

Using Talking Chips Technique to Develop the Tenth Graders' Speaking Skills at SMK PSKD 1

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Abstract

The objectives of this study were to develop students' speaking skills using Talking Chips technique and also to investigate the students' interest in the use of Talking Chips technique in EFL class. This research was a two-cycled action research conducted in SMK PSKD 1 Jakarta. The subject of this study was the tenth graders of Accounting Class 1 consisting of 10 participants from SMK 1 PSKD. The quantitative data, collected using tests, were analyzed by using independent and paired sample t-test on SPSS version 17 program. The qualitative data collected through interview, questionnaire, and observation techniques and were analyzed descriptively. The result indicated that there was significant improvement of students' scores where the mean of students' pre-test scores was 55.00. It increased 59.60 in post-test I and 73.40 in post-test II. Based on the result, it was concluded that through implementation of Talking Chips technique students' speaking skills could improve.

Keywords: *talking chips, speaking skills, classroom action research*

Introduction

Speaking, one of four skills in English, is the basic for human interaction. It is commonly used in daily communication, such as; discussion, chit-chat, and so on. Being the basic of interaction, speaking is not only used in daily communication, but furthermore used in learning other languages. Hutabarat (2009) considered that “speaking skill is the aims of second or foreign language learning.” Therefore, it is important to learn speaking from basic, especially for students, to be able to communicate fluently and learn second language or foreign language.

Being able to speak English fluently means that students need to practice frequently to train their pronunciation, stress and intonation. This is line with Harmer (2008, p. 343), if students want to be able to speak fluently in English, they need to be able to pronounce phoneme correctly, use appropriate stress and intonation patterns and speak in connected speech, as well as practice frequently in order to have such aspects. If they have done it well, they also can communicate fluently.

Based on the researcher’s observation, some of students faced the difficulties in speaking English. The problems were that they had less self-confidence and rare to practice speaking English with their friends. Gert and Hans (2008, p. 207) claimed that “through speaking, the speakers formulate their utterances with the goal of having intentions recognized and recipients process the speakers’ remarks with the goal of recognizing those intentions”. In addition, Burns and Joyce (as cited in Aghdam & Farahani, 2012, p. 136) stated that “speaking is an interactive process of constructing meaning, which involves the receiving, processing, and production of information. If they were not able to master speaking, they would misunderstand of what they convey.

In learning English, speaking includes one of skills should be mastered. It even has been a part of academic study. According to Newton and Nation (2009, p. 122), speaking is a part of work of academic study which involves presenting report or presenting a viewpoint on a particular topic. It is orally conveyed from speaker to the listener based on the context of conversation. Like it or not, students in EFL class learn not only reading, writing, and listening, but also speaking.

Based on explanation above, speaking is a part of academic study which has to be mastered because language skill is not biologically inherited (Dakhi & Zagoto, 2016). To encourage students’ interest in learning speaking, a teacher needs good learning method. One of

some techniques in cooperative learning, which is considered as the effective one in teaching speaking, is Talking Chips (Kagan & Kagan, 2009). It is useful for helping students discuss controversial issue, and to solve communication or process problems, such as dominating or clashing group members (Barkley, 2005).

To help them, the researcher tried Talking Chips technique in teaching English to improve their speaking skills. The researcher used the resources of the topics for discussion from the students' textbooks. The problems to be tackled in this study were specifically formulated as follows: (1) Can Talking Chips technique develop students' speaking skills? (2) Are students interested in Talking Chips technique treatment in learning speaking? It is hoped that this research would be useful in using Talking Chips technique in improving speaking. As the purpose of this research, the action hypothesis of this study is "if the Talking Chips is applied to teach students at SMK PSKD 1, their speaking skill would improve."

Methodology

The study employed an Action Research Design which is defined by Pardede (2017) as a tool teacher researchers can use to solve problems or to increase the outcomes of everyday learning activities related to cognitive, motoric, and attitude domains, which, in the EFL context, cover students' language skills, vocabulary, and grammar. This study was conducted at SMK PSKD 1 which is located in Jakarta, Jl. Kramat No. 4. The participants were the tenth graders of Accounting Class 1 of SMK PSKD 1. There were 13 students in this class. They consisted of 6 male students and 7 female students. Time to conduct this research was limited for 1 month, started on April 21 to May 26, 2016. They had heterogeneous skills in speaking, started from high, medium, and low skills.

There were two types of data gathered in this research. They were qualitative and quantitative data. The qualitative data were gathered through several techniques. The first technique was observation. Observation sheet was used to observe the English teaching and learning process in the classroom. The data gathered through observation was presented in the form of observation sheet. The second technique was interview, which was used to find out the students' interest toward the implementation of the technique. The interview was taken after the pre-test and cycle II. To help the researcher keep the discussion on track, interview guidelines were used. The interviews were resulted in the interview transcripts. The data was presented in the form of recording. The last technique was questionnaire. This questionnaire was aimed to

find out the students' interest and to strengthen the description of interview. The quantitative data were gathered through pre-test and post-test which presented in speaking scores.

The quantitative data obtained through the pre-test, post-test 1 and post-test 2 which was analyzed using t-test technique. The qualitative data obtained through observation sheet, questionnaire and interview using descriptive analysis technique to know students' opinion of using token to improve speaking skill. To make the data valid and trustworthy, the researcher used the data taken from four resources. They were speaking scores (pre-test, post-test I, and post-test II) judged by 3 judges, observation sheet, questionnaire, and interview. This action research was successful if the speaking skill of tenth graders of Accounting class of SMK PSKD 1 was improved through Talking Chips Technique achieve ≥ 70 .

Result and Discussion

The result of the pre-test was as follows:

Table 1
The Range of Score of Students in Pretest

No	Range of Score	Frequency	Percentage	Category
1	≥ 85	0	0%	Very Good
2	70-84	0	0%	Good
3	55-69	3	30%	Fair
4	40-54	7	70%	Poor
5	≤ 39	0	0%	Very Good
Total		10	100%	

As shown by Table 1, 3 (30%) students were in *fair* category, and 7 (70%) students were in *poor* category. In this case, their scores had not passed the success criteria. By using the

formula of $\bar{X} = \frac{\sum X}{N}$, the mean of the students' pre-test equals to 55.00.

Besides the test, the researcher also used non-test instrument to know students' interest studying English especially in speaking. Some data were taken through interview after conducting pre-test. The data through interview was presented in some pieces of interview transcript as follows:

Interviewee I

R: *Oke Ruth, Mr mau Tanya, Ruth sukabelajar bahasa Inggris nggak?* [Well, I would like to ask you some questions. Do you like studying English?]

I: *Iya* [Yes]

R: *Lalukalabelajar bahasa Inggris khususnyaberbicarasukagak Ruth?* [Then, do you like studying English especially in speaking?]

I: *Tidakterlalu* [Not really]

Interviewee II

R: *Oh, oke, lalukaloberbicara di depan umum Della percayadirigaksih?* (Are you confident in speaking in public)

S: *Mmm, kurang* (less confident)

Based on this interview result, the interviewees (students) said that they disliked a bit studying English especially in speaking and had less confident. Therefore, the researcher decided to implement Talking Chips technique to know students' interest at the end of cycle II.

1) Report of Cycle 1

a) Plan

The researcher planned to conduct cycle 1 based on some problems that affected the pre-test scores of students conducted on April 21, 2016. The pretest showed that the students' speaking skills were under the minimum score criteria which was appointed at ≥ 70 . The main problems of unsuccessful score the researcher found were: 1) most of them were rather confused to express their opinion with appropriate expression regarded the topic given and; 2) they lacked of self-confident. These two problems inspired the researcher to add an additional material to solve them without omitting the focus of the material. Therefore, the lesson plan was designed to keep in touch with both of teaching them *giving opinion* and making them more confident. Those are the researcher's plan toward the problems.

b) Action

Cycle 1 consisted of 3 meetings. The first meeting was conducted on April 22, 2016. The second meeting then was conducted on April 28, 2016, and the third meeting was conducted on April 29, 2016.

1) Meeting 1

The first meeting was conducted as the researcher planned it. It was on April 28, 2016. In this meeting, not all students of X Accounting Class 1 were present. There were 12 of 13 students attended the lesson because one of them was sick.

The material taught was about giving opinion. The researcher explained what the material was about and gave them some simple examples in daily life. After explaining it, the researcher showed a video about the use of BBM and WHATSAPP as media in communication. Suddenly, the teacher had students work in pairs to discuss a task given and present it to the front of the class based on their opinions.

2) Meeting 2

The second meeting was conducted on April 28, 2016. The students come in this meeting were the same as the first meeting. It was 12 because one of them was absent. The material taught was *comparing things*. The process occurred was the researcher initially explained the students the material. After explaining the material, the researcher introduced the Talking Chips technique by giving a task to discuss in groups of four. The researcher had the students implement *how to give opinion* in discussion.

In pre-test, 70% students were in 'poor' category. However, in post-test I, 70% students were in 'fair' category. In this case, the researcher found that a few of them had constant score from pre-test to post-test I. It was caused of the implementation of Talking Chips technique was unfamiliar for them so that they were confused and rigid to implement this technique. However, most of them had increasing score from pre-test to post-test I after implementing Talking Chips technique even if the improvement was not significant. After cycle I ended, the researcher distributed questionnaire to support test instrument and to know students' interest. The data were presented in the form of questionnaire as follows:

Table 2. *Students' Interest of Talking Chips Technique in Cycle I*

No	Statements	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	Sayamerasasenangdenganteknik Talking Chips	0	0	0	0	1	10	4	40	5	50
2.	Teknik Talking Chips adalahteknik yang menarik	0	0	0	0	2	20	3	30	5	50
3.	Teknik Talking Chips membantusayadalamberbahasaInggris	0	0	0	0	1	10	2	20	7	70
4.	Sayamenjadipercayadiriberbicaradengan orang lain dalam bahasaInggrismelalu teknik Talking Chips	0	0	0	0	0	0	4	40	6	60
5.	Teknik Talking Chips memberikankesempatankepadasayauntukmenyampaikan pendapatdalamdiskusikelompok	0	0	0	0	1	10	6	60	3	30
6.	Teknik Talking Chips meningkatkankemampuanberbahasaInggrissaya	0	0	0	0	1	10	2	20	7	70

As shown in Table 2, the mean of percentage of ‘strongly agree’ in each point was 35%. On the other side, the mean of percentage of ‘agree’ in each point was 55%, and the rest was 10% of neutral choices. To strengthen the improvement data, the researcher also used observation sheet. Based on the observation data obtained, it was reported that the researcher and the students had implemented Talking Chips well as follows:

Table 3
Observation Result in Cycle I

No	Components	Cycle 1			Average
		Meeting 1	Meeting 2	Meeting 3	
1	Teacher masters topic well	4	4	4	4.00
2	Teacher gives material based on lesson plan	3	3	5	3.67
3	Teacher guides the students to do the technique	4	4	4	4.00
4	Teacher applies the Talking Chips procedure correctly	4	4	3	3.67
5	Teacher uses the media as planned correctly	4	3	4	3.67
6	The use of media is appropriate	4	4	4	4.00
7	Teacher communicates well with the students	4	3	4	3.67
8	Teacher explains the material clearly	3	4	4	3.67
9	Teacher explains the material confidently	4	4	3	3.67
10	Teacher is able to control class	4	3	3	3.33
11	Students participate in classroom discussion	3	4	3	3.33
12	Students follow the discussion as teacher instructs	4	3	3	3.33
13	Students present the result of discussion precisely	3	3	3	3.00
14	Students feel confident when sharing ideas with their friends	3	3	4	3.33
15	Students understand to use the media	3	3	3	3.00
16	The chips are well-provided	3	4	4	3.67
17	The chips are distributed to all students well	4	4	3	3.67
18	The media is well-supported	3	3	4	3.33
Total					3.56

Score:

4: Very Good 2: Bad
3: Good 1: Very Bad

As shown by the Table 3 it was concluded that the process of Talking Chip implementation in cycle I occurred well. The mean of every activity (3.56) shows that it achieved ‘good’ score.

However, in this case, the students’ scores still had not passed the success criteria. By using the formula of $\bar{X} = \frac{\sum X}{N}$, the mean of the students’ pre-test equals to 59.60.

c) Reflection

Based on the observation, the researcher reflected to the result of the cycle I. Even though there was improvement as shown by the mean score of pre-test (55.00) to the mean score of post-test I (59.60), the result test conducted after this cycle shows that none of the students could reach the minimum criteria ≥ 70 . The researcher found that (1) some students still adapted with the technique for discussion. (2) They also were not too confident in sharing their idea so that they made a few mistakes and repeated words. From this result, the researcher decided to conduct cycle 2.

2) Report of Cycle 2

a) Plan

The researcher decided to conduct cycle II based on the result of post-test I. The post-test I scores of students shows that their speaking skills were still under the minimum score criteria which was appointed at ≥ 70 . The researcher planned to make the learning activity more interesting and understandable. Talking Chip group discussion were made longer to let the students explorer more their ideas.

b) Action

Cycle 2 consisted of 3 meetings. The first meeting was conducted on May 13, 2016. The second meeting then was conducted on May 19, 2016, and the third meeting was conducted on May 20, 2016.

(1) Meeting 1

The first meeting was conducted as the researcher planned it. It was on May 13, 2016. In this meeting, not all students of X Accounting Class 1 were present. There were 10 of 13 students attended the lesson because some of them were sick.

The material taught was about compound sentences based on the lesson plan designed. The researcher explained what the material was about and gave them some simple examples in daily life. After explaining it, the researcher taught students how to express their opinions related to the material (compound sentences). Suddenly, teacher had students discuss the material in

Talking Chip group discussion.

(2) Meeting 2

The second meeting was conducted on May 19, 2016. The students come in this meeting were the same as the first meeting. It was 10 because one of them was absent.

The material taught was still compound sentences. The process occurred was the researcher initially explained the students the material. After explaining the material, the researcher had the students form Talking Chip group discussion.

(3) Meeting 3

The third meeting was conducted on May 20, 2016. The number of students come at that time was 11. The remaining students were absent. The researcher had the students to watch a video about past-continuous tense in daily life. After that, the researcher had students make Talking Chip groups of four after explaining the material to discuss a topic given. Each student then presented what they elicited in front of the class.

Table 4
Observation Result in Cycle II

No	Components	Cycle 2			Average
		Meeting 1	Meeting 2	Meeting 3	
1	Teacher masters topic well	4	4	4	4.00
2	Teacher gives material based on lesson plan	3	3	3	3.00
3	Teacher guides the students to do the technique	4	4	4	4.00
4	Teacher applies the Talking Chips procedure correctly	4	4	4	4.00
5	Teacher uses the media as planned correctly	3	3	4	3.33
6	The use of media is appropriate	4	4	4	4.00
7	Teacher communicates well with the students	4	4	3	3.67
8	Teacher explains the material clearly	4	4	4	4.00
9	Teacher explains the material confidently	3	3	3	3.00
10	Teacher is able to control class	3	4	3	3.33
11	Students participate in classroom discussion	3	3	4	3.33
12	Students follow the discussion as teacher instructs	3	3	4	3.33
13	Students present the result of discussion precisely	3	3	3	3.00
14	Students feel confident when sharing ideas with their friends	4	3	4	3.67
15	Students understand to use the media	3	3	3	3.00
16	The chips are well-provided	4	4	4	4.00
17	The chips are distributed to all students well	3	3	3	3.00
18	The media is well-supported	4	4	4	4.00
Total					3.53

c) Observation

The observation process was doing while giving treatment. As it was done in first cycle, the observer observed some points related to the teaching activity and the technique implemented

by the researcher to control the teaching activity which affected the improvement of students as follows:

As shown by the Table 4, it was concluded that the process of Talking Chip implementation in cycle II occurred well. The mean of every activity (3.53) shows that it achieved good score. The researcher found that they were more confident in sharing their ideas in Talking Chip group discussion. After sharing in group, they present better what they gained from group discussion. At the end of the cycle II, the researcher had the students to present to the front of the class based on a topic given. The researcher gave 15 minutes to prepare the topic and then they presented it one by one. That was post-test II conducted on May 26, 2016.

The students' scores in post-test II can be seen in the table below:

Table 5 *The Range of Score of Students in Cycle II*

No	Range of Score	Frequency	Percentage	Category
1	≥ 85	0	0%	Very Good
2	70-84	7	70%	Good
3	55-69	3	30%	Fair
4	40-54	0	0%	Poor
5	≤ 39	0	0%	Very Poor
Total		10	100%	

Table 5 shows that 70% of students' scores in X Accounting Class had passed the success criteria which in 'good' category. The rest (30%) did not achieve the success criteria, but they had improvement from 'poor' to 'fair' category. This indicates that Talking Chips technique helped them to improve their speaking skill. The students' improvement from pre-test to post-test II was as follows:

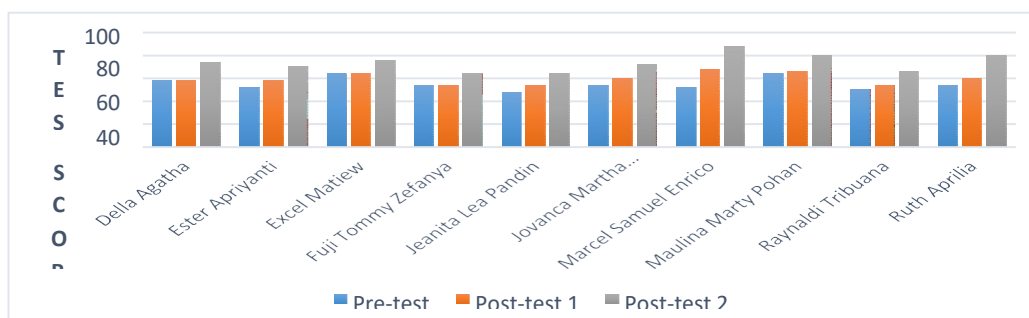


Figure 1. Students' improvement from pre-test to post-test

Figure 1 shows that there are 3 from 10 students achieved constant score in pre-test and post-test I. However they had significant improvement from pre-test to post-test II which was proven through t-test.

The questionnaire data also support students' improvement influenced by their interest toward the implementation of Talking Chips technique as follows:

Table 6
Students' Interest toward Talking Chips technique in Cycle II

N	Statements	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	Sayamerasasenangdengantechnik Talking Chips	0	0	0	0	1	10	4	40	5	50
2.	Teknik Talking Chips adalateknik yang menarik	0	0	0	0	0	0	4	40	6	60
3.	Teknik Talking Chips membantusayadalamberbahasaInggris	0	0	0	0	1	10	1	10	8	80
4.	Sayamenjadipercayadiriberbicaradengan orang lain dalam bahasaInggrismelalui teknik Talking Chips	0	0	0	0	0	0	3	30	7	70
5.	Teknik Talking Chips memberikankesempatankepadasayauntukmenyampai kanpendapatdalamdiskusikelompok	0	0	0	0	0	0	4	40	6	60
6.	Teknik Talking Chips meningkatkan kemampuanberbahasaInggrissaya	0	0	0	0	1	10	2	20	7	70

As shown in Table 6, the mean of percentage of 'strongly agree' in each point was 65%. On the other side, the mean of percentage of 'agree' in each point was 30%, and the rest was 5% of neutral choices.

a) Reflection

Based on the observation phase, it was found that Talking Chips technique could improve students' speaking skill of X Accounting Class 1. It was supported by students' interest through interview recorded of some students at the end of cycle II as presented in interview transcript as follows:

Interviewee

R: *Iya Ruth, Mr mau Tanya lagi nih, setelah belajar menggunakan teknik Talking Chips, senang gak belajar bahasa Inggris?* [Well Ruth, I want want to pose you some questions again. Do you like studying English after implementation of Talking Chips technique?]

I: *Lumayanlah sir* [so-so]

R: *Lalu menurut Ruth, bagaimana teknik Talking Chips ini?* [What do you think this Talking Chips technique]

I: *Sangat membantudalamkitangelatih speaking dankepercayaandiri kita* [it's very helpful in improving our speaking and confidence]

From interview recording presented in interview transcripts which taken from some students above, it shows that the students were enthusiastic and helped by Talking Chips technique in improving their speaking skill. They felt more confident both in sharing ideas in group discussion and presenting the topic to the front of the class related what they had discussed.

Due to the time's constraint, the researcher decided to merely conduct this two-cycle study with 70% improvement which could success criteria using Talking Chips technique.

The improvement of students' speaking skills was also supported with their interest which the researcher gained through questionnaire and interview. This implied that through Talking Chips technique, they were encouraged to have different learning situation rather common group discussion. Most of them agreed that Talking Chips technique had an important role in development of speaking skills.

Action Hypothesis Test

To compare the students' achievement in speaking skill before and after cycle II was conducted, a paired samples t-test was administered using the SPSS version 17 program. The result is presented in Table 8:

Table 7
T-test result of the Pre-test and Post-test II

Paired Samples Test						
Paired Differences						
95% Confidence Interval of the Difference						
	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1 Post-Test2 – Pre-Test	13.05526	23.74474	7.788	9	.000	

Table 7 reveals that the t-count is 7.788 with the significant sig. (2-tailed) 0.000. Whereas the t-table with the significant level 0.05 and degrees of freedom (df) = n-1 = 9 is 2.262. Since t-count (7.788) > t-table (2.262), we can say there was a significant difference between the pre-test and post-test II. Specifically, this result suggests that when students are taught speaking using Talking Chips technique, their achievement increases.

3) Meeting 3

The third meeting was conducted on April 29, 2016. The number of students come at that time was 10. The remaining students were absent. The teaching process was occurred well and the material was still about comparing things. The researcher had students make Talking Chip groups of four after explaining the material to discuss a topic given. Each student then presented what they elicited in front of the class.

c) Observation

The observation process was doing while giving treatment. In the process, there was only an observer of this study and it was the English teacher itself. The English teacher observed the process of the treatment based on the observation sheet guideline given by the researcher.

Besides the observation of the teaching process, the researcher also had a test to know students' improvement in this steps. Before doing the test, the researcher gave the students a topic related to the material based on their textbook. The topic was about *being tour guide*. The researcher also distributed the questionnaire to students to know their interest toward Talking Chips implementation.

The process was the researcher firstly notified the topic to the students and then had them prepare before presenting to the front of the class. The researcher gave 20 minutes for their preparation of giving own opinion. After completing post-test 1 conducted on May 12, 2016, the researcher gained the score of each student participated in this test. The scores were shown in Table 8:

Table 8
The Range of Score of Students in Cycle I

No	Range of Score	Frequency	Percentage	Category
1	≥ 85	0	0%	Very Good
2	70-84	0	0%	Good
3	55-69	7	70%	Fair
4	40-54	3	30%	Poor
5	≤ 39	0	0%	Very Good
Total		10	100%	

Discussion

Based on the research conducted, it was found that the result of Talking Chips technique implementation improved the tenth graders' speaking skill of Accounting Class 1 at SMK PSKD 1. In this case, the researcher collected qualitative and quantitative data. The quantitative data were collected through test instrument (pre-test, post-test I, and post-test II), and the qualitative data were collected through non-test instruments (questionnaire, observation sheet, and interview).

The researcher had some steps to obtain quantitative data. He should conduct pre-test to know students' capability in speaking. The researcher then conducted two-cycle study which had post-test in each cycle. The result shows that there was significant improvement from pre-test to post-test II as follows:

Table 9. *The Mean of Students' Pre-test, Post-test I, and Post-test II scores*

Test	Pre-test	Post-test I	Post-test II
Mean of Score	55.00	59.60	73.40

In the preliminary step, the researcher obtained that the mean of students' pre-test score was 55.00. Based on the score gained, the researcher found that students' had less confidence in speaking in public. After collecting data from pre-test, the researcher conducted cycle I and cycle II to improve students' speaking skill based on what students' need which gained in pre-test. In the end of cycle I and II, the researcher conducted post-test in each cycle. The mean of post-test I was 59.60, and the mean of post-test II was 73.40. In this case, the researcher found that there was improvement even though none students reached the success criteria in post-test I as shown in Table 10.

In this case, improvement occurred to all students even though there were 3 from 10 students participated fully in this research, who did not pass the success criteria. It was because time to conduct this research was so limited that the researcher could not maximize students' improvement based on success criteria. However, the researcher would reach maximal improvement if this study was conducted longer. Based on all data collected during this study, it indicated that Talking Chips technique influenced not only students' improvement of speaking skills, but also their interest.

Table 10
Comparative Achievement of Post-test I and II

No	Range of Score	Post-test I		Post-test II		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 85	0	0%	0	0%	Very Good
2	70-84	0	0%	7	70%	Good
3	55-69	7	70%	3	30%	Fair
4	40-54	3	30%	0	0%	Poor
5	≤ 39	0	0%	0	0%	Very Poor
Total		10	100%	10	100%	

Conclusion and Suggestions

This research design was Action Research was aimed to improve the tenth graders' speaking skills using Talking Chips technique. It was known that there was improvement in students' test from pre-test to post-test II. The mean of pre-test was 55.00 points. It increased 4.60 points to 59.60 in post-test I. However, the significant increase occurred in post-test II. There were 13.80 points increased from 59.60 points in post-test I became 73.40 points in post-test II.

The result of observation observed by English teacher indicated the researcher had conducted good collaboration with students the procedure of Talking Chips well. Interview and questionnaire described students' interest and attitude and it gave positive response toward the implementation of Talking Chips technique. From quantitative (pre-test, post-test I, post-test II) and qualitative (observation, interview, and questionnaire), it was concluded that Talking Chips technique successfully improved students' speaking skills.

There are some suggestions suggested by the researcher according to the result of the result which can be considered: (1) To English teacher, it is better to use Talking Chips technique as one of techniques in teaching students' speaking skill. (2) The students are expected to implement Talking Chips technique in group discussion especially in learning speaking.

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