

**THE STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF
TALKING CHIP TECHNIQUE IN LEARNING SPEAKING AT THE
SECOND GRADE OF SMAN 9 BANDAR LAMPUNG**

(A Script)

By

Intan Pratama Putri



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

ABSTRACT

THE STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF TALKING CHIP TECHNIQUE IN LEARNING SPEAKING AT THE SECOND GRADE OF SMAN 9 BANDAR LAMPUNG

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The objective of this research was to explore the students' perceptions of the implementation of talking chip technique. The current study was the qualitative approach. The subjects of the research were the elevent-grade students of SMAN 9 Bandar Lampung. The data were collected through video recording and interviews. The decriptive analysis was used to analyze the research. This research was carried out from August 19 to September 09, 2019.

The results showed that majority of students had positive perceptions of the implementation of Talking Chip technique in terms of difficulty, degree of stress, confidence, interest, and motivation. This suggests that TCT facilitates the students to actively involve in learning English speaking.

Keywords: *perceptions, speaking, Talking Chip technique*

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The Requirement for S-1 Degree

in

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Teacher Training and Education Faculty



**FACULTY OF TEACHER TRAINING AND EDUCATION
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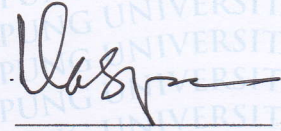
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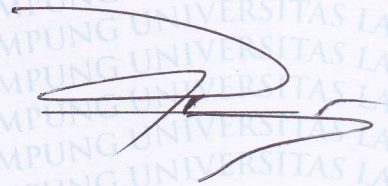
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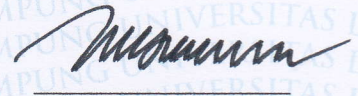
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The writers' name is Intan Pratama Putri. She was born in Bandar Lampung, on 31st of December 1997. She is the first child in a family of two children. She has one younger brother named Irfan Yadi.

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DEDICATION

This piece of work is entirely dedicated to:

My beloved parents, Hendri Yadi and Eka Yuliantina

My beloved grand parents, Masripah and Effendi

My annoying brother Irfan Yadi

My dearest friends; Shopee Squad, Gopay Club and Six Wonders

My English Education Study Program '15

My almamater, Lampung University

MOTTO

“miracle” is another name for “hardwork”

(to the beautiful you, korean drama)

You don't always need a plan,
sometimes you just need to breathe, trust,
let go, and see what happens.

(Lee Taeyong NCT)

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Alhamdulillahirobbil 'alamin, praise is merely to The Mightiest Allah SWT. for the gracious mercy and tremendous blessing that enable her to accomplish this script entitled **Students' Perception of the Implementation of Talking Chips Technique in Learning Speaking at the second grade of SMAN 9 Bandar Lampung**. This script is submitted as one of the compulsory fulfillments of the requirement for Lampung University majoring in English Education Study Program at Teacher Training and Education Faculty.

It is necessary to be known that this script would never have come to existence without any supports, encouragements and assistances by several outstanding people. Therefore, the writer would like to acknowledge her sincere gratitude and respect for those who have contribution in helping and supporting her to finish this script.

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Finally, the writer believes that nothing is perfect in this world and this final project is no exception. Thus, comments, critiques and suggestions are always open not only for the improvement of this script but also better research. Somehow, the writer hopes that this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 22nd of November 2019

The writer,

Intan Pratama Putri

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I. INTRODUCTION

This chapter discusses certain points deal with the background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of the term.

1.1. Background

In Indonesian English curriculum, students of senior high school have to master the four language skills, one of which is speaking skill. Students need to understand spoken English to communicate their ideas effectively. According to Ahmad (2016), speaking is one of the important skills that needs to be mastered by the others, because it is used to assess and respond a communication that occurs constantly in order to inform, request, persuade, or to build a relationship with others. This suggests that speaking is the crucial value in communication.

Although speaking skills are crucially important, it is generally thought that most of the students' speaking ability is regarded as being low. Most students still could not speak English well because of several reasons. Syafryadin (2015) found that most students have low ability in speaking. Most of the students got stuck and did not know what they wanted to say. Then, they had many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. Furthermore, they pronounced words incorrectly and so many

pause when they were speaking. Estiningrum (2015) also found that many students could not speak English well because of some reasons. They lack of vocabulary mastery to learn English. They were not able to deliver their ideas or thoughts during class. Then they were lack of confidence. They always felt nervous to participate individually during the lesson. Khairunnisa (2015) also found that some students did not want to speak up in the classroom because they were afraid of making mistakes. A domination member in a group discussion exists that make some students did not have any chance to share their ideas. There was less teamwork skill in discussion activity. It concludes that students' speaking ability is regarded as being low. The linguistics and personality factors appear to be the problems in developing students' speaking English ability.

Other reason for the low ability of speaking is due to inappropriate use of the technique. In teaching English, many teachers use a passive technique that does not stimulate students in speaking English in the class. Based on the writer's experience studying in Senior High School, the little opportunity students get in the class for speaking made them lack of motivation in speaking. Therefore, the students were not enthusiastic in speaking English. The students were not interested and motivated in the teaching and learning process. It is proven when the teacher asked them to speak up during the teaching and learning process, most of them kept silent. They did not want to have a discussion with others since they were not accustomed to it. According to Mukaddimah (2014), found that the activities that the teacher gave were less varied. The activities done in the classroom did not give more spaces for the students to practice their English. It concludes that the inappropriate technique makes

students' speaking ability low. The teacher should apply interesting techniques which give the students more amount of speaking practices.

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

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

There are several previous studies related to the implementation of Talking chip Technique. According to Khairunnisa (2015), after being taught for three times by using Talking chip Technique, the students' speaking ability became better. The students' performances in posttest were better than pre-test. For example, after the students got treatments, the students were getting used to answering the questions by speaking in English so that their pronunciation, vocabulary, fluency, comprehension, and grammar are getting better scores. The other research also comes from Mukaddimah (2014), it is found that the Talking chip Technique improves students' involvement and motivation during the teaching and learning process. The use of this technique successfully brought new excitement for the students, so that they could involve more during the teaching and learning process. Meanwhile, the students got more opportunities to practice their speaking during the implementation of Talking chip Technique. Based on the previous studies above, the implementation of Talking chip Technique seems to be effective for students in learning and practicing speaking English.

In addition to the teaching strategies, methods and techniques used by the teacher in the teaching of speaking, another factor which is believed as an important role in making students enjoy to do the speaking performance is their perception. Students' perceptions is important in ensuring the effectiveness of the learning process in the classroom. According to Agustina (2019), the students expressed positive feelings and opinions on using Jigsaw technique. Some students felt the activities of jigsaw technique were easy. The felt relaxed and confident in did the activities of jigsaw technique. Then, they were interested and motivated in learning speaking English by

using this technique. Black and Sekuler (2005) define perceptions as what person's feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain. There is a study related to the students' perception.. Student's perceptions of the techniques in the learning of speaking might influence the choices of the techniques used in the learning of speaking. Moreover, students can have certain perceptions of the techniques in the learning of speaking which can be negative or positive. Therefore in this research, the researcher wants to focus on qualitative research which is investigating students' perception. The researcher wants to know what and why this technique effective to be used in learning speaking based on students' perceptions of the implementation of three steps in this technique.

The purpose of this research then is to analyze students' perceptions on the implementation of Talking chip Technique in learning speaking at the second-grade students of SMAN 9 Bandar Lampung. In short, the researcher assumes that is a good technique in stimulating students' speaking. Therefore this research is entitled **The Students' Perceptions of the Implementation of Talking chip Technique in Learning Speaking at the second grade of SMAN 9 Bandar Lampung.**

1.2. Formulation

Related to the background stated before, the researcher tries to formulate the problem as follows:

1. What are the students' perceptions of the implementation of talking chip technique?

That is the formulation of this research.

1.3. Objective

Related to the background stated before, the researcher tries to formulate the objective as follows:

1. To identify the students' perceptions of the implementation of Talking Chip Technique.

That is the objective of this research.

1.4. Uses

This research would be hopefully useful both theoretically and practically:

1. Theoretically

The result of this research is expected to give information and reference to the readers about the students' perceptions of the implementation of talking chip technique.

2. Practically

The results of this research can be made as input for teachers of English to make students' enthusiastic in learning speaking.

These are the uses of this research.

1.5. Scope

This research was conducted in SMAN 9 Bandar Lampung. The researcher took one class as the subject of this research. The topic of the teaching used in the teaching-learning process was argumentative dialogue. The focus of this research was finding the students' perceptions after the implementation of talking chip technique in learning speaking. The researcher conducted this research in 4 meetings for four weeks.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research were defined as follows:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that, when students speak, they do not only produce the message or information but they also receive and process that information (Brown 1994).

2. Talking chip Technique

Talking chip is developed by Kagan (2011), Talking is a word taken from the English language, means to speak, while the chip means the card to speak. In the course of talking chip, each member of the group gets a chance to provide their construction and listen to the views and concerns of other members. So Talking chip means a way to make the students' participation equal in the class by using chips on each group discussion.

3. Perception.

According to Pramestya (2013), perceptions is people's opinion about something that they thought is true. It means that perceptions refers to someone sense or view toward a certain object.

These are the definitions of terms of this research.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as previous studies, concept of speaking, aspects of speaking, argumentative dialogue, teaching speaking, Talking chip Technique, Talking chip Technique in speaking, procedures of Talking chip Technique, procedure of teaching speaking through Talking chip Technique, advantages of Talking chip Technique, disadvantages of Talking chip Technique, theoretical assumption, and hypothesis.

2.1. Previous Studies

There have been several studies that investigate the teaching of speaking skill and the technique which are relevant to this research. The first research comes from Mukaddimah (2014), it is found that the Talking chip Technique improves students' involvement and motivation during the teaching and learning process. The use of this technique successfully brought new excitement for the students, so that they could involve more during the teaching and learning process. Meanwhile, the students got more opportunities to practice their speaking during the implementation of Talking chip Technique.

The second research comes from Estiningrum (2015) who also did talking chip technique research for speaking. The participants were 28 students and they were seventh-grade students in SMPN 1 Trucuk. It is found that Talking chip activities

encourage students to participate and overcome communication or problems, such as dominating group members. It created enjoyable learning climate that motivated them to get involved in the teaching learning process. Furthermore, the students could build their self-confidence to speak in front of the class.

The last research comes from Yuliska (2018) who had done research about students' perceptions toward English after being taught by using talking chip technique. The participants were 40 students in SMAN 1 Natar. It is found that the students' perceptions of English is not too bad. Some of the students interested in English because of many factors, one of them is the teacher's way of teaching English. The researcher concluded that the teacher's way of teaching is very influenced to students' perceptions of English and also the performance in English especially in speaking.

2.2. Concept of Perception

Perceptions plays an important role in learning process. Haryanto (2015) defines perceptions as the process where people interpreted something based on their own experience as the result of stimuli in producing information. Pramestiya (2013), also mentioned that perceptions is people's opinion about something that they thought is true. It means that perceptions refers to someone sense or view toward a certain object. Other definition of perceptions is purpose by Blake and Sekuler (2006), perceptions is defined as what person feels about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain.

Perceptions can be defined as our recognition and interpretation of sensory information. Perceptions also includes how we respond to the information. We can think of perceptions as a process where we take in sensory information from our environment and use that information in order to interact with our environment.

Based on the definitions above, the researcher believes that students' perceptions of school events, the nature of teachers' expectations, and the patterns of interaction between students and teachers have an impact on their academic attitudes and behaviors. The way we look at situations, places, and things reflects the way we view the world and influences the conclusions and decisions we make. Our perceptions of an event is a personal interpretation of information from our own perspective. That is why in this research, the researcher tends to be more focus in finding out the perceptions of students on the implementation of talking chip technique.

2.3. Concept of Speaking

Speaking is a process of communication between at least two persons – speaker and hearer – in order to give and get information orally. In line with Bryne (1984) defines speaking as a two-way process between speaker and listener and it involves productive skill and receptive skill. It means that in the speaking process, there is a speaker who gives the information and hearer who get the information. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of the speaker.

Nunan (2003) says that speaking is a productive oral skill. It involves the production of verbal utterance to comprehend the meaning. Brown (2001) says that spoken

language is easy to perform, but in some cases it is difficult. In order that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a task objective.
3. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to teach others an acceptable level of language accuracy.

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

2.4. Types of Speaking Performance

Brown (2004) describes six categories of speaking performance based on skill area. Those six categories are as follows:

1. Imitative.

This category includes the ability to practice intonation and focus on some

particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading a paragraph, reading the dialogue with a partner, in turn, reading information from the chart, etc.

3. Responsive

This includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, a simple request, and comments. This is a kind of short replies to the teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. This kind of speaking performance more focus on transaction activity such as selling good or service.

5. Interpersonal or Argumentative (dialogue)

Interpersonal dialogue refers to the dialogue which more for the purpose of

maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations, and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. This is the monologue of speaking performance.

From the views above, there are 6 types of speaking performance; imitative, intensive, responsive, transactional, interpersonal, and extensive. In this research, the researcher focuses on interpersonal or argumentative dialogue. The researcher gives treatment in discussion form, argumentative dialogue, to improve students' speaking ability through Talking chip Technique.

2.5. Argumentative Dialogue

The term “argument” is used in a special sense, referring to the giving of reasons to support or criticize a claim that is questionable, or open to doubt. To say something is a successful argument in this sense means that it gives a good reason, or several reasons, to support or criticize a claim. In every claim that should support some reasons because the claim is open to doubt. This observation implies that there are always two sides to an argument, and thus that an argument takes the form of a dialogue.

On one side, the argument is put forward as a reason in support of a claim. On the other side, that claim is seen as open to doubt, and the reason for giving the reason is

to remove that doubt. In other words, the offering of an argument presupposes a dialogue between two sides. There are three goals of critical argumentation are to identify, analyze, and evaluate arguments (Walton, 2006: 1)

In short, the argumentative dialogue is the appropriate material to encourage students to speak. By teaching argumentative dialogue through Talking chip Technique, every student will get a chance to give their argument based on the topic or issue that they get. The teacher will encourage students to improve their speaking ability by giving some interesting topic that can be argued by the students. Before giving treatment, the researcher will teach the students how to ask and give an argument in the form of dialogue.

2.6. Teaching Speaking

Teaching speaking means that teaching how to use language for transferring ideas, opinion or even feeling to other people. Teaching speaking is important to learners' language acquisition and academic learning. When people communicate with others, their intention to speak is to express their ideas, thought, and also feeling. It makes others understand what they feel and what they think.

Speaking is a crucial part of English language learning and teaching which needs special attention and instruction. In line with Cameron (2001) states that it is crucial for the teacher to take the responsibility for checking the students' understanding to the language being used and the purpose of the activities is being carried out. It means that this is really important for the teacher to make the students understand in learning. The teacher has to consider that students understand the

objective of the learning process. Therefore, the teacher must give the students the opportunity to provide input to all phases of classroom activity.

Nunan (2003) asserts that the notion of speaking is helping learners to be able to do the following activities:

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

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

2.7. Talking chip Technique (TCT)

Talking chip technique is one of the teaching techniques of cooperative learning which is developed by Kagan in 1992 for the first time. In talking chip students participate in a group discussion, giving a token where they speak. The aim of this technique is ensuring equitable participation by regulating how often each group

member is allowed to speak. Since this technique emphasizes full and even participation from all the members, this technique encourages passive students to be able to speak out confidently. Talking chip is useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

Talking chip technique is defined by Turville (2008) who stated that talking chip is a way to make the students' participation equal in the class by using chips on each group discussion. Talking chip are making small class discussion that consists of three or four students, one student to be moderator that monitors this activity and control the time that is used, every student is given one chip by the teacher and then they have to tell about the commands in the chip to the other friend and the time is about two minutes for each chip, then the teacher will give score based on the time and speaking skill aspects like pronunciation, vocabulary, grammar, and fluency used by the students when they are telling the things in the chip to the other friend. The last step is if the students have finished telling the things in the chip, it must be given again to the moderator; they may not speak again and return to their chairs.

From the definition presented by several experts above, the writer comes to the conclusion that talking chip technique is a technique which is applied by the teacher in teaching speaking. This technique is very effective to be used by the teacher in the class because this technique can make all students taught in the class active in speaking activity. In other words, this technique tries not to make the speaking activity in the class dominated by a student only.

2.8. Talking chip Technique in Teaching Speaking

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

Talking chip are making small class discussion that consists of four or five students. In talking chip students participate in a group discussion, giving a token where they speak. The aim of this technique is ensuring equitable participation by regulating how often each group member is allowed to speak. Since this technique emphasizes full and even participation from all the members, this technique encourages passive students be able to speak out confidently. Talking chip is useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

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

2.9. Procedures of the Implementation of Talking chip Technique

There are several experts who propose about the procedure of talking chip technique. The first one is from Barkley (2005). The procedures of talking chip will be explained as follows.

- 1) First, the teacher asks the students to form groups. The teacher can also help them to create groups to minimize the time.
- 2) Next, give each student three to five tokens or cards that will serve as permissions to share, contribute, or debate in conversations.
- 3) Then, ask the students to participate equally in the group discussion, specifying that as they contribute comments, they should give a token and place it in view of the other group members.
- 4) Finally, when all of the students have contributed to the discussion and all tokens are down, ask the students to retrieve and redistribute the chips. So that the procedure repeats for the next round of discussions or end of the discussions if the activity is complete. (Barkley, 2005)

The last one comes from Bowers and Keisler (2011). They state that talking chip technique has 4 steps. They are:

- 1) Teacher assigns the student to discuss the material of discussion in a group and gives each student a designated number of chips to use during the discussion. For example, the teacher gives some articles to be discussed by the students. After that, the teacher asks the students to choose one article to be discussed in a group consists of 4 students. Then every member of the group will get the same number of chips to use as a chance to speak in the

discussion.

- 2) Teacher asks a question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas. For example, the teacher shows some article with a different topic in front of the class. Then, every group chooses one article to be discussed. During the discussion, the teacher will record the process.
- 3) The teacher tells students that the chips that they get are the number of chips they must use during the discussion.
- 4) Teacher asks the students to discuss. They place a chip in the center of the table when it is their turn to speak. As an example, the teacher asks the students to start the discussion. After that, the teacher asks directly about the article that is chosen by the group. The members of that group one by one gives their argument by placing the one chip for one argument in the center of the table.

Based on the theories above, the researcher used Barkley statement as a guide of this research since their procedures are more simple and clear. Those procedures will be applied in teaching speaking. The conversation that will be focused on by the researcher in teaching speaking Through Talking chip Technique is argumentative dialogue.

2.10. Procedures Talking chip Technique in Teaching Speaking

In this research, the researcher who played a role as a teacher who also taught speaking in the form of argumentative dialogue with the procedures as follows:

The procedure of talking chip technique in a group

1) Pre Activities

- Students were asked to pray together.
- Students were asked to remember the previous lesson..
- Students were given a small chat about the material which will be discussed to know the students' basic knowledge about the material.

2) Whilst activities

- Students were given some expressions that are commonly used complete with the meaning related to the expressions of asking and giving an opinion.
- Students were explained how to pronounce those expressions correctly.
- Students were asked some questions to the teacher related to the materials.
- Students in the class were divided into 9 groups. Each group consisted of 4-5 students.
- Students were informed how to make the group. Count number one until eight, anyone who got the same number gathers into one group.
- After the students gathered into some groups, students were introduced about Talking chip Technique and how the role of this technique is.
- Each group was given one article to be discussed in in the group.
- Each student of the group was given one chip as a chance for each

member in a group to speak.

- Students were able to discuss with their friends to give some arguments about the article.
- Students were given a few minutes to think about the statement that they want to give or speak.
- Students started the discussion with talking chip technique.
- One of student in the group started to give a statement of the article or issue and then the other students had to continue by giving their arguments. While they were giving the statement or argument they had to give a card and place it in view of the other group members.
- The discussion was considered finished when all of the students had contributed to the discussion and all chips are down.

3) Post activities

- Students were asked what they have learned.
- Students were asked by the teacher if they still have a question about the material.
- Teacher closed the meeting.

These were the procedures of teaching speaking through Talking chip Technique based on the Barkley statement as a guide of this research procedure.

2.11. Advantages of Talking chip Technique

Gray (2010) and Millis and Cottell (1998) mention some advantages of Talking chip Technique. They are:

1. Talking chip Technique provides students' opportunity to talk and give a challenge to the students.
2. This technique requires a challenge in group work and manages the discussion. Thus, every individual has a chance to contribute and no individual dominates the meeting.
3. Talking chip Technique helps students to see how they participate during group work.
4. This technique also develops teamwork skills and self-awareness.

Those are the advantages of Talking chip Technique. This technique is probably best used to give students insight into effective teamwork and to solve problems of inequitable participation.

2.12. Disadvantages of Talking chip Technique

Millis and Cottell (1998) mention some disadvantages of Talking chip Technique.

They are:

1. This technique can inhibit the natural flow of conversation since the procedure of this technique controls participations. But, this condition will make a chance for all the students to speak in the classroom.
2. This situation makes discussion feel stilted and artificial. But, in this case, feel stilted and artificial will not disturb students' learning process since the discussion is going well.

Those are the disadvantages of Talking chip Technique. Although this technique has some disadvantages, the researcher believes that this technique has more advantages that can improve students' speaking ability.

III. RESEARCH METHOD

In order to understand the methods of the research that will be used in this study, this chapter discusses the research design, subjects, data collecting technique, research procedure, and data analysis.

3.1. Research Design

In this research, the researcher used the qualitative research method because the researcher wanted to identify the perceptions of speaking after being taught by using talking chip technique. As stated by Bogdan and Taylor (2001) "Qualitative researchers are concerned with the meaning people attach to things in their lives. Qualitative researchers empathize and identify with the people they study in order to understand how those people see things." This means the result of this qualitative research were data about several aspects that can be observed. The result of this research is in the form of a descriptive explanation.

In conducting the research, the researcher played a role as a teacher in the process of the implementation of talking chip technique in teaching speaking. The teaching learning process was recorded to see the class condition when talking chip technique was implemented. Besides that, the researcher tried to identify the students' perceptions on the implementation of talking chip technique by interviewing students based on the video recording.

3.2. Subject

The subject of this research was the second-grade students of SMAN 9 Bandar Lampung. The researcher used a purposive sample in selecting subjects of this research. Purposive sampling was used in selecting subject because the researcher looked at the quality of the class so the researcher hope students would help the researcher to answer the research question. In purposive sampling, the researcher chose a subject based on the identification of the problem and justification (Setiyadi, 2006). The researcher took one science class of second-grade students of SMAN 9 Bandar Lampung that consisted of 32 students.

3.3. Data Collecting Technique

The data of the research were collected by Video Recording. There were two video recordings in this research. The first video recording was about students' performance and the class situation. The researcher recorded the class during teaching learning activity with talking chip technique. It recorded students' talking chip technique performance and also the classroom situation when talking chip technique was being implemented. Then the second video recording was about students' interview on the implementation of talking chip technique. The researcher recorded the interview after the treatment of talking chip technique was done.

3.4. Instrument

The instrument of collecting data in this research was an interview. The Interview participants were 20 out of 32 students from the same class the researcher took place in implementing the talking chip technique. The researcher only took the 20 out of 32 participants because it is already enough to find out the student's perception. To

make sure the interview was valid, the protocol questions of this interview was as suggested by Mahpul (2014). There were 5 categories that were asked to the students in this interview; interest, level of difficulties, stress, confidence, and motivation. This interview was conducted with students to identify their perceptions on the implementation of talking chip technique. To find out the students' perception, the researcher also used video recording. The interview was conducted while showing the video recording about their performance in talking chip technique. The researcher used an in-depth interview technique with semi-structured or unstructured as the type. An in-depth interview is an effective qualitative method to know their personal feelings, opinions, and experiences and also an opportunity for the researcher to gain insight into how people interpret and order the world. Furthermore, the process of interview was conducted in Bahasa Indonesia in order to avoid misunderstanding between the researcher and the students. The process of the interview was recorded by the researcher to help the researcher gain the data.

3.5. Research Procedure

In order to get the data, the researcher arranges the research procedure as follows:

1. Planning

- a. Determining the subject.

The researcher chose one out of 10 classes in SMAN 9 Bandar Lampung.

The researcher took one class of the second grade as the research sample.

The class consists of 32 students.

- b. Arranging the materials that would be taught.

The teaching material was arranged based on the Curriculum of 2013 for

the second year of senior high school students in students' book.

2. Field Work

a. Implementing talking chip technique in teaching speaking.

The researcher taught the sample of the implementation of talking chip technique in order to make sure they understand about talking chip. The students were divided into several groups and each group consisted of four students. Each group was given an issue and the students were demanded by the researcher to give some arguments related to the issue they get. The students' performance and the class situation were recorded.

b. Administering an interview.

The interview session was conducted after the implementation of talking chip technique. The researcher interviewed 20 out of 32 students. This interview was conducted with the students to identify their perceptions on the implementation of talking chip technique in learning speaking. The process of the interview was recorded by the researcher to help the researcher gain the data.

3. Dealing with Data

a. Analyzing data.

After doing the interview, the data on students' interview in the form of recording were analyzed by the researcher. First, the data was transcribed into written form, then all the data coded in detail. The students' responses were coded manually. Then all the data are calculated in percentage, the way to determine the percentage was:

$$\frac{\text{Total of students' agree responses}}{\text{Total of interview participants}} \times 100\% =$$

After all the data calculated in percentage, the researcher interpreted the result.

b. Making a report about the findings.

The researcher took conclusion. Then as the final steps, the researcher interpreted the data into a substantive theory about the implementation of talking chip technique in teaching speaking.

3.6. Data Analysis

In order to analyze the data, the researcher applied a descriptive analysis. In this study, the research did several steps that were adopted from Mahpul (2004) to analyze the data. It was first transcribed the interview. The transcription process consisted of listening to the interview and typing it out verbatim in a word document. Next, all the data are read through and coded in detail by using symbols. The students who had responses for each category were designated with symbols either (+) for positive response or (-) for negative response. Both plus (+) and minus (-) were then accompanied by a number referring to order of the questions in the interviews. For example, the plus (+) symbols was generated from question 1 and was coded by "1+". A minus (-) symbols was generated from question 1 then was coded by "1-". The students' responses are coded manually. To facilitate explanation researcher tends to write statements like this, the positive code was put when the students answer with positive response otherwise the minus code will be then put. According to Mahpul (2014) the coding process of this research will be explained by the example below:

For examples, question number 1, the student answered with this response, “*For me it’s easy because apparently I ever read an issue like that, so I felt like I am familiar with this topic*”. The word ‘easy’ is coded by (+), then the student’s comment “*apparently I ever read an issue like that, so I felt like I am familiar with this topic*” was summarized by a descriptive code as **familiarity with the topic**. It goes the same with the minus (-) response. For example the question number 1 the other student answer with this response “*It’s difficult Miss, because I seldom hear the reasons from the people who agree with the statement I get*”. The word ‘difficult’ is coded by (-) since it was a minus response generated from question 3, would be then coded by (3-). Then the student’s comment “*I seldom hear the reasons from the people who agree with the statement I get*” was summarized by a descriptive code as **lack of familiarity with the topic**. These data are then tabulated as a percentage agreement summary of all the students’ perceptions.

Table 1: Coding description of participants’ perceptions of talking chip technique

Question	Category	code	Description
1	Difficulty	1+	Easy,
		1-	Difficult
2	Stress	2+	Relaxed
		2-	not relaxed
3	Confidence	3+	Successful
		3-	Not successful
4	Interest	4+	interesting
		4-	Not interesting
5	Motivation	5+	Yes
		5-	No

V. CONCLUSIONS AND SUGGESTIONS

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

5.1 Conclusion

The result of the study showed that all of the five categories of students' perceptions are mostly in positive rather than negative comments. Students felt that the steps were easy, they felt relaxed, confident, success, interested in doing the technique again and they motivated to learn more. The factors that make students give the positive comments are familiarity with the way or topic, fairly shared, interested with the topic, ease to do and having partner to discuss with.

This referred to the fact that they enthusiastically got involved in participating to the group discussion. They also said that it is more comfortable for them to speak in the group than alone in front of the class. This finding is in line with the study of Estiningrum (2015) who found that Talking chip activities encourage students to participate and overcome communication or problems, such as dominating group members.

However a few students had some problems in performing the steps. They felt the steps are difficult, stressful, not enjoyable, not interesting and they are not motivated to do that kind of steps again. The factor that made them not enjoyable in performing

those steps is because they didn't have a choice to choose their own members, statement, and side (pro and cons) that they had in a group discussion. They want the teacher considered to allow them to choose their own things related for the discussion. This finding is in line with the study by Willis (2006) that students who are given choices about their learning can engage in higher-level learning for multiple reasons. For one thing, when students are more joyfully engaged, their brains are able to process learning and store it in long-range memory more effectively.

From the result gained as stated above, it can be concluded that the students' perceptions of Talking chip Technique are mostly in positive rather than negative comments.

5.2 Suggestions

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

5.2.1. Suggestions for English Teachers

In reference to the result of this action research, English Teacher can apply Talking chip Technique in the teaching learning process. As we can see from the students' perception, they like to use group discussion in learning speaking, thus Talking chip is one of cooperative learning that will be enjoyable for them. Next the researcher also suggest the teacher to be able to make some variations of topic in teaching which interest for the students. Furthermore, the teacher also may try to give choices to the students about the topic they discuss in the group. Then the teacher should find

another way to arrange the students' group discussion. This is to make the students feel enjoy and motivated to follow the learning process.

5.2.2. Suggestions for Further Researcher

This research only focuses on finding the students' perceptions on the three steps of talking chip technique. Then to the other researchers who are interested in conducting talking chip technique in their research, it is suggested to apply this technique where the topic of discussion is left to the each group to choose for itself. Then the further research may try to find the correlation between students' interest and their achievement in learning speaking with talking chip technique.

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