

CHAPTER II

LITERATURE REVIEW

A. Speaking Skills

1. Definition of speaking

Many experts defined speaking as important part of communication. Widdowson said that speaking is a means of oral communication that provides information that involves two elements, namely the speaker who gives the message and the listener who receives the message. Speaking is a process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts (Taha, 2015: 1).

Jones in Richard commented that In speaking and listening we tend to do something, explore ideas, work on some aspect of the world, or just be together. In writing, we may take notes, commit events or moments to paper. He also the defined conversation as an informal exchange of thoughts and information with spoken words. For one thing, the creator is one person imagining how two (or more) people can talk, whereas real conversation always develops from the interaction of at least two people (Nurmela, 2019).

Tarigan said that speaking is a language skill that develops in life which is preceded by listening skills and

at that time the ability to speak begins to be learned. Speaking is the ability to pronounce articulation sounds or words to express, state, and convey ideas and feelings (Tarigan, 2011).

Speaking is one aspect of language skills. Tand the ability to pronounce articulation sounds or words to express, state, and convey one's thoughts, ideas, and feelings. Based on understanding From this, it can be said that speaking is an ability to convey the contents of the things one is thinking to other people. The more often a person did speaking activities, the smother that person communicates (Nurmela, 2019).

The ability to speak is the ability to pronounce articulation sounds or say words to express, state, convey thoughts, ideas, and feelings. listeners receive information through a series of tones, pressure, and the placement of joints (junctures). If the communication takes place face-to-face, it is coupled with hand movements and the speaker's expressions (Mukti, 2005).

According to Hurlock (2017), speaking is a form of language that uses articulation or words used to convey meaning. This opinion is reinforced by the opinion of Susanto (2017) that speaking is is a language skill that develops in a child's life, which is only preceded by

listening skills, and at that time the ability to speak or speak is learned.

Haryadi and Zamzani argued that in general speaking can be interpreted as conveying one person's intentions (ideas, thoughts, feelings) to others by using spoken language so that these intentions can be understood by others. This understanding has the same meaning as the two opinions described above, it's just clarified with a further goal, namely that what is conveyed can be understood by others (Taha, 2015).

Speaking ability is important process of language learning. When people communicate their ideas, minds and feeling to the other, to deal so far with the concept of oral skills, there are some definitions are given by expert about speaking such as: In Oxford Advanced learners Dictionary, Speaking is interactive and requires the ability to co-operation in the management and clear articulation in valves use of organs of speech to product sounds (Nurdin, 2020).

According to Brown speaking is an interactive process of constructing that involves producing and receiving information, it's forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking, it is

often spontaneous, open-ended and involving (Nurmela, 2019).

Speaking ability as the ability to communicate ideas appropriately and effectively. In short, speaking ability to speak appropriately in a real communicative situation in case to communicate ideas to others. Oral communication is a process between speakers and listeners, involving the productive skill of speaking and the receptive skill of understanding. Both the speakers and the listeners have positive function to perform. The speakers has encode the message to be conveyed and appropriate language while the listeners (no less actively has to decode or interpret) the message (Nurmela, 2019).

From this definition, it can be concluded that speaking is the way we say or express an opinion or idea whose purpose is to inform the public in oral communication.

2. Element of Speaking

Categorized those things in six skills, they are:

a. Vocabulary

It is impossible to speak without mastering vocabularies. Therefore this element is somewhat essentials to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of

practicing and used them. They need to practice more to keep them in mind (Alemi & Taeybi, 2010).

b. Pronunciation

It is the manner of pronouncing something to articulate utterance. Certainly, we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. It can be learned by way imitating and repeating. Therefore, teacher of English should have a good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process (Armia, et al, 2019).

c. Grammar

Cook (2009) defined these types of grammar such as: perspective grammar, traditional grammar, structural grammar and grammar as knowledge. Another definition that grammar is the study of language which deals with the forms and the structure of words (phonology) and with the customary arrangements in phrases and sentences (syntax).

English grammar is quite different from Indonesian grammar. English has many tenses, which are not found in Indonesian grammar. So, in speaking English, one must master and know exactly what he/she wants to talk if the speaker make mistakes in

grammar when conversation occurs (Fadilla, et al. 2014).

d. Fluency

Fluency referred to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy. Therefore, fluency is highly complex relation relate mainly to smoothness of continuity in discourse (Armia, et al, 2019).

Fluency exerts a significant influence of communication between the speaker and the listener. If the speaker speaks with great difficulty and too clumsy, it is highly likely that the listener will neither understand nor respond relevantly to what the speaker says. Thus, the speaker should speak rather easily and conveniently in order that the listener is able to respond accordingly (Fadilla, et al. 2014)..

e. Comprehensibility

Comprehensibility is an ability to understand, know or get the speakers' point (message) to other or partner (Armia, et al, 2019). people who can use English well are usually fluent and accurate. Fluent speakers can express themselves appropriately and without hesitation and do not worry about making

mistakes. Accurate speakers do not have some mistakes in grammar, vocabulary, and pronunciation. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken (Swary, 2014).

f. Self-Confidence

Self confidence became an important factor in speaking learning process. A student with good grammar and vocabulary master usually has a big confidence to express idea, suggestion or answer the question (Armia, et al, 2019).

Naturally, learning is a process that change someone's habit physically and mentally. Pysically, learning need media, source, place, etc. While, mentally aspects need the background knowledge, attitude, self confidence, etc. In relation of learning speaking, self confidence becomes important aspect. In order to perform good speaking, students not only need intellectuality or ability. Rosyada said that self confidence plays important factor in the achievement of foreign language learning (Lasiyah, 2017:13).

3. Types of Speaking Test

There are some types of speaking tests, they are (Aini, 2014):

a. Reading aloud

One way to test speaking is by having the test read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content (Aini, 2014). One of the best effective ways is testing students by having them read something aloud. It offered several advantages and some significant disadvantages. This technique provides good control. All students respond in the same way, and so we can make comparisons quite simply. Tests of this kind are generally easy to prepare and to administer, and they avoid our having to find a suitable topic for students to discuss (Ugiljon,et al. 2018).

Besides checking pronunciation, we can see how well our students have mastered the sound – symbol relationships in the English language. In some programs oral reading is important, and this test technique is obviously a good, direct way to measure oral reading ability. It can even provide a little help in checking fluency. In addition, for these, reading aloud can give us some idea how well our students mastered grammar and vocabulary. Like grammatical errors in dictation, errors in reading aloud sometimes reflect

confusion about the structure of English (Ugiljon,et al. 2018: 15).

b. Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These test one usually highly structured and require only a limited response, not connected discourse (Aini, 2014).

Another simple type of test is a test in which students are given particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse (Ugiljon,et al. 2018: 16).

1) Type 1. Students are asked to construct a sentence following a certain pattern using the information that they are given. They are usually given two or three examples first. For example: Tom has been working at the same job for ten years. He is tired of his job and would like to do some thing more interesting.(He wishes he could find a more interesting job (Ugiljon,et al. 2018: 16).

2) Type 2. In another type of conversational exchange test, a situation is given but no guidance is given as to how to answer, and the student can respond freely. For instance: A friend of yours has

been tired a lot recently. What do you say to her? You have been served coffee in a restaurant but you haven't been given any cream or sugar, and you would like some. What do you say to the server? (Could I have some cream and sugar) (Ugiljon,et al. 2018: 16).

- 3) Type 3. In another type of text, the student is given a stimulus sentence and can respond in any appropriate way. This type of test usually depends on conventional responses, such as responses to requests, invitations and etc (Ugiljon,et al. 2018: 16).

c. Role-Play Test

In a role-play test and a confederate are given information on which to base a role-play and the test are evaluated on their ability to carry out the task in the role-play. It required the test to use various functions that she/he might need in real communication (Aini, 2014).

Another type of test is a role play. In a role play the testee and a confederate are given information on which to base a role play, and the testees are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course requirements. Role plays

required the testee to use various functions that the/she might need in real communication (Ugiljon, et al. 2018: 17).

d. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimulate speech for the tester to evaluate (Aini, 2014).

In order to avoid the types of problems associated with oral interviews, sometimes students are put together in pairs or groups that are given some task, such as the ones mentioned above in the section on using visual materials. They might also be given a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the right answer but to stimulate speech for the tester to evaluate. This is intended to be a less inhibiting situation than an interview test, but it also has the problem of lack of control. How the activity goes depends to a great extent on the mix of testees that are put together. If their level of English proficiency is widely different, or if one testee is particularly dominant, this will influence the interaction. A well-trained interviewer can provide similar environments from one interview

to another, but this is not possible in testing a group of testees in a group activity. In addition, successful group discussions depend on factors other than speaking, including active listening and eliciting the opinions of all of the group members (Ugiljon, et al. 2018: 17).

4. Functions of Speaking

Function of speaking according then developed by Richards explores three part version of function of speaking: talk as interaction, talk as transaction, and talk as performance. Each of these activities will explore below (Husnawati, 2017):

a. Speaking as Interaction

This refers to conversation and describes interaction which serves primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and establish a comfortable zone of interaction with others. Talk as interaction refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in

this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message (Husnawati, 2017: 16).

Speaking as interaction refers to what we often imply by "chat" and defines interaction as speaking to something that serves primarily a social purpose. In this situation, teaching the students is quite challenging for the teacher. The instructor ought to be allowed to ask students for comments, even in casual conversations (Novita, 2022: 19).

b. Speaking as Transaction

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction (Husnawati, 2017: 16).

Situations where the emphasis is on what is said or done are referred to as "speaking as transactions." The emphasis is on the content and communicating clearly and precisely, not on the participants or their social interactions, such as offering something, asking

for directions, participating in class discussions, etc (Novita, 2022: 20)..

This type of speaking refers to situation where the focus is what is said or done. Quoted from describes the mean in transaction,

...Talk is associated with others activities.

For example, student may be engage in hand-on activities

(e. g in a science lesson) to explores concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Husnawati, 2017: 16).

c. Speaking as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable formal and is closer to written language than conversational language. In this case, speaking activities is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public

talks, public announcements, retell story, telling story and so on (Husnawati, 2017: 17).

Talk performed as a monolog, frequently with a discernible structure (such as a speech of welcome), and more closely resembles written language than conversational language. Talk performed as a monolog. Both message and audience were emphasized, and a more predictable structure was adopted. According to the previous rationale, each function has a different teaching approach. The teachers must first determine the purpose of the speaking class before choosing the best method to teach each type of speaking function (Novita, 2022: 20).

B. Cakap Artificial intelligence (AI) Application

1. The concept of AI Application

The implementation of artificial intelligence has widened around us, starting from games, drones, flight cockpit tools to helpful software our daily life. Impressive progress has been made in artificials intelligence in recent years, driven by exponential increases in power computing and by the availability of large amounts of data; of the software used to discover new drugs, to algorithms that can be used to predict interest consumer. Meanwhile, digital fabrication technology interacts with

the biological world every day. Bioengineers, biotechnologists, and technology designers incorporate computational design, manufacturing methods, materials engineering, and synthetic biology to pioneer a symbiosis between microorganisms, our bodies, and the products we consume (Selin, 2022: 2).

2. AI application principles

The development of artificial intelligence or Artificial Intelligence (AI) is moving more and progressing in every field of human life. Starting from health care, climate control and crop yields, as well as education. AI merge with natural human intelligence, individual potential can be maximized and enable greater achievement. In order develop and deploy solutions powered by AI, it requires the application of 6 key principles. The 6 principles are (Selin, 2022: 2):

- a. Privacy and security. Just like any other technology, AI systems must comply with governing privacy laws regarding the collection, use, and storage of data. The AI system also has to make sure Personal information used complies with privacy standards and is protected from theft and abuse (Selin, 2022: 5).
- b. Transparency. As AI increasingly influences everyone's life, contextual information regarding how the AI system operates should be given. It is to create

community understand how decisions are made and more easily identify potential bias, error, and unwanted results (Selin, 2022: 5).

- c. Justice. When an AI system makes a decision regarding medical care or employment, the system it should make the same recommendations for all persons with the qualifications and symptoms similar (Selin, 2022: 5).
- d. Reliability. AI systems must be designed to operate within clear parameters and undergoes rigorous testing to ensure the system responds safely in unpredictable situations. AI systems also shouldn't evolve in the same way did not meet expectations (Selin, 2022: 5).
- e. Inclusivity. Communities must play a role in making decisions regarding how and when AI systems should be utilized (Selin, 2022: 5).
- f. Accountability. The people who design and install AI systems must be held accountable about how the system will operate (Selin, 2022: 5).

Based on an explanation of the principles of using AI applications, the author can understand that the use of AI in everyday life really helps expedite the learning process, technology plays an important role in daily activities from various aspects, the role of AI is felt. quite

necessary to be able to help and expedite activities, especially for students at school.

3. Cakap Artificial intelligence (AI) Application

A proficient application is an application created by a startup company development of two-way learning applications or platforms that are carried out online online or offline for the first time in Indonesia. This chat app is very advanced because it has the best solution for foreign languages like: English, Chinese, Japanese, Indonesian, Korean. This proficient app can also be used in adult courses as well as children's courses but for children the language is limited to language only Children's English, children's Mandarin. A chat app that provides teachers best able to teach foreign languages. In this chat application there are are, opskill, my class, and feed (Wardani & Hasanudin, 2022).

Based on the expert's explanation above, the researcher can concluded that this proficient application is needed to improve high school students' speaking ability. Proficient in using applications or how to use advanced applications easily and quickly understood.

4. Features and How to use the Cakap Application

This skillful application is really needed to improve high school students' speaking ability. The use of the proficient application or how to use the proficient

application is easily and quickly comprehended. The following are the steps for using the proficient application in several ways (Wardani & Hasanudin, 2022):

- a. Go to play store then type "smart apps" in search. Next, install the proficient application or use the easy method by downloading the proficient application via the following link:

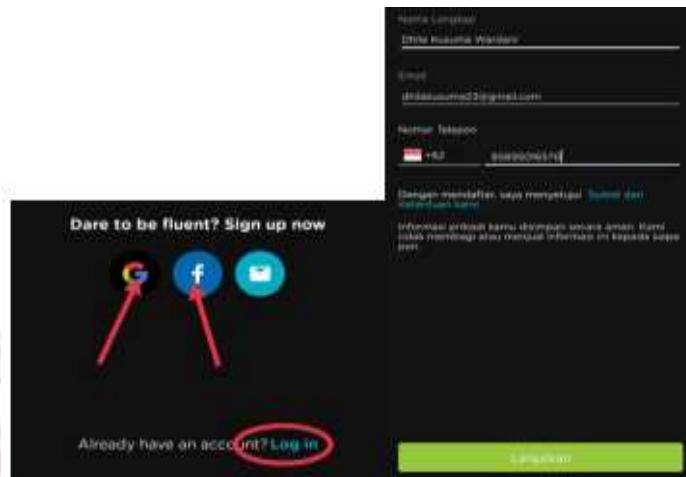
<https://play.google.com/store/apps/details?id=com.squ.line.student>



Picture 2.1. Cakap app view in talk app

- b. If the user doesn't have an Cakap application account, they can sign up now via Google or via Facebook. But it would be easier to log in by filling in your full

name, email, telephone number then type continue (Wardani & Hasanudin, 2022).



Picture 2.2. Sign up now, log in, and log in display

c. Then select the language you want to learn



Picture 2.3. Display of language selection in the Cakap application

- d. After having an account for the capable application, you can enter and fill out a complete profile (Wardani & Hasanudin, 2022).



Picture 3.4. Capable application profile view

- e. In the Proficiency application, there is a homepage display which contains learning methods, namely the Proficiency Club, the Proficient Private, the Proficient Semi-Private, and the Proficient Chat (Wardani & Hasanudin, 2022).



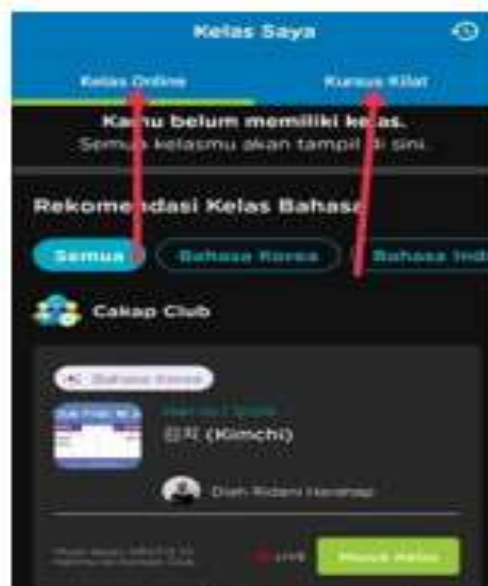
Picture 3.5. Home view of the chat application

f. Display upskills in the proficient application



Picture 3.6. Display of upskills of capable applications

- g. If you enter my class there are online classes and express classes if the class has started or there is live you can join (Wardani & Hasanudin, 2022).



Picture 3.7. Class view in the Cakap app

- h. Class schedule when learning in the capable application



Picture 3.8. View class schedule in the Cakap app

- i. The last display in the chat application is the feed (Wardani & Hasanudin, 2022)



Picture 3.9. View the Cakap app feed

Based on the explanation of Cakap's features above, the research can conclude that the Cakap application is quite easy to use for students in English learning activities, both at the elementary school, junior high school, and high school levels, this is because the Cakap feature is easy to understand and easy to use.

This is in line with Warani and Hasanudin's research (2022) that proficient applications can improve high school students' public speaking. From this study, it is stated that those related to proficient applications are as follows: 1) The capable application makes it easier for high school students to learn english speaking online; 2) Proficiency applications can make it easier for high school students to learn foreign languages; 3) The capable application also provides various foreign languages, especially English, Mandarin, Japanese, Indonesian, Korean. 4) Capable applications provide interesting features and are easy for users to understand. 5) Capable app provides the best teachers to teach foreign languages properly.

C. Previous Research Studies

There are several previous research studies that have conducted similar research and can be used as comparisons and references for researchers, including:

1. Atik Triratnawati, Sita Hidayah, Elan A. Lazuardi, (2022).
Title: 'Becoming a Digital Capable Student': Joint Project Webinar and Socialization of Digital Intelligence at Madrasah Muallimat Muhammadiyah Yogyakarta

Nowadays, digital literacy is often considered as a compulsory competence for young people. The advancement in information technology has impacted societal lives in positive ways. However, this technology falls under suspicion for exerting negative influences in child development. In order to navigate the internet safely, young people need a particular skill. This community service program focused on assisting students to develop their digital literacy skills. The program took place between June-October 2021 in Muallimat Muhammadiyah Yogyakarta, that provides secondary education for female students. The program was conducted in three (3) stages, i.e.: focus group discussion with students and teachers, webinar for students, and a collaborative project which resulted in three (3) different posters addressing internet-related problems. Before COVID-19, this school is considered relatively unique because students live in dormitory. In addition, the school also imposes ban of personal mobile phone. Since the pandemic hit, students returned to their home and school activities were conducted online. Such changes pose a

number of challenges for students, particularly in terms of time management, cyberbullying, and online privacy. Through this program, students were able to work together to reflect on their internet use and develop a safer way to navigate the internet.

2. Alia Qonita Julia Selin, The Role Of Artificial Intelligence Technology In The Era Industrial Revolution 4.0

The era of the Industrial Revolution 4.0 is an era where knowledge and technology develop very quickly resulting in rapid and competitive changes (Yusnaini & Slamet, 2019). The application of artificial intelligence (artificial intelligence) is one of the characteristics of the Industrial Revolution Era 4.0 (Tjandrawinata, 2016). Artificial intelligence is something that can make it easier for us as humans to carry out various kinds of activities and jobs. In a sense, the presence of technology with artificial intelligence is useful for improving human resources (HR). Artificial intelligence can help humans to train, hone, and sharpen their abilities. The creation of this scientific article aims to understand how big the influence of artificial intelligence to improve human resources in the era of the industrial revolution 4.0. By using qualitative descriptive as the method. The expected results

and conclusions are to know about the power of existing artificial intelligence to improve human resources.

3. Suciati, Abdurrahman Faridi, and other. (2022). Artificial Intelligence-Based Application Cake as the Alternatives for Learning Speaking: Opportunities and Challenges

Technology in education develops so fast. Learning language also needs media that can support the students to develop their speaking skill. This article aims to analyze the opportunities and challenges of students in using artificial intelligence-based application Cake as the alternative for learning speaking. In this qualitative research, the writer used observation, interview and documentation. It was conducted on the second semester students of Tadris Bahasa Inggris study program, Tarbiyah Faculty of Institut Agama Islam Negeri Kudus. The results showed that Cake application is so helpful and contributive to the students' learning process because this application is easy to access, serves various topics in every level and category, the examples of conversation, chance for practicing to speak, evaluations of pronunciation, score of pronunciation/speaking and repetition. The challenges for the students in using this application are the materials unavailability, internet connection, gadget capacity and finding appropriate place

for accessing and learning it. This application records and test the students' speaking so it needs a quiet place.

Tabel 2.1
Research Similarities and Differences

No	Name	Title	Research Result	Similarity	Difference
1	Atik Triratnawati, Sita Hidayah, Elan A. Lazuardi	'Becoming a Digital Capable Student': Joint Project Webinar and Socialization of Digital Intelligence at Madrasah Muallimat Muhammadiyah Yogyakarta	The research results show that like students in other schools, the use of the internet and digital technology has become an integral part of distance learning and the social life of Muallimat students. Before the pandemic, this school was known to be unique because of the modification of students' lives at school through dormitories and the difficulty of	The similarity of Atik Triratnawati, et al's research with this research is that they both discuss and study the application of Cakap	The differences in the research include: the research of Atik Triratnawati, et al is a community service program using inductive research while in this study using quantitative research methods with a quasi-experimental approach

			<p>using personal devices. Since the pandemic, female students have studied at their respective homes. This then causes a change in habits. Muallimat students face a number of problems, namely time management, daring bullying, and personal data security. Through joint project activities, this community service activity is able to identify the problems faced by female students as well as hone their skills and digital intelligence.</p>	
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2	Alia Qonita Julia Selin	The Role Of Artificial Intelligence Technology In The Era Industrial Revolution 4.0	Research results show that This artificial intelligence is very influential in many fields of the existing industrial revolution in the world, for example, in the fields of education, agriculture, health, business and games. on the industrial revolution found many new discoveries in technological developments such as Artificial Intelligence (AI), Internet Of Thing (IOT), big data, automated vehicles, printing 3D, nanotechnology,	The similarities between Alia Qonita's research and this research are that they both discuss and study Artificial Intelligence	The difference is that Alia Qonita's research uses qualitative research methods, while this research uses quantitative research methods with a quasi-experimental approach.
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			<p>biotechnology, materials science, energy storage and quantum computing. In the industrial revolution 4.0, the emphasis is on automation and integration between physical and digital world.</p>		
3	Suciati, Abdurrahman Faridi, and other	Artificial Intelligence -Based Application Cake as the Alternative for Learning Speaking: Opportunities and Challenges	<p>The results showed that Cake application is so helpful and contributive to the students' learning process because this application is easy to access, serves various topics in every level and category, the examples of</p>	<p>The similarities between Suciati, et al, research and this research are that they both discuss and study Artificial Intelligence</p>	<p>The difference is that Suciati et al.'s research focuses more on opportunities and challenges in cake marketing, whereas this research focuses more on applications for the use of learning English</p>

			<p>conversation, chance for practicing to speak, evaluations of pronunciation, score of pronunciation/speaking and repetition. The challenges for the students in using this application are the materials unavailability, internet connection, gadget capacity and finding appropriate place for accessing and learning it. This application records and test the students' speaking so it needs a quiet place.</p>	
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D. Research Hypothesis

The hypothesis proposed in this study is as follows:

Ha : There is a Significant Influence of Cakap Application of Proficiency AI toward Students' Speaking Skills in Class XI Students of MAN 2 Kota Bengkulu Academic Year 2023/2024.

Ho : There Is No Significant Influence of Cakap Application of Proficiency AI toward Students' Speaking Skills in Class XI Students of MAN 2 Kota Bengkulu Academic Year 2023/2024.

