei 7th 2014)</i>		

The interview transcript above shows that there are improvements in the students’ speaking ability. The students were able to be involved and active during the teaching and learning process. The students who were not active tried to participate the class as well.

From the reflections, the researcher found that there were some results involving the successful and unsuccessful actions. The results of the reflections of the actions in Cycle II were as follows.

- (1) The implementation of Talking Chips in the teaching and learning process of speaking in the class got positive responses from the students. In this cycle, the students put their best effort to do the activities and participated actively during the class.

- (2) The students' motivation improved in the teaching and learning process. They were enthusiastically involved and participated during the teaching and learning process better.
- (3) The students' vocabulary mastery improved well. They were able to speak up because they had vocabulary tasks related to the topic.
- (4) Some students were confident to speak and they were involved to class participation during the teaching and learning process of speaking.
- (5) The students had better ability in speaking. Some students were able to speak in different ways. They were able to produce sentences with correct grammar and minimal requirement mistakes.
- (6) The students were able to pronounce the words better because they had pronunciation drilling during the class.

B. The Students' Score

The researcher conducted a pre-test and a post-test to get the broader picture of the students' speaking ability. The pre-test was given at the beginning of the research. The students were asked to take the chips that contained several pictures and gave opinions about the chip given. The topic of the activity was about things around us. Their performances were scored into five categories including pronunciation, grammar, vocabulary, fluency, and comprehension. Each of the category was labeled 1 (one refers to students who cannot communicate in English, except for the most basic conversations) to 5 (five refers to students whose speaking proficiency of equivalent to that of an educated native speaker).

The scoring scheme for the speaking test category can be seen on Appendix. The table below shows the mean score of the pre-test.

Table 4.5. The mean score of pre test

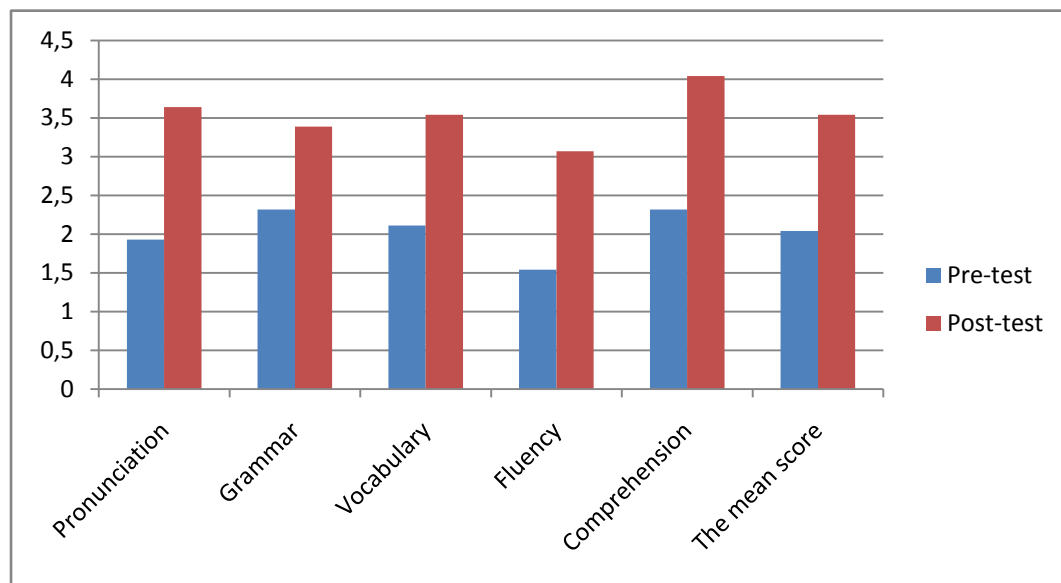
Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	The mean score
1.928857	2.32143	2.107143	1.535714	2.321429	2.0428571

Then, the students were given a post-test. It was given at the end of Cycle II. They were asked to give opinions of the entire topic given. The chips contain the statements and the pictures related to the topic given randomly. The following table shows the result of the post-test.

Table 4.6. The mean score of posttest

Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	The mean score
3.64286	3.39286	3.53571	3.07143	4.03571	3.53571

The chart below presents the comparison of the mean scores of the pre-test and the post-test.



C. General Findings and Discussion

The implementation of the actions of this research was over. Based on the actions and observations and the reflections, the researcher concluded that there was an improvement in the students' speaking ability. The actions were able to improve some conditions related to the teaching and learning process in VII A. The research focused on improving speaking ability using Talking Chips. This technique was implemented both in Cycle I and in Cycle II. The findings of the research show that the implementation of Talking Chips was successful in improving students' speaking ability. In the first cycle, the implementation of Talking Chips was successful to make the students get involved in the teaching and learning process. It also improved their speaking skill. However, there are some problems that occurred in implementing the actions. Some students were not involved in discussion well and they were not active. Several students were not confident to speak because they were afraid of making mistakes. Not all the

students performed their speaking ability well, and also their pronunciation. They sometimes did mistakes in pronouncing the words, and also when they spoke up, sometimes they used incorrect grammar.

Therefore, the researcher overcame the problems so that in cycle II the students' reading comprehension improved successfully. The research findings on improving reading comprehension are summarized in Table 4.7.

Table 4.7. The Result after Implementing Talking Chips

No.	Pre – condition	Cycle I	Cycle II
1.	The students had limited vocabulary mastery	Their vocabulary mastery was richer	Their vocabulary mastery was much richer
2.	The students were lack of confidence	Although most of the students speak confidently, there are some students who are not confident to speak well	Most of them speak confidently
3.	The students had low motivation in teaching and learning process	They showed enthusiasm and motivation on the teaching learning process.	They enthusiastically got involved and more motivated in the teaching learning process.
4.	The students made pronunciation mistakes.	Some of them still made pronunciation mistakes	Their pronunciation mistakes were decreased.
5.	The activities in teaching and learning process were monotonous	The activities in teaching and learning process were more varied.	The activities in teaching and learning process were more varied and challenging.
7.	The mean score	The mean score of the students' speaking ability was 2.0428571	The mean score of the students' speaking ability was 3.53571

In line with the table above, there were improvements on the students' motivation at the end of Cycle II. They were motivated to improve their

performance on the activities. They have made some efforts to speak up giving their opinion related to the chips given. They became more active during the teaching learning process because they were given varied topics and activities in the meetings. The class situation was also more alive because all of the students participated actively during the teaching and learning process. They frequently spoke in English rather than in Bahasa Indonesia. Therefore, the students are able to speak confidently. It is because working in group is less intimidating than working individually.

In reference to the table, it shows that their speaking skills improved and their vocabulary mastery was better. They learnt many words which could support their vocabulary mastery. Then, they could minimize pronunciation mistakes of words by conducting pronunciation drilling by the researcher.

In accordance with the qualitative analysis and the quantitative analysis, the students' speaking ability improved. Therefore, it can be concluded that the use of Talking Chips improved the students' speaking skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with two issues. They are conclusions and suggestions. The following description describes each of them.

A. Conclusions

With regard to the discussions of the previous chapters, this research is focused on improving students' speaking ability by implementing Talking Chips. The result of the study showed that there were some improvements of their speaking ability. First, the implementation of Talking Chips created the enjoyable learning atmosphere that enhances the students' motivation to build their confidence to practice speaking. This referred to the fact that they enthusiastically got involved in participating to the group discussion. While the students were having Talking Chips activity, it could be seen that they enjoyed being involved in the teaching and learning process.

Later, Talking Chips could enhance the students' self-confidence. In the first cycle, there were only few students who were confident involved to speak up. Finally, in the second cycle, all of them confidently got involved in the teaching and learning process. It indicated that Talking Chips could boost one's self-esteem.

In addition, the improvement was also identified from the aspect of the students' performance. The students' vocabulary mastery and pronunciation

increased. It is because the researcher also gave pronunciation and vocabulary drilling for them to minimize the mistakes.

Moreover, there was statistical evidence that the students' speaking ability improved. The improvement could be seen from the increase of the students' score before and after the actions. The researcher conducted a pre-test and a post-test to determine whether there was a statistical difference between their speaking score before and after the implementation of Talking Chips. The mean score of the students' speaking ability was 2.0428571. The mean score of the students' speaking ability increased to 3.53571. It proved that the implementation of Talking Chips helped them to achieve a better speaking proficiency.

From the result gained as stated above, it can be concluded that the implementation of Talking Chips in the teaching and learning process of speaking was believed to improve the students' speaking ability.

B. Suggestions

In accordance to the above conclusions, the researcher proposes the following suggestions.

1. For English Teachers

In reference to the result of this action research, Talking Chips is able to improve students' speaking ability through group discussion. Therefore, the English teachers are suggested to apply various activities and strategies in Talking Chip to improve the quality of the English teaching and learning process.

2. For other researchers

This research only focuses on implementing activities in Talking Chips for the teaching and learning process of speaking. Specifically, this research concerns on improving students' speaking ability by conducting group discussion. Therefore, the other researchers may conduct research on the implementation of Talking Chips in the other aspects of study.

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APPENDIXES

FIELD NOTES

No : FN. 01
Hari/ Tanggal : Senin, 17 Maret 2014
Jam : 09.30
Kegiatan : Perijinan
Tempat : Ruang Kepala Sekolah
Responden : P = Peneliti
BM = Bapak Marjito (wakil Kepala Sekolah)

P datang ke sekolah sekitar pukul 09.30. Hari ini adalah pertama kalinya P datang ke sekolah dengan maksud meminta izin untuk melakukan penelitian. P bertemu dengan BM, yaitu bapak Mardjito di ruang kepala sekolah dan menyampaikan maksud dan tujuannya datang ke sekolah. BM menyampaikan bahwa kepala sekolah sedang tidak ada di tempat karena sedang mengikuti rapat dan mempersilahkan P untuk kembali pada hari Rabu.

FIELD NOTES

No : FN. 02
 Hari/ Tanggal : Rabu, 19 Maret 2014
 Jam : 08.00
 Kegiatan : Perijinan
 Tempat : Ruang Kepala Sekolah
 Responden : P = Peneliti
 KS= Bapak Eguh Setyo Surono (Kepala Sekolah)

Hari ini P tiba di sekolah sekitar pukul 08.00 langsung menuju ke Ruang Kepala Sekolah guna membicarakan hal perijinan. P bertemu dengan KS dan langsung menyampaikan maksud dan tujuannya datang ke sekolah. KS memberikan ijin kepada P untuk melakukan penelitian di Sekolah dan mempersilahkan P untuk bertemu dengan guru bahasa Inggris guna membicarakan lebih lanjut tentang tindakan yang akan dilakukan oleh P.

FIELD NOTES

No : FN. 03
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 09.00
 Kegiatan : Bertemu dengan Guru Bahasa Inggris
 Tempat : Depan kelas VIIA
 Responden : P = Peneliti
 GBI = Ibu Sri Sugiyanti (Guru Bahasa Inggris)

Setelah menemui Kepala Sekolah, P langsung menemui GBI. P langsung menuju ke kelas VII A karena diberitahu salah seorang guru bahwa GBI sedang mengajar di kelas VIIA. P memperkenalkan diri dan menyampaikan maksud dan tujuannya untuk meneliti kegiatan *speaking* siswa di kelas. Kedatangan P disambut baik oleh GBI. Kemudian P dan GBI membicarakan masalah-masalah yang berkaitan dengan kegiatan siswa di kelas. Kemudian P meminta izin untuk melakukan observasi kelas sebelum melakukan penelitian.

FIELD NOTES

No : FN. 04
 Hari/ Tanggal : Rabu, 19 Maret 2014
 Jam : 09.15
 Kegiatan : Observasi
 Tempat : Ruang kelas VIIA
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

Setelah membicarakan masalah-masalah yang berkaitan di kelas, P dan GBI memasuki ruang kelas. P mengambil tempat duduk di bangku paling belakang untuk mengamati kegiatan di kelas. Saat itu suasana kelas masih ramai, banyak siswa yang mengobrol, bercanda, tertawa walaupun GBI dan P sudah masuk ke kelas. Setelah itu beliau membuka kelas dengan menyapa siswa "Good morning", ada Ss yg menjawab salam dan ada juga yang masih sibuk sendiri. Lalu GBI menjelaskan kehadiran P di kelas ini yaitu untuk melakukan observasi karena pertemuan yang akan datang P akan melakukan penelitian di sekolah ini terutama kelas VIIA. Lalu GBI membahas materi minggu lalu dan kebetulan ada PR, kemudian membahas tentang PR. Setelah itu GBI menyuruh Ss membuka LKS dan mengulang kembali materi teks Prosedur. GBI menunjuk salah satu Ss untuk membacakan teks tersebut. Kemudian GBI menjelaskan teks dan menyuruh siswa menterjemahkan artinya dengan menggunakan kamus. Ketika GBI memberi penjelasan, beberapa Ss sibuk mengobrol sendiri, bahkan ada yang sibuk sendiri. Ketika GBI bertanya, "Ada kesulitan apa tidak?". Ss hanya diam dan menundukkan kepala. Setelah itu GBI menanyai Ss siapa yang bisa menjawab arti dari kata tersebut. Ada Ss yang berani menjawab, namun ada pula Ss yang tidak berperan aktif selama kegiatan belajar berlangsung.

Setelah pelajaran selesai, GBI dan P keluar kelas bersama-sama sambil mengobrol kendala-kendala apa saja yang dihadapi dalam pemahaman membaca siswa. GBI mengutarakan bahwa masalah yang sering dihadapi adalah Ss terkadang mengalami kesulitan jika ada kata-kata yang tidak tahu artinya, sehingga solusinya mencari istilah tersebut di kamus. Dan tidak banyak siswa yang mempunyai kamus, jadi cenderung diam atau menyontek temannya.

FIELD NOTES

No : FN. 05
 Hari/ Tanggal : Jumat, 11 April 2014
 Jam : 08.00
 Kegiatan : Konsultasi RPP dan pelaksanaan pre-test
 Tempat : Kantor guru
 Responden : P = Peneliti
 GBI= Guru Bahasa Inggris

Sekitar jam 08.00 WIB P sudah sampai di sekolah. Dia langsung menuju kantor guru untuk menemui GBI. P menyampaikan maksud dan tujuan kedatangannya ke sekolah. Setelah itu P menyerahkan RPP kepada GBI lalu beliau melihat-lihat dan menanyakan pada P tentang topik dan sumber materi yang diambil dari mana. P menjelaskan bahwa dalam setiap pertemuan, topik yang akan dibahas berbeda-beda supaya siswa tidak bosan di kelas. Lalu GBI menyetujuinya, lalu membahas tentang jalannya pertemuan pertama besok. Lalu P menanyakan kapan bisa memulai untuk menjalankan penelitian serta pelaksanaan pre-test, GBI memberitahukan bahwa minggu depan sudah bisa dimulai penelitiannya. Setelah mendapatkan kesepakatan, R mohon pamit untuk pulang.

FIELD NOTES

No : FN. 06
 Hari/ Tanggal : Senin, 14 April 2014
 Jam : 09.00
 Kegiatan : Pelaksanaan Pre-test
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 GBI= Guru Bahasa Inggris
 Ss = Siswa (Students)

P sampai di sekolah sekitar pukul 08.30 langsung menuju ruang guru untuk menemui GBI. P sudah siap untuk melaksanakan pre-test di kelas VII A. GBI meminta P untuk bersiap-siap sampai bel berbunyi.

Setelah bel berbunyi, P langsung menuju ruang kelas VII A bersama GBI. Ketika GBI dan P hampir sampai di depan kelas, banyak Ss yang tadinya berada di depan kelas langsung masuk dan duduk ke tempat masing-masing. GBI membuka kelas dengan ucapan salam, lalu menyampaikan maksud kedatangan P di kelas untuk mengadakan pre-test. GBI menjelaskan bahwa pre-test hanya untuk mengetes kemampuan speaking siswa. Kemudian GBI mempersilakan P untuk memulainya sambil memohon pamit tidak bisa menemani karena ada hal yang harus dikerjakan.

P menjelaskan kepada Ss mengenai teknis pelaksanaan pre-test nya. P akan menyuruh Ss mengungkapkan pendapatnya mengenai suatu gambar. P memberikan salah satu contoh gambar dan memberikan pendapat tentang gambar tersebut. P memberikan kesempatan kepada Ss untuk bertanya jika ada hal yang belum jelas dan menjelaskan lagi.

Setelah semuanya jelas, P langsung menyuruh Ss mengambil undian giliran maju. Kemudian P memanggil satu-satu dari nomor undian terkecil, memberikan gambar dan menyuruhnya berkomentar tentang gambar tersebut.

Akhirnya, setelah hampir 90 menit berlalu, semua Ss sudah mendapatkan gilirannya. P menjelaskan kepada siswa bahwa kurang lebih selama 3 minggu ini P yang akan mengajar mereka di kelas. Setelah itu P menutup kelas dengan mengucapkan salam.

Setelah keluar dari kelas, P langsung menuju ke kantor guru untuk menemui GBI bahwa dia sudah melakukan pre-test di kelas VII A. Setelah itu P segera pamit pulang.

FIELD NOTES

No : FN. 07
 Hari/ Tanggal : Senin, 21 April 2014
 Jam : 09.00
 Kegiatan : Pertemuan pertama (Cycle 1)
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

P tiba di sekolah pukul 08.20 dan langsung menuju kantor guru untuk menemui GBI. GBI menanyakan kepada P apakah sudah siap untuk mengajar, P menjawab iya semua materi sudah dipersiapkan. Setelah itu P menunggu di ruang piket guru sampai bel berbunyi. Pakan mengajar kelas VII A.

Bel pun berbunyi, lalu P, dan GBI sebagai kolaborator bergegas menuju ke kelas. Suasana kelas sangat ramai, banyak Ss yang mengobrol, bercanda, dan tertawa, ada juga yang sedang berjalan-jalan di bangku temannya. Ketika kami masuk dan mempersiapkan diri, Ss langsung diam dan kembali ke tempat duduk masing-masing. GBI mengucapkan salam kepada Ss lalu menyampaikan maksud kedatangan P lagi di kelas ini karena akan melaksanakan penelitian di kelas ini. Setelah itu GBI menyerahkan waktu kepada P untuk mulai mengajar. P menyapa Ss dan disambut dengan antusias oleh mereka.

Pertama, P memberikan satu gambar kepada Ss. Ketika P memberikan gambar, seluruh Ss langsung memperhatikan dan ingin tahu gambar apakah itu. Kemudian P bertanya kepada Ss, "What is in the picture?" Lalu Ss menjawab secara serempak, "Pilot!!" Setelah itu P memaparkan, "That's right. This is pilot. Coba ulangi lagi, repeat after me PILOT". P mengoreksi pronunciation Ss yang hampir sebagian salah pengucapannya. Lalu P bertanya lagi, "What is your idea about a pilot?". Setelah P mengajukan pertanyaan tersebut, secara spontan Ss terdiam sambil tengok kanan-kiri kepada teman-temannya. P mengulangi pertanyaannya lagi, dan ada Ss yang menjawab, "flying airplane". Akhirnya ada yang menjawab juga, P langsung berkomentar, "Yes, you are almost right. Pilot is a person who flies an airplane". Kemudian P memberikan contoh gambar yang lainnya lagi dan menyuruh siswa untuk menjawabnya. Setelah itu, P memberikan contoh dialog tentang asking and giving opinion. Ss diminta untuk membaca dialognya. Lalu P menjelaskan tentang expression of asking and giving opinion.

Setelah penjelasan materi, P membuat permainan Talking Chips untuk kegiatan speaking Ss. Pertama, Ss diminta untuk membentuk grup. Selanjutnya setiap siswa diberikan 3 – 5 token yang dapat digunakan sebagai media meminta ijin untuk memberikan komentar, saran atau debat dalam percakapan. Setiap siswa yang mendapat gilirannya, harus mengambil chip (dalam bentuk kartu) yang berisi perintah untuk mengungkapkan pendapat mereka. Kemudian mereka akan berbicara/ berpendapat sesuai yang tertera dalam chip tersebut. Ketika token sudah habis, seluruh Ss mengulang lagi membagikan token dan mengambil chip

yang belum terpakai sesuai dengan gilirannya. Ketika P sedang memberikan penjelasan tata aturan permainannya, Ss memperhatikan dengan baik karena mungkin bagi mereka kegiatan ini baru dan mereka tertarik untuk mengikutinya. Tak satupun dari mereka yang tidak memperhatikan penjelasan P. Pada awalnya Ss masih bingung dengan prosedur permainannya sehingga GBI juga ikut membantu menjelaskan kepada setiap grup. Karena keterbatasan waktu, P segera mengakhiri pelajaran dengan mengucapkan salam.

FIELD NOTES

No : FN. 08
 Hari/ Tanggal : Rabu, 23 April 2014
 Jam : 09.00
 Kegiatan : Pertemuan kedua (Cycle 1)
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

P tiba di sekolah kurang lebih pukul 08.40 langsung menuju ruang guru untuk bertemu GBI. Sambil menunggu bel berbunyi, P menjelaskan kepada GBI mengenai kegiatan yang akan diajarkan hari ini.

Bel pun berbunyi, lalu P dan GBI bergegas menuju ke kelas. Seperti biasanya, ketika P dan GBI hampir sampai di kelas, beberapa Ss sedang bercanda gurau di depan pintu kelasnya. Kami masuk dan Ss tersebut mengikuti dari belakang dan mengambil tempat duduknya, Suasana kelas masih riuh banyak Ss yang mengobrol, bercanda, dan tertawa, ada juga yang sedang berjalan-jalan di bangku temannya. GBI langsung menempatkan diri ke bangku belakang. Setelah mempersiapkan segala sesuatunya, P membuka kelas, mengucapkan salam kepada Ss dan mengecek daftar kehadiran siswa. Dalam pertemuan kedua ini, P hanya mengingatkan kembali materi yang sudah dipelajari pertemuan sebelumnya serta teknik Talking Chips yang sudah dipraktikkan kemarin. Ketika P menanyakan “ada yang masih ingat materi yang pernah Miss ajarkan minggu lalu?” Ss menjawab “Ingat” secara serempak. Ketika P menanyakan teknik permainan Talking Chips yang telah dipraktikkan, banyak Ss yang menjawab “Asyik Miss, tapi agak susah.” Kemudian P menjelaskan lagi sambil masuk ke materi.

Di pertemuan kedua ini, P memberikan vocabulary tasks kepada Ss yang berupa daftar kata sifat (adjectives). P langsung membagi Ss menjadi beberapa grup. Kemudian P menyuruh mereka untuk mendiskusikan tentang kosakata tersebut. Karena mereka bekerja dalam tim, mereka sangat antusias dalam mencari arti dari kata tersebut. Beberapa dari mereka ada yang menggunakan kamus, ada juga yang bertanya pada teman yang lain dan berdiskusi. Pertemuan kedua ini, Ss mulai aktif dalam kegiatan pembelajaran. Setelah selesai dikerjakan, P membahas vocabulary tersebut dan mengoreksi jika ada kesalahan.

Tak lama setelah itu, P menyiapkan chip dan token yang akan dipakai lalu mulai mengaplikasikan permainan Talking chips kepada Ss. Aktivitas kemudian dimulai dengan dalam grup, setiap grup diberi chip yang berisi gambar dan menyuruh siswa untuk bertanya kepada temannya. Contohnya ada gambar tas, kemudian ada ketika Ss bertanya “What do you think of my new bag?” kemudian Ss yang ditanya wajib menjawabnya. Beberapa Ss hanya menjawab dengan ungkapan “Good”, ada pula yang menggunakan ungkapan “It’s good”, ada pula yang menggunakan kalimat sempurna “I think it is good”. Pada pertemuan kali ini, P mencoba membuat Ss berani mengungkapkan pendapat mereka walaupun

mereka tidak menggunakan grammar yang tepat. Namun, P langsung mengulang dan membetulkan ketika ada Ss yang keliru dalam mengucapkan.

Dalam pertemuan kedua ini, Ss sudah bisa mengikuti teknik dengan baik. Hanya saja mereka masih agak ragu-ragu dalam mengungkapkan pendapat mereka. Mereka takut salah dan tidak mengerti harus berbicara apa, sehingga terkadang P ataupun GBI membantu Ss yang kesulitan dalam menyampaikan pendapatnya.

Bel tanda selesai sudah dibunyikan, P mengucapkan salam dan meninggalkan kelas.

FIELD NOTES

No : FN. 09
 Hari/ Tanggal : Senin, 28 April 2014
 Jam : 09.00
 Kegiatan : Pertemuan ketiga (Cycle 1)
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

Sekitar pukul 08.45 P sudah tiba di sekolah, langsung menemui GBI di kantor guru. Ketika bel sudah berbunyi, GBI dan P bergegas masuk kelas. Seperti biasa, suasana kelas terdengar ramai di kejauhan. Ketika ada beberapa Ss yang keluar melihat kami menuju kesana, mereka langsung berteriak kepada teman – temannya bahwa kami sudah datang. Ketika kami masuk, Ss sudah duduk rapi di bangku masing – masing. Seperti biasa, GBI langsung duduk di kursi belakang dan P pun membuka kelas. Kemudian P mengecek kehadiran siswa dan menanyakan tentang materi pertemuan yang lalu. Ketika ditanya, beberapa Ss ada yang sudah paham dan mengingat teknik yang diajarkan. Mereka senang karena bisa belajar sambil bermain-main. Kemudian P memulai kegiatan kelas dengan memperlihatkan beberapa gambar kepada Ss. Ketika P bertanya “What is the picture about?” Ss menjawab “Monkey, Miss”. P menambahkan “Yes, it is a monkey” kemudian P bertanya lagi “What do you think of monkey?” Beberapa Ss diam sejenak untuk berfikir, dan ada yang menyeletuk “It is like human, Miss” kemudian disertai tawa seisi kelas. P membenarkan “I don’t think that monkey is same as human”. Kemudian P memberikan contoh gambar lagi dan Ss dengan bersemangat memberikan komentar tentang gambar tersebut, dan beberapa Ss memberikan respon dengan baik.

Setelah bertanya jawab, P kemudian membagi Ss menjadi beberapa kelompok untuk memulai kegiatan. Setelah itu P memberikan vocabulary task lagi tentang adjective yang berhubungan dengan topik ini. Setelah itu mereka memulai aktivitas dengan grup menggunakan teknik Talking Chips. Kali ini mereka sangat antusias dan tidak sabar dalam melakukan kegiatan pembelajaran ini. Hal ini dibuktikan dengan sikap mereka yang mengatakan, “cepat, Miss. Cepat, Miss. Mana chip buat kelompokku”. P mulai kegiatan pembelajaran speaking dengan menggunakan teknik Talking Chips. Untuk pertemuan kali ini, beberapa Ss sudah lancar dalam melakukan kegiatan ini, karena sudah lumayan menghafal tata caranya. Banyak Ss yang sudah lancar dalam mengutarakan pendapat mereka walaupun beberapa masih ada kesalahan dalam grammar maupun pronunciationnya.

Waktu sudah hampir selesai, P mulai mengakhiri kegiatan dengan memberikan evaluasi di pembelajaran ini. Kemudian P menutup kelas dan mengucapkan salam.

FIELD NOTES

No : FN. 10
 Hari/ Tanggal : Senin, 28 April 2014
 Jam : 10.45
 Kegiatan : Mendiskusikan hasil Cycle I
 Tempat : perpustakaan
 Responden : P = Peneliti
 GBI= Guru Bahasa Inggris

Setelah mengajar pertemuan ketiga di Cycle 1, kemudian P dan GBI menuju perpustakaan untuk membicarakan dan mendiskusikan hasil penelitian di siklus yang pertama. Hasilnya sudah lumayan meningkat yaitu siswa jadi lebih paham bagaimana cara mengungkapkan pendapat mereka tanpa ragu-ragu dan bisa belajar cara mengucapkan yang benar (pronunciation). Namun demikian masih ada kendala yang dihadapi, yaitu yang ada beberapa siswa yang masih diam dan tidak aktif dalam mengikuti kegiatan pembelajaran. Artinya tidak semua siswa ikut partisipasi aktif dalam pembelajaran. Yang kedua adalah tentang cara pengucapan dan tata bahasa nya masih belum begitu tepat.

Setelah membicarakan mengenai hasil di cycle I, maka P dan GBI mendiskusikan rencana untuk penelitian di siklus kedua. Sistem pengajaran harus lebih menarik supaya semua siswa tanpa terkecuali dapat berpartisipasi aktif dalam mengikuti kegiatan pembelajaran, mungkin dapat dilakukan dengan cara pembagian kelompok. P harus mengetahui siswa mana yang dikategorikan pandai dengan yang kurang, dan pembagian kelompoknya harus adil supaya siswa yang kurang aktif dapat berpartisipasi aktif dalam kegiatan pembelajaran.

Setelah selesai berdiskusi, P undur diri untuk pulang dan akan mempersiapkan materi dan rencana kegiatan di siklus yang kedua.

FIELD NOTES

No : FN. 11
 Hari/ Tanggal : Selasa, 29 April 2014
 Jam : 08.00
 Kegiatan : Membicarakan pertemuan di Cycle II dan menyerahkan RPP
 Tempat : Kantor guru
 Responden : P = Peneliti
 GBI= Guru Bahasa Inggris

Sekitar pukul 08.00, P sudah sampai di sekolah. P langsung mencari GBI di Ruang Guru. Lalu P menemui GBI dan berbincang-bincang mengenai perencanaan siklus yang kedua ini. P menyerahkan RPP yang akan dilaksanakan di siklus yang kedua ini. Setelah berbincang-bincang, pertemuan keempat bisa dimulai besok rabu, untuk mempersingkat waktu. P juga memaparkan kegiatan yang akan dilakukan di siklus yang kedua nanti dengan beberapa peningkatan supaya siswa dapat aktif dalam mengikuti kegiatan pembelajaran. Setelah berbincang-bincang cukup lama, akhirnya P mohon izin untuk pulang.

FIELD NOTES

No : FN. 12
 Hari/ Tanggal : Rabu, 30 April 2014
 Jam : 09.00
 Kegiatan : Pertemuan keempat (Cycle II)
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

Sekitar pukul 08.30 P sudah sampai di sekolah. P langsung menemui GBI di Ruang Guru. GBI menanyakan kesiapan P tentang pertemuan ini, dan P menjawab dengan yakin bahwa dia siap untuk mengajar di siklus yang kedua ini. Sambil menunggu bel berbunyi, GBI menyuruh P untuk lebih dulu masuk ke kelas ketika bel berbunyi karena GBI ada keperluan sebentar di kantor dan nanti akan datang menyusul di kelas. Kemudian P meninggalkan ruang guru untuk menuju ke lobby sekolah sambil menunggu bel berbunyi.

Setelah bel berbunyi, P masuk kelas dan Ss menyambut dengan gembira dengan berteriak, "asyik, kita main-main lagi. Horeee...!" beberapa siswa ada yang berteriak, senyum-senyum dan tertawa. Lalu P menempatkan diri di meja guru, P mengucapkan salam dan membuka kelas sambil berbincang-bincang dengan Ss. Ketika P sedang mengecek kehadiran Ss, GBI datang masuk ke kelas langsung menuju ke bangku belakang. Suasana kelas sudah tidak begitu ramai, dan tanggapannya juga sudah agak positif.

P memberikan gambar yang lumayan besar supaya Ss dapat melihat secara jelas (karena keterbatasan media). P memberikan gambar berbentuk sekolah, kemudian mereka menebak dan beberapa memberikan pendapat "A school", "It is a school". Kemudian P bertanya lagi, "What do you think of the school?" ada yang menjawab "The school is big", "the school is clean", "The school is large", dan lain-lain. Kemudian P memaparkan, "How about your school?" Banyak siswa yang berfikir namun ada juga yang serta merta menjawab "My school is not big". Kemudian P memberi kesempatan siswa untuk menjawab sesuai dengan keinginan mereka dengan memberikan apresiasi bagi mereka yang dapat menjawab, seperti "Good job", "well", "Great". Setelah itu P menyebutkan beberapa Ss untuk dijadikan group. P mengaturnya sesuai dengan saran dari GBI yang beliau tahu mana murid yang pandai dan kurang, supaya seimbang.

Setelah dibagi group, P memberikan vocabulary tasks kepada siswa. Setelah membahasnya, P memberikan chip kepada Ss namun bukan berupa gambar lagi, tapi sebuah pernyataan sederhana yang menuntut mereka untuk memberikan pendapat tentang pernyataan tersebut. Pada pertemuan kali ini, beberapa Ss yang menggunakan bahasa campuran karena tidak tahu bahasa Inggrisnya, kemudian GBI juga membantu Ss yang kesulitan. P dan GBI bersama-sama membantu Ss yang kesulitan dalam berbicara maupun dalam hal pengucapannya.

Dalam situasi kali ini, hampir semua Ss berpartisipasi aktif dalam kegiatan pembelajaran. P sangat senang walaupun ada beberapa hanya sekali atau dua kali dalam berpartisipasi.

Waktu pelajaran hampir usai, P memberitahu siswa untuk melanjutkan topik ini di pertemuan berikutnya. P menutup kelas dan mengucapkan salam.

FIELD NOTES

No : FN. 13
 Hari/ Tanggal : Senin, 5 Mei 2014
 Jam : 09.00
 Kegiatan : Pertemuan kelima (Cycle II)
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

P sampai di sekolah sekitar pukul 08.40 dan langsung menuju lobby sekolah untuk menunggu sampai bel berbunyi. Ketika itu GBI lewat dan memberitahukan bahwa hari ini tidak bisa menunggu jalannya KBM karena ada hal yang harus diselesaikan. Mungkin nanti jika ada waktu, GBI akan datang ke kelas.

Setelah menunggu beberapa menit, bel pun berbunyi. P segera bergegas menuju kelas. Sesampainya di kelas, suasana kelas yang tadinya ramai tiba-tiba hening sesaat P masuk ke kelas.

Lalu P menyapa Ss dan mereka menyambut dengan antusias. Lalu P mengecek kehadiran Ss, ada satu Ss yang tidak hadir karena sakit. P mengingatkan kembali kepada Ss tentang topik pertemuan yang lalu yaitu tentang sekolah. "Do you still remember our last meeting?" Lalu Ss menjawab dengan beragam jawaban: "remember, Miss", "Yes, Miss". Lalu P bertanya lagi, "What was the topic?" Mereka menjawab "About school, Miss". Siswa sangat antusias dalam menjawab pertanyaan yang diajukan oleh P.

Kemudian P langsung membagi Ss menjadi beberapa kelompok. P membaginya sendiri sesuai dengan ketentuan yang GBI berikan. P memberikan chip yang hampir sama dengan pertemuan lalu, karena chip nya berisi pernyataan sehingga Ss agak kesulitan. Chip yang sekarang berisi gambar serta pernyataan yang dapat memudahkan Ss untuk mengeksplor ide-ide nya. Itulah mengapa topik tentang sekolah dibuat dua kali pertemuan. Contohnya, ada gambar taman sekolah yang berisi pernyataan *What do you think of our new school's garden?* Ada juga yang berisi gambar siswa yang datang terlambat sedang diberi hukuman oleh gurunya: *If the students come late, they have to be punished.* Dalam pertemuan ini, lebih menekankan Ss pada *agreement and disagreement*. Kegiatan pembelajaran berjalan dengan lancar karena sudah banyak siswa yang memberikan pendapat dengan lancar dan struktur yang tepat. Ss yang sebelumnya malu-malu dan tidak percaya diri, kini sudah berani berbicara walau hanya beberapa kali. Kemampuan kosakata mereka dalam topik ini juga sudah meningkat karena materinya diulang-ulang sehingga Ss lancar dalam mengungkapkan pendapat mereka.

Setelah selesai melakukan aktivitas, maka P memberikan reward kepada Ss berupa sedikit kue coklat sebagai bentuk terimakasih dan pujian karena mereka telah berpartisipasi aktif dalam kegiatan ini. Kemudian P menutup pelajaran dengan berdoa dan mengucapkan salam karena bel telah berbunyi.

FIELD NOTES

No : FN. 14
 Hari/ Tanggal : Rabu, 7 Mei 2014
 Jam : 09.00
 Kegiatan : Pertemuan keenam (Cycle II)
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

Sekitar pukul 08.45, P sudah datang ke sekolah dan langsung menuju kantor guru untuk menemui GBI. Karena ini pertemuan terakhir, GBI berusaha untuk ikut serta di kelas walaupun sedang banyak pekerjaan. Kemudian mereka berbincang-bincang mengenai topik di pertemuan terakhir ini.

Tak lama sesudah itu, bel pun berbunyi. P dan GBI langsung berjalan menuju kelas. Ketika sampai di kelas, suasana kelas tidak begitu ramai, hanya saja beberapa Ss duduk rapi di bangku masing-masing sambil mengobrol sendiri. P segera menyapa Ss dengan semangat dan mereka merespon dengan antusias ketika P mengatakan bahwa ini adalah pertemuan terakhir. Kemudian P mulai mengecek kehadiran Ss lalu memberitahu bahwa hari senin akan ada post-test, jadi P meminta mereka untuk mempersiapkan diri untuk tes besok senin. Ada beberapa Ss yang bertanya tesnya seperti apa, P menjelaskan bahwa tesnya akan seperti sewaktu mereka melakukan pre-test.

Setelah itu P mulai memberikan beberapa gambar dengan pernyataan. Contohnya ada gambar mobile phone. Kemudian P bertanya, "What do you think about this picture?" banyak Ss menjawab "It is a handphone", "It is use for communication" kemudian P membenarkan, "Yes, mobile phone is used for a means of communication. Do you agree to bring mobile phone to school?" ada beberapa siswa yang menjawab agree namun ada juga yang menjawab "not" atau memakai istilah "don't, miss." Kemudian P sambil membetulkan kesalahan siswa dengan mengulang pernyataan tersebut. Setelah selesai melakukan warming up, P kembali membagi Ss menjadi beberapa kelompok. Kali ini tidak dipilih, namun secara acak. P menyuruh Ss untuk berhitung dan Ss yang memiliki nomor yang sama itulah nanti yang jadi kelompoknya. Mereka melakukannya dengan semangat. P memberi nama kelompok Merah, Kuning, Hijau, dan Biru.

Lalu P memberikan chip kepada Ss dan menyuruh Ss di tiap kelompok memberikan pendapat setuju atau tidaknya penggunaan mobile phone di sekolah, beserta alasannya. Kali ini P menyuruh Ss di tiap kelompok untuk mempresentasikan hasil diskusinya didepan kelas. Kelompok yang paling cepat mengerjakan akan diberikan reward. Namun semua Ss pasti akan diberi reward karena untuk memberikan semangat kepada mereka.

Karena ada rewardnya, P memperhatikan Ss lebih bersemangat dalam melakukan kegiatannya di kelompok masing-masing. Kali ini kelompok yang paling cepat selesai adalah kelompok merah. Lalu P memberikan reward kepada mereka dan menyuruh mereka menunggu kelompok lain selesai.

Setelah itu tiap kelompok memaparkan hasil diskusinya masing-masing. Tekniknya sama menggunakan Talking Chips, namun hasil pendapat yang mereka paparkan di tiap kelompok dituliskan dan dipresentasikan didepan kelas.

Bel telah berbunyi, P segera mengakhiri pelajaran, dan mengingatkan mereka untuk mempersiapkan post-test di hari senin besok. P mengucapkan salam dan meninggalkan kelas bersama GBI.

FIELD NOTES

No : FN. 15
 Hari/ Tanggal : Senin, 12 Mei 2014
 Jam : 09.00
 Kegiatan : Pelaksanaan Post-test
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 Ss = Siswa (Students)
 GBI= Guru Bahasa Inggris

P sampai di sekolah sekitar pukul 08.50 dan langsung menuju kelas VII A untuk melaksanakan post-test. Sesampainya di kelas, suasana tidak begitu ramai, hanya saja mereka sedang mengorbol dengan teman-temannya. Tak berlama-lama lagi, P menyuruh Ss untuk mempersiapkan diri. P memberikan undian kepada Ss siapa yang akan maju terlebih dahulu sesuai dengan urutan terkecil. Ss disuruh maju ke samping meja guru mengambil chips dan membaca apa yang ada di dalamnya dan disuruh berpendapat mengenai apa yang tertera di chip tersebut. Materi test nya merupakan materi topik speaking yang pernah P ajarkan dari pertemuan pertama sampai terakhir.

Akhirnya, 28 siswa sudah selesai mendapatkan gilirannya, P segera berpamitan kepada Ss. P mengucapkan terimakasih atas bantuannya selama ini. Lalu P memberikan kenang-kenangan kepada Ss.

Kemudian P pamit, mengucapkan salam dan keluar dari kelas. Lalu P menuju ke kantor guru untuk menemui GBI melaporkan bahwa post-test sudah selesai dilaksanakan. P juga berpamitan kepada GBI dan mengucapkan terimakasih atas segala bantuan dan tenaga yang sudah GBI berikan.

FIELD NOTES

No : FN. 16
 Hari/ Tanggal : Senin, 12 Mei 2014
 Jam : 11.00
 Kegiatan : Mendiskusikan hasil Cycle II
 Tempat : Ruang Guru
 Responden : P = Peneliti
 GBI= Guru Bahasa Inggris

Setelah melaksanakan post-test, maka P menuju ruang guru untuk menemui GBI.P menjelaskan maksud dan kedatangannya kesana.Dia mengemukakan hasil-hasil penelitiannya di siklus yang kedua. Hasilnya sudah meningkat yaitu siswa jadi lebih paham bagaimana caranya mengemukakan pendapat, cara mengucapkan lafal dengan benar dan tepat serta lebih berani serta percaya diri dalam berbicara, terutama dalam bahasa Inggris. Banyak siswa yang sebelumnya pasif, sekarang menjadi lumayan aktif karena mereka diajarkan untuk tidak malu dan ragu dalam mengutarakan pendapat mereka..Dalam siklus yang kedua ini, P sudah tidak mengalami kendala seperti yang dialami pda siklus yang pertama.

Setelah membicarakan mengenai hasil di cycle II, maka P berpamitan kepada GBI dan mengucapkan terimakasih telah memberikan waktu dan tenaganya untuk diperbolehkan melakukan penelitian disini.

Setelah itu, P undur diri untuk pulang.

INTERVIEW TRANSCRIPTS

No : Interview. 01
 Hari, tanggal : Senin, 17Maret 2014
 Jam : 09.30
 Tempat : Ruang Kepala Sekolah
 Responden : P = Peneliti
 BM = Bapak Marjito (wakil Kepala Sekolah)

P	:	“Selamat pagi, pak.”
BM	:	“Selamat pagi, ada yang bisa dibantu, mbak?”
P	:	“Iya pak, perkenalkan nama saya Dian Estiningrum, saya mahasiswa Pendidikan Bahasa Inggris dari UNY. Saya datang kesini untuk meminta ijin melakukan penelitian di sekolah ini.”
BM	:	“Oh ya, suratnya sudah ada, mbak?”
P	:	“Oh sudah pak, ini suratnya.”
BM	:	“Wah, sayang sekali, Bapak Kepala Sekolah sedang tidak ada di tempat karena sedang mengikuti rapat. Bagaimana kalau <i>njenengan</i> datang lagi hari Rabu saja.”
P	:	“Oh, begitu ya pak. Baik, besok Rabu saya datang lagi. Terimakasih banyak pak.”
BM	:	“Iya, sama-sama mbak”

INTERVIEW TRANSCRIPTS

No : Interview. 02
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 08.00
 Tempat : Ruang Kepala Sekolah
 Responden : P = Peneliti
 KS = Bapak Eguh Setyo Surono (Kepala Sekolah)

P	:	“Selamat pagi, pak. Perkenalkan, saya Dian Estiningrum, mahasiswa pendidikan Bahasa Inggris dari UNY akan melakukan penelitian di sekolah ini.”
KS	:	“Oh, ya mbak Dian, surat sudah kami terima, anda langsung saya disposisikan kepada bu Sri Sugiyanti, salah satu guru Bahasa Inggris di sekolah ini.”
P	:	“Oh ya, terimakasih banyak, Pak. Berarti saya langsung ketemu bu Sri Sugiyanti, pak?”
KS	:	“Iya mbak, untuk teknis pelaksanaannya monggo dibicarakan lebih lanjut dengan beliau.”
P	:	“Oh ya, pak terimakasih.”
KS	:	“Iya, sama-sama mbak.”

INTERVIEW TRANSCRIPTS

No : Interview. 03
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 09.00
 Tempat : Kelas VIIA
 Responden : P = Peneliti
 GBI = Ibu Sri Sugiyanti (Guru Bahasa Inggris)

P	:	"Selamat pagi, ini dengan ibu Sri Sugiyanti <i>nggih?</i> "
GBI	:	"Iya mbak. Gimana?"
P	:	"Iya bu, perkenalkan nama Dian Estiningrum, saya mahasiswa Pendidikan Bahasa Inggris dari UNY. Saya akan melakukan penelitian disini, namun sebelumnya mau observasi dulu bu."
GBI	:	"Oh, iya mbak, boleh sekali mbak."
P	:	"Oh ya, sebelumnya saya mau memberikan beberapa pertanyaan seputar pelajaran di kelas. Yang pertama, apakah siswa senang dengan pelajaran Bahasa Inggris yang Ibu ajarkan?"
GBI	:	"Iya mereka senang."
P	:	"Oh, ya senang ya bu. Trus tanggapannya gimana, welcome apa masih agak males-males gitu, Bu?"
GBI	:	"Iya welcome, mereka suka."
P	:	"Lalu, kesulitan terbesar yang dihadapi siswa dalam belajar Bahasa Inggris menurut Ibu gimana?"
GBI	:	"Menurut saya, nomor satu nggak mau punya kamus, jadi malas untuk mengerjakan, ya utamanya itu, rasa malas. Terus apa ya, ya itu saja."
P	:	"Berarti factor utamanya self motivation ya, masih males ya bu?"
GBI	:	"Iya."
P	:	"Lalu selanjutnya, biasanya bagaimana anda mengajar Bahasa Inggris ke anak-anak bu? Jadi caranya misalnya saya kasih soal nanti saya panggil satu-satu atau gimana caranya bu?"
GBI	:	"Caranya untuk mengajar atau?"
P	:	"Iya mengajar."
GBI	:	"Oo mengajar."
P	:	"Secara garis besarnya saja."
GBI	:	"Secara garis besar ya, selama ini memakai metode biasa, ceramah, terus memberi penjelasan tentang materi, setelah itu memberi soal, ada pembahasan juga. Nanti untuk percakapan, pertama saya kasih dulu materi, misalnya materi apa, ada ungkapan-ungkapan tertentu, kemudian contoh dialog, mungkin nanti praktek untuk dialognya seperti itu."
P	:	"Lalu apa kesulitan terbesar yang anda hadapi dalam mengajar Bahasa Inggris ke adek-adek?"
GBI	:	"Kesulitan ya, satu, masih suka rame. Biasanya kurang memperhatikan, itu tadi tidak mau memiliki kamus sendiri, males. Jadi kan untuk

		translate kesulitan.
P	:	“Oo begitu. Tapi untuk vocabnya, mereka sendiri kosakatanya sudah lumayan atau gimana, Bu?”
GBI	:	“Ya, masih kurang.”
P	:	“Oo, masih kurang. Berarti masih perlu kamus. Lalu menurut Ibu, bagaimana kemampuan speaking para siswa saat ini? Apakah sudah bagus atau perlu ditingkatkan?”
GBI	:	“Masih perlu ditingkatkan.”
P	:	“Masih perlu ditingkatkan <i>nggih</i> . Oke, berarti sudah cukup <i>nggih</i> . Makasih ya, Bu.”
GBI	:	“Iya mbak, sama-sama.”

INTERVIEW TRANSCRIPTS

No : Interview. 04
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 10.00
 Tempat : Ruang kelas VIIA
 Responden : P = Peneliti
 S = Siswa 1 (Febri)

P	:	“Oke, kenalan dulu, namanya dek siapa?”
S ₁	:	“Febri.”
P	:	“Febri dari kelas A ya? Ini dengan mbak Dian dari Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Minta waktunya Dek Febri sebentar ya. Yang pertama mbak Dian mau nanya, Dek Febri suka ga sama pelajaran bahasa Inggris?”
S ₁	:	“Suka.”
P	:	“Sukanya kenapa?”
S ₁	:	“Ya biar bisa bahasa Inggris.”
P	:	“Oke berarti self motivation ya. Terus kegiatan pelajaran bahasa Inggris di kelas biasanya seperti apa? Gurunya ngajarnya kayak gimana? Apa dijelaskan terus dikasih soal?”
S ₁	:	“Dijelasin dikasih soal.”
P	:	“Terus ada ulangan ga?”
S ₁	:	“Ada.”
P	:	“Ada ulangan ya. Terus kalo mengajar di kelas biasanya pake media atau ga, misalnya kalo nerangin tentang apel gitu to, makanan gitu dikasih gambar apel, kayak media-media gitu ga?”
S ₁	:	“Tidak.”
P	:	“Berarti ga pernah pake media ya? Terus kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?”
S ₁	:	“Pake keluar kelas.”
P	:	“Pengennya keluar kelas berarti kalo pelajaran bahasa Inggris ya? Terus kesulitan apa yang kamu hadapi dalam belajar bahasa Inggris? Baik itu di kelas maupun di rumah.”
S ₁	:	“Agak sulit kalo pake bahasa Inggris.”
P	:	“Berarti sulit buat ngomong ya? Buat ngomong ya? Kalo dengerin gitu uda jelas yo tapi yo cuma masih bingung ga buat cara nulis-nulis gitu?”
S ₁	:	“Masih.”
P	:	“Masih bingung ya, terus usaha atau upaya kamu apa untuk mengatasi kesulitan-kesulitan kamu itu?”
S ₁	:	“Belajar.”
P	:	“Belajar di rumah, ikut les atau ga?”
S ₁	:	“Enggak.”

P	:	“Eem di sekolah ini ada ekstrakurikuler ga untuk pelajaran bahasa Inggris?”
S1	:	“Ada.”
P	:	“Ekstrakurikulernya apa?”
S1	:	<i>(bingung)</i>
P	:	“Kayak English Club gitu atau mungkin apa diluar jam pelajaran sekolah?”
S1	:	“Ada.”
P	:	“Oo ada, tapi kamu ikut?”
S1	:	“Enggak.”
P	:	“Oo enggak, berarti ga semua siswa ikut ya?”
S1	:	“Iya.”
P	:	“Oke berarti gitu aja buat Dek febri makasih buat waktunya ya. Makasih.”
S1	:	“Sama-sama Mbak.”

INTERVIEW TRANSCRIPTS

No : Interview. 05
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 10.15
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 S₂ = Siswa 2 (Akbar)

P	:	"Dengan Dek siapa ya?"
S ₂	:	"Akbar Bagus Aryanto."
P	:	"Panggilannya?"
S ₂	:	"Akbar."
P	:	"Dek Akbar dari kelas VII A ya, ini dengan mbak Dian dari Pendidikan Bahasa Inggris UNY, mau minta waktunya Dek Akbar sebentar untuk wawancara ya. Oke, Dek Akbar suka ga sama pelajaran bahasa Inggris?"
S ₂	:	"Agak, agak suka."
P	:	"Agak suka? Kenapa kok agak suka?"
S ₂	:	"Rada-rada susah hehehe."
P	:	"Rada-rada susah ya. Oke, eee kegiatan pelajaran bahasa Inggris di kelas biasanya seperti apa? Gurunya ngajarnya kayak gimana?"
S ₂	:	"Ya menerangkan."
P	:	"Terus, dikasih soal gitu ga?"
S ₂	:	"Iya dikasih soal, kalo sudah menerangkan itu terus dikasih soal."
P	:	"Terus nanti dipanggil satu-satu gitu ya?"
S ₂	:	"Iya."
P	:	"Oo berarti dipanggil satu-satu. Terus biasanya gurunya ngajarnya pake media apa ga? Misalnya ngajar, pake alat peraga, pake gambar gitu ga?"
S ₂	:	"Eem enggak."
P	:	"Oke ga pake. Lalu kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris? Misalnya pake permainan atau nyanyi atau apa?"
S ₂	:	"Yang pake permainan."
P	:	"Pake game ya berarti ya. Terus kesulitan apa yang kamu hadapi dalam belajar bahasa Inggris? Apa yang ga kamu bisa dalam bahasa Inggris? Misalnya ngomong atau apa?"
S ₂	:	"Iya ngomongnya itu."
P	:	"Oo berarti susah ngomongnya ya. Terus usaha kamu untuk mengatasi kesulitan-kesulitan kamu dalam mempelajari bahasa Inggris itu apa?"
S ₂	:	"Ya bertanya sama bu guru, sama belajar di rumah."
P	:	"Ikut les gitu ga?"
S ₂	:	"Enggak."
P	:	"Disini ada ekstrakurikuler ga di sekolah ini?"
S ₂	:	"Ada."

P	:	“Ekskulnya apa namanya?”
S ₂	:	<i>(bingung)</i>
P	:	“Ga semuanya ikut ya?”
S ₂	:	“Enggak.”
P	:	“Berarti kamu ga ikut ekskul?”
S ₂	:	“Ikut.”
P	:	“Kegiatannya apa aja?”
S ₂	:	“Kegiatannya mengaji.”
P	:	“Kok mengaji, yang bahasa Inggris lho.”
S ₂	:	“Ga ikut.”
P	:	“Oo berarti ga ikut. Oyauda makasih buat waktunya ya Dek Akbar ya.”
S ₂	:	“Iya mbak.”

INTERVIEW TRANSCRIPTS

No : Interview. 06
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 10.30
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 S₃ = Siswa

P	:	“Hai dek, lagi apa? boleh minta waktunya sebentar? Kamu nggak ke kantin?”
S ₃	:	“Oh ya Miss, ada apa? Hehee..nggak kok aku di kelas aja.”
P	:	“Oke deh, cuman mau nanya-nanya aja. Namanya siapa dek?”
S ₃	:	“Namaku Nindya Miss.”
P	:	“Oh ya dek, kamu suka pelajaran bahasa Inggris nggak?”
S ₃	:	“Hehehe..ya nggak begitu, Miss.”
P	:	“Loh..lha kenapa dek?”
S ₃	:	“Ya soalnya kadang nggak dong, Miss.”
P	:	“Lha nggak dong nya dari mananya? Atau kesulitanmu apa aja waktu pelajaran bahasa Inggris?”
S ₃	:	“Hmmm...banyak Miss, kebanyakan nggak tau artinya, sama kadang nggak paham ama maksudnya itu gimana.”
P	:	“Ohh gitu, masih bingung ya? Tapi sudah dijelaskan to?”
S ₃	:	“Ya udah si mbak, tapi masih belum dong aja.”
P	:	“Oh gitu, banyak baca buku ya biar makin dong, hehe.. ya, makasih ya dek atas waktunya”
S ₃	:	“Oke, sama-sama, Miss.”

INTERVIEW TRANSCRIPTS

No : Interview. 07
 Hari, tanggal : Rabu, 19 Maret 2014
 Jam : 10.30
 Tempat : Ruang kelas VII A
 Responden : P = Peneliti
 S₄ = Siswa

P	:	“Hai, boleh minta waktunya bentar? Kamu stay di kelas aja?”
S ₄	:	“Iya, Miss.. aku di kelas aja.”
P	:	“Boleh nanya-nanya dong ya, namanya siapa nih?”
S ₄	:	“Namaku Amin, Miss.”
P	:	“Oh hai dek Amin. Oh ya, btw kamu suka pelajaran bahasa Inggris nggak?”
S ₄	:	“Hehee nggak, Miss.”
P	:	“Kenapa nggak suka?”
S ₄	:	“Abis susah Miss.”
P	:	“Lha kesulitannya apa?”
S ₄	:	“Ya itu sering nggak tau artinya e Miss.”
P	:	“Trus caranya gimana kalo nggak tau artinya?”
S ₄	:	“Ya suruh buka kamus. Tapi males..hehhee..”
P	:	“Ohh gitu..waahh jangan males dong.. Ayo smangat belajar.”
S ₄	:	“hehee iya Miss.”

INTERVIEW TRANSCRIPTS

No : Interview. 08
 Hari/ Tanggal : Senin, 21 April 2014
 Jam : 11.00
 Tempat : Depan kelas VII A
 Responden : P = Peneliti
 S₅+S₆= Siswa

P	:	“Halo dek, boleh minta waktunya bentar nggak?”
S ₅	:	“Oh, ya Miss. Ada apa?”
P	:	“Namanya siapa? Bagaimana tentang pembelajaran hari ini?”
S ₅	:	“Ine, Miss. Ya senang bisa belajar hal baru.”
P	:	“Syukurlah kalo gitu. Ada kesulitan gk dek?”
S ₅	:	“Ya takut mau ngomong.”
P	:	“Takut kenapa?”
S ₅	:	“Ya takut kalau salah, Miss.”
P	:	“Jangan takut, dek. Kita belajar terus ya sampai bisa.”
S ₅	:	“Hehe..iya Miss.”

P	:	“Hai dek, boleh ganggu sebentar?”
S ₆	:	“Ada apa, Miss?”
P	:	“Cuma mau nanya aja, gmana pembelajaran hari ini?”
S ₆	:	“Ya lumayan asik, Miss. Bisa belajar hal baru, tapi masih susah Miss.”
P	:	“Syukurlah kalo gitu, wahh..susahnya yang mananya dek?”
S ₆	:	“Ya itu tadi masih bingung mau ngomong apa, seperti kehabisan ide.”
P	:	“Oh gitu..iya soalnya baru pertemuan pertama kan?”
S ₆	:	“Iya, Miss.”
P	:	“Ya sudah, besok kan kita belajar lagi. Ayo semangat untuk belajar ngomong lebih banyak ya.”
S ₆	:	“Oke Miss.”

INTERVIEW TRANSCRIPTS

No : Interview. 09
 Hari/ Tanggal : Senin, 21 April 2014
 Jam : 10.45
 Tempat : Ruang Guru
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P	:	“Oh ya bu, menurut ibu gimana tentang pertemuan tadi?”
GBI	:	“Oh iya mbak, untuk yang tadi sudah bagus, tekniknya menarik. Tapi mungkin anak-anak masih bingung ya, karena masih baru bagi mereka, jadi mereka belum begitu bisa berbicara dengan lancar.”
P	:	“Iya bu, karena ini juga masih pertemuan pertama, mereka harus beradaptasi dengan teknik barunya.”
GBI	:	“Iya ndak papa mbak. Pertemuan selanjutnya akan memakai teknik itu lagi to?”
P	:	“Iya bu, jelas. Penelitian saya kan tentang Talking Chips, jadi memakai teknik tersebut di kelas.”
GBI	:	“Oh, lha iya mbak. Barangkali nanti dengan diimplementasikan terus, anak-anak jadi bisa lebih paham. Yang sabar aja mbak, anak-anak memang agak sulit. Pelan-pelan nanti pasti bisa kok.”
P	:	“Iya bu, pasti. Terimakasih atas saran dan bantuannya.”
GBI	:	“Iya sama-sama mbak. Semoga berhasil untuk pertemuan berikutnya.”

INTERVIEW TRANSCRIPTS

No : Interview. 10
 Hari/ Tanggal : Rabu, 23 April 2014
 Jam : 11.00
 Tempat : Depan kelas VII A
 Responden : P= Peneliti
 S = Responden (Siswa)

P	:	“Namanya siapa dek?”
S ₇	:	“Ririn Miss.”
P	:	“Nanya-nanya bentar boleh kan?”
S ₇	:	“Iya Miss, gimana?”
P	:	“Gimana tentang pertemuan kedua tadi?”
S ₇	:	“Ya udah mendingan dari yang pertama Miss. Kemarin kan masih agak bingung, yang sekarang udah lumayan paham tentang caranya, jadi enak buat ngomongnya.”
P	:	“Oh syukurlah kalau gitu dek. Ada kesulitan gak?”
S ₇	:	“Ya kesulitannya cuma nggak pede mau ngomong, takut salah Miss.”
P	:	“Lho, nggak apa-apa, disini yang penting kamu berani ngomong, masalah salah atau tidaknya nggak masalah. Pasti Miss betulkan kok. Tenang saja.”
S ₇	:	“Iya deh Miss, besok nggak akan ragu-ragu lagi.”

P	:	“Boleh minta waktunya bentar gak?”
S ₈	:	“Iya Miss.”
P	:	“Namanya?”
S ₈	:	“Ela, Miss.”
P	:	“Oke, Ela. Kesan kamu gimana tentang pertemuan tadi?”
S ₈	:	“Ya menurut saya, saya senang dengan kegiatan tadi. Karena kita dituntut untuk berbicara tanpa terkecuali.”
P	:	“Iya betul dek. Kalau menurutmu gimana? Kamu mengalami kesulitan nggak?”
S ₈	:	“Iya Miss. Ya, menurut saya pertemuan hari ini lebih mending daripada kemarin. Mungkin kemarin karena masih pertama, jadi masih bingung stepnya. Tapi untuk hari ini saya bisa mengikuti dengan baik.”
P	:	“Iya, baguslah kalau begitu. Berarti kamu sudah lebih paham dan bisa lebih gampang untuk berbicara?”
S ₈	:	“Iya sudah lumayan paham kok, Miss. Ya karena itu tadi, mau tak mau kan harus dituntut untuk berbicara, jadi ya dengan teknik itu saya bisa makin lancar. Hehehe..”
P	:	“Iya, dek. Terimakasih atas waktunya ya.”
S ₈	:	“hehe iya miss. Sama-sama.”

INTERVIEW TRANSCRIPTS

No : Interview. 11
 Hari/ Tanggal : Rabu, 23 April 2014
 Jam : 10.45
 Tempat : Depan kelas VII A
 Responden : P= Peneliti
 GBI = Guru Bahasa Inggris

P	:	“Bagaimana pembelajaran hari ini, menurut ibu?”
GBI	:	“Oh ya, pertemuan tadi sudah cukup lebih baik dari yang kemarin ya. Masalah pengaturan waktu sudah lumayan cukup tertata. Dan anak-anak juga sudah mulai bisa beradaptasi dengan tekniknya.”
P	:	“Iya bu, pelan-pelan mereka pasti bisa mengikutim, ya.”
GBI	:	“Iya, tak lihat tadi juga sudah banyak yang berani ngomong, pas gilirannya. Maksudnya sudah lumayan lancar, ya walau hanya beberapa, ya. Tapi masih ada yang masih pasif diam ndak mau bicara.”
P	:	“Iya, bu. Mereka perlu berlatih ini terus, supaya bisa berani ngomong.”
GBI	:	“Iya mbak, ya dicoba terus, semangat ya, semoga nanti anak-anak bisa semakin lancar bicaranya ya.”
P	:	“Iya bu. Terimakasih atas bantuannya.”
GBI	:	“Iya sama-sama mbak.”

INTERVIEW TRANSCRIPTS

No : Interview. 12
 Hari/ Tanggal : Senin, 28 April 2014
 Jam : 11.00
 Tempat : Depan kelas VII A
 Responden : P= Peneliti
 S= Responden (Siswa)

P	:	“Halo dek boleh minta waktunya bentar. Namanya siapa?”
S ₉	:	“Iya Miss boleh, aku Yogi.”
P	:	“Gimana tentang pertemuan tadi, dek Yogi?”
S ₉	:	“Ya sudah mendingan, Miss. Bisa lancar ngomong dan ngikutin langkahnya.”
P	:	“Syukur deh kalo gitu. Berarti udah ada peningkatan ya dari pertemuan-pertemuan sebelumnya?”
S ₉	:	“Iya Miss, sudah. Malah pengen jadi cepet-cepetan dapet gilirannya. Hehe..”
P	:	“Oh ya? Jadi menurutmu, cara mbak mengajar di kelas bisa dipahami ya?”
S ₉	:	“Iya, mbak. Tekniknya asyik menurutku. Soalnya kita bisa belajar sambil bermain-main. Jadi kayak nggak krasa belajarnya. Jadi enggak bosan.”
P	:	“Iya syukurlah kalo enggak bosan. Tapi kamu bisa mengikuti dengan baik to?”
S ₉	:	“Iya mbak, asyik banget. Udah hapal sekarang.”
P	:	“Kalau menurutmu sendiri, kamu sudah ada peningkatan kemampuan berbicaranya blm?”
S ₉	:	“Ya sudah, Miss. Kan karena nggak kerasa itu belajar, malah kayak mainan, jadi pengen rebutan ngomong terus. Ya walaupun salah-salah ngomongnya.”
P	:	“Ya nggak apa-apa salah. Kan selalu dibetulkan, jadi paham salahnya dimana to?”
S ₉	:	“Iya, Miss.”
P	:	“Oke, makasih untuk waktunya ya dek Yogi.”
S ₉	:	“Iya Miss sama-sama.”

P	:	“Dek, boleh minta waktunya sebentar?”
S ₁₀	:	“Boleh, mbak eh Miss.”
P	:	“Nggak apa-apa dek. Oh ya namanya siapa?”
S ₁₀	:	“aku Diah.”
P	:	“Menurutmu gimana tentang pertemuan tadi?”
S ₁₀	:	“Ya udah mendingan dari yg kemaren-kemaren miss. Soalnya kan kita udah diajarin tekniknya, jadi ya sekarang udah lebih paham tentang langkah-langkahnya.”

P	:	“Apakah lebih enak dengan menggunakan teknik tersbut?”
S ₁₀	:	“Saya rasa iya, Miss. Soalnya kan ya tadinya kita belajar speaking cuman kayak gitu-gitu aja, nah ini dikasih yang menarik, Miss. Jadi ya tertarik deh n seneng bisa gitu.”
P	:	“Kalo menurut kamu, lebih suka individu atau kelompok?”
S ₁₀	:	“Ya kelompok dong, Miss. Kan bisa diskusi ama temen. Kalo dipecahin sendirian mumet je miss. Kalo ada temennya kan enak saling membantu.”
P	:	“Oh begitu, ya syukurlah kalau begitu. Trus kendalanya apa aja nih di pertemuan kali ini?”
S ₁₀	:	“Kendalanya apa ya? Kalo menurutku udah mendingan kok, kalo aku sendiri bisa mbantu jadi ngomongnya lancar.”
P	:	“Oh iya, kamu merasa terbantu juga ya bisa ngomong lancar?”
S ₁₀	:	“Ya, kalo aku sih gitu. Tapi kalo nggak lain ya nggak tau, tak liat tadi masak ada yang nggak mau ngomong, Miss. Curang ah, padahal yang lain pada rebutan.”
P	:	“Oh iya, nggak apa-apa, mungkin belum terbiasa dan belum pede. Nanti pasti bisa ngomong semua kok.”
S ₁₀	:	“Iya miss.”
P	:	“Yaudah, makasih ya dek atas waktunya.”
S ₁₀	:	“Iya Miss, sama-sama.”

P	:	“Halo dek, boleh nanya sebentar. Namanya siapa?”
S ₁₁	:	“Iya, boleh. Aku Nur.”
P	:	“Oh ya, menurutmu gimana tentang pertemuan tadi?”
S ₁₁	:	“Ya asyik Miss.”
P	:	“Kamu paham nggak sama yang diajarkan?”
S ₁₁	:	“Ya paham, Miss.”
P	:	“Trus gimana, bisa bikin kamu lancar bicaranya?”
S ₁₁	:	“Hehe..saya masih agak malu e Miss mau ngomong, takut rasanya.”
P	:	“Lho, kenapa? Nggak suka sama tekniknya ya? Apa gimana?”
S ₁₁	:	“Enggak gitu, sebenarnya saya suka tekniknya, ya kan belajar sambil bermain-main. Kelas enggak tegang, malah bisa ketawa-ketawa juga. Tapi saya takut ngomong karena takut salah.”
P	:	“Oh, gitu. Ya sudah, besok kan ini tetep diulang-ulang main-mainnya. Dan nggak perlu takut salah. Yang lain kan ada to yang salah, tapi pede aja.”
S ₁₁	:	“Hehe..iya Miss.”
P	:	“Iya..kamu harus bisa dan berani pede aja ya dek?”
S ₁₁	:	“Baiklah Miss. Tak berusaha berani deh. Makasi ya Miss.”
P	:	“iya makasih juga ya dek.”

INTERVIEW TRANSCRIPTS

No : Interview. 13
 Hari/ Tanggal : Senin, 28 April 2014
 Jam : 10.45
 Tempat : Depan kelas VII A
 Responden : P= Peneliti
 GBI= Guru Bahasa Inggris

P	:	“Bagaimana dengan pertemuan hari ini, bu?”
GBI	:	“Ya menurut saya sudah lebih baik ya. Karena anak-anak sepertinya senang dengan kegiatannya tadi. Mereka sudah lancar mengikuti.”
P	:	“Iya, bu syukurlah kalau begitu. Tapi bagaimana menurut ibu untuk kemampuan speakingnya?”
GBI	:	“Ya masih fifty-fifty ya mbak. Ya kan kemampuan anak-anak beragam. Ada yang sudah bisa mengikuti, ada yang belum. Itu tadi saya lihat masih ada yang agak pasif dan ragu-ragu untuk berbicara ya.”
P	:	“Iya bu, tadi memang ada beberapa yang masih kurang aktif.”
GBI	:	“Iya mbak, kalau bisa dibuat bagaimana caranya biar mereka yang kurang aktif jadi mau bicara. Kalau dari tekniknya sudah bagus, mungkin coba mbaknya cari topik yang lebih menarik lagi, biar mereka yang kurang aktif bisa ikut berbicara.”
P	:	“Oh ya bu, baik, akan saya coba. Terimakasih ya Bu.”
GBI	:	“Sama-sama mbak.”

INTERVIEW TRANSCRIPTS

No : Interview. 14
 Hari/ Tanggal : Rabu, 30 April 2014
 Jam : 10.45
 Tempat : Depan kelas VII A
 Responden : P= Peneliti
 S= Responden (Siswa)

P	:	“Halo dek, met siang. Boleh minta waktunya sebentar?”
S ₁₂	:	“Oh iya, Miss. Gimana?”
P	:	“Bagaimana pelajaran hari ini?”
S ₁₂	:	“Ya seneng, karena bisa main-main lagi. Hehehe..”
P	:	“Syukurlah. Tapi gimana. Sudah berani ngomong belum?”
S ₁₂	:	“Iya lumayan, Miss. Bisa ngomong apa-aja.”
P	:	“Kalo tentang materinya, susah nggak?”
S ₁₂	:	“Agak lumayan susah, soalnya kan udah nggak pake gambar lagi hahaha..”
P	:	“Oh, jadi maunya ada gambarnya juga?”
S ₁₂	:	“Iya, Miss. Kan kelihatan menarik, hehe.. “
P	:	“Oke deh, makasih ya dek.”
S ₁₂	:	“Iya miss.”

P	:	“Dek, boleh minta waktu sebentar?”
S ₁₃	:	“Iya, Miss.”
P	:	“Gimana tentang pertemuan tadi?”
S ₁₃	:	“Ya, seneng sih, bisa main-main lagi hehe..”
P	:	“Ada kesulitan, nggak?”
S ₁₃	:	“Ya enggak begitu sih, cuman tadi kan topiknya agak beda, jadi bingung mau ngomong apa.”
P	:	“Oh susah ya, kan topiknya gampang, tentang sekolah, apalagi ngomongin sekolahmu juga.”
S ₁₃	:	“Iya sih Miss, cuman takut salah aja mau ngomong, hehehe..”
P	:	“Lhoo..kan Miss udah bilang nggak perlu takut, pede aja, kan pasti langsung dikoreksi.”
S ₁₃	:	“Iya deh Miss. Oh ya Miss, kasih gambar lagi dong biar asyik.”
P	:	“Oh gitu, oke deh besok tak kasih gambar lagi deh, tapi harus berani ngomong loh.”
S ₁₃	:	“Oke deh siap Miss.”

INTERVIEW TRANSCRIPTS

No : Interview. 15
 Hari/ Tanggal : Rabu, 30 April 2014
 Jam : 11.05
 Tempat : Kantor guru
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P	:	“Selamat siang, Bu.”
GBI	:	“Selamat siang, mbak. Gimana?”
P	:	“Mau ngobrol-ngobrol saja tentang pertemuan di kelas tadi. Tadi menurut Ibu gimana? Apakah sudah ada peningkatan?”
GBI	:	“Ya, kalau peningkatan pasti ada, mbak. Kan ini namanya juga proses. Tak cermati anak-anak yang masih kurang aktif agak lumayan bisa mengikuti ya, ya tapi belum semua.”
P	:	“Iya bu, kata anak-anak karena nggak dikasih gambar di chipnya jadi kurang menarik.”
GBI	:	“Ah, nggak harus seperti itu. Caranya aja sudah bagus kok. Tapi kalau mau diberi gambar lagi ya nggak apa-apa. Coba kelompoknya aja dibikin merata. Mungkin yang kurang pede malu karena yang lain pada pinter pinter ngomongnya.”
P	:	“Oh gitu, bisa jadi bu, jadi gimana? Ibu kan yang tahu anak-anaknya kemampuannya seperti apa, jadi saya manut saja pembagian kelompoknya gimana.”
GBI	:	“Iya mbak begini saja ini saya beritahu siapa saja yang tergolong pandai sama yang kurang.”
P	:	“Oh iya, bu”

INTERVIEW TRANSCRIPTS

No : Interview. 16
 Hari/ Tanggal : Senin, 5 Mei 2014
 Jam : 10.45
 Tempat : Depan kelas VII A
 Responden : P = Peneliti
 S = Responden (Siswa)

P	:	“Dek Nindya ya?”
S ₁₄	:	“Iya Miss. Gimana?”
P	:	“Gimana tentang pelajaran hari ini?”
S ₁₄	:	“Ya, menurut saya sudah lebih baik Miss.”
P	:	Kalo menurut dek Nindya sendiri, kemampuan speaking nya sudah meningkat belum?”
S ₁₄	:	“Ya mendingan Miss, tadinya kan saya nggak pede, jadi berani aja ngomong.”
P	:	“Kenapa dek kok bisa?”
S ₁₄	:	“Ya habisnya yang lain pada rebutan ngomog, trs kegiatannya asik, mainan gitu, ya jadinya ga terasa deh jadi berani aja.”
P	:	“Syukurlah kalo gt dek. Ditingkatkan terus lagi ya, makasih.”
S ₁₄	:	“Sama-sama.”

P	:	“Eh, dek, boleh nanya-nanya bentar nggak? Hehehe..”
S ₁₅	:	“wahh..mau nanya apa nih Miss.”
P	:	“Biasa lah, gimana pelajaran hari ini? Suka? Asyik nggak? Atau gimana?”
S ₁₅	:	“Asyik si asyik Miss, ya suka, tadi kan mbahas yang sama kayak kemarin, jadi lebih bisa ngomongnya.”
P	:	“Oh, syukurlah kalau begitu. Ya memang seharusnya belajar itu selalu diulang-ulang terus sampai bisa.”
S ₁₅	:	“Iya, Miss. Tadi aja kebanyakan uda pada ngomong, malah pada rebutan, hehe..”
P	:	“Iya, belajar terus ya, gitu dong, bisa ngomong bahasa Inggris hebat itu. Tingkatkan terus ya.”
S ₁₅	:	“Siap, Miss. Makasih.”
S ₁₅	:	“Iya sama-sama, Miss.”

INTERVIEW TRANSCRIPTS

No : Interview. 17
 Hari/ Tanggal : Senin, 5 Mei 2014
 Jam : 11.10
 Tempat : Ruang Guru
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P	:	"Permisi, Bu."
GBI	:	"Iya mari, mbak Dian. Gimana?"
P	:	"Ini, mau membahas pertemuan tadi. Menurut ibu bagaimana?"
GBI	:	"Oh, ya sudah cukup bagus dibandingkan kemarin-kemarin ya mbak. Siswa sudah bisa mengikuti jalannya kegiatan belajar mengajar dengan senang ya."
P	:	"Iya bu, ya Alhamdulillah anak-anak bisa mengikuti pelajaran dengan baik."
GBI	:	"Iya saya lihat dengan dibagi kelompok yang baru ini juga yang kurang aktif jadi lebih sedikit membuka diri ya, mau bicara."
P	:	"Iya bu, terimakasih atas bantuan dan supportnya ya."
GBI	:	"Iya mbak."

INTERVIEW TRANSCRIPTS

No : Interview. 18
 Hari/ Tanggal : Rabu, 7 Mei 2014
 Jam : 10.45
 Tempat : Depan kelas VII A
 Responden : P = Peneliti
 S = Responden (Siswa)

P	:	“Hai dek Rizal.”
S ₁₆	:	“Iya Miss.”
P	:	“Gimana tentang pertemua terakhir ini?”
S ₁₆	:	“Ya menyenangkan, Miss. Apalagi dapet hadiah hehhe..jadi tambah semangat.”
P	:	“Jadi termotivasi ya? Tak lihat kelompokmu juga paling rame.”
S ₁₆	:	“Hehe..iya Miss, jadinya kan cepet-cepetan pengen dapet hadiah.”
P	:	“Ya, bagus. Oh ya, gimana menurutmu, kemampuan speaking mu meningkat nggak dengan kegiatan seperti ini?”
S ₁₆	:	“Iya lumayan Miss, ya asal ngomong aja lah sekarang, jadi pede. Ya walaupun ada yang salah.”
P	:	“Iya, berarti lebih berani ya dari sebelumnya?”
S ₁₆	:	“Iya Miss, tadinya kan masih bingung mau ngomong apa. Kalo ini kan dibuat kayak permainan, jadi ya menyenangkan, jadi termotivasi juga.”
P	:	“Syukurlah kalo gitu dek. Tetep semangat ya beajarnya.”
S ₁₆	:	“Siap Miss.”

P	:	Dek Ela, ketemu lagi deh. Boleh ya sharing nih.”
S ₁₇	:	“Boleh, Miss.”
P	:	“Gimana menurutmu pertemuan terakhir hari ini?”
S ₁₇	:	“Menurut saya sudah bagus kak, saya dan temen-temen jg sudah lancar bisa mengikuti kegiatan pembelajaran dengan baik.”
P	:	“Syukurlah kalo gitu. Kalo dari dek Ela sendiri, ada peningkatan nggak tentang kemampuan speakingnya?”
S ₁₇	:	“Ya kalau itu jelas, Miss. Apalagi dengan diberikan chips kan rasanya deg-deg an mau dapet apa trus ngomong apa. Jadi bisa mempersiapkan dulu apa yang mau diomongkan karena topiknya menarik, dan nggak susah juga menurutku.”
P	:	“Alhamdulillah kalo gitu dek. Terimakasih ya atas partisipasinya.”
S ₁₇	:	“Iya, Miss.”

P	:	“Hai dek, dek Ririn ya.?boleh minta waktu sebentar ya.”
S ₁₈	:	“Iya Miss. Ya boleh Miss, hehehe..”
P	:	“Menurut kamu, pertemuan terakhir tadi ini gimana? Dibandingkan

		dengan yang sebelum-sebelumnya?”
S ₁₈	:	“Ya, kalo menurut saya sih Miss, lebih enak yang sekarang.”
P	:	“Emang enaknya gimana?”
S ₁₈	:	“Ya, lebih banyak pahamnya lah, lagian juga udah dijelaskan secara berulang-ulang to, jadi mudeng sekarang. Apalagi dapet hadiah, hehe jadi makin semangat, Miss.
P	:	“Wah, jadi kalo nggak ada hadiahnya nggak semangat dong? Hehe.. “
S ₁₈	:	“Ya nggak Miss, becanda kok. Iya jadi pede sekarang ngomongnya, walaupun Cuma pendek-pendek.”
P	:	“Iya bener, tetep dicoba ngomong aja walaupun pendek. Hehehe.. “
S ₁₈	:	“Tadinya kan belibet mau ngomong apa bingung, sekarang nggak bingung lagi.”
P	:	“Oke, makasih ya buat sharing pengalamannya.”
S ₁₈	:	“Iya sama-sama Miss.”

INTERVIEW TRANSCRIPTS

No : Interview. 19
 Hari/ Tanggal : Rabu, 7 Mei 2014
 Jam : 11.15
 Tempat : Ruang Guru
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P	:	“Permisi, Bu.”
GBI	:	“Oh, ya mbak, mari...”
P	:	“Bagaimana menurut anda tentang pertemuan yang terakhir tadi?”
GBI	:	“Ya menurut saya sudah ada peningkatan. Saya perhatikan tadi semua siswa ikut serta dalam kegiatan pembelajaran. Yang tadinya tidak aktif jadi berpartisipasi aktif, mbak.”
P	:	“Alhamdulillah bu kalau begitu. Saya juga senang bisa diberi kesempatan untuk disini. Anak-anak juga sudah rajin untuk berbicara.”
GBI	:	“Iya mbak, ya mungkin besok sesekali saya tak mencoba memakai teknik ini untuk games saja. Kalau untuk stiap kali kan tidak mungkin. Siswa kan tidak hanya belajar speaking.”
P	:	“Oh ya jelas bu, monggo diaplikasikan saja, biar anak-anak juga tidak lupa.”
GBI	:	“Iya mbak.”
P	:	“Ya sudah, terimakasih ya bu atas bantuannya, atas dukungannya selama saya melakukan penelitian ini.”
GBI	:	“Iya sama-sama mbak, semoga bermanfaat.”

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : April 21st, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
I. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
II. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
III. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the class and made eye contact.						

4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
IV. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
V. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : April 23rd, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
VI. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
VII. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
VIII. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the						

	class and made eye contact.						
4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
IX. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
X. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : April 28th, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
XI. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
XII. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
XIII. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the						

	class and made eye contact.						
4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
XIV. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
XV. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : April 30th, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
XVI. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
XVII. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
XVIII. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the						

	class and made eye contact.						
4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
XIX. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
XX. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : May 5th, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
XXI. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
XXII. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
XXIII. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the						

	class and made eye contact.						
4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
XXIV. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
XXV. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : May 7th, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
XXVI. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
XXVII. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
XXVIII. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the						

	class and made eye contact.						
4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
XXIX. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
XXX. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

OBSERVATION CHECKLIST

(adopted from Brown; 2001: 432-434)

Date : May 12th, 2014

Time : 09.00 a.m.

Place : VII A class

Check (✓) each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
XXXI. Preparation							
1.	The teacher well-prepared and well-organized in class.						
2.	The lesson reviewed material and looked ahead to new material.						
3.	The prepared goals/objectives were clear.						
XXXII. Presentation							
1.	The class material was explained in understandable way.						
2.	The lesson was smooth, sequenced and logical.						
3.	Directions were clear and the students were able to carry them out.						
4.	Material was presented at the students' level of comprehension.						
5.	The teacher answered questions carefully and satisfactorily.						
6.	The method was appropriate to the age and ability of the students.						
XXXIII. Method							
1.	The teacher was able to adapt the unanticipated situations.						
2.	The material was reinforced.						
3.	The teacher moved around the						

	class and made eye contact.						
4.	The teacher knew the students' names						
5.	Examples and illustrations were effectively used.						
6.	Drills were used presented effectively.						
XXXIV. Personal Characteristics							
1.	Patience in eliciting questions.						
2.	Pronunciation, intonation, fluency and appropriate use of language.						
XXXV. Teacher/Student Interaction							
1.	Teacher encouraged the students' participation in class.						
2.	The class felt free to ask questions or to express their ideas.						
3.	The students were attentive and involved.						

English Teacher

Sri Sugiyanti, S.Pd
NIP. 198105022009022005

Interview Guideline

A. Reconnaissance

1. For the English teacher
 - a. Bagaimana proses pembelajaran speaking di kelas ibu?
 - b. Bagaimana kemampuan berbicara siswa di kelas tersebut?
 - c. Apakah ada kesulitan yang dihadapi ketika mengajarkan speaking di kelas tersebut?
 - d. Apakah siswa mengalami kesulitan dalam hal pronunciation?
 - e. Bagaimana penguasaan kosakata siswa?
 - f. Apakah mereka merasa takut ketika diminta untuk berbicara dalam bahasa Inggris?
 - g. Bagaimana tindakan ibu dalam mengatasi hal tersebut?
 - h. Menurut ibu, kegiatan speaking yang seperti apa yang bias meningkatkan kemampuan berbicara mereka?
 - i. Apa yang ibu lakukan untuk memotivasi siswa untuk belajar speaking?
 - j. Bagaimana respon siswa mengenai hal tersebut?
2. For the students
 - a. Apakah kamu suka pelajaran bahasa Inggris?
 - b. Bagaimana menurut pendapatmu tentang pembelajaran speaking?
 - c. Apakah ada kesulitan ketika berbicara di depan kelas? Tolong dijelaskan.
 - d. Pembelajaran speaking apa yang biasa dilakukan guru ketika di kelas?
 - e. Apakah kamu suka dengan kegiatan pembelajaran tersebut?

B. During the implementation of the actions

Cycle 1

1. For the English teacher
 - a. Bagaimana penilaian ibu terhadap pembelajaran di cycle 1?
 - b. Kemajuan apa yang telah dicapai siswa dalam cycle 1 ini?
 - c. Apakah penguasaan kosa kata meningkat setelah action pertama dilakukan?
 - d. Apakah pronunciation siswa lebih baik ketika action pertama dilakukan?
 - e. Bagaimana pendapat ibu tentang tingkat kepercayaan diri siswa?
 - f. Apa kekurangan dari kegiatan speaking di cycle 1 ini?
 - g. Apa saran ibu untuk meningkatkan kemampuan berbicara siswa di cycle 2?
2. For the students
 - a. Bagaimana pendapat kalian tentang pelajaran hari ini?
 - b. Apakah kalian senang dengan pelajaran hari ini?
 - c. Apakah aktivitas tadi memotivasi kalian untuk berbicara dalam bahasa Inggris?
 - d. Apakah aktivitas tadi dapat meningkatkan tingkat kepercayaan diri kalian?
 - e. Apakah kekurangan dari aktivitas di cycle 1 ini?

Cycle II

1. For the English teacher?
 - a. Bagaimana penilaian ibu terhadap pembelajaran di Cycle 2?
 - b. Kemajuan apa yang telah dicapai siswa dalam Cycle 2 ini?
 - c. Apakah penguasaan kosa kata meningkat setelah action pertama dilakukan?
 - d. Apakah pronunciation siswa lebih baik ketika action pertama dilakukan?
 - e. Bagaimana pendapat ibu tentang tingkat kepercayaan diri siswa?
 - f. Apa kekurangan dari kegiatan speaking di Cycle 2 ini?
 - g. Bagaimana penilaian ibu terhadap pembelajaran menggunakan teknik Talking Chips sebagai salah satu teknik mengajar speaking secara keseluruhan?
2. For the students
 - a. Bagaimana pendapat kalian terhadap pembelajaran hari ini?
 - b. Kemajuan apa yang telah kalian dapatkan?
 - c. Apakah aktivitas tadi memotivasi kalian untuk berbicara dalam bahasa Inggris?
 - d. Apakah aktivitas tadi dapat meningkatkan tingkat kepercayaan diri kalian?
 - e. Bagaimana pendapat kalian mengenai aktivitas Talking Chips dalam hubungannya dengan peningkatan kemampuan berbicara?

DAFTAR NILAI PRE-TEST SISWA KELAS VII A

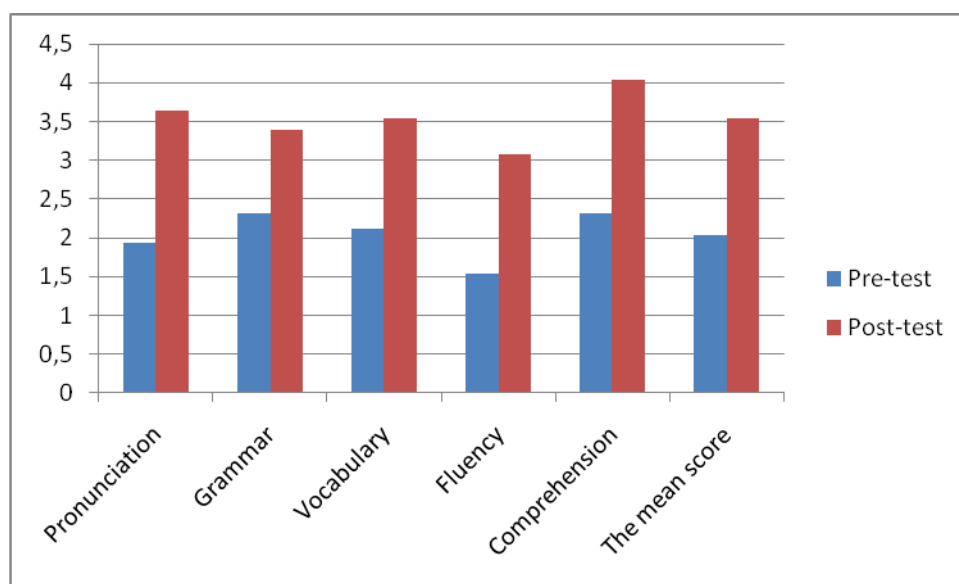
No	Nama	Pronunc.	Grammar	Vocab.	Fluency	Compre.	Total
1	Dipo Hermawan	1	3	3	1	2	10
2	Victor Andrew M.	2	2	3	2	3	12
3	Akbar Bagas A.	2	3	3	2	3	13
4	Arya Hamisena	3	2	2	3	2	12
5	Ayu Dita Seviana	2	2	3	1	3	11
6	Bagas Priyanto	1	2	2	1	2	8
7	Bagas Prasetya	1	2	2	1	2	8
8	Bayu Rohmadi	2	1	2	1	2	8
9	Diah Permatasari	2	3	3	2	3	13
10	Ela Pangestika	3	4	3	3	4	17
11	Elyas Artya M.	2	2	1	1	3	9
12	Endah Priyantini	3	3	2	1	2	11
13	Febri Rohsidah	1	2	2	2	1	8
14	Husein Abu Ishaq	1	2	2	1	1	7
15	Ine Nur Agustina	2	1	2	1	2	8
16	Ismail Abda'u	1	2	1	2	1	7
17	Marshanda Aqniak	2	2	1	1	2	8
18	Melyntina Ayu S.	3	2	2	1	2	10
19	M. Aminudin	3	4	2	2	4	15
20	Mukhlis Irian S.	2	1	2	2	2	9
21	Nindya Safitri	3	3	3	2	2	13
22	Nur Munawaroh	1	2	2	1	2	8
23	Putri Alfina L.	2	2	3	2	3	12
24	Ririn Dwi Yulinda	3	3	2	3	4	15
25	Rizal Tegar F.	2	3	1	1	2	9
26	Wahyudi	1	2	1	1	2	7
27	Yafi Hildan N.	1	2	2	1	2	8
28	Yogi Nurfaui	2	3	2	1	2	10
Rata-rata		1,92857	2,32143	2,107143	1,535714	2,321429	2,0428571

DAFTAR NILAI POST-TEST SISWA KELAS VII A

No	Nama	Pronunc.	Grammar	Vocab.	Fluency	Compre.	Total
1	Dipo Hermawan	3	3	4	3	4	17
2	Victor Andrew M.	4	3	3	3	5	18
3	Akbar Bagus A.	4	3	4	3	4	18
4	Arya Hamisena	4	3	4	3	4	18
5	Ayu Dita Seviana	3	4	3	2	4	16
6	Bagas Priyanto	4	3	3	2	3	15
7	Bagas Prasetya	3	3	4	3	4	17
8	Bayu Rohmadi	4	3	3	2	3	15
9	Diah Permatasari	3	4	4	3	4	18
10	Ela Pangestika	5	5	5	4	5	24
11	Elyas Artya M.	3	3	3	3	4	16
12	Endah Priyantini	4	3	3	3	4	17
13	Febri Rohsidah	3	3	3	3	3	15
14	Husein Abu Ishaq	3	3	4	3	3	16
15	Ine Nur Agustina	4	3	3	4	4	18
16	Ismail Abda'u	3	3	4	3	4	17
17	Marshanda A.	4	4	4	3	5	20
18	Melyntina Ayu S.	4	3	4	3	4	18
19	M. Aminudin	5	4	4	4	5	22
20	Mukhlis Irian S.	3	3	3	3	4	16
21	Nindya Safitri	4	4	3	3	4	18
22	Nur Munawaroh	3	3	3	3	4	16
23	Putri Alfina L.	3	3	4	3	5	18
24	Ririn Dwi Y.	4	4	4	4	4	20
25	Rizal Tegar F.	4	4	3	3	4	18
26	Wahyudi	3	4	3	4	4	18
27	Yafi Hildan N.	4	3	4	3	4	18
28	Yogi Nurfaui	4	4	3	3	4	18
Rata-rata		3,64286	3,39286	3,53571	3,07143	4,03571	3,53571

THE COMPARISON BETWEEN PRE-TEST AND POST-TEST MEAN SCORE

	Pronunc.	Grammar	Vocab.	Fluency	Compre.	The mean score
Pre-test	1,93	2,32	2,11	1,54	2,32	2,04
Post-test	3,64	3,39	3,54	3,07	4,04	3,54



**STUDENTS' ATTENDANCE LIST
VII A**

No.	Nama Siswa						
1	Dipo Hermawan	✓	✓	✓	✓	✓	✓
2	Victor Andrew M.	✓	✓	✓	✓	✓	✓
3	Akbar Bagus A.	✓	✓	✓	✓	✓	✓
4	Arya Hamisena	✓	✓	✓	✓	✓	✓
5	Ayu Dita Sevia	✓	✓	✓	✓	✓	✓
6	Bagas Priyanto	✓	✓	✓	✓	✓	✓
7	Bagas Prasetya	✓	✓	✓	✓	✓	✓
8	Bayu Rohmadi	✓	✓	✓	✓	✓	✓
9	Diah Permatasari	✓	✓	✓	✓	✓	✓
10	Ela Pangestika	✓	✓	✓	✓	✓	✓
11	Elyas Artya M.	✓	✓	✓	✓	✓	✓
12	Endah Priyanti	✓	✓	✓	✓	✓	✓
13	Febri Rohsidah	✓	✓	✓	✓	✓	✓
14	Husein Abu Ishaq	✓	✓	✓	✓	✓	✓
15	Ine Nur Agustina	✓	✓	✓	✓	✓	✓
16	Ismail Abda'u	✓	✓	✓	✓	✓	✓
17	Marshanda Aqniak	✓	✓	✓	✓	✓	✓
18	Melyntina Ayu S.	✓	✓	✓	✓	✓	✓
19	M. Aminudin	✓	✓	✓	✓	✓	✓
20	Mukhlis Irian S.	✓	✓	✓	✓	✓	✓
21	Nindya Safitri	✓	✓	✓	✓	✓	✓
22	Nur Munawaroh	✓	✓	✓	✓	✓	✓
23	Putri Alfina L.	✓	✓	✓	✓	✓	✓
24	Ririn Dwi Yulinda	✓	✓	✓	✓	✓	✓
25	Rizal Tegar F.	✓	✓	✓	✓	✓	✓
26	Wahyudi	✓	✓	✓	✓	✓	✓
27	Yafi Hildan N.	✓	✓	✓	✓	✓	✓
28	Yogi Nurfaui	✓	✓	✓	✓	✓	✓

COURSE GRID

School's Name : SMPN 1 Trucuk

Subject : English

Level : VII grade

Standard of Competence

9. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with society.

Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Talking Chips
9.1. Expressing meaning in simple transactional (to get things done) and interpersonal conversation (socialization) accurately, fluently and acceptably using oral language in everyday life context and involving speech act of asking and giving opinion, expressing like and dislike, asking clarification, and responding interpersonally.	<ul style="list-style-type: none"> - Using appropriate expressions to ask for opinion - Using appropriate expressions to give the opinion - Acting out a dialogue of asking and giving opinion freely. - Using correct grammar in asking for and giving opinion. - Producing correct pronunciation in acting out the expressions. - Using appropriate gesture in acting out the expressions. 	<p>We use these expressions to ask opinion</p> <ul style="list-style-type: none"> ◆ What do you think of a pilot? ◆ What is your idea about our school? ◆ What do you feel about our new teacher? <p>We use these expressions to give opinion</p> <ul style="list-style-type: none"> ◆ I think it's good enough ◆ In my opinion . . . ◆ I think . . . ◆ I feel . . . 	<p>BKOF</p> <ol style="list-style-type: none"> 1. The teacher shows several pictures 2. The students discuss the situation and goal of the pictures <p>MOT</p> <ol style="list-style-type: none"> 3. The students learn vocabulary related to the topic including the expressions and dialogues 4. The students learn pronunciation <p>JCOT</p> <ol style="list-style-type: none"> 5. The students have a practice to make a group discussion and play the chips <p>ICOT</p> <ol style="list-style-type: none"> 6. The students make a group discussion 	<ol style="list-style-type: none"> 1. The teacher asks the students to form groups. 2. The teacher gives each student three tokens that will serve as permissions to share, contribute, or debate in conversations 3. The students participate equally in the group discussion 4. The teacher asks the students to retrieve and redistribute the chips when all of them have contributed in

			using the chips based on the given situation	the discussion
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LESSON PLAN 1

School's Name : SMPN 1 Trucuk
 Subject : English
 Grade : VII
 Text type : Asking for and giving opinion
 Skill : Speaking
 Time Allocation : 2 x 45 minutes
 Topic : Jobs/ Professions
 Meeting : 1

A. Standard of Competence

9. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with society.

B. Basic Competence

- 9.1 Expressing meaning in simple transactional (to get things done) and interpersonal conversation (socialization) accurately, fluently and acceptably using oral language in everyday life context and involving speech act of asking and giving opinion, expressing like and dislike, asking clarification, and responding interpersonally.

C. Indicators

1. Using appropriate expressions to ask for opinion
2. Using appropriate expressions to give the opinion
3. Acting out a dialogue of asking and giving opinion freely.
4. Using correct grammar in asking for and giving opinion.
5. Producing correct pronunciation in acting out the expressions.
6. Using appropriate gesture in acting out the expressions.

C. Learning Objectives

At the end of the class, the students are able to:

1. show the expressions of asking and giving opinion fluently and accurately.

2. respond to the expressions of asking and giving opinionfluently and accurately.
3. act out dialog of asking and giving opinionfluently and accurately.

D. Learning Materials

1. Pictures about expressing asking and giving opinion



Do you have opinion about a pilot?

What is your idea about a nurse?

What is your opinion about that picture?

2. Expressing asking and giving opinion

Asking opinion	Giving opinion
<ul style="list-style-type: none"> - What is your opinion about? - What do you think of . . . - What do you feel about . . . - What's your view on . . . - What is your idea about . . . - What's your comment on . . . - Do you think . . . 	<ul style="list-style-type: none"> - In my opinion . . . - I think . . . - I feel . . . - In my mind . . . - As far as I'm concern . . . - I don't think it is good - I think it's good enough

3. Agreeing and disagreeing with someone's opinion. Here are the expressions.

Agreement	Disagreement
<ul style="list-style-type: none"> - That's a good idea - I think so - I do agree with you 	<ul style="list-style-type: none"> - I don't really think so - I disagree with you - That's not a good idea

- I agree with you	- I'm so sorry, I don't agree
- That's a good idea	- Do you really think so? I think it is not like that
- I think so	- No, it seems not like that
- Yes. I agree	

4. Look at the dialog below.

Dialog 1

Chica : Damar, what do you think of a pilot?

Damar : I think he is great

Chica : Why?

Damar : Because he can fly an airplane

Dialog 2

Andi : Do you have opinion about a nurse?

Stella : In my opinion, a nurse is a kind hearted person.

Andi : Really?

Stella : Of course, she always cares and helps sick people till they are recovered.

E. Learning Strategy

Communicative Language Teaching

F. Steps of Learning Activity

1. Opening (10')

- The teacher greets the students
- The teacher leads a prayer
- The teacher checks for the attendance list
- The teacher introduces the materials
- The teacher introduces Talking Chips technique

2. Main activity (75')

- Teacher directed
 - The students and the teacher introduce the topic by asking them several questions related to the topic
 - The teacher shows pictures to the students.

- 3) The teacher and the students discuss the pictures.
- 4) The teacher gives a dialogue about asking and giving opinion
- 5) The students identify the expressions of asking and giving opinion
- 6) The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation
- 7) The students learn the content of the dialogue including the sequence of the events

b. Guided Construction (Talking Chips activities)

- 1) The teacher divides the students into several groups
- 2) The teacher gives each students three to five tokens as permissions to share, contribute, or debate in conversations
- 3) The teacher guides the discussion and makes students participate equally in the group discussion
- 4) With the teacher's help, the students draw conclusion about the situations or contexts

c. Independent Construction

- 1) The students repeats the activity for the next round discussions

3. Closing (5')

- a. The teacher evaluates the students' work and revises about the students' mistakes.
- b. The teacher makes a conclusion about the expressions and gives feedback to the students.
- c. The teacher ends the class with a pray and say goodbye.

G. Evaluation

1. Goal : the purpose of the task is to make the students are able to give opinion about something
2. Task orientation : Guided. The students are given picture and chips that specify the situation

3. Topic : Profession/ Job
4. Situation : Look at the picture, take turn to ask for and give opinion about each of the job in the chips. Do it in pairs.
5. Scoring Rubric

Oral Assessment sheet						
Topic:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

H. Sources of Material

1. LKS Smart Bahasa Inggris
2. Scaffolding
3. English in Focus

Klaten, _____

Researcher

Dian Estiningrum
NIM. 08202244022

LESSON PLAN 2

School's Name : SMPN 1 Trucuk
 Subject : English
 Grade : VII
 Text type : Asking for and giving opinion
 Skill : Speaking
 Time Allocation : 2 x 45 minutes
 Topic : Things
 Meeting : 2

B. Standard of Competence

9. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with society.

D. Basic Competence

- 9.2 Expressing meaning in simple transactional (to get things done) and interpersonal conversation (socialization) accurately, fluently and acceptably using oral language in everyday life context and involving speech act of asking and giving opinion, expressing like and dislike, asking clarification, and responding interpersonally.

E. Indicators

1. Using appropriate expressions to ask for opinion
2. Using appropriate expressions to give the opinion
3. Acting out a dialogue of asking and giving opinion freely.
4. Using correct grammar in asking for and giving opinion.
5. Producing correct pronunciation in acting out the expressions.
6. Using appropriate gesture in acting out the expressions.

E. Learning Objectives

At the end of the class, the students are able to:

1. show the expressions of asking and giving opinion fluently and accurately.

2. respond to the expressions of asking and giving opinionfluently and accurately.
3. act out dialog of asking and giving opinionfluently and accurately.

F. Learning Materials

1. Pictures about expressing asking and giving opinion



Do you have opinion about my new pair of shoes?

What is your idea about his bag?

What is your opinion about that picture?

2. Expressing asking and giving opinion

Asking opinion	Giving opinion
<ul style="list-style-type: none"> - What is your opinion about? - What do you think of . . . - What do you feel about . . . - What's your view on . . . - What is your idea about . . . - What's your comment on . . . - Do you think . . . 	<ul style="list-style-type: none"> - In my opinion . . . - I think . . . - I feel . . . - In my mind . . . - As far as I'm concern . . . - I don't think it is good - I think it's good enough

3. Agreeing and disagreeing with someone's opinion. Here are the expressions.

Agreement	Disagreement
<ul style="list-style-type: none"> - That's a good idea - I think so - I do agree with you 	<ul style="list-style-type: none"> - I don't really think so - I disagree with you - That's not a good idea

- I agree with you	- I'm so sorry, I don't agree
- That's a good idea	- Do you really think so? I think it is not like that
- I think so	- No, it seems not like that
- Yes. I agree	

4. Look at the dialog below.

Nina : This is my new cat. My father bought it for me yesterday. What do you think?

Heru : I'd say it's cute.

Andika : What do you think about my new pair of shoes?

Martin : I think they look good on you.

Haris : Do you have any opinion about my bag?

Santi : Well, I must say it's nice.

I. Learning Strategy

Communicative Language Teaching

J. Steps of Learning Activity

1. Opening (10')

- a. The teacher greets the students
- b. The teacher leads a prayer
- c. The teacher checks for the attendance list
- d. The teacher introduces the materials

2. Main activity (75')

- a. Teacher directed
 - 1) The students and the teacher identify the situation, the degree of formality of the language, and the participants of ordering
 - 2) The teacher shows pictures to the students.
 - 3) The teacher and the students discuss the pictures.
 - 4) The teacher gives a dialogue about asking and giving opinion
 - 5) The students identify the expressions of asking and giving opinion

- 6) The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation
- 7) The students learn the content of the dialogue including the sequence of the events

b. Guided Construction (Talking Chips activities)

- 1) The teacher divides the students into several groups
- 2) The teacher gives each students three to five tokens as permissions to share, contribute, or debate in conversations
- 3) The teacher guides the discussion and makes students participate equally in the group discussion
- 4) With the teacher's help, the students draw conclusion about the situations or contexts

c. Independent Construction

- 1) The students repeats the activity for the next round discussions

3. Closing (5')

- d. The teacher evaluates the students' work and revises about the students' mistakes.
- e. The teacher makes a conclusion about the expressions and gives feedback to the students.
- f. The teacher ends the class with a pray and say goodbye.

K. Evaluation

1. Goal : the purpose of the task is to make the students are able to give opinion about something
2. Task orientation : Guided. The students are given picture and chips that specify the situation
3. Topic : Things
4. Situation : Look at the picture, take turn to ask for and give opinion about each of things in the chips. Do it in pairs.

5. Scoring Rubric

Oral Assessment sheet						
Topic:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

L. Sources of Material

1. LKS Smart Bahasa Inggris
2. Scaffolding
3. English in Focus

Klaten, _____

Researcher

Dian Estiningrum
NIM. 08202244022

LESSON PLAN 3

School's Name : SMPN 1 Trucuk
 Subject : English
 Grade : VII
 Text type : Asking for and giving opinion
 Skill : Speaking
 Time Allocation : 4 x 45 minutes
 Topic : Animals
 Meeting : 3 and 4

C. Standard of Competence

9. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with society.

F. Basic Competence

- 9.3 Expressing meaning in simple transactional (to get things done) and interpersonal conversation (socialization) accurately, fluently and acceptably using oral language in everyday life context and involving speech act of asking and giving opinion, expressing like and dislike, asking clarification, and responding interpersonally.

G. Indicators

7. Using appropriate expressions to ask for opinion
8. Using appropriate expressions to give the opinion
9. Acting out a dialogue of asking and giving opinion freely.
10. Using correct grammar in asking for and giving opinion.
11. Producing correct pronunciation in acting out the expressions.
12. Using appropriate gesture in acting out the expressions.

G. Learning Objectives

At the end of the class, the students are able to:

1. show the expressions of asking and giving opinion fluently and accurately.

2. respond to the expressions of asking and giving opinion fluently and accurately.
3. act out dialog of asking and giving opinion fluently and accurately.

H. Learning Materials

1. Pictures about expressing asking and giving opinion



Do you have opinion about monkey?

What is your idea about my new cat?

What is your opinion about that picture?

2. Look at the dialog below.

Adit : What do you think about Monkeys?

Doni : I don't think they are the same as human.

M. Learning Strategy

Communicative Language Teaching

N. Steps of Learning Activity

1. Opening (10')
 - a. The teacher greets the students
 - b. The teacher leads a prayer
 - c. The teacher checks for the attendance list
 - d. The teacher introduces the materials
2. Main activity (75')
 - a. Teacher directed

- 1) The students and the teacher identify the situation, the degree of formality of the language, and the participants of ordering
- 2) The teacher shows pictures to the students.
- 3) The teacher and the students discuss the pictures.
- 4) The teacher gives a dialogue about asking and giving opinion
- 5) The students identify the expressions of asking and giving opinion
- 6) The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation
- 7) The students learn the content of the dialogue including the sequence of the events

b. Guided Construction (Talking Chips activities)

- 1) The teacher divides the students into several groups
- 2) The teacher gives each students three to five tokens as permissions to share, contribute, or debate in conversations
- 3) The teacher guides the discussion and makes students participate equally in the group discussion
- 4) With the teacher's help, the students draw conclusion about the situations or contexts

c. Independent Construction

- 1) The students repeats the activity for the next round discussions

3. Closing (5')

- g. The teacher evaluates the students' work and revises about the students' mistakes.
- h. The teacher makes a conclusion about the expressions and gives feedback to the students.
- i. The teacher ends the class with a pray and say goodbye.

O. Evaluation

1. Goal : the purpose of the task is to make the students are able to give opinion about something
2. Task orientation : Guided. The students are given picture and chips that specify the situation
3. Topic : Animals
4. Situation : Look at the picture, take turn to ask for and give opinion about each of things in the chips. Do it in pairs.
5. Scoring Rubric

Oral Assessment sheet						
Topic:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

P. Sources of Material

1. LKS Smart Bahasa Inggris
2. Scaffolding
3. English in Focus

Klaten, _____

Researcher

Dian Estiningrum
NIM. 08202244022

LESSON PLAN 4

School's Name : SMPN 1 Trucuk
 Subject : English
 Grade : VII
 Text type : Asking for and giving opinion
 Skill : Speaking
 Time Allocation : 4 x 45 minutes
 Topic : Issue about school
 Meeting : 5 and 6

D. Standard of Competence

9. Expressing the meaning of short simple transactional and interpersonal conversation orally to interact with society.

H. Basic Competence

- 9.4 Expressing meaning in simple transactional (to get things done) and interpersonal conversation (socialization) accurately, fluently and acceptably using oral language in everyday life context and involving speech act of asking and giving opinion, expressing like and dislike, asking clarification, and responding interpersonally.

I. Indicators

13. Using appropriate expressions to ask for opinion
14. Using appropriate expressions to give the opinion
15. Acting out a dialogue of asking and giving opinion freely.
16. Using correct grammar in asking for and giving opinion.
17. Producing correct pronunciation in acting out the expressions.
18. Using appropriate gesture in acting out the expressions.

I. Learning Objectives

At the end of the class, the students are able to:

1. show the expressions of asking and giving opinion fluently and accurately.

2. respond to the expressions of asking and giving opinionfluently and accurately.
3. act out dialog of asking and giving opinionfluently and accurately.

J. Learning Materials

1. Some questions as previewing materials to students

What do you think about our school?

What is your opinion about our new school's library?

2. Look at the dialog below.

Sukimin : What is your opinion about our new school's library?

Paryanto : I think it is more comfortable and tidy now. I like the new library.

Sarno : What do you think of our new English teacher?

Udin : I feel she is great and discipline to us.

Q. Learning Strategy

Communicative Language Teaching

R. Steps of Learning Activity

1. Opening (10')

- a. The teacher greets the students
- b. The teacher leads a prayer
- c. The teacher checks for the attendance list
- d. The teacher introduces the materials

2. Main activity (75')

- a. Teacher directed
 - 1) The students and the teacher identify the situation, the degree of formality of the language, and the participants of ordering
 - 2) The teacher shows pictures to the students.
 - 3) The teacher and the students discuss the pictures.
 - 4) The teacher gives a dialogue about asking and giving opinion

- 5) The students identify the expressions of asking and giving opinion
- 6) The students learn pronunciation including words in stressed and unstressed position, falling and raising intonation
- 7) The students learn the content of the dialogue including the sequence of the events

b. Guided Construction (Talking Chips activities)

- 1) The teacher divides the students into several groups
- 2) The teacher gives each students three to five tokens as permissions to share, contribute, or debate in conversations
- 3) The teacher guides the discussion and makes students participate equally in the group discussion
- 4) With the teacher's help, the students draw conclusion about the situations or contexts

c. Independent Construction

- 1) The students repeats the activity for the next round discussions

3. Closing (5')

- j. The teacher evaluates the students' work and revises about the students' mistakes.
- k. The teacher makes a conclusion about the expressions and gives feedback to the students.
- l. The teacher ends the class with a pray and say goodbye.

S. Evaluation

1. Goal : the purpose of the task is to make the students are able to give opinion about something
2. Task orientation : Guided. The students are given picture and chips that specify the situation
3. Topic : Issue about school

4. Situation : Look at the situation given by the teacher, take turn to ask for and give opinion about each of things in the chips.
5. Scoring Rubric

Oral Assessment sheet						
Topic:						
Date:						
Student	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total

T. Sources of Material

1. LKS Smart Bahasa Inggris
2. Scaffolding
3. English in Focus

Klaten, _____

Researcher

Dian Estiningrum
NIM. 08202244022

The researcher introduced and explained about the topic of the materials



The collaborator helped the researcher



The students discussed the topic



The students practiced speaking



LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0389d/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

28 Maret 2014

Kepada Yth.
Bupati Klaten
c.q. Kepala BAPPEDA Klaten
Kantor BAPPEDA Klaten, Gedung Pemda II
Lantai 2, Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**USING TALKING CHIPS TO IMPROVE VIIA STUDENTS' SPEAKING SKILL AT SMPN 1 TRUCUK IN
THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa dimaksud adalah :

Nama : DIAN ESTININGRUM
NIM : 08202244022
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2014
Lokasi Penelitian : SMPN 1 Trucuk

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 072/318/IV/09
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Klaten, 01 April 2014
Kepada Yth.
Ka. SMP N 1 Trucuk
Di -

KLATEN

Menunjuk Surat dari Dekan Fak. Bahasa dan Seni UNY No. 0389d/UN.34.12/DT/III/2014 Tgl. 28 Maret 2014 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Instansi Saudara akan dilaksanakan Penelitian oleh:

Nama : Dian Estiningrum
Alamat : Karangmalang, Yogyakarta
Pekerjaan : Mahasiswa UNY
Penanggungjawab : Indun Probo Utami, S.E.
Judul/topik : Using Talking Chips To Improve VII A Students' Speaking Skill at SMPN 1 Trucuk in The Academic Year Of 2013/2014
Jangka Waktu : 3 Bulan (01 April s/d 01 Juli 2014)
Catatan : Menyerahkan Hasil Penelitian Berupa *Hard Copy* Dan *Soft Copy* Ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
Kepala BAPPEDA Kabupaten Klaten
Jb Sekretaris



Hari Budiono, SH
Pembina Tingkat I

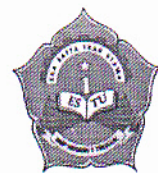
NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak. Bahasa dan Seni UNY
4. Yang Bersangkutan
5. Arsip



PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMP NEGERI 1 TRUCUK



Alamat : Gaden, Trucuk, Klaten Kode Pos 57467. E-mail: smpn_1trucuk@yahoo.com

SURAT KETERANGAN
NO. 423 / 285 / 57 / 2014

Yang bertandatangan di bawah ini, Kepala SMP Negeri 1 Trucuk, menerangkan, bahwa :

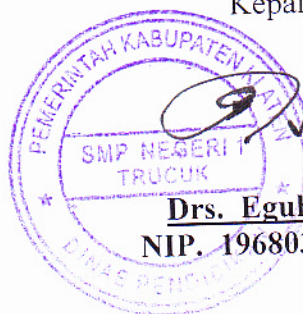
Nama : Dian Estiningrum
NIM : 08202244022
Fakultas : Bahasa dan Seni
Jurusan : Pendidikan Bahasa Inggris,
Universitas Negeri Yogyakarta

Bahwa mahasiswa tersebut benar-benar melaksanakan penelitian di sekolah kami, dengan judul
USING TALKING CHIPS TO IMPROVE VII A STUDENTS' SPEAKING SKILL AT SMP N 1
TRUCUK IN THE ACADEMIC YEAR OF 2013/2014.

Kegiatan penelitian dilaksanakan pada bulan Mei dan Juni tahun 2014

Demikian surat keterangan ini kami buat, semoga dapat dipergunakan sebagaimana mestinya.

Trucuk, 17 Mei 2014
Kepala Sekolah



Drs. Eguh Setyo Surono
NIP. 19680326 199903 1 006