CHAPTER II

REVIEW ON RELATED LITERATURE

A. Speaking

1. Definition of Speaking

Speaking is regarded as the most crucial of the four major language skills in acquiring a second or foreign language. According to Ur (1996), speaking encompassed all other aspects of learning that language. Speaking is defined as "the process of creating and sharing meaning in a variety of contexts through the use of verbal and nonverbal symbols" (Chaney, 1998). Speaking is an essential component of second language learning and instruction; it is a communication art and one of four productive abilities that must be learned while learning a foreign language.

Tribhuwan Kumar (2021) the purpose of this study is to ascertain how visual teaching tools and resources affect secondary-level students in India's speaking growth of the English language. The experimental design of the study was chosen, which included pre-test and post-test control groups. There were 82 secondary-level participants in the study. Pre-test, post-test, speech axiom, and interview forms were created in order to gather the data, and a t-test was utilized to analyze the results.

Darmadi (2015) defines speaking as a productive talent that can be examined directly and experimentally. These observations are always colored by the correctness and effectiveness of the listening maker's ability, which, of course, interferes with the reliability and validity of oral

production tests. According to Kosdian (2016) and Rifa'at (2018), "of all four simplex skills (listening, reading, speaking, writing), speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types of know the language. Speaking, along with writing, is one of the productive talents according to the statement above.

Srinivas Rao (2019) the ability to communicate effectively is crucial in today's society, and success in one's chosen sector depends on one's ability to do so. Speaking is therefore the most crucial language ability out of the four in order to effectively communicate in today's globalized society. Since English is spoken all around the world, learning its communication skills is essential for students who want to succeed in their chosen fields. Therefore, the classroom is the perfect setting for developing effective communication abilities, particularly speaking skills.

Speaking is a complex construct. According to Thornbury and Slade (2006), this complexity stems from the fact that speaking is so prevalent in our daily language usage. In other words, speech is so entwined with daily encounters that defining it is impossible. Furthermore, linguistics, psychology, anthropology, and sociology have all had an impact on speech.

Gumperz (1999) defines speaking as a cooperative construction based on contributions, assumptions, expectations, and interpretations of the participants' utterances. Speaking takes place in a small group of at

least two persons. It occurs in common situations such as situational, institutional, social, and cultural settings.

Therefore from all of the definition above, it can be concludes that all of skill are involved, and speaking are the important things to enhance students' skill to speak in the classroom.

2. Types of Speaking

   a. Aspects of speaking:

      Eventually, components of the speaking ability must be analyzed and taken into account. These elements provide some obstacles and define some criteria for understanding this talent, and therefore develop instructional activities to equip learners to communicate successfully in real-life circumstances.

   b. Speaking is face to face:

      Most talks are held face to face, allowing presenters to get rapid feedback, such as "Do listeners understand?" Are they in agreement? Do they understand Cornbleet & Carter (2001) Thus, spoken communication has several advantages, such as facial expressions, gestures, and even bodily movements. Most of the time, speaking occurs in circumstances when participants or interlocutors are present. Communication is facilitated by such variables El Fayoumy (1997), Widdowson & Burns (1998).

   c. Speaking is interactive:

Whether we are speaking face-to-face or over the phone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate times, with no undue gaps or everyone talking over each other Bygate (1998).

Turn taking, a key component of interaction, is an conscious part of typical communication. Turn taking is handled and indicated differently in different cultures, which may cause communication challenges in conversations between persons of different cultures and languages McDonough & Mackey (2000).

d. Speaking happens in real time:

During conversations, replies are unplanned and spontaneous, and speakers think on their feet, generating language that reflects Foster et al. (2000).

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves Miller (2001).

This suggests that while real-time speech generation imposes constraints, it also provides for freedoms in terms of adjusting for these constraints. The use of formulaic phrases, hesitation techniques, self-correction, rephrasing, and repetition can help speakers become more fluent and cope with real-time demands Hughes (2002).

Actually, exposing students to these spoken discourse qualities helps them improve their oral output and compensate for the difficulties they face. It also makes them sound more natural when speaking the other language.

3. Process of Speaking

a. Conceptualization

The first is known as the Conceptualization Stage. This is when a speaker thinks of something to say on the spur of the moment. In this stage quick reaction to environmental stimuli and is frequently based on prior knowledge about the subject. There is no premeditation in these remarks, and they are all formulated based on the speaker's knowledge and experience, in this stage namely impromptu speaking.

b. Formulation

The Formulation Stage is the second stage. This is when the speaker considers the specific words that will be used to describe their views. It happens almost at the same time as the idea stage.

This time, though, the speaker considers the remark before responding. The speaker is composing his or her remarks and choosing how to best respond to environmental inputs. Whereas conceptualization is a more instantaneous reaction, formulation is a little slower.

c. Articulation

The third step is the Articulation step. This is when the speaker speaks what he or she has been thinking about saying. This is a prepared speak or planned wordage. Furthermore, the statements might have been rehearsed, as when someone performs a presentation or tells a falsehood. It entails the physical training of many motor speech organs such as the lungs, larynx, tongue, lips, and other vocal apparatuses. The preceding two phases, of course, include these organs as well; but, the articulation step employs these organs many times for the same word patterns.\.

d. Self-Monitoring

The Self-Monitoring step is the fourth step. This is the point at which the speaker reflects on what he or she has said and attempts to remedy any flaws in his or her speech. This is frequently done in a rebuttal or final words debate.

It might also be done during a conversation when the speaker recognizes he or she has made a mistake. In this step is the

action of thinking about what you said and ensuring that what you said is what you intended.

B. Components Of Speaking Skills

The five components of language that determine speaking ability are as follows:

a. Pronunciation

Pronunciation is the way we make a language sound, where and how we lay the emphasis, and how we utilize pitch and intonation to indicate how we feel and what we mean Harmer (2017). As a result, it is also extremely necessary to develop; pupils must have strong pronunciation in order to deliver very clear words or talk in a way that others can easily understand.

b. Vocabulary

One of the linguistic elements is the amount of words and their role in combining to form the language in speaking. Vocabulary is important, but it is not the first thing to consider if speaking occurs at an early stage. A vocabulary is the entire quantity of words in a language.

c. Grammar

Speaking requires grammar or structure. If we do not use proper grammar in our statements, the audience will distrust what we have stated. Grammar has its own set of laws that must not be

broken carelessly. This grammar is important in speaking and writing since what humans wish to communicate has its own syntax, and grammar determines the meaning of a phrase given.

d. Fluency

Speaking is the act of verbally replicating words. It signifies that there is an exchange of ideas between the speaker and the listener equally a result, fluency is equally crucial as the other components of speech. The speaker's fluency might help the listener grasp what they are saying.

e. Comprehension

When speaking, both the speaker and the listener must have a strong comprehension such that the conversation demands a topic to reply to speech as well as start it. However, in this study, the researcher will call the comprehensibility.

C. Teaching Speaking Skills

According to Brown (2000), teaching involves "showing or assisting someone in learning how to do something, giving instructions, guiding in finding out about something, offering knowledge, causing to know or understand.

In a foreign language classroom, the desired outcome of any activity is usually attained through the successful construction of the teacher. According to Harmer's (2007) model, an instruction unit should have the following stages:

a. Introduction: Explaining to students the aim of the present lesson. Inquiring about their prior knowledge of the subject. For example, if the theme of the class is obtaining a plane ticket to travel overseas, students can be asked to anticipate the content of a probable discussion taking place in a travel agency.

b. Presenting the task: At this point, we should make it obvious to the pupils what we anticipate them to complete. For example, if the teacher wants the students to have a dialogue with their partners about a specific topic, they can begin by having a comparable dialogue with a student. Students can be prompted to repeat the process to ensure that they understand the task completely. Depending on the level of the students, this can be done in English or Turkish. Furthermore, students should be given all of the essential task-related role cards, visuals, listening and reading materials, and so on.

c. Observation: The teacher is keeping tabs on what is going on in the classroom. When necessary, the teacher steps in. The action does not necessarily involve the correction of errors, but rather ensuring that the pupils are progressing in accordance with the instructional aim.

d. Feedback: At the end of the activity, give the kids feedback on their performance. Feedback on the activity's content rather than grammatical precision might be more relevant at this level. Informing kids of their accomplishments is preferable to informing them of their failures. Such feedback would boost their inner motivation, sense of accomplishment, and self-esteem. This would also help with the low affective filter, which Krashen (1987) considers to be a crucial condition in language acquisition.

e. Follow up Activity on the Topic: Finally, a follow-up assignment to reinforce the activities in the class can be offered. For example, if the topic of the lesson was about speaking Teaching Speaking Skills activities on obtaining a plane ticket for an overseas travel, the homework could be a research on how to purchase the same ticket on the internet and presenting the data in the following class.

D. **Constructivism Theory In Learning**

Constructivism is defined as 'a learning strategy that contends that people actively develop or create their own knowledge and that reality is determined by the learner's experience' Elliott et al. (2000).

Constructivism is founded on the assumption that people actively construct or create their own knowledge, and that your experience as a learner determines reality. Essentially, learners utilize prior knowledge as

a foundation and build on it with new information. As a result, everyone's distinctive experience shapes their learning.

John, Philpo (2018) the analysis reveals several important findings. One is that interactions between the teacher and the student are a part of both language teaching-learning and language acquisition activities. However, the instructor is necessary [enjoined] to assist and lead students as they 'find' in order to create knowledge. According to the constructivist theory of learning, as knowledge is socially created, learning is not only individualized but also active.

Constructivism is critical to grasp as an educator since it influences how all of students learn. Constructivist learning theory teaches teachers and instructors that their students bring their own unique experiences to the classroom every day. Their prior experience and expertise impact how they learn. Constructivist learning theory may be used by educators to assist students comprehend their prior knowledge. If you are a present or aspiring school teacher, it is critical that you have the necessary education and certifications. But it's also critical to grasp learning theory and how it affects you and your students. This tutorial will explain constructivist learning theory and how it may benefit you as a teacher.

E. Guessing Game

Games are great for getting students to talk and practicing functional bits of language Shuhan.C.W. & Carol (2008). As a result, a game can motivate pupils to speak up in class. According to Mora, R.A.,

and Lopera (2001), guessing games are more than just having fun. They emphasize that games and fun activities have always been one of the most popular things to do in class, both for teachers and students, because games can contribute to the development of a variety of skills and competencies. In other words, the guessing game improves pupils' competences, and they can have several skills.

A research from Nugraha, Kiki Marsha (2017) the improving of guessing game "who am i" technique in teaching students' speaking skill at MTS Islamiyah YPS batang kuis in 2016/2017 academic year. The study's goal was to help the eighth-grade students of MTS Islamiyah YPI Batang Kuis speak English more fluently. This study falls under the action research category. The students' proficiency in learning to speak English was enhanced by the use of guessing games.

The study was conducted during the first semester. It began on July 17 and ran through July 28 at MTS Islamiyah YPI Batang Kuis. The group's participants included the researcher, the principal, the English teacher, and the VIII–1 students. Reconnaissance, planning, action and observation, and reflection comprised the research process. There were two cycles for the research.

A guessing game is an activity that involves interaction between individual and group attempting to achieve specific goals Harmer (2001). Guessing games, according to Thirumalai (2002), can be used to teach speaking. Students can collaborate with their friends and exchange ideas

by playing guessing games. It may be inferred that the guessing game has an impact not only on the cognitive side, but also on the emotional side, as it might improve students' social abilities. Each game usually has some instructions on how to play it.

There are certain steps to playing the guessing game. According to Sepulveda Janine, there are several steps to playing the guessing game:

1. First, have one set of kids come to the front of the class and stand with their team behind the board.

2. Next, students begin to write a word on the board.

3. Third, the rest of the class must provide hints to the students until she or he can guess the word (it's alive; you won't find one in this country). Variation: the students at the front of the class must ask yes or no questions to the class until she or he guesses the word (is it an animal? Is it in this city?)

F. Pair Work Strategy

Pair work is a learning technique that involves learners working together in pairs and puts students in a small group to conduct learning activities by discussing together Richards & Schmidt (2018). Another explanation from Hedge (2003) is that in pair work, students can practice using language together by discussing the content, reviewing texts, or conversing about what to do when learning. According to Moon (2000), the pair work approach is a strategy for "organizing and creating them (students) in a way that maximizes opportunities to learn.

As a result, the Pair Work Strategy is a learning strategy that involves learners working together as a group to learn. Students can also practice language skills together by discussing resources and examining literature.

a. Procedure of Pair Work Strategy

According to Hedge (2003), the technique of the Pair Work strategy is as follows: Students are separated into numerous groups.

1. Teachers instruct students on what to do.

2. Teachers pay attention to and monitor students while they are learning.

3. The teacher observes, listens, and assists students who are having difficulty.

4. The teacher provides input and makes corrections to the students' appearance.

5. Students discuss their performance.

6. It can thus be inferred that numerous processes on the utilization of strategy pair work in the classroom are carried out.

G. Review On Previous Studies

As the matter of fact, there are some previous researches regarding the effect of using Guessing Game Technique. Here the researcher took couples of research journals. The first is from Desi Wulandari (2019), entitled The Implementation of Guessing Games Speaking Learning Descriptive to Seventh Grader SMP AL Azhar Menganti, Tahun 2019,

(Online Electronic Journal Portal Universitas Negeri Surabaya) The subject of this research was students of VII-GGT in SMP Al- Azhar. The findings showed that the implementation of guessing game in teaching speaking descriptive text went easily and successfully. Moreover, from the questionnaires, all of the students showed positive responses to the use of guessing game.

The second research conducted by Ajeng Anggraini, etc. (2020) The use of Guessing Game to improve students' vocabulary mastery (Unila Journal of English Teaching) The results of this study showed that there was a significant increase in students' vocabulary mastery after being taught using the guessing game because the value of t > t table. And the most improved aspect of the word is the verb. In addition, the second study using numbers showed that most students work without pressure, having fun.

The third is from Khusnul Khotimah (2022) etc. Entitled Improving Students Speaking Ability Through Pictionary Guessing Games at the Eighth Grade of SMP Negeri 1 Balen, 2022 (Senada PBSI Journal). This journal article presents the results of research on classroom action research. The results obtained by students starting from the Pre-Cycle to Cycle I and Cycle II experienced a very significant increase. From the results of oral tests conducted from the Pre Cycle which increased by 32% to 71% in cycle I, and in cycle II it increased to 90% so that the research in cycle II was declared successful. And for the Pre-Test value that was

carried out on the Pre-Cycle in the form of oral by 19%, and there was an increase in Post-Test 1 in cycle I by 58%, but it was still not said to be successful, so Post-Test 2 was carried out again in cycle II and the result is 90%.

All of the previously mentioned studies relate to the researcher's research because the researcher explained the influence of the use of the Guessing Game. They think that using the Guessing Game is the latest method with offers as a favorite learning medium. However, there is a difference between the above research and the research conducted by the researcher.

Starting from the first research conducted by Desi Wulandari entitled The Implementation of Guessing Games Speaking Learning Descriptive to Seventh Grader SMP AL Azhar Menganti, 2019, (Online Electronic Journal Portal Universitas Negeri Surabaya) the object of research is focused on the Junior High School class, while for the researcher, the object to be used is class XI students in MA.

As for the difference between the second research and the researcher's research, namely in the third study conducted by Ajeng Angraini (2020) he used the Guessing Game as a learning medium to improve students' Vocabulary abilities, while for my research, Guessing will be used as a learning medium to find out the effectiveness of the Guessing Game as a medium for teaching students' Speaking skills.

Furthermore, for the difference in the third study conducted with Khusnul Khotimah, etc (2022) in their research, the method they used was to use a class action research method where to get results must use several cycles. While the method used by researchers uses the Quasi Experimental method where to see the results must apply the experimental class as a class that uses guessing games and control classes that do not use guessing games and there the researcher can see the results.

H. Hypothesis of the Research

A hypothesis is a simple presumption about what the research's outcome will be. Creswell (2012) defines a hypothesis as a researcher's assumption regarding the expected relationships between variables. The following are the theories that the researcher develops:

1. (Ha): There is significant different on student's speaking skill through Guessing Game than those who are not taught using Guessing game (Hi = $p \leq 0,05$)

2. (Ho): There is not significant different on student's speaking skill through Guessing Game than those who are not taught using Guessing game (Ho = $p \geq 0,05$)

I. Conceptual Framework

Speaking ability is a skill that students should learn, according to the literature and context of this study. Because students spend more time speaking in class, speaking is the most crucial part of language acquisition

and instruction. It implies that speech is a crucial element of daily life and that we can understand meaning through speaking. (Brown, 2001, p. 247).

Students commonly have challenges while learning to speak English, which demotivates them. One of the contributing elements is the usage of educational material that fails to pique students' interest in order to motivate students learning to speak. This has a tremendous impact on the outcomes of students. To overcome these challenges, the teacher must utilize a strategy or teaching technique that piques students' interest in speaking sessions.

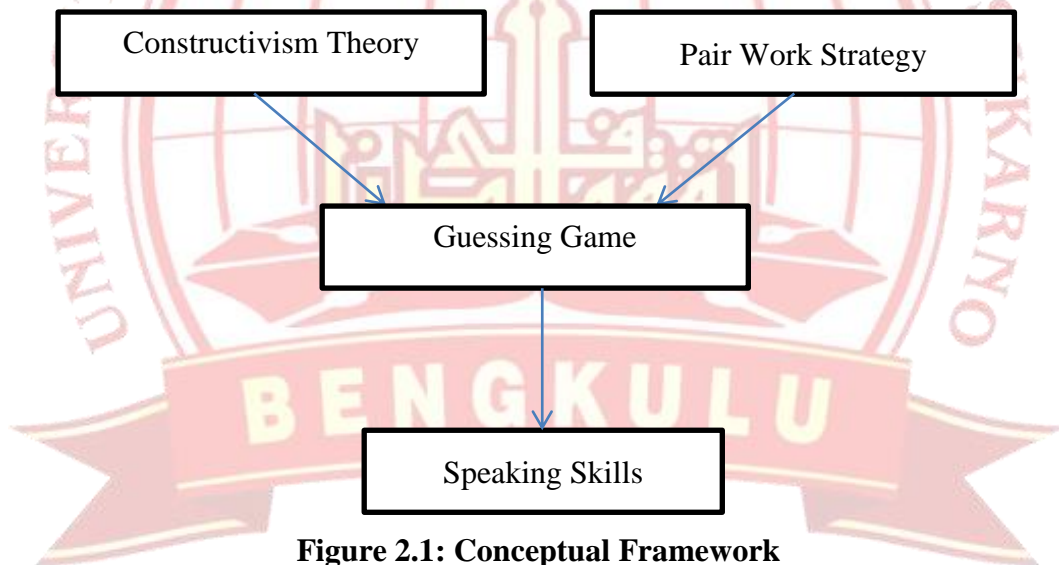The conceptual framework of this research is as follows:

Figure 2.1: Conceptual Framework

Based on framework above, the researcher do the teaching and learning speaking based on Constructivism theory and the used of Pair Work strategy. After that Guessing Game will be the learning media to determine is there any significant effect on the object both Experimental and Control class.