

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking skill

##### 1. Definition of speaking skills

Speaking is one thing and the ability to communicate with others through the medium of speaking language is also utterances from our mouths in the form of sounds accompanied by certain gestures and facial expressions. Nuraeni (2015: 45), Speaking is a process that is useful in conveying information from the speaker or resource person to listeners who have the goal of being able to change the skills, knowledge, and also the attitude of the listeners involved with the information they receive. Tarigan (2015: 16) that speaking is the ability to pronounce articulation sounds or words that express, express or convey thoughts, ideas and feelings. The foundation of speaking is that speaking is the second language activity used in human life in everyday life after listening.

Speaking is generally considered an important part, both in the learning process in the classroom, a language develops in developing one's ability to speak in the language he has mastered. Students are often taught to speak new words and pronounce them properly and in applicable contexts as part of certain subjects and many adults find the formation of a culture of speaking to be an interesting and educational activity. In accordance with research from Kemala (2014) who do research on analysis independent learning strategies used by seniors' high students, found that students often implementing deep memory strategies is learning to speak.

Speaking skills are the abilities that exist within a person to be able to explore and relate information that has been heard, in English and become the basis of communication that everyone knows both orally and in writing so that they can provide and link back information that has been heard correctly. Mastery of speaking is needed at this time because then we can more easily master speaking English well. Mastering speaking skills makes it easier for us to communicate with others. It helps us to achieve our target in learning English. Speaking skills are one of the important skills for students in the learning process. In class, students are often asked to demonstrate speaking skills to convey their ideas, opinions, and arguments. However, not all students feel comfortable and confident when speaking in front of the class. Some students may feel nervous, anxious, or do not have sufficient speaking skills. One way

to improve students' speaking skills is to provide an effective feedback strategy. Feedback strategies can help students identify strengths and weaknesses in their speaking skills, as well as provide clear guidance on how to improve their speaking skills.

## **2. Type Speaking Skills**

Speaking is very important for someone in life both socially and individually, one must master good public speaking to achieve a process of forming identity that is needed in the learning process and the world of work. Based on its use in speaking skills, speaking English is divided into public speaking and speaking at conferences. Public speaking is someone who must have a strong mentality in speaking where it is not only one person that we face but most of a group of people or more who see us speak. According to David Zarefsky, in *Public Speaking Strategic for Success*; "Public speaking is an ongoing process of communication in which messages and signals circulate back and forth between the speaker and the listener." It can easily be interpreted: Public Speaking is a continuous process of communication, in which messages, symbols (communication) (and meaning, ed; author's addition) continue to interact, between speakers and listeners. While speaking at a conference is speaking at a meeting to negotiate or exchange opinions on an existing problem. I also have to pay attention to the context of the people who are there when we speak, in a conference the emphasis is on the right words and the right words must match what was heard before. In the implementation of public speaking learning, effective learning techniques and strategies are needed, as stated by Fry et al. (2003) that: "effective teaching (and supervision, assessment, planning and so on) must be based on an understanding of how students learn; the purpose of this activity is to produce learning, and there must be insight and knowledge about the needs of learners for successful teaching" (Fry, Heather; Ketteridge, Steve; Marshall, 2015). Perkins (1981) describes the process of becoming a public speaker in detail. He revealed that correcting voice and speech through the right method will be able to project the presenter's personality (Mustamu, 2012) There are several experts who put forward the types of speaking skills, including:

Each expert has a different view and categorization related to the types of speaking skills. However, in general, speaking skills can be divided into persuasive skills, informative skills, entertaining skills, formal skills, informal skills, cross-cultural skills, skills of introducing yourself, skills of introducing others, skills of leading a conversation, skills of ending a conversation. directing, relationship building skills, and

influencing skills. According to Ahmad Alghamdi (2013) discusses the types of speaking skills in learning English. The following types of speaking skills:

1) Text-Based Speaking Skills

Text-based speaking skills include students' ability to understand, analyze, and compose spoken texts. Students must be able to understand the structure of spoken text, recognize the linguistic elements used, and understand the purpose of the text.

2) Function Based Speaking Skills

Function-based speaking skills include students' ability to use language to fulfill certain goals. Students must be able to understand the function of the language used in certain communication situations and use the language appropriately according to the purpose of the communication.

### 3) Real Life Based Speaking Skills

Real-life-based speaking skills include students' ability to use language in everyday life situations. Students must be able to use the language in social, academic, and professional situations.

### 4) Speaking Skills Based on Intonation and Emphasis

Speaking skills based on intonation and stress include students' ability to use the right intonation and stress in speaking. Students must be able to use the right intonation and stress to express meaning and emotion in English.

### 5) Pronunciation Based Speaking Skills

Pronunciation-based speaking skills include students' ability to pronounce English words and phrases correctly and easily understood. Students must be able to recognize and use English sounds appropriately.

### 6) Interaction-Based Speaking Skills

Interaction-based speaking skills include students' ability to communicate with others in English. Students must be able to follow and understand conversations, ask and answer questions, and ask for and provide information.

## **3. Aspects of Speaking**

Speaking is important because speaking is a skill that can be done easy to understand what is explained. It is difficult for students to fulfill some aspects speaking skills. Speaking skills for students certainly have the aim of making students dare to retell the results of questions or assignments given by the teacher. According to Lamberton (2001) a public speaker needs to pay attention to sounds such as fluency, pronunciation, grammar and vocabulary. Regarding linguistic aspects, many people think that a person's English language aspects or skills are shown by that person's speaking ability. This view is reasonable considering that the most important function of language is as a means of communication, and communicating using language means speaking or writing. In language teaching, especially English, speaking is one of the basic skills that must be taught from the start. In the real world, speaking skills can be seen in formal and informal forums such as seminars, workshops, speeches, discussion panels, plenary meetings, dramas, campaigns, and so on. On an international scale, English is of course the main medium for organizing forums.

Linguistics is the scientific study of language, including language structure (grammar), words, and phonology. According to Spolsky & Hult, linguistics

generally consists of details vocabulary, grammar, fluency and pronunciation. This problem of lack of speaking skills makes students' speaking abilities poor. Some linguistic problems affect a person's speaking ability, such as poor grammar, lack of vocabulary, and pronunciation. Richard stated that some students generally have problems speaking. The problem is that there are four very important aspects, namely grammar, vocabulary, fluency and pronunciation, because they are aspects that are really needed in speaking skills. These aspects are very important to improve so that students can master and easily understand learning structures, especially English, according to Spolsky & Hult (2008) in their book entitled The Handbook of Educational Linguistics. The following are important aspects of speaking skills:

a. Grammar

This is very important and is the initial capital that a student must master to be able to communicate well and correctly. Grammar is a standard set of language structures. Language structure includes sounds, forms, words, sentences and meaning. Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. It is very important for a teacher to provide an initial understanding of grammar so that they can understand and improve their speaking skills easily in class.

b. Fluency

In the teaching and learning process fluency is prioritized over accuracy, more intended for beginner and intermediate students. At least this option can help students feel encouraged to interact well with other students. Speaking fluency has aspects that include speaking very fluently, fluency is often intermittent, speed and fluency often seem to be disturbed by language difficulties, speech is halting, conversations are often halting and short. Fluency in speaking is a spoken sentence whose pronunciation is not too fast, not disjointed, and the distance between words is constant. Fluency is also supported by the ability to process the speaker's vocals well without inserting e sounds, so and so sounds. Fluency is how a learner can speak at an acceptable pace, with minimal false starts and hesitation. Speaking skills are the ability to report actions or situations with precise words, speak, or fluently express a series of ideas. Research on listener perception shows that pauses are one of the fluency factors.

c. Vocabulary

Understanding of vocabulary is a whole word or vocabulary or terms that refer to certain concepts that are owned by a person or a language in an environment. Vocabulary is the basic capital for someone to explore good words on objects, subjects, objects and others. Vocabulary also has an important role in connecting a meaning in a sentence before someone says it. Vocabulary is the basis of the four skills that must be mastered and developed in mastering English.

d. Pronunciation

Knowing how to pronounce a word is very important if a student wants to use it when speaking, or understand it when listening. Pronunciation, like spelling, can be a tricky part, as some words are spelled the same way but pronounced differently. The main difference here is the sound of the vowels. It's true, English has a very large number of vowel sounds compared to other languages, and this tends to be the most difficult area for students to learn, with consonants being relatively easy. English vowels differ greatly between dialects, which is another source of difficulty. This is an important aspect for students in learning English. This becomes the basis for students to master English well. For this reason, students must be guided as quickly as possible so that their pronunciation is perfect. Because, when students have applied the pronunciation of a certain word, they will always remember it and use it. Worse yet, pronunciation errors will cause misunderstandings when students communicate in English.

#### **4. The importance of speaking**

Speaking is very important to learn from an early age because speaking is the basis for mastering English. Learning to speak properly and correctly is the first thing we must do. By having a good speaking style, we can convey thoughts, feelings, and the meaning of the words we say and make it easier for us to communicate with each other again. Learning to speak from childhood to adulthood is very important because it is the main capital in learning sentence structures in words and other language skills. Mastering a good and appropriate speaking style will make it easier for someone to read, write, and listen. The more you speak each day, the easier it will be to gradually master a language. The bolder we speak, the stronger we are mentally and can also increase our confidence in mastering something. foreign language.

Musaba (2012:13), explains some of the benefits of speaking as follows:

a. Facilitate interpersonal communication

Most of human communication is through speech or talk. Therefore, basically the ability to speak occupies a role in communication between humans.

b. Facilitate the delivery of information

The accuracy and speed of information given orally from one person to another depends on the quality and clarity in giving the information. Therefore, people who are able to speak well tend to be able to convey information precisely and quickly to the other person.

c. Increase self-confidence

Usually a good speaker has a high sense of self-confidence. Because he expresses his ideas or thoughts to others without hesitation. In other words, a good speaker is a person who is able to express something clearly to others and can understand the situation of the interlocutor or interlocutors.

d. Increase self-esteem

A good speaker has a very high sense of self-confidence. Therefore, he can directly increase his own authority when appearing as a speaker, at the same time it is possible that authority will unify or influence the situation as a whole.

## **B.Feedback Strategy**

### **1. Corrective Feedback Strategy**

According to Hattie and Timperley (2007), feedback is one of the most powerful factors in improving student learning outcomes. Feedback can provide students with specific and clear information about what they are doing right and what needs to be improved in their speaking skills. Corrective feedback is largely used to support student learning, and its power has been recognized especially by those working in language teaching. There is a growing body of empirical confirmation that suggests that corrective feedback may have a positive impact on language development (e.g., Bitchener and Knoch, 2010; Hattie and Time, 2007; Oltra-Massuet, 2018; Rummel and Bitchener, 2015). Corrective feedback is information given to students about linguistic errors they make. This is seen as a guide for students to use the target language inappropriately. A. Abu Seileek and A. Abualsha'r (2014:76) state that corrective feedback is one of the most important tools for improving English language learning and teaching by providing feedback to students to correct their mistakes. In addition,

CV Beuningen (2010:27) argues that corrective feedback is a tool that encourages language learning which helps students develop their accuracy because it offers reflection on their linguistic errors. with this I will do first, need to prepare the goal of providing feedback, second, use a positive approach, third, choose the right time and place, fourth, give support, fifth, evaluate and improve

In addition, this corrective feedback can teach students that they need to learn more to discuss and ask questions with friends or with teachers who are in the learning process. How active a student is towards fellow students makes someone more daring to ask questions and give suggestions. This corrective feedback can enable each individual or group to be better able to present class conditions that are active and work hard in understanding the teacher's explanation of the situation in class and the material presented by the teacher. Teacher feedback to students or students to fellow students can make learning process activities more interesting than usual, build courageous and mentally strong attitudes and traits in class because they dare to provide input or suggestions to classmates and become much more memorable and authoritative when students firm and authoritative. authoritative. loudly dare to express his opinion about the class situation and the material discussed together. So that students can be more interested in and enjoy the process of learning English. This is useful in learning English, especially learning to speak in front of the class. This strategy is a method for mastering learning material in the classroom.

One of these strategies makes students more active in the teaching and learning process. Feedback is useful and effective in teaching speaking because it usually involves fear, embarrassment, but this strategy creates a cooperative learning environment, so students have equal opportunities to provide input or suggestions about speaking material. If we apply this strategy in the teaching and learning process, it will increase students' knowledge. In addition, in the teaching and learning process, students can happily participate in a relaxed and more relaxed learning process.

According to Barbara Pachter and Susan Magee (2014), There are several steps in providing feedback:

- a) Give Specific Feedback: Avoid giving general feedback like "good" or "not good." Instead, provide concrete feedback about what they did well and what needs improvement.
- b) Positive and Constructive: Insert positive elements in your feedback. Recognize their achievements and explain how it will help their development.



- c) **Tailor it to Learning Goals:** Make sure your feedback relates to the learning goals you set. Insert concrete examples of how they are progressing towards those goals or what needs to be improved.
- d) **Give Reason and Context:** Explain why you are providing certain feedback. For example, explain how the skills or knowledge they acquired will be useful in their lives or how it will help them in the future.
- e) **Provide Solutions:** Always offer suggestions or strategies that can help students improve their performance. This could be practical advice or additional tasks to strengthen their understanding.
- f) **Open Communication:** Invite students to talk about the feedback they receive. Ask if they have any questions or need additional clarification. This can help ensure better understanding.
- g) **Don't Forget the Emotional Aspect:** Consider students' feelings when providing feedback. Try to make your feedback motivate them to keep learning rather than feeling pressured.
- h) **Monitor Progress:** Use feedback as a tool to track student progress over time. This helps you and your students to measure their achievements.
- i) **Provide Regular Feedback:** Don't wait until the end of the semester or class to provide feedback. Provide regular feedback during the learning process so that students can continue to improve themselves.
- j) **Accept Feedback from Students:** Give students the opportunity to provide feedback on your teaching methods. This can help you improve the quality of teaching and create a better learning environment.

## **2. Feedback type**

Feedback is a response or response given to a stimulus or certain situation. In various contexts, feedback has an important role in informing individuals or systems about the effects of their actions or circumstances. John Hattie (2011) is an Australian education professor who is famous for his work in educational research in his book entitled visible learning. One of the topics that is the focus of his research is feedback in the learning context. According to Hattie, there are several types of feedback that can have a positive impact on student learning, According to John Hattie (2011), there are several types of feedback that can have a positive impact on student. Here are some types of feedback below:

- 1) Feedback that provides specific information about student progress, such as "You have made significant progress in writing your essay."
- 2) Feedback that emphasizes student errors or deficiencies and provides constructive suggestions for improving them, such as "You need to pay attention to grammar and spelling."
- 3) Feedback that provides a challenge to improve student performance, such as "You did well on the test, but I know you could do even better with more practice."
- 4) Feedback indicating high expectations from students, such as "I know you have great potential to be a leader in your class."
- 5) Feedback acknowledging student progress or success, such as "You have exceeded the goals you set for yourself, and that is great."

According to Hattie, effective feedback must provide information that is specific, clear, and related to learning objectives. Feedback should also provide a positive outlook indicating high expectations from students.

However, from all these views it is very helpful for a teacher in providing feedback and from all the views of experts' opinions it can be concluded that a teacher must provide feedback in each student activity either individually or in groups, when a student experiences a decrease in the level of speaking skills, a teacher must be able to provide motivation or advice to students to help them return to a good level of speaking skills and according to what they want in the learning process. Shelly Gable (2006) He stated that feedback can be divided into two main categories: positive and negative. However, Gable also emphasizes the importance of distinguishing between constructive and destructive feedback. Positive feedback is feedback that compliments or compliments someone's behavior or achievements. In contrast, negative feedback is feedback that indicates weaknesses or faults in a person's behavior or accomplishments.

Constructive feedback is feedback that provides useful suggestions or input to help someone improve their performance in the future. Destructive feedback, on the other hand, is feedback that only points out weaknesses without providing solutions to correct errors or performance.

An understanding of this type of feedback is very important in the context of the learning process and personal development of students, because it can help

individuals and schools to produce positive changes and avoid mistakes that can be detrimental to students in deepening learning speaking skills.

### **3. Feedback Procedure**

While providing feedback strategies and instilling the courage to speak there are also aspects that must be met in speaking, the teacher will divide students into four groups. In this case, it makes sense that information about the work students and teachers have done is used to improve the quality of their subsequent work (Dawson et al 2019) using the following procedure. In addition to providing feedback strategies and instilling the courage to speak, there are also aspects that must be met in speaking. The teacher will divide students into four groups. In this case, it makes sense that information about the work students and teachers have done is used to improve the quality of their subsequent work (Dawson et al 2019) using the following procedure:

Feedback is a communication process in which information or opinions are given to a person or group of people about their performance or actions. This can be positive feedback that provides praise or constructive feedback that provides suggestions for improvement. Here is a general procedure for providing feedback:

- a) Give Specific Feedback: Avoid giving general feedback such as “good” or “not good”. Instead, provide concrete feedback about what they did well and what needs improvement.
- b) The feedback given must be Positive and Constructive: Insert positive elements in your feedback. Recognize their accomplishments and explain how it will help their development.
- c) Align with Learning Objectives: Make sure your input relates to the learning objectives you set. Include concrete examples of their progress in achieving those goals or what needs to be improved.
- d) Provide relevant Reasoning and Context: Explain why you are providing certain feedback. For example, explain how the skills or knowledge they acquired will be useful in their lives or how it will help them in the future.
- e) Providing Solutions: Always provide suggestions or strategies that can help students improve their performance. This could be practical advice or additional tasks to strengthen their understanding.
- f) Open Communication: Invite students to discuss the feedback they receive. Ask if they have any questions or need additional clarification. This can help ensure better understanding.

g) Don't Forget the Emotional Aspect: Consider students' feelings when giving feedback. Try to make your feedback motivate them to keep learning rather than feeling pressured.

h) Monitor Progress: Use feedback as a tool to track student progress over time. This helps you and your students measure their achievements.

i) Provide Regular Feedback: Don't wait until the end of the semester or class to provide feedback. Provide regular feedback during the learning process so that students can continue to improve themselves.

j) Receiving Feedback from Students: Provide opportunities for students to provide feedback on your teaching methods. This can help you improve the quality of your teaching and create a better learning environment.

Differentiated feedback centered on students will be better because it is in accordance with the needs and characteristics of each student so that it is more targeted.

#### **4. Advantages and disadvantages of feedback**

Feedback has advantages and disadvantages. Hattie and Timperley (2007) say that feedback is related to actions or information provided by teachers that provide information about aspects of one's performance or understanding. The advantages of using blindfold games in mastering vocabulary such as:

a. Students can be more active and competitive.

In addition to practicing the ability to dare to speak, this game can also make students more active in learning and also competitive. Students will be more active if they use learning strategies that are comfortable and not fixated on very high achievements, just a little improvement is enough and works for them. They also learn to compete more competitively in this strategy

b. Train them mentally in critical thinking.

feedback strategy teaches them to think more critically about the material being discussed and understand it thoroughly. Students can understand if they listen and contribute to each other discussing the material thoroughly or not they will get consequences according to what they do for not listening and listening properly.

c. Able to communicate well.

feedback teaches them to be able to establish good communication with other students and the teacher. As a student, of course, you will try your best to learn the material well. If the class can run well, of course, it will make every student can be expected and communicate well between teachers and classmates.

Meanwhile, the feedback strategy also has some drawbacks in vocabulary mastery, such as:

a. This feedback must have full concentration

This feedback certainly drains concentration in terms of thinking and focus in understanding the material. This of course will reduce their concentration when the feedback situation does not go well, for example there is a lot of noise outside the classroom, many students feel they are right with their own answers which are sometimes out of the context of the question.

b. Lack of confidence and strong mentality when giving feedback

Feedback will go as desired if students dare to try to understand the material with the teacher. Sometimes students don't really follow the feedback process because they are busy themselves, instead they are asked again, confused by the answer. Maybe other students don't either. participate in the deepening of the learning process because not many students have characteristics such as confidence and the courage to answer back. The feedback process takes place.

### **C. Previous Study**

Several researchers have conducted research that focuses on feedback strategies in their research.

First, Muhammad, Mukti (2020) entitled "Teacher Oral Corrective Feedback in English Classes". Based on the results of the study it can be concluded that the results of the researcher's field notes tried to describe students' perceptions of oral corrective feedback in learning to speak English. This research involved 4 grade 2 junior high school students who were always given verbal corrective feedback after practicing speaking English. This research was conducted with the aim of: (1) knowing students' perceptions of verbal corrective feedback given by the teacher in learning to speak. The results showed that the students' perception of verbal corrective feedback was positive. All indicators point to the good point that verbal corrective feedback helps them realize their mistakes and motivates them to correct them so they don't repeat their mistakes. In addition, it is clear that the use of oral corrective feedback in teaching English speaking classes is effective in improving students' speaking ability. This finding may contribute to a better understanding of how teachers should provide corrective verbal feedback when students make some mistakes in class.

Second, Atma, Nurul (2015) entitled "Learner's English as a Foreign Language Against Corrective Feedback in Speaking Learning Viewed from the Speaking Class Level". Based on the research findings, it can be concluded that there is no best recipe for dealing with corrective feedback for responding to errors. Even so, teachers can teach better if they first identify what students need and like in the teaching and learning process. Therefore, this study investigates students' preferences for corrective feedback in teaching speaking which includes perceptions of corrective feedback, types of errors corrected, correction time, corrector, and types of corrective feedback by comparing students' preferences based on grade level. Speak.

Third, Raana , Ramezani (2015) entitled "The Relationship between Critical Thinking and Speaking Ability of EFL Learners". Based on the research results the current study seeks to investigate the relationship between critical thinking and speaking ability among EFL students at Payame Noor University (PNU) in Rasht. This study aims to determine whether language students who think critically perform better in their speaking ability or not. To answer the research questions and test the hypothesis, 100 PNU English students were selected by applying the IELTS speaking test as the sample of this study. Then to find out which students are critical and uncritical are given the Lauren Starkey Critical Thinking Test which includes 30 multiple choice questions given to participants.