

**COPING WITH STUDENTS' RETICENCE IN SPEAKING  
ACTIVITIES USING TALKING CHIP TECHNIQUE  
(A Classroom Action Research at the Eleventh Grade of Social  
Program of MAN Kendal in the academic year of 2015/2016)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining  
The Degree of Bachelor of English Language Education



**By:**

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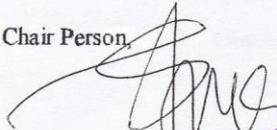
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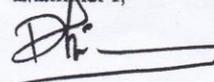
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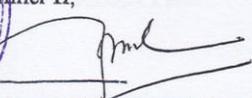
  
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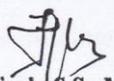
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*Assalamu 'alaikum Wr. Wb.*

After correcting it to whatever extent necessary, we state that the final project belongs to student as bellow:

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is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

*Wassalamu 'alaikum. Wr. Wb.*

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## ABSTRACT

Title : Coping with Students' Reticence in Speaking Activities Using Talking Chip Technique (A Classroom Action Research at the Eleventh Grade of Social Program of MAN Kendal in the Academic Year of 2015/2016)

Writer : Farda Naila Salsabila

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Keyword: Talking Chip Technique, Speaking Skill, Students' Reticence.

The background of this study was based on the phenomena that many students in Eleventh Grade of Social Program of MAN Kendal in the academic year of 2015/2016 were quiet in English speaking activities, they were rarely responding to teachers' questions, or they were not actively taking part in classroom discussions. This problem may be followed by other problems, such as vocabulary they have, shyness, fear of negative evaluation, personality variables and so on. This was proved from result in speaking that was still less as expected from the minimum standard of score (KKM). Based on that reason, the reseacher used talking chip technique to cope with students' reticence in speaking activities. The objective of this study were to describe the students' response to the implementation of talking chip technique in speaking activities and to identify whether talking chip technique can cope with students' reticence in speaking activities. This study was classroom action research that was conducted in two cycles with four activities in each cycle, they are planning, acting, observing and reflecting. The data were collected through documentation, observation and test. The implementation of talking chip technique was conducted in three stages, including, pre cycle, cycle 1 and cycle 2. Pre cycle was done to know the initial condition before students taught using talking chip technique. The planning of cycle 1 was done after conducting pre cycle. And cycle 2 was conducted based on the reflection results of cycle 1. The result of this study showed that using talking chip technique could cope with

students' reticence in speaking activities. Talking chip encouraged students to participate and got involved in teaching learning process. Students' reticence were decreased because all students got equal chance to speak, so there was no dominating students or silent students in speaking activities. This was also strengthened by students' speaking scores that improved in every cycle and the change of students' reticence observation that decreased in every cycle. In the pre cycle, the average of students' speaking score was 71.3, it meant fair. And the observation result of students' reticence was 75%, it meant poor. In the first cycle, the students' speaking score got 78.2, whereas the observation of students' reticence got 40%, it showed good. And in the second cycle students' speaking score got 81.6, and the observation of students' reticence got 20%, it meant excellent. Teaching learning process ran well. There were some significant enhancements from pre cycle, first cycle, and second cycle for speaking score and significant decreasing of students' reticence. This implied that talking chip technique could cope with students' reticence in speaking activities.

## DEDICATION

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This thesis is dedicated to:

- ❖ My beloved father and mother (Bapak Drs. H. Muhammad Sujud M.Pd I. and Ibu Dra Hj. Siti Khusnul Khotimah), who always devote their affection, give advice till the writer finished in arranging this thesis. Thanks for giving the writer never ending spirit, encouragement and unconditional love.
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In the name of Allah, the Most Beneficent, the Most Merciful

I do thank unto Allah who has given me insight and strength to finish this research completely. Peace and salutation always be given to the Prophet Muhammad SAW who has guided us from Jahiliyah era to Islamic era.

The researcher realizes that there are many people who already helped her in arranging and writing this thesis directly or indirectly. In this chance, the researcher would like to express his gratitude for all of them.

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Finally, the researcher realized that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

Semarang, June 8<sup>th</sup> 2016

The writer,

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