THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL

A THESIS ARTICLE

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THE USE OF TALKING CHIPS TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL

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ABSTRACT
The purposes of this research are to identify: (1) how Talking Chips technique can be implemented in improving the students’ speaking skill and (2) how the implementation of Talking Chips technique can improve the class atmosphere. The method of this research is Classroom Action Research. The subject of the research is students in class VIII H of SMP Al-Islam 1 Surakarta in the academic year of 2015/2016. The data are collected through observational technique which covers field note and teacher’s journal; and non-observation technique which covers questionnaire, interview, student’s journal, and test. The data collected are analyzed by using Burns’ theory of qualitative data and descriptive statistics. By implementing this technique, the findings of this research indicate that the students’ speaking skill which covers comprehension, fluency, grammar, pronunciation, and vocabulary improved. The use of this technique can also improve the class atmosphere due to the activeness of the students in the learning activity. It facilitates the students to participate in the speaking activity equally by using chips. Further researches in larger number of subject, various levels of students, and within a long period are recommended to enrich teachers in references to the implementation of Talking Chips technique.

Keywords: Talking Chips technique, students’ speaking skill, classroom action research, collaborative learning technique

ABSTRAK

Kata kunci: teknik Talking Chips, kemampuan berbicara siswa, penelitian tindakan kelas, teknik belajar kolaboratif

commit to user
Social scientists identify English as a global language since it is spoken by native and non-native speaking communities (Short, Boniche, Kim, & Li, 2001). As a global language, English is considered essential for personal and professional development, so that it plays an important role in mental, emotional, and social development (Hingne, 2013). Hingne also states that English then becomes a universal language which means known all over the countries. Thus, the role of English is significant in almost every aspects of life such as academic, cultural, economic, political, scientific, social, and technological development as a tool to communicate.

In Indonesia, English is an EFL used only in certain communication, whether it is in oral situation or in written one. Therefore, English is included in one of compulsory subjects in school which is generally taught since elementary. However, in this research, the researcher conducted a research in the Eighth Grade of a Junior High School namely SMP Al-Islam 1 Surakarta which uses the Curriculum 2013. The implementation of this curriculum is based on the Minister of Education and Culture’s 2013 Regulation No. 68 about Curriculum of Junior High School for English subject decided some core competences and basic competences should be taught (Kementerian Pendidikan dan Kebudayaan, 2014).

Based on the observation conducted in class VIII of SMP Al-Islam 1 Surakarta, the researcher found following problems: (1) Problems of the Students. The English teacher said that the students had different ability in English mastery. The students’ cognitive condition influences their English competence, such as their lack of vocabulary, not knowing the correct pronunciation, and not understanding the English grammar. From the questionnaire given and interview result of some students, the researcher found that there was 64.29% of students agreed that speaking is one of the most difficult parts in learning English, 89.29% of students admitted that they got difficulty of grammar, 82.14% of students confessed that they had low vocabulary mastery, and 75.00% of students who stated that they got difficulty in saying the English pronunciation. While the common problem coming from the students’ psychological condition is confidence. Most of them did not want to speak in English because they were shy and afraid of making mistake. When the teacher asked them about something related to the lesson in English, they were silent. There were only around five students who had a willingness to speak up, but most of them used Bahasa Indonesia. While in Curriculum 2013, the government had already set the approach and methods used in the implementation of the teaching learning process. The approach used in Curriculum 2013 is scientific approach in which students need to do an observation and be active in learning process (Kementerian Pendidikan dan Kebudayaan, 2014); (2) Problems of Teacher. After
conducted observation of the teaching-learning process in the classroom, it was found that the teacher taught English as a lesson so that she focused on grammar understanding through writing activity.

Besides, the researcher conducted a pre-test to assess the students’ ability in English, especially in speaking. The speaking test indicators were fluency, pronunciation, comprehension, grammar, and vocabulary. The students’ mean score of the pre-test was 59.77, while the minimum score of the English subject in SMP Al-Islam 1 Surakarta is 72 of the scale 0-100.

Therefore, the researcher implemented one of the CoLT called Talking Chips Technique as the solution to overcome those above problems faced by the students in learning English, especially speaking. This technique could make students interested in speaking English since it encourages them to be active in the classroom and learn to work in a group (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.

Talking Chips is one of CoLT developed by Spencer Kagan in 1992 (as cited in Barkley, Cross, & Major, 2005). It is a technique in teaching speaking which makes the students interested in speaking English. Next, this technique makes the students have chance to speak because in Talking Chips, students are divided into several groups and each member of group has a role to speak (Kagan, 1992).

Talking Chips Technique is a technique in teaching speaking which makes the students work in group (Barkley et al., 2005). Then, in holding Talking Chips Technique, students will be given chips and the chips are used for every time they speak, they must put the chips in the center of table. If all chips have been used, while the task has not been finished, the students can be given the chips again (Kagan, 1992, Barkley et al., 2005).

In addition, Kagan Publishing & Professional Development (2016) mentioned that the language functions of Talking Chips technique were communication regulator and fluency builder. Therefore, this technique is appropriate to be implemented in L2 teaching-learning since it could develop the learners’ communication skill, especially their speaking skill.

The purpose of Talking Chips Technique is to ensure equitable participation by regulating how often each group member is allowed to speak. Talking Chips Technique is useful for helping students discuss controversial issues, and it is also useful to solve communication or process problems, such as dominating or clashing group members (Barkley, et al., 2015).
Millis and Cottel (as cited in Barkley, et al., 2015) stated that Talking Chips can help to build listening and communication skills because students who tend to ‘spout off’ consider more carefully what they have to say, since it will require their surrendering a token, passive students feel encouraged to speak because the ground rules have created an environment that promotes participants by all.

RESEARCH METHOD

This research was conducted in Class VIII H of SMP Al-Islam 1 Surakarta in the academic year of 2015/2016 from October to November, 2015.

The research design was CAR. Burns (1999) said that “action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen” (p. 30). Furthermore, Elliot (1991) states that CAR is a study from a social situation in which the action may improve the quality of that social situation itself. It is an action conducted in inquiry discipline, or a work to understand what is happening while involving in a process of improving and changing (Hopkins, 2008). Koshy (2005) said that “action research creates new knowledge based on enquiries conducted within specific and often practical context” (p. 3). She further defined that “action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless” (p. 9).

In this CAR, the data are collected by the researcher by using the following techniques: (1) observational techniques: field note, teacher’s journal, photograph; and (2) non-observational techniques: questionnaire, interview, student’s journal, and test (Burns, 1999). In this CAR, the researcher analyzed the data using qualitative and quantitative method. The qualitative data are analyzed using Burns’ theory (1999) which covers five stages: (1) assembling the data, (2) coding the data, (3) comparing the data, (4) building interpretation, and (5) reporting the outcomes. The quantitative data are analyzed using descriptive statistic, so that the data are in the form of graphic and numerical data.

RESEARCH FINDINGS

Pre-research activity consists of observation, interview, and pre-test. The data are collected in the form of field notes, interview script, and students’ pre-test score. Based on the observation done in around a month, the researcher found that mostly the way the teacher
taught was by focusing on the material. They only had it one time in pair by doing a dialogue. The dialogue was taken from a text provided by the English text-book. Then the researcher held a **pre-test** to know to what extent the students can achieve the goal of speaking based on the criteria or indicators of speaking which cover comprehension, fluency, grammar, pronunciation, and vocabulary. The pre-test mean-score of the students’ speaking pre-test was 59.77 while the passing grade demanded by the school is 72. To verify those data, the researcher conducted an **interview** with a group of students to find out the common difficulties which impede them to express their idea in speaking. The students who had been interviewed stated that the main difficulties in speaking were producing the English words itself (fluency), not sure the correct word to say (pronunciation), making sentence in English (grammar), and not knowing the English words (vocabulary).

To overcome the students’ speaking problem including the speaking class atmosphere, Talking Chips technique was chosen to be implemented. This research was conducted in two cycles. The implementation of the research was started on October 20th and was ended on November 26th.

After doing the research in Cycle I, the researcher helped by the teacher as the collaborator made some reflections related to the teaching-learning process. It aimed to evaluate whether the implementation of Talking Chips technique was effective or not in improving the students’ speaking skill. Then the researcher found some strengths: (1) developed the students’ language learning, especially speaking, (2) reduced the domination of the students who had good skills in speaking, (3) the students’ motivation in learning English especially in speaking improved well, (4) the students get some speaking skills; comprehension, fluency, grammar, pronunciation, and vocabulary, (5) the students were active during the learning process; and weaknesses: (1) the students’ still had problem in grammar, (2) the students still had problem in fluency, (3) students’ produced incorrect pronunciation, (4) not all students surrendered their chips intentionally, some were still asked by the researcher or others students, (5) unclear concept of Talking Chips technique got by some students.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.77</td>
<td>74.34</td>
</tr>
</tbody>
</table>

Based on the reflections done after each cycle and the considerate plan before the action in cycle II, the research came to the expected result. The concept of Talking Chips
technique especially in speaking skill had been understood and applied by the students well. It shows that the use of this technique can help the students to be able to speak up using English. It also can be used to encourage them to have a willingness to practice their English, and not only to understand it as a cognitive aspect in English learning.

The collaborative activity among the students and between the students and the teacher during the implementation of Talking Chips technique were successfully made the students active during the teaching-learning process. It automatically brought the positive class atmosphere during the English learning. The class situation before the research, in the cycle I, and in the cycle II were described in table 2.

Table 2 Findings on Class Atmosphere during the Research

<table>
<thead>
<tr>
<th>Before Research</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>The communication using English was only done by the teacher during the teaching-learning process</td>
<td>The communication using English was done by the teacher and the students during the teaching-learning process although being mixed with Bahasa Indonesia</td>
<td>The communication using English was done by the teacher and the students during the teaching-learning process although being mixed with Bahasa Indonesia</td>
</tr>
<tr>
<td>The learning activity was understanding the language as a lesson which ended with writing</td>
<td>The lesson was focused on developing the students’ speaking skill</td>
<td>The lesson was still focused on developing the students’ speaking skill</td>
</tr>
<tr>
<td>The only speaking practice for students was memorizing the dialog in pair then presenting it in front of the class</td>
<td>The teacher’s roles were to analyze the students’ need and their level of proficiency, develop the material, facilitate the communication and learning process, facilitate the students to be active learners, manage the classroom, and raise the students’ motivation especially in speaking</td>
<td>The teacher’s and the students’ roles were basically the same as in the cycle I</td>
</tr>
<tr>
<td>The students’ activities during the learning might cover listening, reading, speaking, and writing, but the students barely got the speaking activity</td>
<td>The students’ roles were to participate actively in the learning process and the process of speaking</td>
<td>The students’ speaking skill using Talking Chips technique improved, consisting of the aspects of comprehension, fluency, grammar, pronunciation, and vocabulary</td>
</tr>
<tr>
<td>There was almost no speaking skill development</td>
<td>The students engaged in the learning process well, especially in speaking</td>
<td>The students’ were active during the learning process</td>
</tr>
<tr>
<td>There was no discussion session following the students’ speaking activity</td>
<td>The students were actively involved in group discussion</td>
<td>The students were cooperative in joining the lesson</td>
</tr>
<tr>
<td>There was no students giving opinion, they were not questioning if they were not being asked</td>
<td>The students were interested in drilling and watching the video</td>
<td>The teacher-students and students-students interactions improved</td>
</tr>
<tr>
<td>Some students chatted with their friends and did not pay attention to the teacher’s explanation</td>
<td>There were much teacher-students classroom interaction</td>
<td>All of the students were participating in the speaking activity</td>
</tr>
<tr>
<td>Some students were sleepy during the lesson</td>
<td>Some students were still passive in participating the speaking activity</td>
<td></td>
</tr>
</tbody>
</table>

Those situations, then, support the students on their improvement in their speaking skill from the cycle I to the cycle II. The students’ motivation to speak up using English
during the teaching-learning process was improved. Many of them were confident to speak up using English. Their vocabulary mastery also improved, so that it influenced their fluency in speaking in English.

Table 3 Findings on Students’ Speaking Skill

<table>
<thead>
<tr>
<th>Before Research</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some students did not understand in having communication in English (comprehension).</td>
<td>• Most of the students understood to have communication in English.</td>
<td>• All of the students understood to have communication in English.</td>
</tr>
<tr>
<td>• Many students often made silence and were hesitant to speak up (fluency).</td>
<td>• Some students made some pauses and were hesitant to speak up.</td>
<td>• The students’ speech was much more fluent.</td>
</tr>
<tr>
<td>• Students made many mistakes in tenses, the use of article, and word order (grammar).</td>
<td>• Students made few mistakes in tenses and word order (grammar).</td>
<td>• Some students made few mistakes in tenses (grammar).</td>
</tr>
<tr>
<td>• The students had limited vocabulary mastery.</td>
<td>• The students’ vocabulary mastery improved well.</td>
<td>• The students vocabulary mastery was richer.</td>
</tr>
<tr>
<td>• The students made many pronunciation mistakes.</td>
<td>• Some of them still made pronunciation mistakes.</td>
<td>• Some of them had few pronunciation mistakes.</td>
</tr>
<tr>
<td>• The students were not confident in speaking.</td>
<td>• Many students speak confidently, although some of them were still not confident.</td>
<td>• Almost all of the students speak confidently.</td>
</tr>
</tbody>
</table>

The table 4 describes the students’ speaking mean score in the pre-test, post-test I, and post-test II.

Table 4 Students’ Speaking Mean Score during Research

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.77</td>
<td>74.34</td>
<td>80.43</td>
<td></td>
</tr>
</tbody>
</table>

The table indicates that there is a significant improvement of the students’ mean score in speaking. The improvement of the speaking score is in line with the improvement of all indicators of speaking mainly in fluency.

Table 5 Students’ Comprehension Mean Score during Research

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.45</td>
<td>14.48</td>
<td>16.11</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 Students’ Fluency Mean Score during Research

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.11</td>
<td>14.48</td>
<td>15.57</td>
<td></td>
</tr>
</tbody>
</table>
Table 7 Students’ Grammar Mean Score during Research

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.61</td>
<td>16.18</td>
<td>17.84</td>
</tr>
</tbody>
</table>

Table 8 Students’ Pronunciation Mean Score during Research

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.45</td>
<td>14.93</td>
<td>15.41</td>
</tr>
</tbody>
</table>

Table 9 Students’ Vocabulary Mean Score during Research

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.16</td>
<td>14.27</td>
<td>15.50</td>
</tr>
</tbody>
</table>

The researcher stopped collecting data after the cycle II was completed. That was because: (1) the researcher had found the effective way of implementing Talking Chips technique in speaking, (2) the students’ comprehension, fluency, grammar, pronunciation, and vocabulary in speaking had been improved, (3) the time constrain which is due to the school’s permission.

DISCUSSION

How can Talking Chips technique be implemented in improving the students’ speaking skill?

Talking Chips technique is a collaborative learning technique which makes all of the students have chance to speak up (Barkley, et al., 2005). In line with what Kagan (1992) says that this technique makes the students have chance to speak because in Talking Chips, each member of group has a role to speak. This improvement covered all of the indicators of speaking expected by the research, such as the students’ comprehension in having communication using English, fluency and grammar in speaking, pronunciation, and vocabulary mastery.

It means the technique of Talking Chips could ease the students in learning speaking. To make it more clear, these following points describe the students’ improvement in each indicator of speaking:

Comprehension

The students’ comprehension aspect in having English as a tool of communication was low. It was proven by the process of teaching-learning observed during the pre-research that the students did not communicate using English in the classroom. Most of them used...
Bahasa Indonesia during the English class, even some of them used Javanese in having communicating. Therefore, when the researcher tried to use English in communicating although with the simple language and slow speed, not all of the students understood what the researcher said.

Furthermore, the students’ score in the pre-test which was assessed by the researcher and the teacher emphasized that the students had low skill in understanding English as a tool of communication, not only as a lesson. Therefore, the students’ comprehension skill improved because Talking Chips technique could build the students’ communication skill. It is in line with Millis and Cottel (as cited in Barkley, et al., 2005) who had pointed out that Talking Chips can help to build listening and communication skills because students who tend to ‘spout off’ consider more carefully what they have to say.

**Fluency**

The problem of fluency in speaking English as second language is dominantly caused by the lack of practicing the language itself. Almost all of the students rarely used English not only outside the class but also inside the class, especially in English lesson. Since they perceived English as a lesson, they did not use or practice it if they were not asked to.

While Nunan (as cited in Kayi, 2006) pointed out that “teaching speaking is to teach ESL learners to use the language quickly and confidently with few unnatural pauses called fluency” (p. 1). In addition, Kagan (2016) said that the language functions of Talking Chips technique were communication regulator and fluency builder. Since there were 28 students, each of them needed to speak for about 2 minutes in each turn to speak using the chips. However, they also needed to speak for about 15 minutes to do discussion with their group. Therefore, the implementation of Talking Chips technique could increase their fluency in speaking since it gives them chance to speak up more using the language actively.

**Grammar**

In learning L2, grammar becomes one of an important parts to be taught because it enables the competence to develop other skills such as speaking (Harmer, 2007). As Lado (1961) pointed out that speaking is an ability to use a language by paying attention to its intonation, pronunciation, stress, grammatical structure, and vocabulary of the native speaker in communication situation. Moreover, based on the core competences and basic competences of the Curriculum 2013, one of the ideal conditions of speaking skill for the eighth grades of Junior High School is that students should be able to develop oral and written texts to express and inquire about the whereabouts of people, objects, animals in a certain amount, with due regard to the social function, the structure of the text, and linguistic
elements which are correct and appropriate with the context (Kementerian Pendidikan dan Kebudayaan, 2014).

**Pronunciation**

When the researcher observed the teaching-learning process during the pre-research, there were some incorrect pronunciations spoken by the students and the teacher. It also happened when the researcher conducted the pre-test of speaking in which the students had to answer the researcher’s questions in English based on the picture showed. There were many students who used Bahasa Indonesia accent including the way of spelling. Anyway, since the researcher is also Indonesian, she understood what the students meant, although she once in a while needed to be more concentrated listening to their speech to avoid of misunderstanding.

Besides, Lado (1961) pointed out that speaking is an ability to use a language by paying attention to its intonation, pronunciation and stress of the native speaker in communication situation. In addition, as we know that speaking ability is very important for the goal of language learning, Harris (1979) stated that one of the components which are generally recognized in speaking ability was pronunciation. Kagan (1992) mentioned one of the procedures of this technique that during the students speak about the topic, their speaking skill such as pronunciation is observed. Their incorrect pronunciation was corrected directly by doing drilling or in the reflection or evaluation at the end of the meeting. In addition, the researcher also gave them chance to have pronunciation practice in every meeting by doing drilling of the video spoken by the native speaker or the researcher. In short, their pronunciation improved because they had more practice using the correct pronunciation in having communication although some of them were still influenced by their mother tongue.

**Vocabulary**

In order to be able to speak up using L2, it is very significant for the students to have enough vocabulary mastery. It is supported by Harris (1979) who stated that one of the components which is generally recognized in speaking ability is vocabulary. Based on the observation and pre-research conducted, there were many students who could not mention the English words orally. Some of them had limited vocabulary because of their limited knowledge and most of them forgot the English words because they rarely use it in oral situation. Unfortunately, they got problem in having speaking activity because of their lack of practice. Therefore, the researcher gave them some vocabularies related to the material on the syllabus and encouraged them to use those vocabularies in speaking activity by using Talking Chips technique.
Talking Chips belongs to discussion technique (Barkley, et al., 2005). This technique facilitated them to have those skills because the researcher always gave them some many written and oral vocabularies in the observing stage, and then they had to use those vocabularies to create sentences based on the question given. During the teaching-learning process, especially in the discussion process, they needed considerable support such as by allowing them to use the dictionary or to ask the researcher directly whenever they did not know or were not sure about the vocabularies used. Gradually, they were familiar with the vocabularies and could use them in meaningful learning activity, especially in speaking. In the end of the research, most of the students could use appropriate terms and some of them rephrased their ideas because of lexical and equities.

**How can the implementation of Talking Chips technique improve the class atmosphere?**

Talking Chips included in Collaborative Learning Technique developed by Spencer Kagan in 1992 (as cited in Barkley, et al., 2015). This technique made the students interested in having English lesson because it is such a media for them to have fun speaking activity by surrendering the chips given whenever they were going to speak up (Barkley, et al., 2015). The chips used can be any thing as the token, but the researcher used colorful cards. In the implementation of Talking Chips technique, it encouraged them to be active by participating in the classroom speaking activity. It made them have chance to speak up equally since all of them were divided into several groups and each member of the group had the same role to speak so that there was no dominating or clashing group members of some students who had good speaking skill (Barkley, et al., 2015). Because it emphasizes full and even participation from all members of the groups, it encouraged reticent students to speak out and talkers to reflect. In addition, Millis and Cottel (as cited in Barkley, et al., 2015) stated that Talking Chips can help to build listening and communication skills because students who tend to ‘spout off’ consider more carefully what they have to say, since it will require their surrendering a token, passive students feel encouraged to speak because the ground rules have created an environment that promotes participants by all.

This technique also made the students active to work in group by doing cooperation among their own group members without neglecting the other groups speech (Kagan Publishing & Professional Development, 2016). The cooperation was in the form of certain issues such as common activities and things in the zoo; and students’ daily activities. Furthermore, it is useful for helping the students to solve communication or speaking process problems. Kagan Publishing & Professional Development (2016) said that the language functions of Talking Chips technique were communication regulator and fluency builder.
Therefore, this technique is appropriate to be implemented in L2 teaching-learning since it could develop the students’ communication skill, especially their speaking skill.

CONCLUSION

Based on the research, it is found that Talking Chips technique can be implemented effectively in class VIII H of 1 SMP Al-Islam 1 Surakarta in improving the students’ speaking skill. There is also better improvement in the class atmosphere during the teaching-learning process. The students were active in answering the questions given and delivering their idea during the discussion. They were very enthusiastic in joining the learning process since they were interested in the classroom activity especially in speaking using this fun technique.

By implementing Talking Chips technique with those conditions, the students’ speaking skill improved. The students’ speaking mean score in the pre-test was 59.77; it improved to 74.34 in post-test I and 80.43 in post-test II. The improvement was also seen from each indicator of speaking skill which covers comprehension, fluency, grammar, pronunciation, and vocabulary. The indicators of speaking skill adopted in this study was the Brown’s theory who mentioned comprehension, grammar, vocabulary as the components of speaking skill.

After holding the research of implementing Talking Chips technique to improve the students’ speaking skill, there are some suggestions in order to get a better achievement, better English learning, and research in the future for teachers, for students, for school, and for other researchers: (1) For English Teachers. It is suggested for every English teacher to have specific goal in particular meetings with the students in class. In this case, Talking Chips technique is a technique which can train the students to be active during the learning process especially in speaking activity. Hence, the teacher must give the speaking activity which is suitable with the students’ condition to help them improve their speaking skill.; (2) For Students. The students must be active in participating in the teaching-learning process. Moreover, the curriculum 2013 requires the students to be active during the learning process. By handling discussion through Talking Chips technique, it is open for both the teacher and the students to have those condition. The students must be critical to find their own problem and they must be confident to figure the problem and ask for help to the teacher. (3) For School. The school must pay more attention to the students who have good skills in English, particularly in speaking. By handling such an internal competition among students in the school, it will not only embrace the students who have good skill in English but also they
who have low skill to develop their skill. In addition, the school must also provide sufficient facilitation for the English teaching so that the teaching-learning process can run effectively.

(4) For the other Researchers. There are many things which have not been studied further related to the Talking Chips technique. Therefore, conducting researchs on larger number of subject, various level of students, and within a long period are necessary to confirm the finding of this research. They can use the findings of this research as the reference for the further research in the future.

**BIBLIOGRAPHY**


