Chapter Two

Literature Review

The researcher presents a number of reviews of the existing literatures related to this this study. They include speaking skills, aspects of speaking skills, learning English speaking skills, the importance of speaking skills, media for learning English speaking skills, and the practices of learning English speaking skills in the COVID-19 pandemic time.

Speaking skill

Speaking is one of the aspects crucial to be mastered when learning a language, and need to be continuously practiced to acquire expertise in oral communication. Speaking is therefore a prominent skill for studying a Language because it is a basic tool for communicating with others. In the previous study by Manurung (2016), there is a notion that speaking is the key skill to demonstrate and measure a learner's language ability. Speaking skills are skills that are considered difficult for learners and measure their verbal communication. Brown and Yule (2001) express that internal language international languages are difficult. speaking is indeed a spontaneous conversation that someone does to voice a sentence.

Brown and Yule (2001) also note that the spoken language has a particular style depending on human need and situation. In addition, Brown and Lee (2015) identify the forms of spoken language in order to include English communication content in the course lesson plan. Speaking is an oral speech that is spoken by someone. However, there are those who have different speech styles too. Speaking can also be included in learning in the classroom. Nunan (1991, as cited in Brown and Lee, 2015) defined that the spoken language contains two elements: monologue and dialog.

The Importance of Speaking Skills

Language is seen as a communication tool. Communication with other people takes place in order to express ourselves, beliefs, ideas, and also to know the identities of others. Where there is

speech, communication takes place. Therefore, without speech, communication cannot happen, and we also cannot deal with one another. For learners of any language, speaking skills have an enormous importance. A language is reduced to a mere script, without expression. Language usage can only take place within the limits of the nation. Speaking abilities have tremendous significances for learners of every language. A language is reduced, without speech, to a mere script. Only within the limits of the nation can language use take place (Qureshi, 2012).

Speaking is indeed one of the four macro-skills that can be learned in both first and second language learning settings as a means of effective communication. Based on the pedagogy of English as a Foreign Language (EFL), the question on how to improve speaking skills and create trust amongst professors of undergraduate students seems to be a crucial issue. In a standard course using a task-based approach, as an action study, this topic is related to the qualitative research design. The findings showed that trust, a variety of subjects, and speaking competence were the key factors of development when engaging with the public (Boonkit, 2010).

Zaremba (2006) also referred to a study which found that speaking abilities or communication skills were usually imposed as criteria for new job recruitment ahead of work experience, motivation, and academic qualifications. Listening and reading, speaking and writing are the two receptive skills in language learning and use that are considered to be the other two efficient skills needed to be integrated into the development of successful communication. Of all the four macro-English skills, speaking ability seems to be the critical skill required for communication.

Aspects of Speaking Skills

There are five aspects of Speaking skill recognized when analyzing the speech processes, such as pronunciation, grammar, vocabulary, fluency (ease and speed of speech flow) and understanding, or the ability to understand what the speakers are talking about or the ability to respond to speech as well as to initiate it.

Pronunciation.

Pronunciation is the way for students to produce a clear language when they speak. It means that students can interact easily when they have good pronunciation and intonation, even though they have a small vocabulary and grammar. Pronunciation refers to conventional utterance or customary words. It can be inferred from that argument that pronunciation is a way for students to clearly produce the words of utterance when they speak (Kline, 2001:69). Mastery of a list of sounds or individual words does not amount to English pronunciation. It leads to knowing and practicing the common English way of making the thoughts of a speaker easier to understand (Gilbert, 2008:1).

However, pronunciation includes all of the facets of speech that make speech easy to understand, including segmental articulation, rhythm, intonation and phrasing, and much more peripheral movement, body language, and eye contact (Fraser, 2001:6).

Grammar

The students need grammar to organize correct sentences in both written and oral modes of communication. Grammar is described as a structured way to account for and predict the knowledge of the language of an ideal speaker or listener. It is achieved by a set of rules or concepts that can be used to produce all the well-formed or grammatical language utterances (Purpura, 2004:6). In addition, the other definition of grammar stated by Greenbaum and Nelson (2002:1) is that Grammar refers to the set of rules that enable us to combine words into larger units of our language.

Furthermore, it is noted that grammar is the study of how words are combined to form sentences. This can be inferred from the above statement that grammar is a rule that is important for the students to incorporate appropriate sentences in both written and oral forms of conversation (Nelson, 2001:1). Grammar refers to the underlying rules and structure of the text, including the simple and accurate construction of sentences and the proper forms of words (Batko, 2004:24).

Vocabulary.

Vocabulary means the correct diction or the most important thing in a language particularly while speaking.Moreover, learning a lot of vocabulary would make it easier for us to communicate our ideas, feelings and thoughts both in oral and written forms. The vocabulary seems to be common and normal, in spoken language (Turk, 2003:87). This implies that the words used must be very common in spoken language or speaking, which is used in daily speech to understand the spoken discourse. Vocabulary is a key building block for learning the language. Students need to learn words, their names, how they are pronounced and how they are spelled.

Fluency

Fluency is described as being able to speak in a communicative, fluent and accurate way. Fluency usually refers to the right to transmit oral language without interruption. If the teacher wishes to test the fluency of the students in the teaching and learning process, the instructor allows the students to express themselves freely without interruption. The objective is to make the students talk with ease and fluency. The teacher should not automatically correct because the assumption is that too much correction interferes with the dialog flow (Pollard, 2008:16).

Comprehension

Comprehension is a process of interpreting and a process where discourse stretches, to formulate assumptions about the context of sentences. Comprehension in a a second language is challenging.It is clearly measurable and should be inferred from overt verbal and nonverbal answers, from artificial instruments or from the instructor or researcher's intuition. Comprehension refers to the fact which respondents completely understand the essence of the research study, when complex procedures carry risks (Cohen et al., 2005:51).

Teaching English Speaking Skill

The challenge of learning English speaking skills is demonstrated by several researches. Speaking English, in reality, is not easy. Speaking is an interactive meaning- building process that

includes the information production, reception and processing. First, bad reading habits, unequal presence, and practice of English both within and outside the classroom, and uncertainty in the implementation of grammar rules are some of the variables that cause problems in talking to students (Sayuri, 2016).

According to Nunan (2003) Because English is not a native language in Indonesia, teaching is difficult. People, in general, have a lot of difficulties learning it. It is due to the fact that their surroundings do not speak English. When it's time for class, people only converse in English. It implies that the opportunity to improve one's speaking abilities is insufficient. As a result, we must explore a variety of ways for teaching speaking that may be employed in a variety of situations.As a result, we must employ a variety of speaking teaching strategies in order to help language learners improve their speaking skills in the target language.

Activities English Speaking Skills

Role play, picture strip tale, information gap, and drama are some types of activities that can be used to teach speaking, according to Krashen (Fauziati, 2014:101). Speaking should be taught through engaging and communicative activities. Speaking activities come in a variety of forms. According to Harmer (2001), there are five different types of speaking activities. Acting from a script, communication games, discussion, problem solving, and role play are among the activities they engage in.

Types of activities to Promote Speaking Skills

Discussion. A discussion may be conducted after a content-based lesson for a variety of purposes. In their discussion groups, students can try to reach a conclusion, share ideas about a case, or find solutions. The purpose of the discussion activity must be identified by the instructor prior to the discussion.As a result, the discussion points are important to the purpose, and students don't waste time talking with one another about unrelated topics. For example, students can participate in agree/disagree discussions. In this type of discussion, the teacher will divide the students into

groups of four or five, and provide controversial statements such as "people learn better when they read vs. when they fly."Then, for a set amount of time, each group works on their subject and presents their findings to the class. It is important that the speaking time be evenly distributed among the group members. At the end, the class selects the winning party that best defended the concept. Students learn how to articulate and defend themselves politely while disagreeing with others in this activity, which promotes rational thinking and swift decision-making. For efficient group discussion, avoid forming large groups for effective group discussions, as quiet students can avoid contributing in large groups. The teacher can select group members or the students can choose their own, but groups should be rearranged for each discussion activity so that students can collaborate with a variety of people and learn to be open to new ideas.Finally, regardless of the goal of class or group discussions, students should always be encouraged to ask questions, paraphrase ideas, show encouragement, seek clarification, and so on.

Role Play. Role-playing is another technique for encouraging students to speak. Students act out a range of social situations and positions. The instructor provides information to the students during role-playing exercises, such as who they are and what they think or feel.Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

Simulation. Role-playing and simulations are somewhat similar, but simulations are more elaborate than role-playing. Students should bring objects to class to create a realistic environment in simulations. For example, if a student is playing a singer, she will carry a microphone and so on. There are several benefits of role plays and simulations. For instance, they inspire students because they are fun. Second, they increase the self-confidence of students who are hesitant, as Harmer (1984) implies, because they will have different positions in role-playing and simulation exercises and will not need to speak for themselves, which means they don't have to take on the same responsibilities.

Information Gap. Students are supposed to be working in pairs on this activity. One student will have knowledge that the other partner does not, and the two students will share it. Activities to close the knowledge gap serve a variety of purposes, including problem solving and data collection. In addition, each partner has a critical role to play since the mission cannot be accomplished unless the partners have the knowledge that the others need. Since everyone has the opportunity to speak extensively in the target language.

Brainstorming. Students may generate ideas in a limited amount of time on a given subject. Person or community brainstorming is successful depending on the context, and learners produce ideas easily and openly. One of the advantages of brainstorming is that students are not judged for their ideas, so they are more willing to share new ones.

Storytelling. Students may provide a brief summary of a tale or story they heard previously, or they can make up their own tales to share with their classmates. Telling stories encourages imaginative thinking. It also aids students in expressing ideas in the format of a story's beginning, middle, and end, as well as the characters and setting needed. Students may also say jokes or riddles. For example, at the start of each class session, the teacher can invite a few students to say short riddles or jokes as an introduction. Not only will the instructor discuss the students' speaking skills, but he or she will also receive the class's attention.

Interview. Students may perform interviews with a people on a variety of topics. While it is a good idea for the teacher to provide students with a rubric so that they are aware of the types of questions they should ask and the direction they should take, students can prepare their own interview questions. Conducting interviews with individuals allows students to practice their speaking skills outside of the classroom and aids in their socialization. Following the interviews, each student will present his or her research to the rest of the class. Furthermore, students will perform interviews with one another and "introduce" their partners to the class.

Story Completion. Students sit in a circle for this very fun whole-class, free-speaking activity. A teacher begins to say a story for this activity, but after a few words, he or she stops. Then, one by one, each student begins to narrate from where the previous one left off. From four to ten sentences are required to be added by each student. New characters, incidents, and explanations may be added by students. Then, one by one, each student begins to narrate from where the previous one stopped. From four to ten sentences are required to be added by each student. New characters, incidents, explanations, and so on can all be added by students.

Reporting. Students are required to read a newspaper or magazine before coming to class, and in class, they report to their peers about what they find to be the most important news. Before class, students should also explore whether they have experience worth asking their friends about in their everyday lives.

Picture Narrating. This activity is focused on a series of pictures that must be viewed in order. Students are asked to tell the tale that is depicted in the sequential pictures by following the rubric given by the instructor. The terminology and structures they would need to use when narrating may be included in the rubric.

Picture Describing. Teacher giving student just one image and asking them to explain what is in the picture is another way to use pictures in a speaking activity. Students will work in groups for this task, with each group obtaining a different image. Students discuss the image in groups, and then a representative from each group presents the image to the entire class. This activity encourages learners' creativity and imagination, as well as that of their audience.

Find The Difference. Students will work in pairs for this activity, with each pair receiving two separate images, such as a picture of boys playing football and another picture of girls playing tennis. Students work in pairs to explore the pictures' similarities and differences.

Exchange Formation activity. One of the most important approaches for teaching speaking is the Exchange Formation activity, which provides students with additional opportunities to improve

their oral skills. In the Exchange Formation activity, the teacher allows students to practice their English skills by walking around the class and asking various students questions in order to get knowledge and get information**.** It enables students to gain trust, expand their vocabulary, practice grammatical structures, and articulate their thoughts. This method can be used to teach speaking, especially to students in the second semester who are taking an English Specific Purposes (ESP) course and need P to improve their speaking skills. The course allows students to express their thoughts, speaking ability becomes essential in ESP (Chinh, 2009: 216-218). The lecturer planned successful exercises in multiple stages for students to practice developing their speaking skills and increasing their trust using this approach.

Ice-Breaker Activity. Ice-Breakers are engaging games that can be used in the first class to calm adult students and create a friendly atmosphere in what is normally a structured setting, according to Pitts (2010:11). Furthermore, several Ice-Breakers encourage adult students to get to know one another, which may help the teacher gain a deeper understanding of his or her adult students' backgrounds.

According to Dixon et al (2008:15), an Ice-Breaker is an ungraded activity used by the instructor to get to know the students and for the students to get to know each other. It is self-evident that Ice-Breakers are well-designed to help students get to know one another, feel more comfortable, and plan for materials.

It is important that students feel at ease with one another, that they are secure in themselves, and that they concentrate on the English lesson rather than other distractions. Teachers are expected to be innovative, take risks, be thoughtful, communicate effectively, and enjoy working with students (Thornbury, 2006:21). Warm-ups, de-inhibitzers, anxiety reducers, feedback/disclosure loops, energizers, and games are all names for Ice-Breakers (Forbes- Green, 2007:5). Similarly, through a series of games and exercises as well as teamwork, the Ice-Breaker task allows students

to engage with one another and share learning. By making participants feel relaxed and involving them in conversation, Ice-Breaker helps to clear the way for a successful exchange of ideas.

Ice-Breakers are a part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies, not only in business organizations but also for students of all age groups. The reason is classroom Ice-Breaker activities help to develop various soft skills such as interpersonal skill, communication skills that include written, verbal and non-verbal and team building skills (Forbes-green, 2007:9). Ice-breakers exercises can also help students and teachers creating a bond. Newcomers to a class or school will benefit from an ice-breaker activity in the classroom to help them get to know the other students and feel at ease.

Group Size. Teachers also need to choose activities based on the size of the group. If the teachers have a large number of people, they can have them interact with a series of leading questions, such as, "If you were a Star Wars character, which one would you be, and why?". By giving them leading questions and having them talk to one another, the teacher forces them to talk about things other than small talk, which will let them find some common ground.

Small groups can have their Ice-Breaker with the teacher rather than having them interact independently. The teachers could simply ask the questions that were previously posed, rather than making them ask each other. Alternatively, teachers may play games like "two truths and a lie," in which new colleagues attempt to guess which is which by stating two truths and one lie regarding them.

Appropriateness. Ice-Breaker strategies can be chosen by teachers based on how suitable they are for their students. The Ice-Breakers that will be used in the classroom will also be taken into account by the teacher in order to gain the attention of the students. The teacher should ensure that the Ice-Breaker chosen is actually linked to the Ice-intended Breaker's purposes. This is critical since not all types of Ice-Breakers function as expected.

English Club Activity. Here we will explain about the English club activity. The first is about the definition of English club activity. The second is English club orientation and objectives.

Definition of English Club. An English club is a group of people who share a common goal or interest and meet on a regular basis to participate in shared activities. It is a group or organization of people who share common goals or interests (Marinova, Marshall, and Snow 2000). An English Club is a social environment where language learners can practice their English in a spare classroom at an English school. Many schools stay open for an hour or two after school hours so that teachers can plan for their lessons (Paltridge, 2001). In an English club article, the researchers show that it is a daily community practice. According to the researcher, English club is held four times a week for one hour, beginning on Sunday and ending on Wednesday. Rather than developing a strict collection of English language skills, the focus is on practicing speaking English naturally and casually. The aim of the English club is to help students develop a positive attitude toward the English language and to become more aware of speaking in English (Shrum and Glisan 2000). The goal of assisting students in developing a positive attitude toward English is consistent with Krashen's (1986). Affective causes, according to Krashen, may cause learners to have a mental block against a language. By participating in enjoyable communicative club-style activities in English, the English club has aimed to help learners avoid mental blocks. Learners gain an understanding of English language communication, classroom directions, and basic vocabulary through English clubs. This awareness is designed to facilitate learning of English language skills when learners begin formal instruction (Chase, 2002). English Clubs tend to be more fun when they are multigenerational and multicultural. English clubs are an alternative to traditional classes that focus on paper and pencil tasks and it is stress-free exposure to English with considering communicative value.

English Club Orientation and Objectives. Students are encouraged to take part in English club activities because they help students practice speaking and improve their communicative skills (Abott,2001). Thus, students must participate in the club at least twelve times each semester.

iCollege of Sciences and Arts –Dhahran Aljanoub's administration grants certificates of club participation and achievements for each club member. English club aims: - To encourage students' participation in English club; - To give students practice speaking skill; - To foster the current club's continuity; - To establish mutual care of activities between students and administration. (Hadley, 2001). The effectiveness of English club activity entails the following activities: - Discussing graded topics in English - Individual presentation of particular topic in English -Positive enthusiastic participation in club activities at least 80% from attendance and taking part perspective

Media for Learning English Speaking Skills during the Pandemic

E-Learning is one of the media used in the online learning process. E-learning is specifically structured to enable students to be self-sufficient and responsible for their own learning at some times (Stone & Logan, 2018). Furthermore, since e-learning focuses on personalization, which involves the ability to adapt to learners' skill levels and accumulate information resources as mutual support, students will be able to take a more active role in their learning (Conference, Jamin, & Mudra, 2019). Moreover, students' adaptable attitudes would enable them to organize themselves more freely, potentially leading to academic performance and achievement (Pratama&Yusro, 2016). Lecturers can use a variety of e-learning media to teach during this pandemic, including media social, Facebook, WhatsApp, Twitter, LMS, Zoom Meeting, Google Classroom and other application e-learning (Sakkir, 2020; Maulina, 2019).

Google Classroom. Google Classroom Google classroom or google classroom is a mixed learning media facility for the scope of education that can make it easier for teachers to create, share and classify each paperless assignment. The software has been introduced as a feature of Google Apps for Education which was released on August 12, 2014 (Corbyn, 2019: 13).

One of the online learning media that can be used by teachers to improve the four English skills and its components is a WhatsApp group. This application is very popular and the easiest to use because it can send photos, audio, documents, videos not only individually but can also be done

in groups (Napratilora, et al, 2020) and now it is certain that almost all students already have the WhatsApp application. On their cell phones. Learning English online using this application is also more practical and cheaper in terms of cost because the system used is asynchronous so it is not too expensive for internet data. So that the WhatsApp application with the features in it is very feasible to be used as an English learning media choice for students during this COVID-19 pandemic (Napratilora, et.al, 2020).With the service features available in the WhatsApp group, it allows teachers and students to communicate in English learning activities, for example by easily sending dialogues or conversations through the voice note and video features. In addition, students can also enrich their vocabulary and master English grammar through emojis and also share photos on WhatsApp Groups (Wijayanti&Gunawan, 2018). Grover et al. (2020) states that WhatsApp groups create a condition where students can interact with each other more actively, can discuss better and can help each other among themselves, both during the process of preparation, learning, evaluation, and feedback. This can happen because students tend to feel more confident, more courageous, and don't feel intimidated when they have to express their opinions in WhatsApp groups.

Padlet. It has some features that it can help the teacher and students in teaching learning process. Padlet features an online wall web-based where ideas are collating via virtual post from the users (Shield, 2014). Byrne (2015) identified "Padlet" as one of the collaborative research tools that is a free-of-charge service allowing the creation of online pages of shared notes, videos, and documents. It can be also supported by Wood (2016), users can also add links, images, text, documents and video files in their wall and move them round freely like sticky notes on the wall. Sign in up for an account will be beneficial for teachers as their can manage their classroom interaction and performance

Board Game. A board game, according to Moursund (2007), contains certain qualities. Players must deal with some regulations as well as dice. The players must also make decisions and strive to be the game's winner.Players must also take turns and converse with the other players, according to Morsound. As a result, playing a board game will encourage pupils to actively

participate, talk, and interact. There have been several earlier studies involving the use of a board game to teach speaking.

Video. In line with the evolution of information technology (IT), there is a growing trend toward using technology in the classroom for educational purposes. When it comes to video, this is especially true. According to ÇAKIR (2006), Because of the increased emphasis on communicative approach, the use of movies in foreign language education classrooms has developed significantly.Furthermore, according to a large-scale survey conducted by Canning-Wilson to ÇAKIR (2006), students prefer to learn language through the use of video. Students enjoy watching video because it is engaging, challenging, and stimulating. It's because video teaches them how people behave in the target language's culture through a variety of communicative settings that are brought into the classroom.

Picture. Picture media includes visual media, like other media, picture media serves to transmit messages from the source to the recipient of the message. The channel used concerns the sense of sight. The message will be conveyed into the symbols of student communication. These symbols need to be understood to mean that the message delivery process can be successful and efficient. In addition to these general functions, specifically, it also functions to attract attention, clarify the picture presenting ideas, illustrates or facts that may be quickly forgotten or ignored if they are not described. In addition to being simple and easy to manufacture, picture media are relatively inexpensive media in terms of cost (Ian, 2008).

Reviews of Related Studies

In this section, the researcher examines several similar researches to the current study there are two. The first study is by Al Fauzan et.al (2018). Their research is entitled "Improving Students' Speech Abilities Through Mobile Social Network". This research was conducted at one school at the tenth grade of SMA Negeri 8 Makassar consisted of 31 students, year 2018/2019. Based on the results of research, the researcher used social media as an example when speaking to the tenth

graders of SMA Negeri 8 Makassar, stating that it is effective to improve students' speaking ability. It was demonstrated by the substantial difference between the achievement of students before and after using social media (Facebook) in speaking in terms of accuracy and fluency. The mean pre-test score in pronunciation accuracy was 3.06 and the mean fluency score in term smoothness was 3.39, which was classified as low, whereas the mean post test score in pronunciation accuracy was 5.65 and the mean fluency score in term smoothness was 5.74, which was classified as reasonably good. Moreover, the students' improvement in pronunciation was 84% and smoothens was 69%.

The next study is by Syakur et.al (2020). This study is focused on improving English Speaking Skills by Using the On-Line Learning Model "Absyak". The title of the research is "Improving English Speaking Skills Using the On-Line Learning Model "Absyak"for the Second Semester students in Higher Education". The participants of the research were consisting of 30 students in the academic year 2019/2020 from the Surabaya Regular Pharmacy Academy. Based on the results of research that has been carried out, the application of information gaps and website-based online learning "Absyak" in learning speaking skills for second semester students of Surabaya Pharmacy Academy shows that it can improve speaking skills. The development of speech skills from the outcomes of learning achievement in cycle I and cycle II, as well as being deemed good by the use of the knowledge gap technique and online learning "Absyak" based on the website, also triggers the mastery of the concept of excellent learners in learning.

According to some of the researchers above, there are many ways to improve speaking skills. However, this study will conduct research that is different from other researchers. This research is different because, currently there is a pandemic in Indonesia, so the teaching and learning process is also different from usual. Learning speaking skills is now done online. Researchers will examine what activities and media teachers use to improve students' speaking skills during the COVID-19 pandemic.

Conceptual Framework

From the literature above, the researcher showed several ways to improve speaking skills. First, the researcher focuses on suitable smartphone applications for first graders who want to improve their English-speaking skills. Second, the researcher shows that the use of social media is effective to improve students' speaking ability. Third, the researcher showed that the application of information gaps and website-based online learning "Absyak" in learning can improve speaking skills. Fourth, the researcher showed that the use of communicative games as educational means enhanced the achievement of the students and the results of their speaking skills. The last of literature, the researcher showed that theapplication of multimedia - based presentation can improve students' speaking skill.

The purpose of the study is to show that there are many ways to improve speaking skills. For that,the researcher focused on how to practice to improve speaking and what media to use during a pandemic like this.

Figure 1. Conceptual Framework