

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking abilities are the initial impression and crucial to communication, particularly when speaking English. When students first meet, they will not know how great they are at reading or even writing, but they will be able to tell right away how well they speak English. Another thing to remember is that the most effective communication in a foreign language is not usually the most adept at manipulating the structures but rather the most competent at thoroughly understanding the scenario involving both the speaker and listener. Since speaking ability is crucial to improving oral communication, it is the most challenging skill to master. Learners must interact with others to convey their thoughts and feelings during learning.

Brown (2004:140) states that speaking ability is challenging to master because it covers all English elements. Speaking ability can describe how far the learners master the language itself. By learning and mastering speaking, the students could easily communicate with friends, embrace themselves using language skills in the classroom, and express their feelings, ideas, opinions, and thoughts. Besides, learning to speak will be helpful for students because speaking as a verbal communication is a common way to communicate with others. Ur (1996) claims that mastering speaking skills is essential to learning a second or foreign language. Thus, speaking is important to learn as early as possible.

According to Harmer (2001), speaking is the capacity to talk fluently and requires knowledge of language aspects as well as the ability to process information and language on the spot. Likewise, according to Richards (2008), many second or foreign-language learners prioritize communicating in English. Speaking is a part

of productive skills, and mastering speaking is genuinely such a crucial issue. Fluency, understanding, and grammar are three speaking skills that students should be proficient in. Teachers should use a specific teaching-learning approach to help students develop their speaking skills. Examples of this approach include breaking speaking down into its components, fostering a positive learning environment, and designing engaging lessons emphasizing speaking in English.

Based on the observation in SMPN 3 Abiansema, the researcher found that most students' English abilities were average. In comparison, 1 out of 10 students had good speaking skills, but sometimes still had a problem speaking. The students preferred to speak their native language rather than English. The students seemed to have difficulty speaking up and were afraid to speak in English or share their thoughts. They did not notice the structure and grammar when spontaneously making a simple sentence. Another problem was the low motivation to participate in speaking activities caused by their unstable emotions when they talked in front of the class, which were their fear and embarrassment of making mistakes.

Based on the problem faced, the researcher found that the teacher's typical mode of instruction was lecturing. The teacher's learning approach was teacher-centered, which meant that the instructor talked a lot and dominated the class, giving students less opportunity to speak. In other words, the lecturing technique placed the instructor as the subject-matter expert in charge of educating their students through lectures or hands-on teaching. In this context, students were frequently referred to as 'empty vessels,' listening to and absorbing information. Although the lecturing technique has traditionally been seen as more effective, the educational community has grown to acknowledge the significant advantages of encouraging students to take an active role in their learning.

In addition, this could make the students not quite understand how to answer, reply, or react to what one says. It could be influential on students' self-confidence in speaking. For example, when the teacher requested the students to speak, they preferred to do it in their own tongue rather than English. It was because they were unfamiliar with using English in the class. They found it incredibly difficult to perform at their best in the speaking test; hence, most failed to meet the target. Other than that, the teacher only gave the students a limited opportunity to speak, which can cause the students to be unconfident in delivering ideas when they spoke in English. Lastly, it would not be effective for the students to improve and increase their speaking skills, especially in speaking performance.

As what has been stated above, the English teacher needs to discover the solution to resolve the students' issues, especially in speaking skills. Many interesting techniques make the students enthusiastic about practicing speaking as well as suitable techniques for teaching speaking in which the students can explore their minds to reach speaking competence. For these reasons, the researcher chose Talking Chips technique as an option for teaching speaking since many study findings indicate that it is beneficial. The technique provides an opportunity for each student to speak up, and there is no gap between students who are active and passive to speak. Students do not seem only to learn theory, but they can be directly involved in practice by getting their turn to speak up based on the given topic.

The talking Chips technique was applied by combining Instagram Reels as a medium to ensure the students are in a good atmosphere and engaged in an interesting learning process. Using this media in the learning process strengthens teaching and learning, complementing conventional approaches to learning. In applying Talking Chips Combined with Instagram Reels, the students were grouped

into 3-5 students each. They were then provided with an Instagram Reel as the topic of discussion. Before each group member started the discussion or shared their ideas, they were required to place the chips in the middle of the table. After each member contributed to the discussion, the results were wrapped up and shared.

Talking Chips Combined with Instagram Reel is an innovative and attractive teaching technique. This technique lets the students explore their abilities and share their ideas orally. The use of Talking Chips Combined with Instagram Reel also provides the opportunity for the students to actively involve themselves during the classroom discussion. They are 'forced' to practice their speaking skills, and they could enrich their speaking skills. Besides, the group formation in Talking Chips Combined with Instagram Reel enables the students to freely learn from their mates or the other group members as they are about the same age. It makes the teaching and learning process borderless as they can ask their friends what they should do without being afraid of asking the teachers.

As has been aforementioned, the teacher's methods of instruction may impact how well students learn. This teaching technique may help their enthusiasm to study and improve their speaking skills. The researcher was enthusiastic about and interested in implementing Talking Chips Combined with Instagram Reels to the seventh-grade students in SMPN 3 Abiansema in the academic year 2023/2024. The research aimed to determine whether speaking ability could be improved. As mentioned above, the researcher decided to conduct the research entitled "The Use of Talking Chips Combined with Instagram Reels in Improving Speaking Skill of the Seventh-grade Students of SMPN 3 Abiansema in the Academic Year 2023/2024". Moreover, it is expected to become a much more effective teaching technique during the teaching and learning process of speaking.

1.2 Research Problem

Based on the background, there were some issues with the speaking skills of the seventh-grade students at SMPN 3 Abiansemal in the academic year 2023/2024. They faced problems in speaking, especially fluency, comprehension, and grammar. Furthermore, the students had less practice during the teaching-learning process, were too shy to speak up, and were afraid of making mistakes. As what has been mentioned, speaking skill was still considered a difficult skill to be mastered by the students in the seventh graders. Thus, the problem should be immediately solved, and their skill should be improved by implementing an appropriate teaching technique. As a result, the researcher formulated the research problem in the form of a question as follows: can speaking skill of the seventh-grade students in SMPN 3 Abiansemal in the academic year 2023/2024 be improved by implementing Talking Chips Combined with Instagram Reels?

1.3 Objective of the Study

A scientific study is conducted to address the previously established research challenge. The researcher must determine the research objectives. As a result, the research has proceeded as planned, and the researcher's aim has been met. Furthermore, many learning and teaching techniques can be used and applied to improve students' speaking skills. Based on the research problem, the speaking skills of the seventh-grade students of SMPN 3 Abiansemal still needed to be enhanced. As a result, this research was carried out to identify a solution to the aforementioned difficulty. This research aims to determine if the speaking skill of the seventh-grade students at SMPN 3 Abiansemal in the academic year 2023/2024 can be improved through Talking Chips Combined with Instagram Reels.

1.4 Limitation of the Study

The limitations of the study are meant to keep things simple in the discussion and to avoid a broad discussion. Considering the complexity and broadness of the abovementioned problem, the research limitation was formulated. The limitation of the study was very important in discussing the research problem more specifically and avoiding a broad discussion. Speaking has a broad scope of coverage; thus, the researcher needed to narrow down this study area. Moreover, the researcher focused on implementing Talking Chips Combined with Instagram Reels to improve the speaking ability of the seventh-grade students of SMPN 3 Abiansemal in the academic year 2023/2024. The school applied *Merdeka* Curriculum so that the teaching and learning process was based on the curriculum.

As the school where the research was conducted used the *Merdeka* Curriculum the present research was focused on the learning objective (7.8) of the seventh-grade students of SMPN 3 Abiansemal. The learning objective was stated as follows: when the students are given some topics, they are able to perform a short and simple procedure monologue fluently, comprehensively and grammatically. The researcher limited this study to students' speaking ability in monologue performance, especially in making and doing something. The students' speaking skill was limited in delivering their thoughts based on the topics which have already been mentioned. In addition, their performance should fulfil the scoring rubric criteria highlighted on the three aspects: fluency, comprehension, and grammar.

1.5 Significance of the Study

This research was focused on investigating teaching speaking to the seventh-grade students of SMPN 3 Abiansemal in the academic year 2023/2024

through Talking Chips Combined with Instagram Reels. It was concerned with teaching speaking skills by implementing Talking Chips Combined with Instagram Reels. The researcher expected that using this new technique in the classroom learning process would be useful and could give a solution for the students and the teacher to improve their speaking skills. It would also give the solution for the teacher to use this technique to make students more active and talkative in class. The research results are expected to have theoretical and practical significance.

Theoretically, the current research was expected to strengthen and support the theories used, particularly the theory of speaking and Talking Chips Combined with Instagram Reels. It can be used on the procedures or composing the process of this research to get better guidance and have a better result of doing research. Furthermore, some information theories are provided in this study that could be taken to enrich the existing references. In addition, the research findings are expected to prove that Talking Chips Combined with Instagram Reels is one of the effective techniques to improve students' speaking ability. The results could be used as a reference for future studies on Talking Chips Combined with Instagram Reels as a teaching technique in improving speaking ability.

Practically, the result of the study can be useful for teachers, students, and other researchers. For the teachers, this technique can improve their knowledge, help the students' creative and critical thinking, and increase their motivation in speaking. Besides, it could give more information to contribute better results in speaking performance as the teachers can modify this technique with another that can be more creative to give projects to the students and improve their learning achievement. Furthermore, the findings of this study can be used as evidence that Talking Chips Combined with Instagram Reels is one of the effective techniques to

be implemented in the class and improve the students' speaking skills. For the students, this study is expected to be useful to get the opportunities to speak and use a proper expression in a conversation. Furthermore, it is also expected to increase their motivation, interest, and desire to learn English, specifically in speaking activity. It can motivate the next researchers to add more good ideas to make the students more excited to speak with Talking Chips Combined with Instagram Reels and find the weaknesses to be used to conduct further and similar research.

1.6 Definition of Key Term

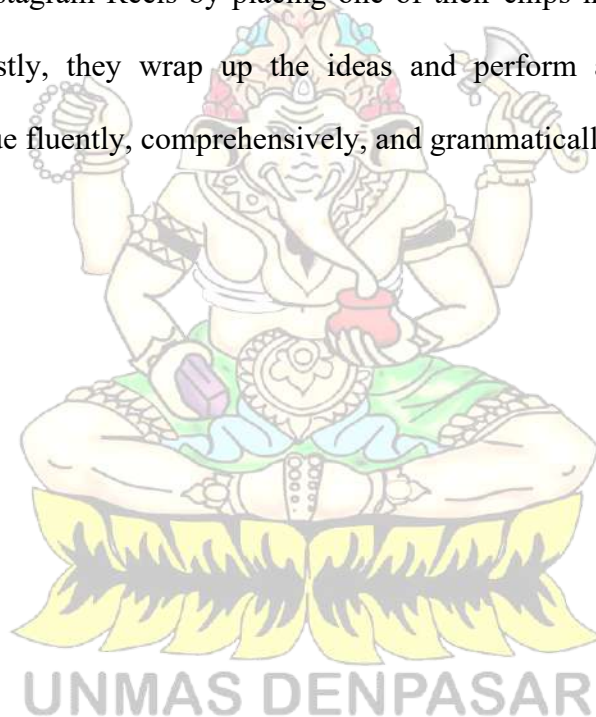
The title of this study was "The Use of Talking Chips Combined with Instagram Reels in Improving Speaking Skill of the Seventh-grade Students of SMPN 3 Abiansemal in the Academic Year 2023/2024." The researcher employed several key terms related to this topic throughout the investigation. The terminology used in the scientific study appears complex to readers because they are too general. Consequently, it is crucial to clarify the main phrases to provide a comprehensive grasp of the subject. It was also intended for the definition of the main words to clarify this study and restrictions for the scope of the performed research. The word employed in the current investigation should have certain operational meanings provided by the researcher. Thus, the definitions of the key terms that are used in the present study are operationally and clearly defined as follows.

1. Speaking Skill

Speaking skill operationally refers to the ability of the seventh-grade students of SMPN 3 Abiansemal to perform a short procedure monologue fluently, comprehensively, and grammatically.

2. Talking Chips Combined with Instagram Reels

Talking Chips Combined with Instagram Reels is a teaching technique which combines Talking Chips and Instagram Reels in teaching speaking to the seventh-grade students of SMPN 3 Abiansema in the academic year 2023/2024. Furthermore, it is started by setting up the class into several groups of xx – xx students and each student is given 3 chips. The teacher then provides a discussion topic obtained from Instagram Reels and provides think time. Additionally, any student can start the discussion based on the Instagram Reels by placing one of their chips in the center of the table. Lastly, they wrap up the ideas and perform a short procedure monologue fluently, comprehensively, and grammatically.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Scientific research should be based on some theoretical background. It is intended to make scientific research a necessary theoretical background. As it is important, a theoretical background should be included. For the present study, some theoretical new points, as well as empirical evidence, are reviewed. Reviewing related theories is necessarily required for the present study to provoke information and enable the investigator to clarify and define the research concepts. The researcher avoids unintentional replication of the previous research. There are some areas which are described and discussed in this chapter: (1) Speaking Skill, (2) Talking Chips Combined with Instagram Reels, and (3) Assessing Speaking.

2.1.1 Speaking Skill

Speaking is an essential language skill in language learning that mirrors a language competency of a language learners who learns English as a foreign language. Speaking is an important component of foreign language acquisition and instruction. Moreover, Thornbury (2005) claims that speaking is significantly more complicated, requiring mastery of specific abilities and information from various sources. Making the proper sounds, picking the appropriate words, and having the right structure are all parts of speaking. Speaking is the process of conveying ideas through verbal and nonverbal signals that someone uses in everyday life conversation, whether at school or outdoors or in other contexts.

According to Broughton et al. (2003), students who are skilled at hearing and comprehending will not necessarily be good at speaking. Speaking is a vital

skill that the instructor must teach in English class. Most students listen to and comprehend the teacher's explanation without speaking practice. Even though the teacher asks the students to discuss a given topic in English, they prefer to use their native language. It is ineffective since their speaking abilities cannot be enhanced. Furthermore, learners frequently assess their language learning progress and the efficiency of an English course based on how much they believe their spoken language competence has improved during the teaching and learning process.

Students should undertake more speaking practice when studying English since learning English without speaking practice is pointless. There are three basic reasons for encouraging kids to speak out in class (Harmer, 2007). The first reason is that speaking activities allow students to practice speaking in real-life situations. The second reason is that speaking assignments completed by students offer feedback to both the teacher and the students. They may observe the experience of carrying out the job. The last reason is that when students talk, they have more opportunities to activate the numerous elements they have stored in their brains, which causes them to employ the elements naturally.

Nunan (2003) mentions that speaking is a productive skill that produces systematic verbal utterances to express meaning. The product of the speaking activity is verbal utterances in which people usually have communicative purposes by producing it. They may want to retell stories, give information, express feelings, give commands, make jokes, and agree or disagree about something. Speaking is one of the most difficult productive skills compared with the other skills because the learners should produce utterances as clearly as possible in conveying their ideas to the audiences. The learners also should speak clearly, fluently, and accurately to make a good speech in communication using English.

Turk (2003) explains that speaking is the direct route from one mind to another and is how we usually choose when we want to ask a question or explain. This primitive form of communication still provides the most direct access to other minds. Likewise, Guang & Liang (2007) states that speaking is the ability to express oneself or communicate orally by using a language. It means that speaking is an interactive process for producing, receiving, and processing information. Similarly, the students are expected to use language proficiency well. Through speaking, learners need intonation, stress, pronunciation, grammar, and expression to express their ideas or opinions, and they perceive the structure of the English language, which is an essential component of learning speaking skills.

Luoma (2004) states that speaking is interaction and has a social and situation-based activity. It can be said that speaking is a part of daily activity. Speaking is needed for interacting with others, such as giving and asking for information and expressing ideas. Every situation and condition needs speaking as a weapon to finish. Without speaking, people could not do anything in their lives. This is because speaking is used to interact with anyone. Equally, Bailey and Savage in Murcia (2001) state that for most people, speaking a language is synonymous with knowing the language since speech is the most basic means of human communication. What one wants to say, they will convey it by speaking. It is also used to avoid misconceptions that need discussion.

The ability to speak determines the success of learners' social and daily life interactions. Numerous attempts have been made to classify the function of speaking in human interaction. Richards (2008) distinguishes the function of speaking into three categories, which are quite distinct in form and function and require different teaching approaches. Those functions are categorized into talk and

interaction refers to what we normally mean by “conversation” and describes an interaction that served a primarily social function. Identically, Brown (2001) stated that speaking is an interactive process of constructing meaning that involves producing and receiving information. Speaking is generally the basis of human behavior that is never stopped to analyze. Besides that, speaking is used as social communication for both the speaker and listener. As a speaker, of course, people should speak to convey what they want to speak.

From all the statements above, it can be concluded that speaking skills are needed and significant elements of means of communication since they could be used as a medium of social interaction skill in learning a foreign or second language. Other than that, speaking is a productive skill in which it is used to communicate with other people, and speaking skills not only produce words and sounds, but the students have purposes on doing the activity which id convey meaning or ideas to the listeners. Moreover, the teacher should consider all aspects that help students succeed in speaking skills. The task must be appropriate for the students in communication to express and convey the ideas, meaning, information, and thoughts in spoken language. Finally, the speaking ability is defined as emitting words or sounds and transmitting ideas verbally.

2.1.2 Talking Chips Combined with Instagram Reels

According to Arends & Kilcher (2010), the cooperative learning model calls for students to actively participate in discussion, debate, tutoring, and collaboration and is defined by cooperative task, objective, and reward structures. It indicates that cooperative learning may create a learning environment as they are encouraged to collaborate in groups to answer the teacher’s problems throughout the learning

process. Jolliffe (2007) defines cooperative learning as educational activities in which students collaborate in small groups to help one another and enhance both their own and others' learning. Cooperative learning is a suitable strategy to stimulate their activeness to develop and communicate their ideas.

According to Johnson et al. (2006), cooperative learning is an instruction that involves students working in teams to accomplish a common goal under conditions that include the following elements: (1) positive interdependence; (2) individual accountability; (3) face-to-face promotive interaction; (4) appropriate use of collaborative skills; and (5) group processing. Cooperative learning is not simply a synonym for students working in groups. Only when all five of the aforementioned components are present does a learning activity meet the criteria for cooperative learning. Equally, based on Kagan & Kagan (2009), cooperative learning has many techniques for teaching; one of the techniques is Talking Chips, which has been implemented for teaching English to foreign learners.

The Talking Chips technique is a speaking instruction method that encourages students to speak English (Kagan, 1994). This method encourages students to participate in class activities and learn via group projects. Additionally, because students are separated into several teams and allowed to speak English by each team member, the Talking Chips Technique allows them to practice their English. Talking Chips is useful to help students discuss controversial issues, and it is useful to solve communication or process problems such as dominating or clashing group members. Lastly, the Talking Chips technique is used in teaching speaking to make the students active in the class.

The Talking Chips technique is one of the techniques that teachers should know to engage students in language learning. Talking Chips can boost students'

speaking confidence, and they can collaborate in groups to study and master new material and develop social collaboration skills. Talking Chips, according to Kagan & Kagan (2009:36), is a cooperative learning technique in which students participate in a group conversation and contribute a token each time they speak. The technique limits how each group member may talk to promote equitable participation. It encourages speakers to reflect and passive students to speak out since it emphasizes equal and complete engagement from all the participants.

Talking Chips is an instructional method that involves group involvement and many chips. Additionally, according to Gray et al. (2010), Talking Chips technique is a method that allows everyone an opportunity to speak and makes the worth of their contributions concrete. It implies that speaking opportunities in class are equal for all students. If a student gets two chances to speak, the other students in the class also have two chances to speak. Furthermore, they are just as successful at containing dominating individuals as they are at bringing out other silent participants. Lastly, this technique cannot only help the students, but it can also help people who still have less ability in speaking skills.

Moreover, Talking Chips technique has some useful advantages in teaching speaking, such as allowing every student to participate equally. In addition, Kagan & Kagan (2009) also states that the advantage of using the Talking Chips technique is to give each student a chance to use and develop speaking and listening skills, especially for shy students, low achievers, and less fluent students who use Talking Chips. They fully participate and develop their language skills by using Talking Chips technique in the process of teaching-learning. As a result, this method is applicable to all academic levels and disciplines. To sum up, using Talking Chips will make the students attractive to conduct the Talking Chips activity.

Technological media have been used in language classrooms to increase speaking practice outside of class (Christianson et al., 2009). The advantage of technical media is the possibility of communication with other students. Instagram is one of the technology tools that may be used in language classes. According to Hwang and Brummans in Wankel et al. (2011), videos and other media forms also help one to understand the topic better and remember it for the test. It means that when teachers use video resources in their English classes, students can immediately receive a significant quantity of cultural background knowledge and emotional attitudes regarding the teaching materials. They might use their independence to study languages as a result. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters.

Goodman (2003:10) states that historically, technology integration has inhabited the instrumental wing of the media education discipline. According to this viewpoint, technology has been promoted as a highly efficient tool that may assist teachers in providing knowledge to students. Therefore, Instagram is a social media platform that instructors may utilize. Instagram is a website for posting pictures and videos. Instagram has several features, including filters, stories, IGTV, and the recently added Instagram Reels. Instagram Reels is a 6-15 second video platform that enables users to make and share short films. It has creative tools that enable users to produce the greatest clips. As a motivating teaching means of encouraging students' creativity, Instagram Reels may be an excellent educational resource.

Social media's technological and social (techno-social) advantages and communication dynamics provide new avenues for creation, interaction, collaboration, and learning (Bodle in Wankel et al., 2011). Talking Chips and

Instagram Reels are designed to enhance students' creativity and communication skills. Students could improve their speaking ability in class, resulting in a deeper understanding of the given material. The chips can also develop students speaking skills, especially for shy students, low achievers, and students who are not fluent. Talking Chips can motivate students to advance their speaking skills by allowing them to express their ideas when allowed to speak up during the learning process. Thus, the researcher believes that using Instagram Reels as a medium in this research is more effective in improving students' interest in speaking class.

To engage the students in speaking class, it would be necessary to use fascinating techniques and interesting media. For this reason, the researcher included media in the speaking class. The researcher combined a teaching technique and a media to encourage students to participate actively and interactively in speaking class. The media that was used in this research proposal was Instagram Reels. Youngsters nowadays like watching videos, especially on Instagram Reels or other video applications, as was well known. The researcher also thought using Instagram Reels as a medium for this research proposal would increase students' engagement in speaking class. Talking Chips Combined with Instagram Reels as media is the appropriate technique to improve their speaking ability. The steps to be used by the researcher were adapted from Kagan and Kagan (2009) as follows:

1. The teacher sets up the classroom into several groups of xx – xx students, and each student is given 3 chips.
2. The teacher provides a discussion topic using Instagram Reels and provides think time.
3. Any student can start the discussion based on the Instagram Reel, by placing one of their chips in the center of the table.

4. When all chips are used, teammates each collect their chips and continue the discussion using their Talking Chips.

The teacher asks all representative students from each team to share the discussion results in a short monologue in front of the class.

2.1.3 Assessment of Speaking Skill

The primary goals of teaching English speaking to pupils are fluency, comprehension, and grammar. However, evaluating speech is difficult since several elements affect how effectively someone might appear to speak a language and because test results are expected to be reliable and suitable for the purpose. This is a difficult task, and teachers and testers have tried to do it in various circumstances using various techniques (Luoma, 2004). Additionally, according to McCulloch (2007), assessment may inspire students and offer a profile of what they have learned during the teaching and learning process. It can also diagnose (at the beginning, during, or end, readiness to progress, strengths, and weaknesses).

Speaking enables students to communicate with their peers and instructors, study the language, and express their feelings. According to Walvoord and Anderson (2010), assessment is the systematic gathering of data on students' learning while utilizing the time, resources, knowledge, and skills to make decisions about enhancing learning. Teachers utilize assessment information to gather data to create and change teaching-learning programs for specific students, groups of students, and the class, as well as to clearly and constructively identify students' learning needs. Assessment for learning gives students the knowledge and direction they need to plan and oversee the following stages of their learning. It is very important for the student to know their learning achievements.

Speaking evaluation may be done in two primary approaches Thornbury (2005). There are analytical and holistic grading methods. Holistic scoring, which is speedier and possibly sufficient for the development of informal testing, is scoring by providing a single score of an overall impression. Analytic scoring is scoring that assigns distinct points to various job components. Although scoring takes longer, they can be assessed in various ways. The analytical scoring is more trustworthy and fairer. Additionally, Richards (2008) notes that deciding on the standards that will be used to evaluate students' performance and the expected level of performance on a speaking task is a challenge when creating speaking activities.

Brown (2004) defines five categories of speaking performance assessment: imitative, interactive, extensive and responsive. Imitative speaking is the capacity to repeat back (imitate) a word, phrase, or potentially a sentence. Intensive speaking is the pronunciation of brief lengths of spoken language designed to demonstrate skill in a limited band of grammatical, phrasal, lexical, or phonological links. Extensive (monologue) speaking assessment tasks need complicated, restive speech lengths. Speeches, oral presentations, and narratives are all part of it, with little to no vocal engagement. Responsive assessment activities involve interaction and text comprehension, albeit at a rather limited level of a brief chat, conventional greetings, and small talk, simply requesting and commenting.

McCulloch (2007) mentions that assessment can provide feedback, promote learning, diagnose, motivate and provide a profile of what has been learned. The existence of assessment lets the teacher know the improvement of the learners, as well as to let the learners know their progress. Furthermore, assessments also can be tools to know how effective the teaching-learning process is. However, assessing speaking ability is challenging because so many factors influence the impression of

how well the students can speak and perform the language and because the researcher expects test scores to be accurate. In addition, speaking is also the most difficult language skill to assess in the learning process. A person's speaking ability is usually observed during a face-to-face interaction.

According to Nunan (2004), evaluation is a process for gathering student information. This is a subset of evaluation called assessment. Testing is a type of evaluation. It also contains more formal data collecting on student performance. Additionally, the assessment result is utilized as feedback, and reflection on the effectiveness of the approach in the teaching-learning process can be based on the assessment findings. It can be difficult to evaluate speaking since many things can affect how effectively someone communicates in a foreign language. When evaluating speaking, the teachers' listening abilities determine the reliability and validity of an oral production exam. For instance, it might be difficult to give someone a score between one and five. Teachers might take their time reviewing the students' speaking performance records for an appropriate evaluation.

As a result, according to Richards and Renandya (2002), speaking has specific performance requirements. First, pronunciation is a fundamental element of language acquisition that involves emphasis and intonation, which pupils must master. Second, fluency is most likely best attained by allowing the speech to flow. Third, vocabulary refers to the speaker's thought bank of words. Fourth, grammar is widely understood to be a collection of rules that govern the right sequence of words at the sentence level. Fifth, comprehension is an oral communication in which students must grasp what they want to convey to the audience for them to understand the aim of the performance readily. Thus, in assessing speaking, the requirements mentioned as the criteria must be included.

The instructor understands how far students have progressed in their skills and how well they comprehend the subject taught by the teacher. One of the most important components of teaching is testing the students' comprehension. Assessment becomes a technique of looking at the data from learning activities that concentrates students' work as learners and researchers rather than a distinct set of tasks. As a result, students must be more involved in doing what the instructor says throughout the teaching-learning process. Furthermore, Brown (2004) adds that if the instructor wishes to measure the students' speaking ability, various components, such as fluency, comprehension, and grammar, must be examined as follows:

1. Fluency

This important aspect refers to the students continuing the monologue fluently and clearly with a few pauses. Next, fluency should not be disturbed by the language problem that the students have. The students are also not allowed to make unnecessary pauses while doing the monologue. They are also asked to be confident, not hesitate and stop while doing monologues.

2. Comprehension

It refers to the students' wellness expression and clear understanding of the content. The scope is very limited in language experience; the speaker can understand simple questions and statements if delivered slowly. Furthermore, the students could comprehend the whole speaker without any repetition.

3. Grammar

Grammar is also an important aspect of speaking, which should be measured and assessed in language. Grammar rules should be studied to help students speak more accurately and acceptably by paying attention to grammar.

2.2 Empirical Review

The empirical review is a study of related research that examines earlier studies pertinent to the current research. Empirical evidence can assist the researcher in defining and clarifying the study's idea and prevent unintended duplication of results from earlier studies. It is utilized to determine the similarities and differences between this research and other studies of a similar nature. Moreover, it is possible to observe the strengths or weaknesses of the earlier research based on the manner in which the method was executed. By Talking Chips Combined with Instagram Reels, the researcher in this study aimed to help the students' speaking abilities. The researcher used the studies as a starting point to perform the study. The elaboration of the empirical review was as follows:

The first research was from Anggraini (2019) entitled "Improving Speaking Skill of the Eighth-grade Students of SMP Sila Dharma Denpasar in Academic Year 2018/2019 Through Talking Chips". The objective of this study was to find out the implementation of Talking Chips in teaching speaking at SMP Sila Dharma Denpasar in the academic year 2018/2019. The researcher used a descriptive monologue for the test with a picture. The study result can be seen from the progress of the subjects' calculation in the pre-test and post-tests. After implementing the Talking Chips technique, the research showed that the students' speaking skills after implementing the Talking Chips improved significantly.

The second research was from Dewayanti (2022) entitled "The Use of Talking Chips to Improve Speaking Skill of the Seventh-grade Students of SMP Negeri 2 Mengwi in the Academic Year 2021/2022". This study aimed to determine whether the use of Talking Chips could improve speaking skills of the seventh-grade students of SMPN 2 Mengwi in the academic year 2021/2022. The researcher

was focused on telling simple present tense in a short monologue. The researcher conducted two cycles based on Kemmis and McTaggart in the class. Next, the results of the study showed a good improvement in the students' speaking ability by implementing the Talking Chips technique in speaking class.

From the study above, the researcher showed that students' speaking skill can be improved through the use of Talking Chips. The results explained that after applying the teaching technique, the researcher mentioned a significant difference between students' speaking skills taught using the Talking Chips technique. However, those studies did not use any media. It might make the students unable to imagine the learning material. It means students' speaking skills could not be optimally improved. In the present study, the researcher would implement Talking Chips Combined with Instagram Reels adapted from Kagan and Kagan (2009). The teaching media was expected to help the students understand the learning material in speaking class. Therefore, the students' speaking achievement could be improved as they were assisted by using Instagram Reels as the teaching medium.

