THE IMPLEMENTATION OF TALKING CHIPS TECHNIQUES IN IMPROVING STUDENT'S SPEAKING SKILLS IN THE TENTH GRADE OF SMAN 5 PALOPO

A Thesis

Submitted to the English Education Study Program Tarbiyah and Teacher Training Faculty of State Islami Institute of Palopo for an Undergraduate Degree in English Education

IAIN PALOPO

Thesis By:

NURHAITI

18 0202 0055

ENGLISH LANGUAGE EDUCATIONS STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING STATE

ISLAMIC INSTITUTE OF PALOPO

2023

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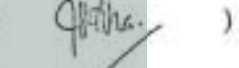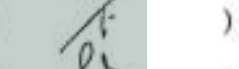
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THESIS APPROVAL

This thesis entitled "The Implementation of Talking Chips Techniques in Improving Student's Speaking Skills in the Tenth Grade of SMAN 5 Palopo," which was written by Nurhaiti, Reg. Number 18 0202 0055, a student of English Language Education Study Program Tarbiyah of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on January, 31st 2023. Coincided with Rajab, 9th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

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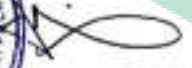
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Skripsi berjudul *the implementation of talking chips techniques in improving students speaking skills in the tenth grade at SMAN 5 Palopo* yang ditulis oleh Nurhaiti, Nomor Induk Mahasiswa (NIM) 18 0202 0055, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Rabu, 07 Desember 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada ujian *munaqasyah.*

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الاَنْبِيَاءِ   اَلْحَمْدُ لِلهِ رَبِّ الْعَلَمِيْنَ، وَالصَّلاةُ والسَّلامُ عَلَى أَشْرَفِ وَأَصْحَابِهِ جْمَعِيْنَأَمَّابَعْد

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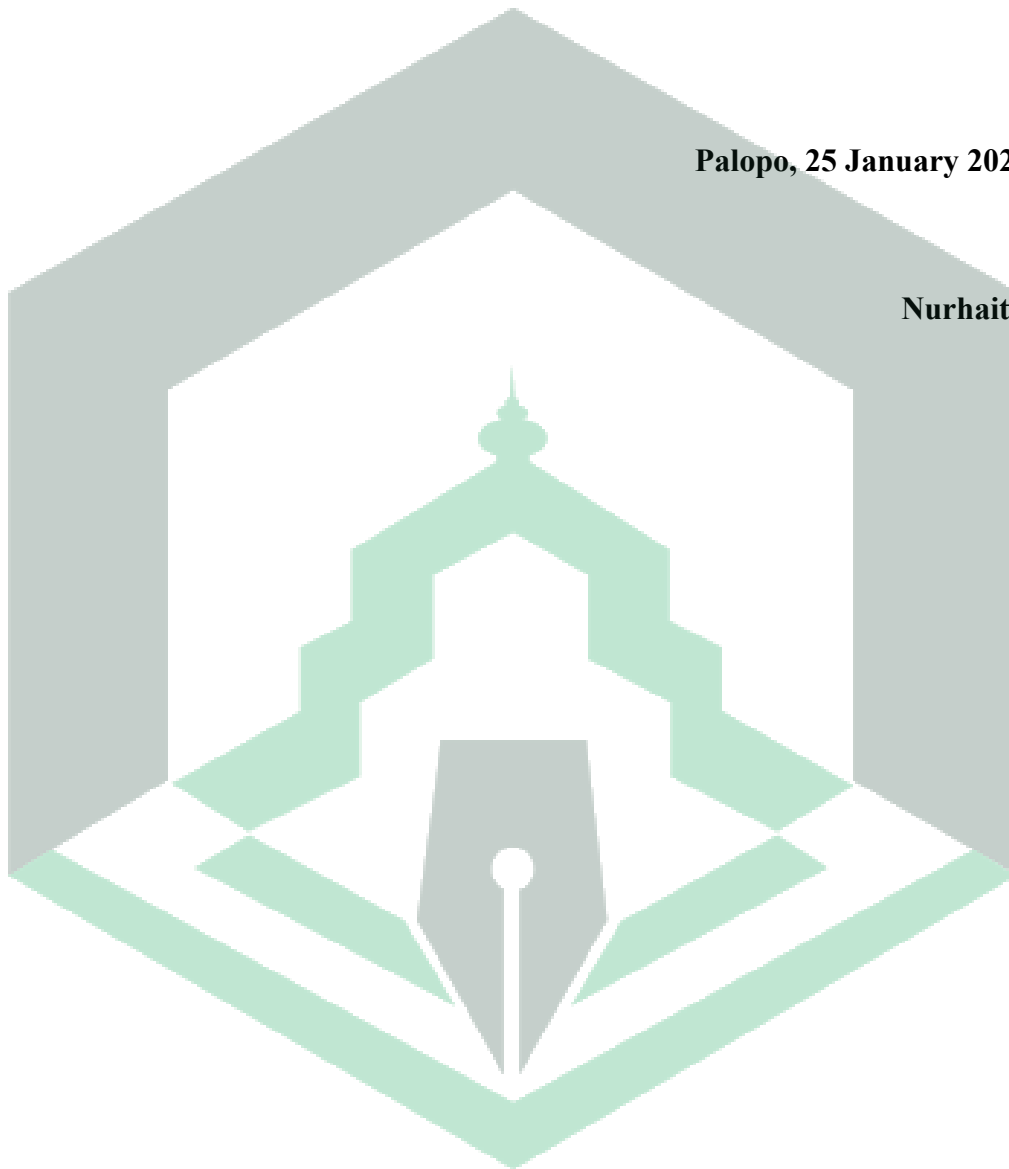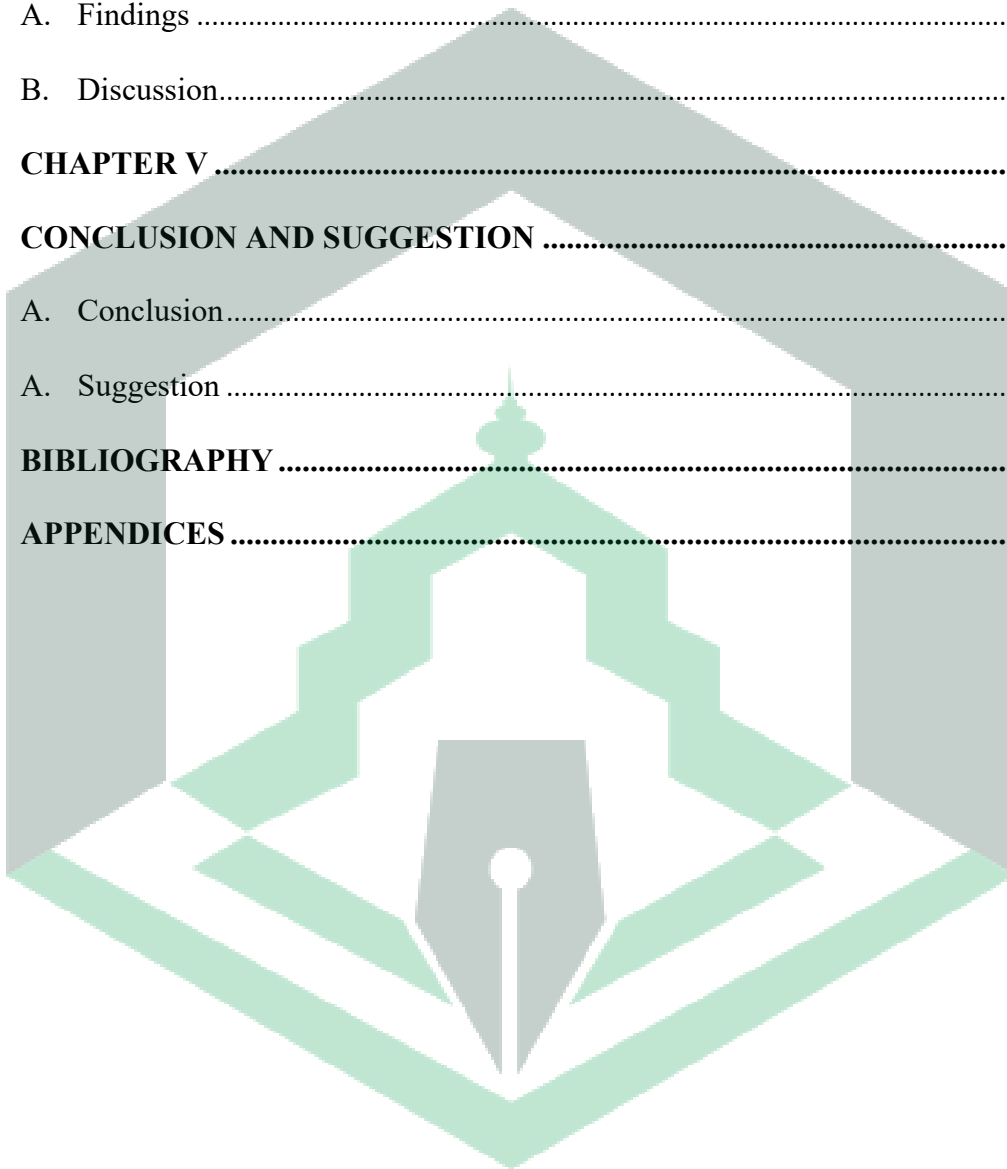
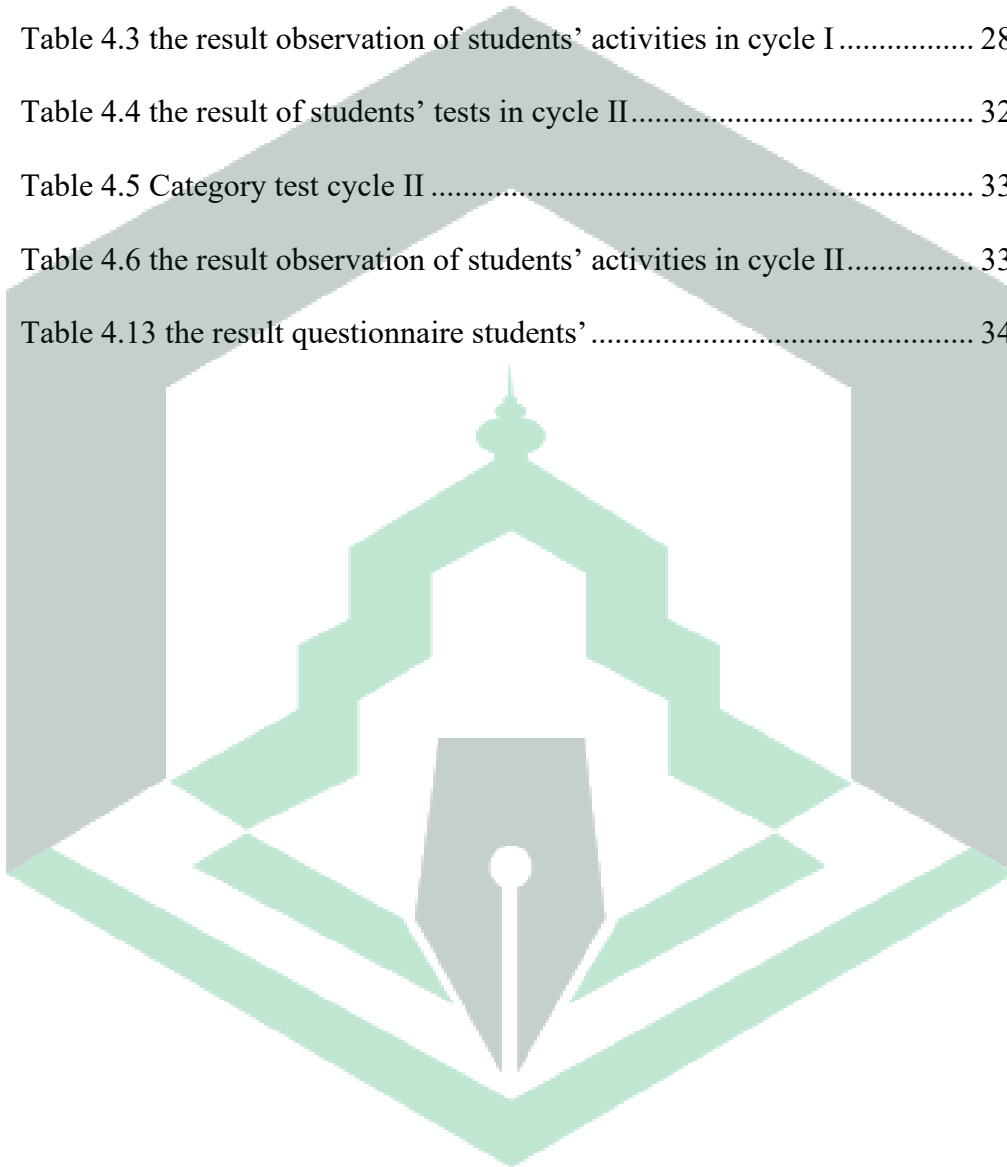**Palopo, 25 January 2023**

Nurhaiti

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ABSTRACT

Nurhaiti, 2022, "The Implementation of Talking Chips Techniques in Improving Student's Speaking Skill of the Tenth Grade at SMAN 5 Palopo". A thesis English study program educational department in the state Islamic Institute of (IAIN) Palopo. Supervised by consultant (1) Wisran and consultant (2) Fadhliyah Rahmah Mu'in.

The research is about the implementation of talking chip techniques in improving students' speaking skills in the tenth grade at SMAN 5 Palopo. The research question of this research was" How can the talking chip techniques be implemented to improve speaking skill at the tenth grade of SMAN 5 Palopo?". The objective of the researcher is improving the students' speaking skills in the tenth grade at SMAN 5 Palopo by applying talking chips. This research used classroom action research (CAR). The subject of the research was students in senior high school at SMAN 5 Palopo which consisted of 10 students. Planning, action, observation, and reflection were the fourth steps in each of the research's two cycles, which were cycle I, and cycle II. According to the study's findings, the talking chips technique is a good way to help students of tenth grade at SMAN 5 Palopo improves their speaking skills. In cycle I the mean score was 53,3 is higher than the mean score in the cycle II was 80.9. The implementation of cycle II students had begun to understand and be familiar with the talking chip technique used by researchers. The best implementation of the talking chips technique is to give 1 chip to each group. Then the researcher asked questions about the things that make latuppa an attractive tourist attraction. Then the student holding the chip must give his opinion on the things that make latuppa an interesting tourist attraction, but if the student does not give his opinion the chip will not move to another. So the chip will pass from student to student until all group members have given their opinion.

Keywords: Speaking skills, Talking Chip.

CHAPTER 1

INTRODUCTION

A. Background

Speaking is considered a difficulty among the four skills. That is, students need more effort, and teachers also need a variety of interesting activities. It is not enough for students to listen or just listen to lectures. Teachers need to provide opportunities for students to practice English speaking skills. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process.[1]

English teachers always try to make the class interesting through various methods, techniques, tools, and materials. To stimulate students to learn effective language skills, especially speaking. The main task of the teacher is to create the best learning conditions for students. In other words, the teacher is responsible for situations in which students can communicate verbally with classmates.

The researcher made observations at one of the schools in Palopo, namely SMAN 5 Palopo. Researchers found many problems in learning English,

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[1] David, Nunan. 2003. *Practical English Language Teaching. Singapore* : Mc Graw Hill.

especially in the ability to speak English. Most students who want to talk to others have some difficulty, such as when presenting their ideas or debating. The students have difficulties in learning speaking especially basic of English because most of them do not have a lot of vocabulary that can help students in speaking. Sometimes they are shy or confused with the atmosphere where English is spoken during the class. The students cannot express their idea well.

According to the results of an interview with some students, they said that most students think that speaking is the most difficult skill. They said that teaching speaking was boring if the teachers do not use methods or strategies in teaching speaking. Therefore, the teacher as facilitator always gives or facilitates everything to make it easy and pleasing. They said they need a new method or strategy that makes them have fun.

According to one of the English teachers at the school, the causes of students' problems in speaking skills are students' common vocabulary and lack of confidence to come to the front of the class. And then students think that speaking is the most difficult skill. They are afraid of making mistakes, are shy, and lack confidence when speaking English. Therefore the researcher uses the class action research method (CAR) because by using class action research method (CAR) we can see the development of students' abilities from cycle to cycle. With the classroom action research method, students can correct the same mistakes in the previous cycle. Besides that, the researcher also wants to apply the talking chip technique.

Seeing this fact, it is vital to persuade students that speaking is not a challenging talent to master provided the teacher uses engaging teaching and learning tactics that support their desire for speaking practice. These methods should also encourage student participation in the learning process and give them the tools to design productive classroom activities. The talking chip technique was applied by the researchers in this study. The Talking Chips method could pique students' interest in speaking English since it motivates them to participate actively in class and teach them how to collaborate with others (Kagan, 1992). Besides, Kagan states that although it is done in a group, each member of the group will have a role to speak English because this technique gives a chance to each student to speak.[2]

In addition, the talking chip method has a number of benefits that make it effective for teaching speaking, such as giving every student an equal chance to participate. The talking chip technique also has the benefit of helping students improve their speaking and listening abilities, which is particularly beneficial for shy, underachieving, and less fluent students. By employing a talking chip, these students will participate completely and improve their language abilities.

The researcher is interested in using the talking chips method to teach speaking based on the previous rationale. This study is anticipated to make a small contribution to language learning and instruction, particularly when it comes to teaching speaking in senior high schools. It is intended that by using this method, students will participate more actively and enjoy speaking exercises.

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[2] Spencer Kagan and Miguel Kagan . *Kagan Cooperative Learning,* (San Clemente: CA: Kagan Publishing, 2009) p. 6.15

B. Research question

Based on the research background, the research problem is formulated as follows: How does the implementation of talking chip technique to improve the students' speaking skills of tenth grade at SMAN 5 Palopo?

C. Research Objective

Related to the research question, the researcher uses the talking chips technique to help SMAN 5 Palopo students in the tenth grade improve their speaking abilities.

D. The Significance of the Research

The finding of the research will be useful in some ways. Theoretically, these research findings are expect to enrich English teaching theory regarding speaking ability. In practice the findings of this research are expect will be beneficial to English teacher. As a result, teacher can make teaching English easier and encourage students to speak English in class. Researcher give this technique should help students learn English especially when they will be to express themselves verbally.

E. Definition of Terms

To get a general understanding of the aim of the title, the researcher expected that:

1. Speaking skills is the oral capacity, and proficiency that measures based on competence features, and performance features, there are consisting of fluency, accuracy, and comprehensibility.

2. Talking chips is one of the teaching methods of cooperative learning in which our students participate in a group discussion, giving a token when they speak. Talking chips is a technique where students participate in group discussions and hand over tokens each time they speak.

F. Scope of the Research

The scope of the research is about the implementation of talking chip techniques to improve the students' speaking skills of tenth grade at SMAN 5 Palopo.
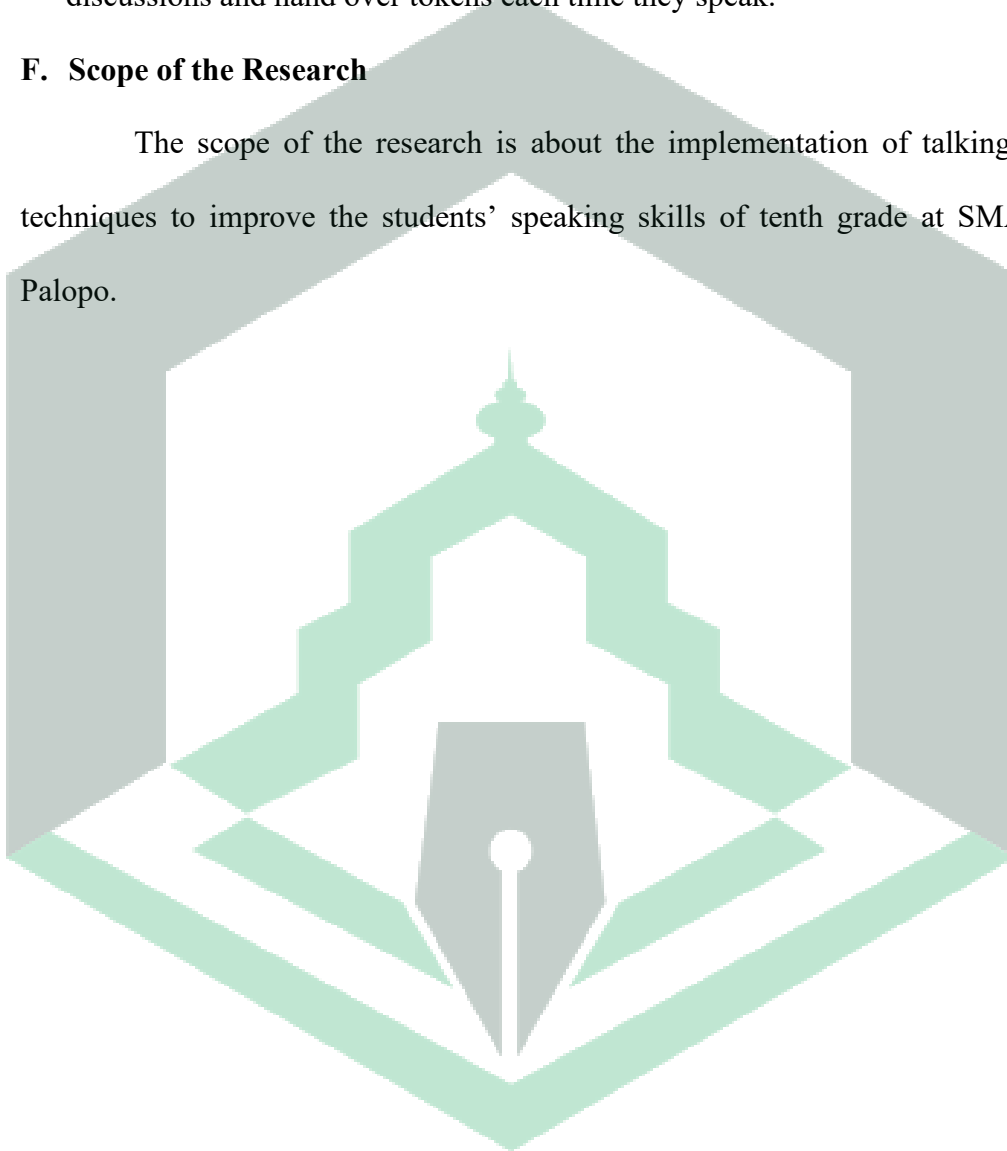
CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Finding

There have been many studies conducted by researchers related to upgrades students' speaking skills with the use talking chip technique.

First is Muhammad Muklas, (2017) with the title "Talking chips technique to teach speaking". This research aims to find the Effectiveness of the Talking Chips Technique in Teach Speaking to the Eleventh Grade Students of SMK. This research was quantitative, using an experimental method and a true experimental design. based on the Muhammad Muklas research, it can be concluded that Talking Chips Technique was significantly effective in teaching speaking to the eleventh grade students of SMK.[3]

Second is Muhammad Iqbal Ripo Putra, (2015) with the title "The effectiveness of talking chips to teach speaking viewed from students' intelligence". This research refers to an experimental study about the effectiveness of talking chips to teach speaking at an English Education Department of a University in Pontianak, West Kalimantan. Based on the Muhammad Iqbal Ripo Putra research, it can be concluded that talking chips method is an effective method to teach speaking for the first semester students of the English Education

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[3] Muhammad Muklas, "*Talking Chips Technique To Teach Speaking,*" *Journal of English Language Education and Literature* 2, no. 1 (2017): 58–64.

Department of a University in Pontianak. The effectiveness of the method is influenced by the students' level of intelligence. Based on the research findings, in general it can be concluded that Talking Chips is an effective method to teach speaking. [4]

The third is A. Sri Atira, (2018) with the title "The use of talking chips method in improving students' speaking skill of SMP Negeri 39 Bulukumba". This research was at finding out the students" speaking skills of SMPN 39 Bulukumba through the use of the Talking Chips method. The method used in this research was the pre-experimental method. Based on the A. Sri Atira research, the writer concluded that using Talking Chips Method was effective to improve the students" speaking skill.[5]

The similarities and differences with previous research, according to the research Muhammad Muklas (2015) the type of research used were experimental. The subjects in this research were divided into 2 groups, namely the experimental group and the control group. In Muhammad Iqbal Ripo Putra's research (2017) there are two methods used, namely the talking chip method with the peer-tutoring method. The samples in this study were 2 classes where class 1 was for the experimental class and class 2 was for the control class. Then the type of research used is pre-experimental. A, Sri Atira (2018) also uses this type of experimental research. The similarities between previous research and this research are that both have the same goal, namely to improve speaking skills by applying the

[4] Muhammad Iqbal et al., *"The Effectiveness Of Talking Chips To Teach Speaking Viewed From Students' Intelligence,"* 2015, 125–42.

[5] A. Sri Atira, *The Use Of Talking Chips Method In Improving Students' Speaking Skill Of Smp Negeri 39 Bulukumba*, 2018.

talking chip technique, it's just that in this study only used one research method and only took one class as a research subject. The difference is the way of applying the talking chips technique where the researcher only used 1 chip for each group.

B. Theoretical Review

1. Definition of Speaking

The definition of speaking is a topic on which several professionals disagree. According to Panny, individuals who are considered to have language competence will mostly be judged on how they speak the language, and the majority of language learners are initially engaged in speaking the language.[6]

Speaking involves both verbal and nonverbal communication, according to Lenka, to create and distribute meaning.[7] In terms of a fundamental skill utilized in daily life, Petra described speaking as the act of employing the word to achieve a specific aim.[8] Lynne provided the additional definition. She claimed that speaking is the act of using words to make meaning that can be understood by others.[9]

From the speaking definition that has been mentioned above, the researcher concludes that speaking skills are the art of talking which acts as a means of communication with spoken language including the process of

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[6] Panny, A *Course in Language Teaching: Practice and Theory,* (Cambridge University: New York), 2009, p. 120.

[7] Lenka Lustigova, *Simplified Debate as A Learning Tool at The University Level. Journal on Efficiency and Responsibility in Education And Science,* Vol. 4(1), 2011, p. 19

[8] Petra Solcova , *Teaching Speaking Skills,* (Czech Republic: Masaryk University), 2011, p. 17

[9] Lynne Cameron, *Teaching Language to Young Learners,* (United Kingdom: Cambridge University Press, 2001) p. 40.

conveying thoughts and ideas with the aim of reporting, entertaining, or convincing others.

2. The aspect of assessing speaking skill

Theory with a book developed by J. B. Heaton, a grading scale to evaluate the accuracy, fluency, and comprehensibility of speaking learners' abilities[10].

a) Accuracy

Accuracy is the ability in using target language with clearly intelligible pronunciation, particularly grammatical and lexical.

b) Fluency

The capacity to speak clearly and without excessive hesitancy is known as fluency. Researchers Tasyid and Nur found that students' speaking abilities were fairly fluent in interaction with speaking of 75-89 words per minute with no more than 3 false and repetition and no more than 7 filters words per 100 words. This was done without exerting too much effort and with a fairly wide range of expression.

c) Comprehensibility

Understanding a text clearly and with a lot of repetition and comprehension is known as comprehension. It's to increase understanding among others.

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[10] J.B. Heaton. *Writing English Language Test,* (United Kingdom: Longman Group, 1991), p. 1000

3. Definition of Talking Chips

The talking Chips Technique is a technique in teaching speaking which makes the students interested in speaking English. Kagan (2009: 6.36), Talking chips are one of the teaching methods of cooperative learning in which our students participate in a group discussion, giving a token when they speak. Kagan shared that Talking Chip is a strategy that ensures that everyone has the opportunity to share in a discussion.[11] Based on the research St. Hartina, initially this Talking chips is a piece of wood used by Indian tribes in America to let everyone speak their mind during council meetings, a type of tribal meeting (Knockwood,1992). It's usually used to decide who has the right to speak[12]. Talking chips is a technique where students participate in group discussions and hand over tokens each time they speak.

Before students speak, they have to put down the chips one by one each time they want to speak. The chip functions as a regulator in the speaking chip procedure. The purpose of the talking chip is to ensure fair participation by regulating how often each member of the group is allowed to speak. Speaking is an obligation for every student in talking chip; this technique encourages passive students to speak.

Talking chips can help students to overcome their difficulties in generating ideas for speaking because it makes them involved in the discussion.

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[11] Spencer Kagan and Miguel Kagan . *Kagan Cooperative Learning,* (San Clemente: CA: Kagan Publishing, 2009) p. 6.15

[12] St. Hartina. *Talking Sticks as a Technique to Stimulate the Students' Speaking Performance in EFL Classroom. Journal of Language Teaching and Learning, Linguistics and Literature*, Vol, 8(1), 2020, p. 2

So, they will share ideas with their group members. Talking chips are also useful for solving class condition problems such as dominating or clashing group members.

The Talking Chips Technique is thought to: (a) give students the opportunity to discover a notion for solving the problem; (b) give students the opportunity to develop creativity in communicating with a friend in his group; and (c) boost the student's motivation.

In other words, the talking chip technique is a technique that attempts equal participation between students by using chips during the discussion. Because discussions are always effective for children.

According to Nilson, Talking chips is a tactic that guarantees that everyone participates equally in discussion groups. Each group member is given a chip belonging to a single member (or another marker, such as an index card). Therefore, there is no difference between pupils who speak out and those who do not. Students will also have the same opportunity to speak in class, which broadens their speaking practice.

4. **Advantages of the Talking Chip Technique**

The book of Kagan Cooperative learning also shows there are some skills or abilities that can be developed by using talking chips as follows:

1. Team building

Team building enables relationships between people, team identity and mutual development, synergistic connections, and makes people respect their differences.

2. Social sickness

Students need a variety of social skills to succeed in cooperative learning and life. These are skills that students practice daily in cooperative classes; Active listening, respecting others' ideas, caring, conflict resolution skills, cooperation, diversity skills, encouraging others, leadership skills, patience, respect, responsiveness, and sharing. Many of these skills are acquired naturally in the process of working together.

3. Communication skills

The most crucial life skill is the ability to communicate effectively. Transferring information from one place to another, whether orally (using voice), in writing (using print or digital media such as books, magazines, websites, or email), visually (using logos, maps, charts, or graphs), or non-verbally (using body language) is simply communication (using body language, gestures, and tone and tone of voice). How well we can communicate is determined by how well this information can be sent and received. Gaining effective communication skills can benefit us in all area of our lives, including work, social interactions, and everything in between.

5. Implementation Talking Chip Technique

There are many implementations of talking chips based on experts. The Talking Chips strategy, according to Kagan is as follows:

1. Each person is given some markers/chips.

2. The teacher gives topics to discuss and gives students time to think.

3. Whenever someone wants to speak, a chip is placed in the center of the table.

4. When someone's chips are in the middle of the table, he or she cannot speak again until everyone's chips are in the middle.

5. Lastly, the chip is then taken and tributes to start again.

C. Conceptual Framework

The conceptual framework underlying in the research is given in the following diagram:
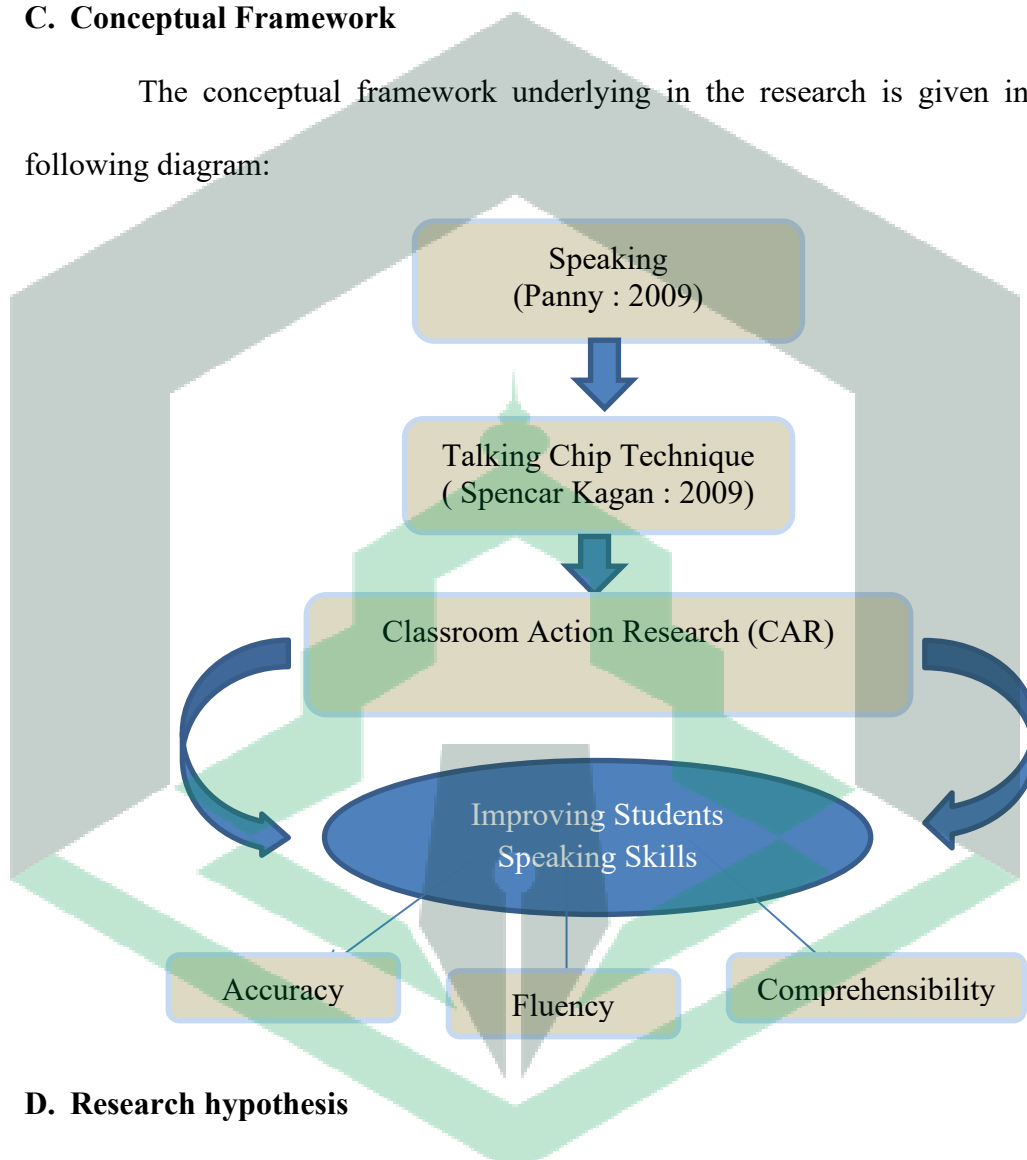
D. Research hypothesis

Based on the theoretical and conceptual framework above, the researcher formulates a hypothesis:

H_O: The use of the talking chips technique is implemented in improving the speaking skills of tenth-grade students at SMAN 5 Palopo.

H$_I$: The use of the talking chips technique is not implemented in improving the speaking skill of tenth-grade students at SMAN 5 Palopo.

CHAPTER III

RESEARCH METHODS

A. Type of Research

In this research, the researcher used an action research study that deals with the use of talking chips to improve the speaking skill in the tenth-grade students of SMAN 5 Palopo. In doing the action research, four phases within one cycle will be passed by research; those are planning, action observation, and reflection. These phases could conducted repeatedly for the other cycle if the result is not researched yet.

B. Research Procedure

1. The subject of the Research

The subjects of this study were 10 students in the tenth grade of SMAN 5 Palopo because only 10 students were active from the beginning of the research to the end of the research.

2. Research location

The research is located at SMAN 5 Palopo in Jl. H Andi Kaddi Radja – Palopo.

3. Research design

This research is a form of classroom action research that is carried out as a problem-solving strategy. In action research, it is divided into 4 stages: Planning, Action, Observing, and Reflecting.

This action research used the spiral model of action research proposed by Kemmis and McTaggart; the research design could be illustrated as follows:

The cycle of Action Research Kemmis and McTaggart Model
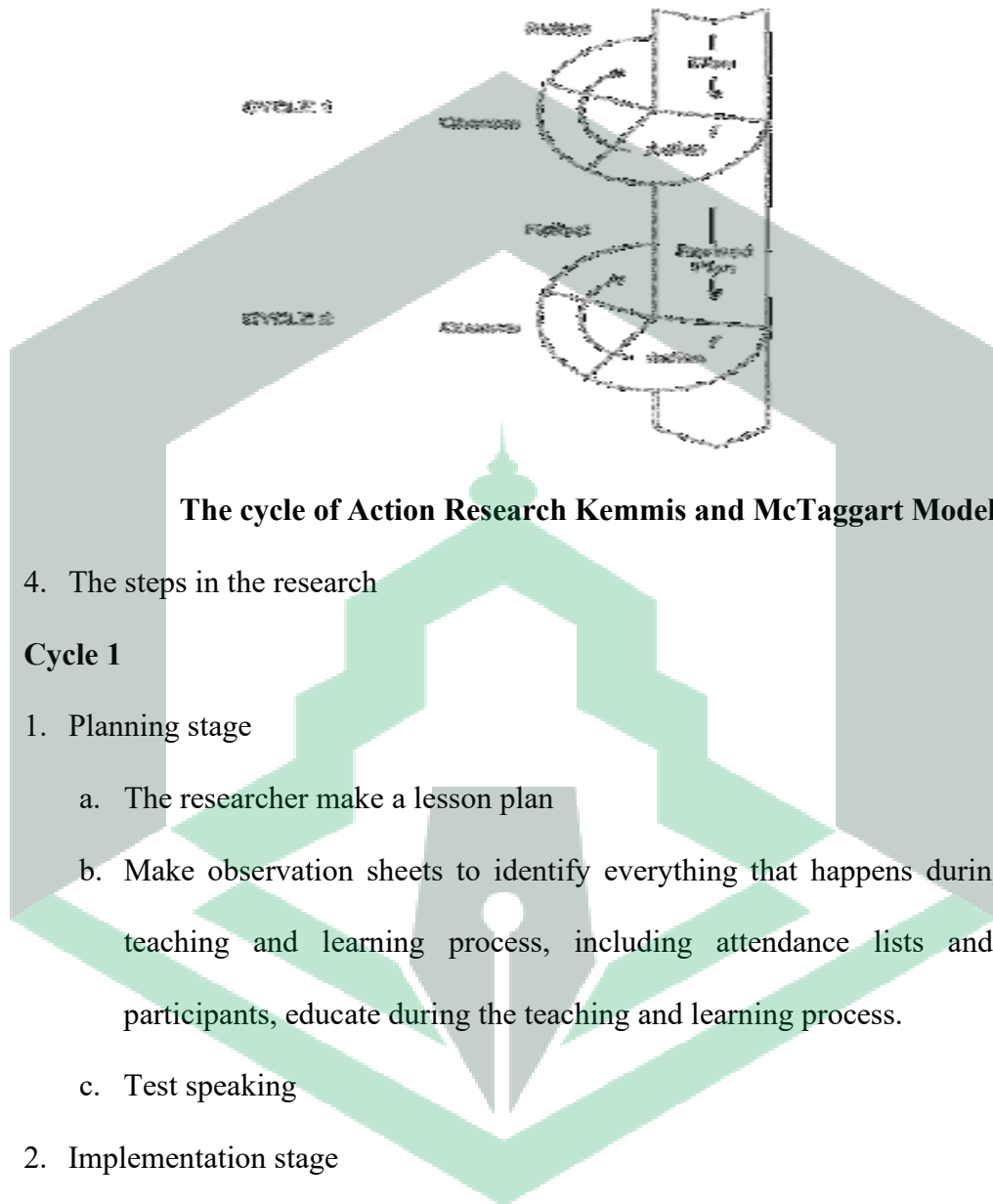
4. The steps in the research

Cycle 1

1. Planning stage

   a. The researcher make a lesson plan

   b. Make observation sheets to identify everything that happens during the teaching and learning process, including attendance lists and life participants, educate during the teaching and learning process.

   c. Test speaking

2. Implementation stage

   a. At the early learning stage, the teacher opened the class by greeting and then asking how students were doing.

   b. Check students attendance

   c. The teacher explains the material

d. During the teaching and learning process, participants are supervised, controlled, and directed and given guidance directly to students who experience difficulties.

e. The learning outcomes of each student are taken as research data.

3. Observation stage

a. During the teaching and learning process, the researcher watches students' actions, their engagement in class, teachers' actions, and the environment of the classroom.

b. The researcher observes students who are active in groups.

c. To do this, the researcher uses a structured observation form that the author has created

4. Reflection stage

This phase is intended to review and assess the first three phases. It is completed utilizing the data gathered to assess the success of the following cycle.

a. A reflection on the teaching and learning process is made by the researcher.

b. The researcher could aware of the action's advantages and disadvantages.

c. The researcher evaluates the result of the test and also from the observation done by the researcher and the observer during the teaching and learning process.

Cycle II

If the study this not yet shows something success in cycle I, then the researcher will continue on cycle II to show some success. On cycle, I have

reflected by the researcher to examine the learning process carried out by a teacher as a reference.

C. Research Instruments

1. Observation sheets

The observation sheet is an observation sheet that must be filled in by the observer.

2. Test

Pre-test and post-tests were administered to see the students' ability in the form of a number. A pre-test was administered before the students receive any treatments from the researcher. However, post-tests were administered after they experienced learning with the talking chip technique.

3. Questionnaire

To make a list of questions then is given to the respondent by letter and is answered by letter too. In this case writer use four alternatives choose as follows:

a. Strongly agree (4)

b. Agree (3)

c. Disagree (2)

d. Strongly disagree (1)

D. Procedure for Data Collection

1. Observation

The observation is used to obtain the data based on the observation in the process of teaching and learning speaking. There a list that consisted of the

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statement about the teaching-learning process, teaching materials, media, and approaches used in the teaching-and-learning process.

2. Test

Pre-test and post-test were given to see students' abilities in the form of numbers. The pre-test was given before the students received any treatment from the researcher. However, the post-test was given after they experienced learning with the talking chip technique. Tests carried out before applying the talking chip are called pre-action tests. This is to measure the students' speaking ability at first. Meanwhile, the test that is carried out after using the talking chip technique is called a post-action test.

3. Questionnaire

The researcher created a number of questionnaire sheets with questions about speaking abilities and the students' opinions of using the silent method to teach speaking abilities. Strongly agree, agree, disagree, and strongly disagree were the four options on the questionnaire.

E. The technique of Data Analysis

The test result, which was gathered for each observation in each cycle, will be descriptively analysed using the percentage technique:

1. Scoring classification

The score on the scoring classification is the information from speaking. They are accuracy, fluency, and comprehensibility J.B. Heaton reported this in Suriani. The following is a detailed explanation.

1) Accuracy

Table 3.1

Classification	Score	Criteria
Excellent	6	The mother tongue only very marginally affects pronunciation. Several little grammatical and lexical mistakes.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A view of minor grammatical and lexical errors but most utterances are correct.
Good	4	Mother tongue has a minor impact on pronunciation, yet there are no significant phonological problems. Several grammatical and lexical mistakes merely cause confusion.
Average	3	Only a few major phonological faults, some of which are confusing, are seriously influenced by mother tongue on pronunciation.
Poor	2	Mother language has a significant impact on pronunciation, and mistakes can hinder communication. Many lexical and "simple" grammar mistakes.

Very Poor	1	Numerous "simple" grammar and lexical mistakes as well as grave pronunciation faults. No indication that any of the language abilities and regions practiced throughout the course have been mastered.

2) Fluency

Table 3.2

Classification	Score	Criteria
Excellent	6	Speak with a moderate range of expression and without exerting too much effort. occasionally looks for words, but only one or two odd pauses.
Very Good	5	The delivery is generally fluid with only a few awkward pauses, but sometimes needs to make an effort to seek.
Good	4	There aren't many unnatural pauses, despite the fact that he frequently has to make and find words. generally a smooth delivery. Occasionally incomplete but effective at communicating the main idea. decent variety of expressiveness
Average	3	Has to work hard a lot of the time. One frequently needs to look for the desired meaning. Delivery that is sometimes halting and incomplete. At times, I almost

		give up trying. Restricted in terms of expression.
Poor	2	He takes long pauses as he looks for the right message. delivery that is sometimes halting and incomplete.
Very Poor	1	Extended, unnatural pauses that are full. Very sluggish and jumbled delivery. occasionally gives up making an effort. very little expressive variety.

3) Comprehensibility

Table 3.3

Classification	Score	Criteria
Excellent	6	The speaker's goal and overall meaning are simple for the listener to understand. Very little clarifications or interruptions are necessary.
Very Good	5	Intentions and overall meaning are fairly obvious from the speaker. The listener will need to interrupt a few times in order to clarify some points.
Good	4	Most of the speaker's words are simple to understand. His intentions are always obvious, but he frequently needs to be interrupted in order to get his point over or get more information.
Average	3	Much of what is stated can be understood by the listener,

		but he must constantly ask for clarification. Many of the speakers' longer or more complicated sentences are difficult to grasp.
Poor	2	Only a small portion (often a few short sentences and phrases) of what is being said can be understood, and only after great effort on the part of the listener.
Very Poor	1	Not much of what is said is understandable. The speaker is unable to provide any clarification, despite the speaker's best efforts and interruptions.[13]

According to the aforementioned table, pupils will receive an exceptional grade if they receive a 6, a very good grade if they receive a 5, a good grade if they receive a 4, a terrible grade if they receive a 2, and a very poor grade if they receive a 1.

2. The analysis of the test

   a. The following formula will be used to calculate a student's right response test score:

   $$Score = \frac{total\ correct\ answer}{total\ test\ item} \times 100$$

   b. The following classification of used to determine the student's level:

      a. Excellent is rated between 80 and 100

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[13] Suriani, *Improving Students' Speaking Skill through Point Counterpoint Strategy at The Eleventh Year Of MAN Palopo*. (published Thesis : 2014)p. 36

b. Very Good between 70 and 79

c. Good as 60–69

d. Poor as 50–59

e. Very poor is classified as 0- 49

c. The formula for determining the mean score:

$$\mathbf{x} = \frac{\Sigma \mathbf{x}}{N}$$

Where:

x = Mean Score

$\Sigma\mathbf{x}$ = Total Score

N = Total Respondents

3. The analysis of the questionnaire and observation

$$\text{Mean} = \frac{total\ score}{total\ item}$$

$$\text{Percentage} = \frac{mean}{max.score}\ \text{X}\ 100$$

BAB IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings from classroom action research that was done to improve students' speaking skills through techniques of talking chips in the tenth grade of SMA Negeri 5 Palopo.

Cycle 1

In the three meetings in cycle I with test speaking, the following actions based on the recommendations for action research in the classroom in the first:

1. Planning

To conduct the action research, various tools that had been developed and used in the past, namely:
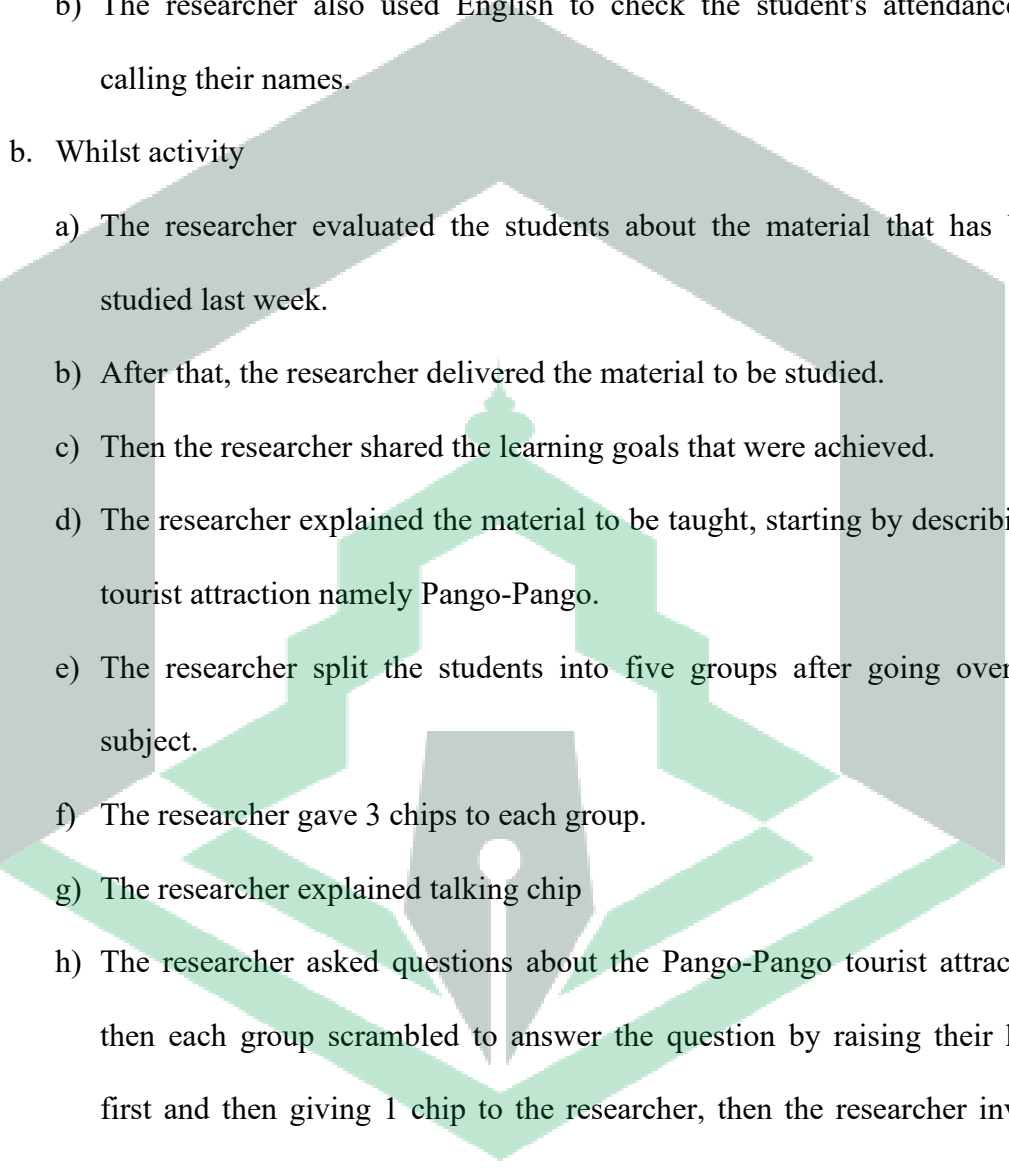
   a) The researcher's prepared the teaching media, material and research instrument

   b) The researcher made a lesson plan

2. Action

In the first meeting in cycle I on Thursday 13 October 2022, the researcher gave a pre-test to explore the students' knowledge about describing tourist attractions.

The second meeting

The action of a cycle I was implemented on Thursday 20 October 2022 the complete description is provided below:

a. Opening activity

   a) Before the teaching and learning process started, the researcher said welcome to the participants.

   b) The researcher also used English to check the student's attendance by calling their names.

b. Whilst activity

   a) The researcher evaluated the students about the material that has been studied last week.

   b) After that, the researcher delivered the material to be studied.

   c) Then the researcher shared the learning goals that were achieved.

   d) The researcher explained the material to be taught, starting by describing a tourist attraction namely Pango-Pango.

   e) The researcher split the students into five groups after going over the subject.

   f) The researcher gave 3 chips to each group.

   g) The researcher explained talking chip

   h) The researcher asked questions about the Pango-Pango tourist attraction, then each group scrambled to answer the question by raising their hand first and then giving 1 chip to the researcher, then the researcher invited them to answer the question.

   i) The winning group is the group that has few chips then the losing group is the group that still has a lot of chips and then gets punished by memorizing 5 nouns in the class.

c. Closing activity

    a) The researchers with students conclude the material that has been taught.

    b) The researcher ended the class by saying thank you and then left the class.

        In the third meeting in cycle 1 on Friday 21 October 2022, the researcher gave a test to the students to find out the extent of their speaking ability after applying the talking chip technique in teaching.

Table 4.1 The result of students' tests in cycle I

No	Respondents	The aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	R1	2	2	2	59
2	R2	2	2	2	59
3	R3	1	1	2	50
4	R4	1	1	2	50
5	R5	1	1	1	49
6	R6	2	2	2	59
7	R7	1	1	2	50
8	R8	1	1	1	49
9	R9	2	2	2	59
10	R10	1	1	1	49
					533
TOTAL		MEAN SCORE			53,30

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

$$= \frac{533}{10}$$

$$= 53,3$$

        The highest score is 59, while the lowest is 49, according to the table above. The following student learning outcomes group the value of learning outcomes in cycle 1 into 5 categories:

Table 4.2 Category test cycle 1

No	Classification	Rating	Frequency	Percentage
1	Excellent	80-100	**0**	**0 %**
2	Very Good	70-79	**0**	**0 %**
3	Good	60-69	**0**	**0 %**
4	Poor	50-59	7	70 %
5	Very Poor	0-49	3	30 %
	Total		**10**	**100 %**

Based on table 4.2, 7 students scored in the poor category and 3 students in the very poor category out of 10 students who took the test in cycle I.

2. Observation

Based on the researcher's observation of the cycle 1 teaching and learning process, the following information was obtained:

a. When the researcher explained the material, the students were still not paying attention.

b. Some students are engaged in other activities while learning is taking place.

c. Noise levels increased when the researcher divided the students into groups and when the talking chip technique was applied.

d. When the students are divided into groups, in the group some are active in giving information to their friends, and some are not.

e. The researcher shows the activeness of students based on how many opinions are expressed by students.

Table 4.3 The result observation of students' activeness in cycle 1

No	Student's name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			
2	R2	√			
3	R3		√		
4	R4		√		
5	R5			√	
6	R6	√			
7	R7		√		
8	R8		√		
9	R9	√			
10	R10			√	

The student's engagement or drive to get better at learning English and their speaking skills through the talking chip technique were assessed using the observation sheet, where the students' employing observation sheets from the meetings of each cycle, activity was gathered:

a. The pupils actively participate in all activities during the instructional process and are very responsive and energetic.

b. Active learning is when students use the talking chip technique to reply to the material being taught during the learning process.

c. Less active, yet they still pay attention, respond when asked questions, and participate when divided into different groups for discussion.

d. Passive, they are students who do not actively pay attention and provide responses in each group.

3. Reflection

The researcher's goal is to enhance the learning in one cycle implementation of students' speaking skills through the talking chip technique.

a. Based on the test results in cycle I, the researcher found that there were still 70% of students who were classified as poor and 30% of students were classified as very poor.

b. When the researcher explained the material being taught, some students focused more on the activities they were doing than what the researcher said.

c. When students were divided into several groups and discussed tourism object material, there were still some students who were less active in groups.

d. When the researcher applied the talking chip technique the students did not understand the talking chip technique so the students were a little confused.

e. When the researcher invited a representative from each group to give their opinion about a tourist object they felt embarrassed when they wanted to speak.

f. When the researcher conducted the speaking test the students tended to be more inclined to reading skills not speaking.

Seeing this situation, the researcher gave the students guidance and motivation to want to focus more on the researcher's explanations, and when the students were in groups, they focused more on the group. And then when the researcher invited one representative from each group to give an opinion they

were not feeling shy to speak. Regarding the researcher's original objective, which was to improve students' speaking skills through the talking chips technique, the researcher concluded that the first cycle's execution of learning through the talking chip. It motivates the researcher to advance to cycle II since if they stop at cycle I, the research is deemed failed because the set goals were not achieved. Then the action that will be carried out by further researchers is to further improve students' speaking skills by using the talking chip technique, to discipline students more during the teaching and learning process takes place.

Cycle II

The sole cycle II conference that involved test speaking. Cycle II's objective is to carry out cycle I tasks in a more effective way by correcting cycle-perceived flaws.

1. Planning

Action research involves designing and implementing modifications earlier, specifically:

  a. The researchers prepare the teaching media, material, and research instrument

  b. The researcher made a lesson plan

2. Action

On Thursday, October 27, 2022, the second cycle action was put into action. To carry out the learning activities, the lesson plan that had been prepared in advance was used.

a. Opening Activity

   a) The researcher welcomes the students and asks how the students are doing before the teaching and learning process begins.

   b) The researcher also used English to call the students' names to check their attendance.

b. Whilst activity

   a) The researcher evaluates the students about the material that has been studied last week.

   b) The researcher conveyed the learning objectives that have occurred.

   c) The researcher tried to ensure students' understanding of describing tourist attractions before the teaching and learning process begins.

   d) The students split up the researcher into five groups after explaining the material.

   e) The researchers explain about talking chips.

   f) The researcher gave 1 chip to each group

   g) The researcher gave 15 minutes for each group to discuss the object that had been given.

   h) Each group made a circle then the researcher asks 1 question about the kete' kesu tourism place, then each group member holding the chip must give an opinion on the topic that has been determined by the researcher. If the group members cannot give an opinion then the chip will not move. But if the group members can give their opinion then the chip can only be

transferred to other group members. This activity will continue until finally, all group members give their opinion.

c. Closing activity

   a) The researchers with students conclude the material that has been taught.

   b) The researcher ended the class by saying thank you and then left the class.

After giving the material, students are then subjected to a test to ascertain the degree of their speaking skills.

<div align="center">Table 4.4 The result of students' tests in cycle II</div>

No	Respondents	The aspects of speaking assessment			Score of test
		Accuracy	fluency	Comprehensibility	
1	R1	5	4	5	90
2	R2	4	4	4	79
3	R3	5	4	5	90
4	R4	4	4	5	80
5	R5	4	4	3	75
6	R6	5	4	5	90
7	R7	4	3	4	75
8	R8	3	3	4	70
9	R9	5	4	5	90
10	R10	4	3	3	70
		43	37	43	809
TOTAL		MEAN SCORE			80,90

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

$$= \frac{809}{10}$$

$$= 80.9$$

According to table 4.4, the best score was 90, and the lowest was 70, as seen in the above table. If the value of their cycle II learning outcomes is taken into account, the student's learning results are as follows is divided into 5 categories:

Table 4.5 Category test cycle II

No	Classification	Rating	Frequency	Percentage
1	Excellent	80-100	**5**	**50 %**
2	Very Good	70-79	**5**	**50 %**
3	Good	60-69	**0**	**0 %**
4	Poor	50-59	**0**	**0 %**
5	Very Poor	0-49	**0**	**00 %**
	Total		**10**	**100 %**

Based on table 4.5, out of 10 students who took the test in cycle II, 3 students' received an excellent category, 3 students received a very good category and 3 received a good category.

3. Observation

Based on the researcher's observation of the cycle II teaching and learning process, the following data was gathered:

a. Some students are involved in other activities during the learning process.

b. After students are divided into several groups, some actively inform their friends, and some do not.

c. Researchers show student activity based on how many opinions are expressed.

Table 4.6 The result observation of students' activeness in cycle II

No	Student's name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			
2	R2	√			
3	R3	√			
4	R4		√		
5	R5	√			
6	R6	√			

7	R7		√		
8	R8	√			
9	R9	√			
10	R10	√			

After employing the talking chip technique, students became more engaged or motivated to learn English, particularly speaking abilities. This was measured using observation sheets, which were used to gather data on student activities at each cycle meeting.

a. The students actively participate in all facets of the instructional process and are very attentive and energetic.

b. Active learning refers to a student's response to the content being taught through the implementation of the technique of talking chip.

4. Reflection

Questionnaires were given to 10 respondents to see students' responses to the talking chips technique. In the questionnaire 10 questions must be answered by students of SMAN 5 Palopo where students must choose one of the question options using the answers "Strongly Agree", "Agree", "Undecided", "Disagree" or "Strongly Disagree".

Table 4.7 the result questionnaire students'

NO	Statement	SA	A	U	D	SD
1.	After using the talking chips technique, I was more interested in learning speaking.	5	2	3		
2.	Learning speaking by using the talking chips technique can improve my speaking skills.	3	3	3	1	

No.	Statement				
3.	Learning speaking by using the talking chips technique makes me feel less awkward speaking using my own words.	1	7	2	
4.	Learning speaking by using the talking chips technique can give me the confidence to speak.	3	4	2	1
5.	Learning speaking by using the talking chip technique gave me the courage to express my opinion.	2	7		1
6.	The use of the talking chips technique is very necessary to help students improve their speaking skills.	4	5	1	
7.	I enjoy and feel at ease utilizing the talking chips method to learn to speak.	2	6	2	
8.	I feel motivated to learn to speak using the talking chips technique.		9	1	
9.	Understanding the subject matter is made simpler for me because I can communicate my opinions clearly after using the talking chips technique to learn to speak.	3	6	1	
10.	Learning to speak using the talking chips technique pushed me to be more active in learning to speak.	3	5	2	
	Total	**26**	**54**	**17**	**3**
	Percentage	**52%**	**60%**	**50%**	**30%**

Based on the results of the questionnaire there were 52% chose the strongly agree option, 60% chose the agree option, then 50% chose the undecided option and 30% chose the disagree option. Based on the results of the questionnaire percentage, most students agreed to apply the talking chip technique to improve English skills, especially speaking skills.

Based on test results in cycle II there were 50% of students in the excellent category and 50% of students in the very good category. So the

researchers concluded that there was an increase in students' speaking skills through the application of the talking chips technique.

B. Discussion

The accuracy, fluency, and comprehension of the three items were checked in this study based on three speaking criteria. A total of 10 students participated in the study as respondents. From observations, it can be seen that children often make mistakes in pronouncing English words. Also, they cannot master English vocabulary and functional expressions, which makes them verbally impotent. Furthermore, the students struggled with motivation and self-confidence. Instead of letting students use the target language, the teacher just repeatedly explains. The ultimate goal of learning English was not achieved because there was no sincere communication during the activity. Lack of communication and repetitive activities. Based on the description of the previous problem, the researcher conducted a study at SMAN 5 Palopo called the application of the speaking chip technique in improving students' speaking skills. This study aims to assist English teachers in improving students' speaking skills and assisting students in achieving their English learning goals. Based on the findings of the two-cycle study, the talking chip technique was applied at SMAN 5 Palopo to improve students' speaking skills. The success of the research is indicated by the increase in student learning outcomes in these subjects.

The results of the study found that the application of the speaking chip technique in improving the speaking skills of the research students formed students in groups to be more competitive in one group with another group. The

researcher then gave instructions to each group. The group that has few chips is the winner, then the group that still has a lot of chips is the loser and gets punished by memorizing 5 nouns in the class.

The cycle test I evaluation result showed that the students' best score was 69 and their lowest score was 40. The researcher examined the students' inadequacies after seeing the students' classrooms. When the students divide into groups, the environment becomes noisy because the students are not paying attention, some of whom are preoccupied with other things throughout the learning process. Students learning processes were not successfully observed during the cycle, and their test scores were low.

The highest student score in cycle II was 90, and the lowest was 70. Students have started to understand and become familiar with the researcher's use of talking chips as cycle II is implemented. Researchers' use of the talking chips technique to help students talk more clearly can be said to be successful.

The stages of implementation of the cycle I and cycle II are not much different. Cycle I used 3 chips per group, it's just that students who wanted to give opinions were limited, if the 3 chips were used up, students could no longer give their opinions while cycle II only used 1 chip per group. But students who want to give opinions are not limited because the chip will move to another student if the student holding the chip has given his opinion. so each member of the group will get the opportunity to give their opinion. In the first cycle, the class atmosphere was very rowdy during the group division. then in cycle II, the class atmosphere

was not too noisy. And in cycle II, the researcher chose the material taught in the previous cycle.

In this questionnaire, most students chose the answer options "agree" and "strongly agree". However, there was one student who chose the "undecided" and "disagree" options. The resulting questionnaire shows that students are very happy and like the implementation of the talking chip technique.

This research is in line with Muhammad Iqbal Ripo Putra (2015) who found the talking chips technique is an effective method to teach speaking to the first-semester students of the English Education Department of a University in Pontianak. The effectiveness of the method is influenced by the student's level of intelligence.[14] Furthermore, Muhammad Muklas (2017) also interpreted that teaching speaking by using the Talking Chips Technique enabled them to get better scores. It meant that Talking Chips Technique was effective to improve students' speaking ability.[15]

Based on the research findings that there are differences and similarities between previous studies and the researchers' research, the researchers draw these conclusions. Speaking to understand students' speaking skills is the main goal of similarity. The main content or game in this study only focuses on the application of the talking chip technique and describing tourist attractions, which make a difference.

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[14] Muhammad Iqbal et al., *"The Effectiveness Of Talking Chips To Teach Speaking Viewed From Students' Intelligence,"* 2015, 125–42.

[15] Muhammad Muklas, "*Talking Chips Technique To Teach Speaking,*" *Journal of English Language Education and Literature* 2, no. 1 (2017): 58–64.

Based on the results, students performed better when the talking chip technique was applied, and their enthusiasm for learning also increased. The talking chip technique makes students more able to play an active role and students are also more interested in the teaching and learning process. This is because all students are directly involved in the teaching and learning process and can complete the assignments given by discussing with their groups. Things like that encourage every student to speak in the teaching and learning process. Therefore in this study it has been shown that applying the talking chip technique in the classroom is more effective, it can also increase student engagement and understanding of the subject matter.
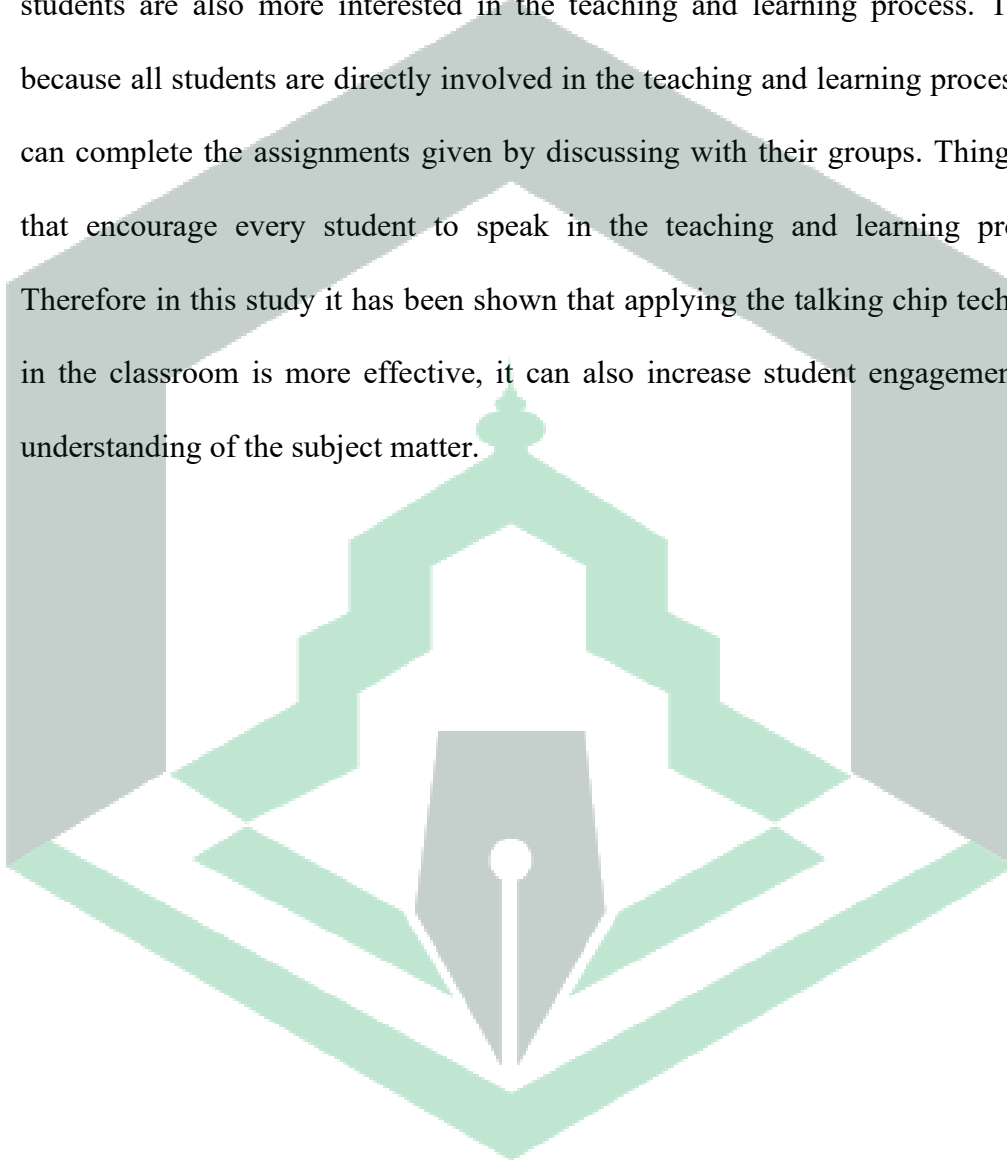
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data findings and discussion in the previous chapter, there was an increase in the speaking skills of the tenth-grade students of SMAN 5 Palopo who applied the talking chips technique. Researchers formed students into several groups to be more competitive in one group with other groups. The researcher then gave instructions to each group about talking chips. each group gets 1 chip then they make a circle. after that, the examiner gave questions about the previous material. then the student holding the chip must give his opinion if the student does not give an opinion then the chip will not move. This activity will continue until all group members give their opinion. It is intended that the application of the talking chips technique in the classroom as part of action research to improve students' speaking skills has been successful.

B. Suggestion

Based on the researcher's data and data analysis, English teachers are recommended as follows:

1. For teachers

   a. By using the right technique, activity, or method, the teacher must be able to convince students that learning English is fun and interesting.

   b. The teaching and learning process can be fun, enjoyable, and interesting. They must be flexible and pay attention to the needs of learners.

c. The talking chips technique should be considered as a technique for teaching in the classroom and may be effective for improving students' speaking skills.

2. For students

a. Students should strive to share thoughts and become active participants in the learning process in class.

b. Students should pay more attention to the teacher's explanation and show greater interest in English. so that they can understand the material taught by the teacher.

c. Students must also have high motivation to learn English, especially in speaking because speaking is the most important English.

3. For other researchers

Hopefully useful for further research. Communication can be improved in several contexts of teaching speaking games. Other researchers working in the same field can use this research as a reference.

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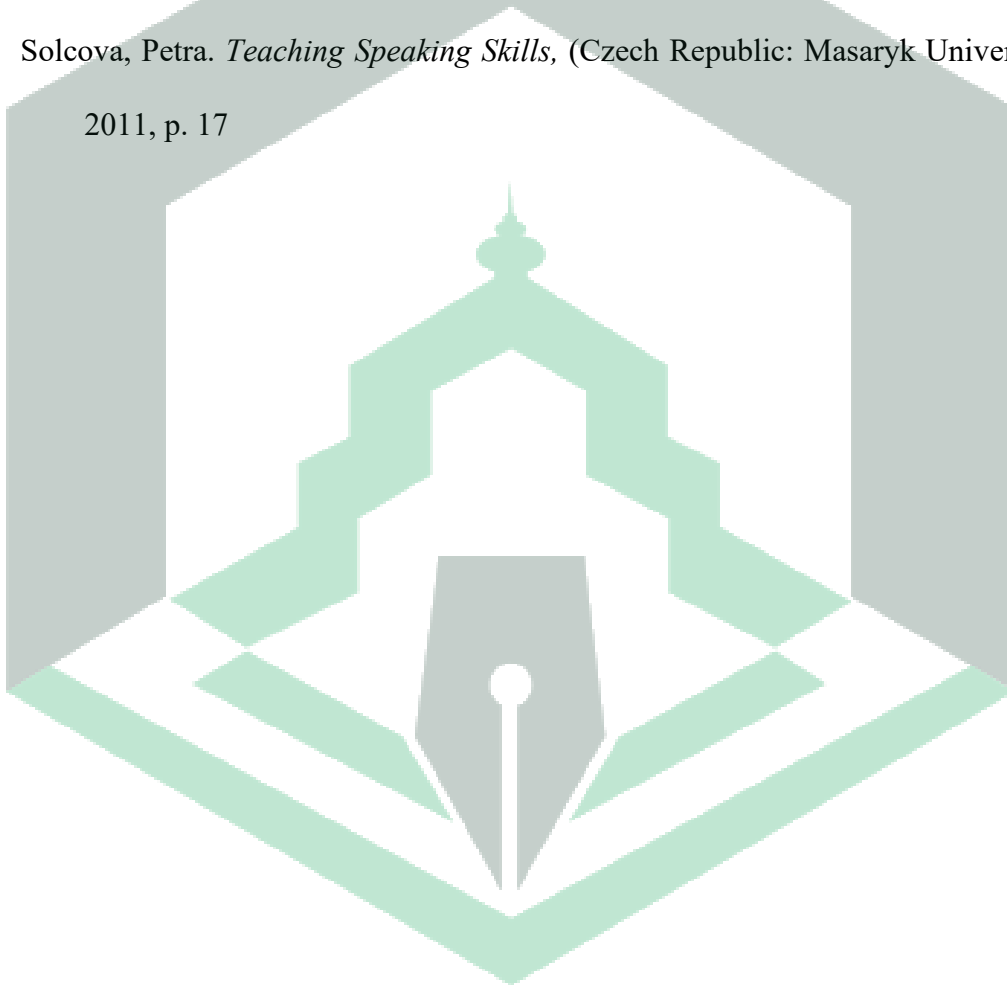
APPENDICES

Appendix 1 Speaking Test

Answer the questions below orally?

Cycle I

What is your opinion about Pancasila Court in 3 minutes?

Cycle II

What makes Latuppa an attractive tourist spot?

Appendices 2 Observation Sheet

Observation Sheet

Materi :

Tanggal pengamatan :

Jumlah siswa yang diamati :

Berilah tanda centang pada kolom skor sesuai dengan kondisi sebenarnya.

No	Aspects observed	Skor			
		1	2	3	4
1.	Antusiasme siswa saat mengikuti pembelajaran				
2.	Perhatian siswa terhadap guru pada saat penyampaian materi				
3.	Keaktifan siswa dalam bertanya dan menjawab pertanyaan				
4.	Interaksi siswa saat melakukan aktivitas secara berkelompok				
5.	Ketertiban siswa saat mengikuti proses pembelajaran				
6.	Penampilan hasil karya siswa dalam kelompok				
7.	Penampilan hasil karya siswa secara individu				
	Jumlah				
	Persentase				
	Kriteria				

Keterangan:

    1: kurang

    2: cukup

    3: baik

    4: sangat baik

Appendices 3 Validation Observation Sheet

SURAT PERNYATAAN VALIDASI

LEMBAR OBSERVASI

Saya yang bertanda tangan dibawah ini:

Nama : Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd.

NIP : *

Pendidikan akhir : S2

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Nurhaiti

NIM : 18 0202 0055

Prodi : Pendidikan Bahasa Inggris

Judul TA : The Implementation of Talking Chips Techniques in Improving Student's Speaking Skill

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

☑ Layak digunakan untuk penelitian

☐ Layak digunakan dengan perbaikan

☐ Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 03 Oktober 2022

Validator,

Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd

NIP.

Catatan:

☐ Beri tanda √

Appendices 4 Questionnaire

<div align="center">

QUESTIONNAIRE
</div>

A. Identitas Respondent

4. Nama Responden : ………………..
5. Kelas : ………………..

B. Petunjuk

1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS = Sangat Setuju TS = Tidak Setuju
S = Setuju STS = Sangat Tidak Setuju
RR = Ragu-Ragu

NO	Pertanyaan	SS	S	RR	TS	STS
11.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.					
12.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.					
13.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.					
14.	Belajar *speaking* menggunakan *teknik talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.					
15.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.					
16.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka					
17.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.					
18.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.					
19.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.					
20.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari *speaking*.					

Appendices 5 Validation Questionnaire

SURAT PERNYATAAN VALIDASI

QUESTIONNAIRE

Saya yang bertanda tangan dibawah ini:

Nama : Tri Endar Yogi Setia di Saputra, S.Pd., M.Pd.

NIP : -

Pendidikan akhir : S2

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Nurhajti

NIM : 18 0202 0055

Prodi : Pendidikan Bahasa Inggris

Judul TA : The Implementation of Talking Chips Techniques in Improving Student's Speaking Skill

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

- [✓] Layak digunakan untuk penelitian
- [ ] Layak digunakan dengan perbaikan
- [ ] Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 03 Oktober 2022

Validator,

Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd.

NIP.

Catatan:

- [ ] Beri tanda √

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Appendices 6 Transcript Speaking test

Day, Date   : Friday, 21 October 2022

Place   : Class X/MIA I

Source person : Class Students X/MIA I

Cycle I

What do you think about the field of Pancasila? And what are the advantages and disadvantages?

R1: The advantage of the Pancasila field is that it is a place for people to sport. … di sana juga lots of snacks. The lack of the Pancasila field is the lack of lighting.

R2: The … lebihan dari Pancasila field is a family vacation spot; the drawback is a …. Kurangnya lighting.

R3: The advantage of the Pancasila field is banyak plays children's and … kekurangannya is that there are too many sampah berserahkan.

R4: The advantage of Pancasila field is there a lot of snacks disepanjang jalan and the lack of the pancasila field is kurangnya penerangan.

R5: The advantage of Pancasila field is as a hangout for young people. The lack of the Pancasila field is lots of garbage lying around.

R6: In the pancasila field there are many … pengamen

R7: … Di lapangan pancasila so many tukang parker

R8: The penjual jajanan in Pancasila are not … tersusun with .. rapi.

R9: Pancasila field is also used by people … sebagai place for … pacaran.

R10: in pancasila also … kurangnya penyediaan place sampah.

Day, Date : Thursday, 27 October 2022

Place : Class X/MIA I

Source person : Class Students X/MIA I

Cycle II

What makes Latuppa an attractive tourist spot?

R1: The place is very cool.

R2: Latuppa is away from pollution.

R3: The water is clean and cold.

R4: Latuppa is also widely used by people as a family vacation spot.

R5: In latuppa, there are many places to take pictures.

R6: Latuppa is one of the tourist attractions that are easy to reach.

R7: Entrance tickets at Latuppa tourist attractions are also very cheap.

R8: Latuppa is also a clean and very cool tourist spot.

R9: Latuppa provides several facilities, such as a place to relax and a place to pray.

R10: In latuppa, there is a very loud waterfall and cool air.

Appendices 7 Observation Result

Cycle I

Observation Sheet

Materi : Tourist Attraction / Pango-Pango

Tanggal pengamatan : Kamis, 20 Oktober 2022

Jumlah siswa yang diamati : 10

Berilah tanda centang pada kolom skor sesuai dengan kondisi sebenarnya.

No	Aspects observed	Skor			
		1	2	3	4
1.	Antusiasme siswa saat mengikuti pembelajaran			✓	
2.	Perhatian siswa terhadap guru pada saat penyampaian materi			✓	
3.	Keaktifan siswa dalam bertanya dan menjawab pertanyaan		✓	✓	
4.	Interaksi siswa saat melakukan aktivitas secara berkelompok		✓		
5.	Ketertiban siswa saat mengikuti proses pembelajaran		✓		
6.	Penampilan hasil karya siswa dalam kelompok		✓		
7.	Penampilan hasil karya siswa secara individu	✓			
	Jumlah				
	Persentase				
	Kriteria				

Keterangan:

1: kurang

2: cukup

3: baik

4: sangat baik

Cycle II

Observation Sheet

Materi : Tourist Attraction / Pakabio

Tanggal pengamatan : Kamis, 27 Oktober 2022

Jumlah siswa yang diamati : 10

Berilah tanda centang pada kolom skor sesuai dengan kondisi sebenarnya.

No	Aspects observed	Skor			
		1	2	3	4
1.	Antusiasme siswa saat mengikuti pembelajaran				✓
2.	Perhatian siswa terhadap guru pada saat penyampaian materi				✓
3.	Keaktifan siswa dalam bertanya dan menjawab pertanyaan			✓	
4.	Interaksi siswa saat melakukan aktivitas secara berkelompok			✓	
5.	Ketertiban siswa saat mengikuti proses pembelajaran				✓
6.	Penampilan hasil karya siswa dalam kelompok			✓	
7.	Penampilan hasil karya siswa secara individu			✓	
	Jumlah				
	Persentase				
	Kriteria				

Keterangan:

1: kurang

2: cukup

3: baik

4: sangat baik

Appendices 8 Questionnaire result

QUESTIONNAIRE

A. **Identitas Responden**
1. Nama Responden   : MEIAN..........
2. Kelas   : X MIPA 1.....

B. **Petunjuk**
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS	— Sangat Setuju	TS	— Tidak Setuju
S	— Setuju	STS	— Sangat Tidak Setuju
RR	— Ragu-Ragu		

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.		✓			
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.		✓			
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.			✓		
4.	Belajar *speaking* menggunakan teknik *talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.			✓		
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.		✓			
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka		✓			
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.	✓				
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.	✓				
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.		✓			

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QUESTIONNAIRE

A. Identitas Responden
1. Nama Responden : MUH. AGUNG ILHAM
2. Kelas   : X MIPA I

B. Petunjuk
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju
RR	= Ragu-Ragu		

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.	✓				
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.		✓			
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan teknik *talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.		✓			
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.	✓				
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka.	✓				
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.		✓			
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.		✓			

QUESTIONNAIRE

A. **Identitas Responden**
1. Nama Responden   : Muhammad Alpitriansyah
2. Kelas   : X. ipa. 1

B. **Petunjuk**
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju
RR	= Ragu-Ragu		

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.	✓				
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.		✓			
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan *teknik talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.		✓			
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.		✓			
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka			✓		
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.		✓			
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.	✓				

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QUESTIONNAIRE

A. Identitas Responden
1. Nama Responden   MuH . Fajar
2. Kelas   X Mia 1

B. Petunjuk
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju
RR	= Ragu-Ragu		

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.			√		
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.				√	
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.			√		
4.	Belajar *speaking* menggunakan *teknik talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.				√	
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.				√	
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka	√				
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.			√		
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		√			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.			√		
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.		√			

QUESTIONNAIRE

A. Identitas Responden
1. Nama Responden ....
2. Kelas ....

B. Petunjuk
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS = Sangat Setuju   TS = Tidak Setuju
S = Setuju   STS = Sangat Tidak Setuju
RR = Ragu-Ragu

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.			✓		
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya			✓		
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan teknik *talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.		✓			
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat.		✓			
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka		✓			
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya		✓			
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari *speaking*.			✓		

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QUESTIONNAIRE

A. Identitas Responden
1. Nama Responden : Muhzaqwan Darwis
2. Kelas : X. MIA. 1

B. Petunjuk
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS = Sangat Setuju   TS = Tidak Setuju
S = Setuju   STS = Sangat Tidak Setuju
RR = Ragu-Ragu

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar *speaking*.	✓				
2	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.			✓		
3	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.	✓				
4.	Belajar *speaking* menggunakan teknik *talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.	✓				
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat.			✓		
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka.		✓			
7	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.			✓		
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.		✓			
10	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.		✓			

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QUESTIONNAIRE

A. Identitas Responden
1. Nama Responden .... : suci.armaela,tambing
2. Kelas .... : x. mia 1

B. Petunjuk
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju
RR	= Ragu-Ragu		

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.			✓		
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.			✓		
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan *teknik talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.			✓		
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.		✓			
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka		✓			
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.			✓		
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.			✓		
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.		✓			
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.			✓		

QUESTIONNAIRE

A. **Identitas Responden**
1. Nama Responden   *Reza abil al fari 21*
2. Kelas   *X Mia 1*

B. **Petunjuk**
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

        SS   = Sangat Setuju   TS   = Tidak Setuju
        S   = Setuju   STS   = Sangat Tidak Setuju
        RR   = Ragu-Ragu

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.	✓				
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.	✓				
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan teknik *talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.	✓				
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.	✓				
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka		✓			
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.	✓				
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.	✓				

QUESTIONNAIRE

A. Identitas Responden
1. Nama Responden   : ANDI SUCI FIRNITIKA AMANDA
2. Kelas   : X MIA I

B. Petunjuk
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

     SS   = Sangat Setuju   TS   = Tidak Setuju
     S   = Setuju   STS   = Sangat Tidak Setuju
     RR   = Ragu-Ragu

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.	✓				
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.	✓				
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan *teknik talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.	✓				
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.		✓			
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka		✓			
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips.*		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips.*		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.		✓			
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.		✓			

QUESTIONNAIRE

A. **Identitas Responden**
1. Nama Responden   : Siti Masyithah Nasywa. M
2. Kelas   : x MIA 1

B. **Petunjuk**
1. Bacalah dengan teliti pertanyaan yang ada sebelum menjawab angket ini.
2. Berilah tanda centang pada pilihan anda.

SS   = Sangat Setuju   TS   = Tidak Setuju
S   = Setuju   STS   = Sangat Tidak Setuju
RR   = Ragu-Ragu

NO	Pertanyaan	SS	S	RR	TS	STS
1.	Setelah menggunakan teknik *talking chips* saya lebih tertarik dalam belajar speaking.		✓			
2.	Belajar *speaking* menggunakan teknik *talking chips* dapat meningkatkan kemampuan *speaking* saya.	✓				
3.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya merasa tidak canggung untuk speaking menggunakan kata-kata saya sendiri.		✓			
4.	Belajar *speaking* menggunakan *teknik talking chips* dapat menghadirkan rasa percaya diri bagi saya untuk berbicara.		✓			
5.	Belajar *speaking* menggunakan teknik *talking chips* menumbuhkan keberanian pada diri saya untuk mengemukakann pendapat.		✓			
6.	Penggunaan teknik *talking chips* benar-benar diperlukan untuk membantu siswa meningkatkan *speaking* mereka	✓				
7.	Saya merasa senang dan nyaman belajar speaking menggunakan teknik *talking chips*.		✓			
8.	Saya merasa termotivasi untuk belajar *speaking* menggunakan teknik *talking chips*.		✓			
9.	Belajar *speaking* menggunakan teknik *talking chips* membuat saya lebih mudah memahami materi karena saya dapat mengungkapkan langsung pendapat saya.		✓			
10.	Belajar *speaking* menggunakan teknik *talking chips* mendorong saya lebih giat mempelajari speaking.		✓			

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Appendices 9

LESSON PLAN

Class	:	X/MIA 1
Topic	:	Text Descriptive: Tourist Attraction/Pango-Pango
Skill	:	Speaking
Objectives	:	Students can describe tourist attraction
Times	:	1X45 Minutes
Meeting	:	1 **(Treatment 1 Cycle I)**

Present activities	Interaction	Time
Opening • Opening • Greeting the students • Praying • Attendance List • Attention grab • Presentation Material The teacher explains the material and steps to play talking chips	T- SS	15 Minutes

Practice activities	Interaction	Time
1. Students are divided into 4-6 groups with the same number of members and balanced. 2. Each group is given 1 card containing a picture and given time to observe the picture on the card. Then each member of the group is given a chip containing a question about the picture given previously. 3. After that, each group is allowed to describe the picture that has been given previously based on the questions contained in the chip.	SS-SS	20 minutes

Production Activities	Interaction	Time
The researcher explains and corrects the possible errors students in speaking. • **Closing**	T-SS	10 Minutes

LESSON PLAN

Class   : X/MIA 1
Topic   : Text Descriptive: Tourist Attraction/Pakalolo
Skill   : Speaking
Objectives   : Students can describe tourist attraction
Times   : 1X45 Minutes
Meeting   : 2 **(Treatment II Cycle II)**

Present activities	Interaction	Time
Opening • Opening • Greeting the students • Praying • Attendance List • Attention grab • Presentation Material The teacher explains the material and steps to play talking chips	T- SS	15 Minutes

Practice activities	Interaction	Time
1. Students are divided into 4-6 groups with the same number of members and balanced. 2. Each group is given 1 card containing a picture and given time to observe the picture on the card. Then each member of the group is given a chip containing a question about the picture given previously. 3. After that, each group is allowed to describe the picture that has been given previously based on the questions contained in the chip.	SS-SS	20 minutes

Production Activities	Interaction	Time
The researcher explains and corrects the possible errors students in speaking. • **Closing**	T-SS	10 Minutes

Appendices 10 Teaching Material

Cycle I

Describing Tourist Attraction (Pango-Pango)

Beautiful   Ticket

View   Mountain

Cool   Forest

Clean   Photo spots

Camping place

Cycle II

Describing Tourist Attraction (Pakalolo)
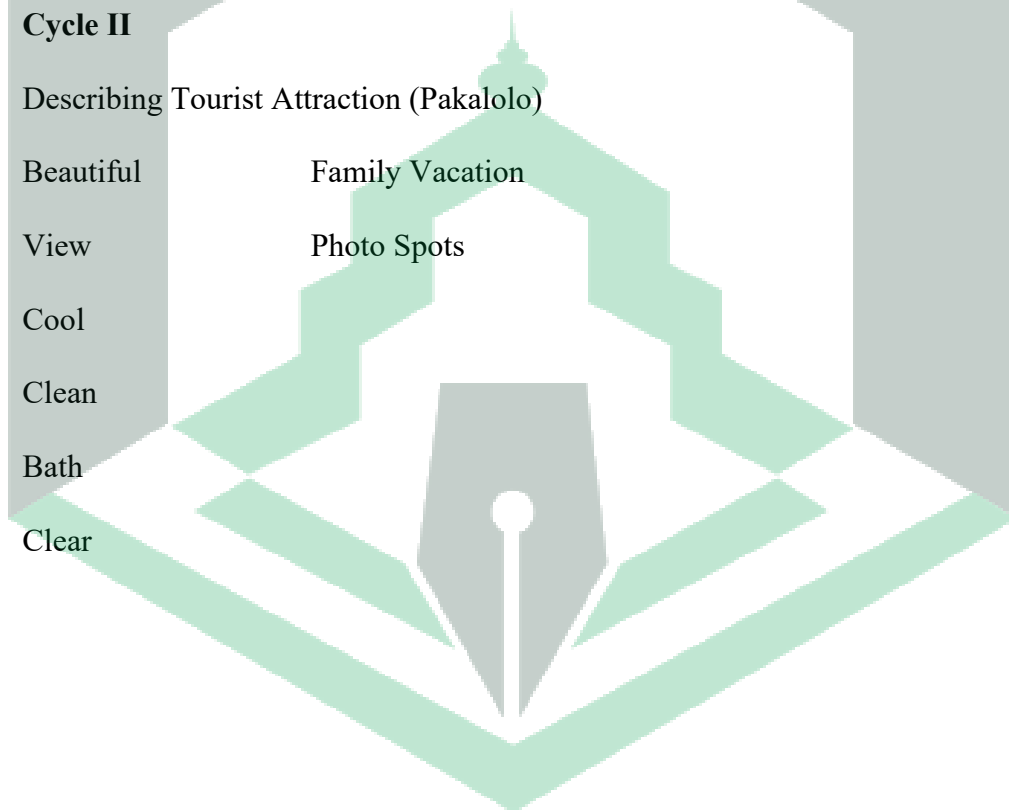
Beautiful   Family Vacation

View   Photo Spots

Cool

Clean

Bath

Clear

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	**: SMA Negeri 5 Palopo**
Mata Pelajaran	**: Bahasa Inggris**
Materi Pokok	**: Teks Deskriptif; Tempat wisata dan bangunan**
Kompetensi Dasar	**: 3.4 dan 4.4**
Kelas/Semester	**: X/Ganjil**
Alokasi Waktu	**: 45 menit (2 Pertemuan)**
Tahun Pelajaran	**: 2022/2023**

A. Tujuan pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan metode discovery learning dan pendekatan scientific peserta didik dapat membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya dan menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikanfungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Langkah-Langkah Pembelajaran

   a. Kegiatan Pendahuluan

      a. Mempersiapkan kelas untuk memulai proses pembelajaran.

      b. Memeriksa kehadiran peserta didik melalui absensi dalam kelas.

      c. Menyampaikan tujuan pembelajarn dan cakupan materi yang akan dicapai.

   b. Kegiatan Inti

Kegiatan literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic materi **Teks Deskriptif;**

	tempat wisata dan bangunan bersejarah dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	guru memberikan kesempatan pada peserta didik untuk mengidentifikasikan sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijwab melalui kegiatan belajar khususnya pada materi **Teks Deskriptif; tempat wisata dan bangunan bersejarah**
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan imformasi, mempresentasikan ulang, dan saling bertukar informasi mengenai **Teks Deskriptif; Tempat Wisata Bangunan Bersejarah.**
Communication	Peserta didik mempresentasikan hasil kerja kelomppok atau individu secara bergantian., mengemukakan pendapata atas presentasi yang dilakukan kemudian ditanggapi oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru membuat kesimpulan tentang hal-hal yang telah dipelajari terkait **Teks Deskriptif; Tempat Wisata dan Bangunan Bersejarah** peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

c. **Kegiatan Penutup**

- Mengajak peserta didik melakukan refleksi untuk mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh.

- Memberikan unpan balik terhadap proses dan hasil pembelajara.

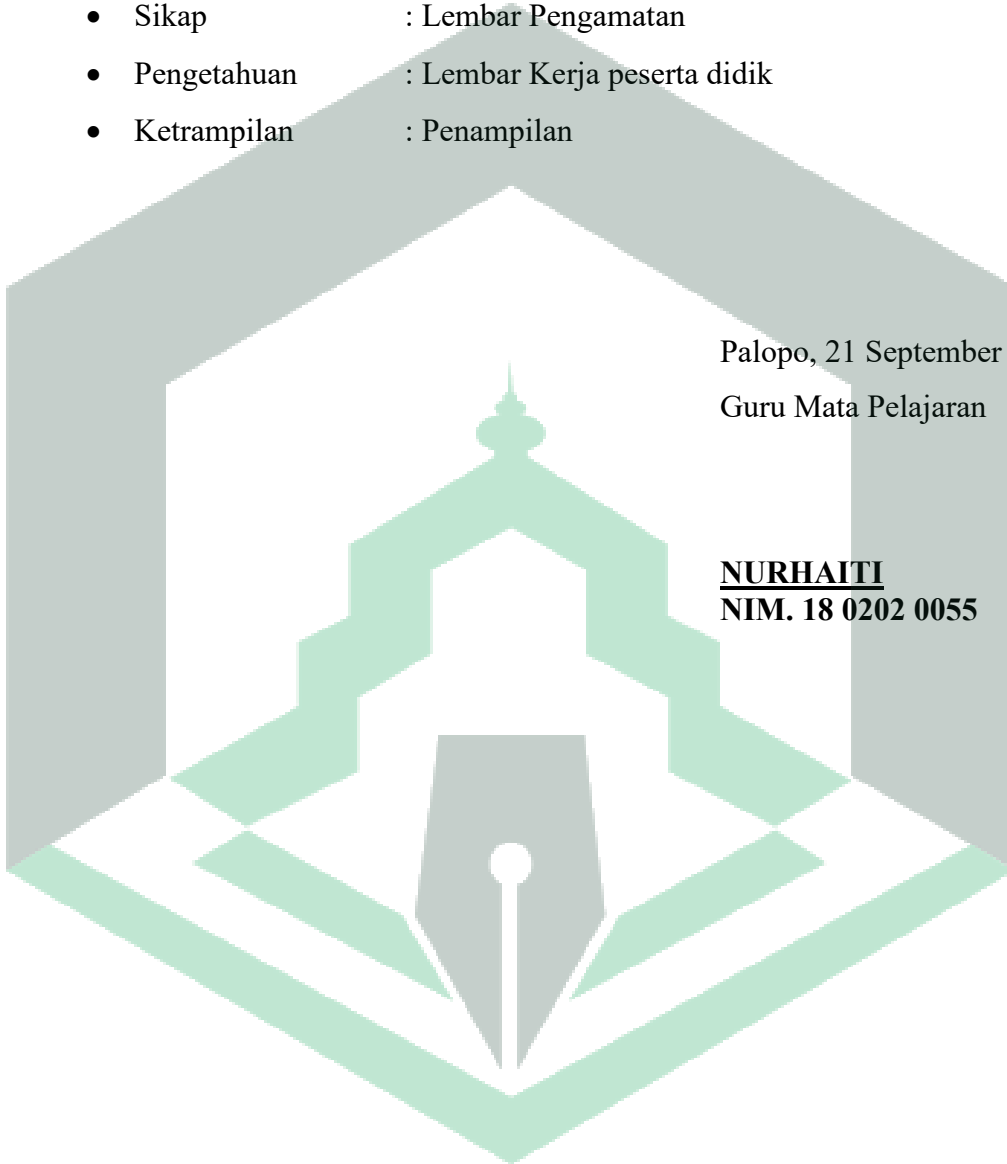- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

C. Penilaian Hasil Pembelajaran

- Sikap   : Lembar Pengamatan
- Pengetahuan   : Lembar Kerja peserta didik
- Ketrampilan   : Penampilan

Palopo, 21 September 2022

Guru Mata Pelajaran

NURHAITI
NIM. 18 0202 0055

Appendices 11 Documentation

Cycle I

Process of delivering material Describing Tourist's Attraction

Talking Chips implementation

Speaking Test

Cycle II

Process of delivering material Describing Tourist Attraction

Talking Chips Implementation

Speaking test

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenvile No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 10540/S.01/PTSP/2022	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo
Nomor : 2234/IN.19/FTIK/HM.01/10/2022 tanggal 04 Oktober 2022 perihal tersebut diatas,
mahasiswa/peneliti dibawah ini:

N a m a	: **NURHAITI**
Nomor Pokok	: 18 0202 0055
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Agatis Balandai Palopo

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI,
dengan judul :

" THE IMPLEMENTATION OF TALKING CHIPS TECHNIQUES IN IMPROVING STUDENT'S SPEAKING SKILL "

Yang akan dilaksanakan dari : Tgl. *10 Oktober s/d 27 November 2022*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud
dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 10 Oktober 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Dekan Fak. Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo;
2. Pertinggal

SURAT KETERANGAN
NOMOR : 421.3/216 /UPTSMA.05/PL.P/DISDIK

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 5 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	**NURHAITI**
NIM	:	18 0202 0055
Program Studi	:	S1, Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo (IAIN)

Benar telah melaksanakan penelitian di SMA Negeri 5 Palopo, Dalam rangka Penyusunan penulisan Skripsi dengan judul " *The Implementasi Of Talking Chips Techniques In Improving Student's Speaking Skill* "

Demikian Surat Keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 08 November 2022
Kepala Sekolah

ALIMUN, S.Pd., M.Pd.
Pangkat Pembina Utama Muda
Nip. 19640406 198703 1 022

Tembusan :
1. Dinas Pendidikan Provinsi Sulawesi Selatan
   Kepala Cabang Dinas Pendidikan Wilayah XI di Palopo
2. Rektor Institut Agama Islam Negeri Palopo (IAIN) di Palopo
3. Arsip

CURRICULUM VITAE

Nurhaiti. The author was born in Boneposi on December 16, 2000. The author is the 11st child of 12 children from a father named Haeruddin and mother Nuti. The author elementary school was completed in 2012 at (SDN 41 Boneposi). Then, in the same year, she studied at (MTsN Rantepao di Makale Tanah Toraja) until 2015. In 2025 she continued his education at (SMAN 5 Palopo). After graduating from senior high school in 2018, the author continued her education in the field was engaged in, namely the English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute (IAIN) Palopo.

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