CHAPTER 2

LITERATURE REVIEW

2.1 Speaking Skill

English is divided into four skills which are as follows: speaking, lestening, reading, and writing; therefore, speaking is express ideas orally and has an important role in communication. By expressing what is in mind, a speaker can make somebody comprehend things inside in their mind. In order to make the others capture and understand what they expresses using orally, a student should needs to pay attention on the signs that should be fulfilled. There are some experts have purposed about definition of speaking. According to Boyd (2004) that speaking is an activity in our information from the speaker to listener. According to Brown (1994:1) speaking is process to collect the data of information and in accepting, produce and processes the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first rank of education sector (Thornbury, 2005:1). Chivers and Shoolbred (2007:25) state that for communication to be effective, the content needs to be clearly understood by other people, meaningful and interesting to the audience.

Speaking is an important part of everyday to interact and most often the first impression of a person is based on their ability to speak fluently and comprehensively. If the speaker dominates these language features, it will be help learners getting successful communication. Bygate (1987) identified two elements for speaking skill, there are; production skill and interaction skill. In production skill, speaking ability take place without the time limit and in interaction skill, there is a negotiation between learners. Both skills can help the learners to improve students' speaking ability with easier. Speaking skill must be acquired by both lecturers and students. Speaking skill in this research is the learners' ability to speak, to make a dialogue, to practice in the real discussion for fluent English with a minimum of correct grammar and a range of useful vocabulary which help others to communicate with them.

2.1.1 Component of Speaking Skill

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some

activities (Gower et al., 1995). According to Syakur (1987;5) there are five components of speaking comprehension, grammar, vocabulary, pronunciation and fluency.

a. **Comprehension**

Comprehension is the way of understanding something, comprehension also important component in speaking because in conversation with others we must make them understand in our conversation. Comprehension points to the fact that members know the nature of the research assignment, even when the process are complicated and involve risk (Cohen, 2005:51) as a result, in understanding information additionally, it is purpose to create the listeners easily to receive some information from the speakers.

b. **Grammar**

Grammar is study of words, how students used in sentences. Grammar can be described as a principle of rule which can be used to make well-formed of grammatical utterance in that language (Purpura, 2004:6). In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units Greenbaum and Nelson (2002:1). Grammar is important to make sure that the students' ability is correct in oral and written aspect.

c. **Vocabulary**

Vocabulary is necessary for speaking. It can be shown that one of the key for success communicative is the power of words. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, and how they are spelt. Many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form. The vocabulary becomes familiar when we use in spoken language everyday (Turk, 2003:87)

d. **Pronunciation**

Pronunciation is one of the important components that a good English speaker used. Pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation more peripherally gesture, eye contact and body language (Fraser, 2001:6). Also include the segmental features: vowels and consonants and the intonation pattern).

e. **Fluency**

Fluency is the role of good communication in other words is the purpose of the students learns to speak. They do not need to spend a lot of time to share the information. They can speak early and easily without many times to think as like "emh" and stop they speak. Harris and

Hodges (1995;14) found that fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

2.1.2 Teaching Speaking in Senior High School

Teaching speaking is needed by the students. According to Brown (2007) that the principles of teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful context, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy.

Teaching speaking is very important part in language learning. Teaching speaking for some teacher is not easy. As Brown (2000) states successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing researchers' interest. As it is a well-known fact that speaking skill is generally ignored and neglected in foreign language classrooms. Teaching speaking is challenging even for language teachers, which requires more practice to improve (Zeynep Çetin Köroğlu, 2017). Therefore, the way we try to bring the interesting topic for speaking of discussion-we're trying to encourage them to participate in the learning activity-they'll be more attentive to that interesting topic (Alhabbash Mohammed, 2014). They will find it is fun, they can share with the class about their ideas, experiences and they can express themselves about it. This results in their practice for language fluency. English is considered as a first foreign language and becomes a compulsory subject from elementary to University. The educational curriculum of Indonesia has been designed to integrate all four skills (listening, speaking, reading, and writing) and elements of language in English subject at senior high schools

This study focused on the 2013 Curriculum (K-13) implementation at SMK YPI Darussalam 1 Cerme. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). According to

Wachidah (2013, cited in Hapsari, 2013), there were numerous incorrect interpretations to the previous curriculum framework such as the policy of one Lesson Plan which covered one KD whereas in English Curriculum, one KD is supposed to cover the four skills. Meanwhile, a lot of indicators reveal that the efforts to improve the quality of our education until now, including curriculum development, has not been able to improve the quality of education significantly (Jaedun, Amat;2014). The expected speaking competences of 10th grade Senior High Schools students in the second semester are displayed in the table below;

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait **saran dan tawaran**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**Teks tulis dan lisan tentang memberi dan meminta saran dan tawaran** **a. Fungsi Sosial** Untuk memberi dan meminta saran dan tawaran untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain **Struktur teks** -Ungkapan Pembuka -Pertukaran informasi : Why don't you… What about...? You should..? You can …? Do you need ….? -Ungkapan Penutup	Menerapkan struktur teks, dan unsur kebahasaan dari teks meminta dan memberi saran dan tawaran ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; Menyusun teks lisan dan tulis tentang ungkapan mengenai teks meminta dan memberi saran dan tawaran dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan; Mengkomunik	Speaking test

		asikan teks meminta dan memberi saran dan tawaran secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	

From the table above, the teacher should give more to chances in practicing them oral speech. The competence of 10th grade of SMK YPI Darussalam 1 Cerme students are stated into the syllabus which is detailed in forms basic competences. One of the reasons for including speaking activities in language lesson is to help students familiar with oral use of language in English Conversation. As a skill that language learners should develop and have, speaking skills also play an important part of the curriculum in language teaching and an important object of assessment as well (Louma, 2009, p.1).

2.1.3 Assessing Speaking

In learning and teaching process it plays an important part as the informer for both teachers and learners about how effective teachers performance and progress (Pinter, 2009, p.131). According to Fulcher and Davidson (2007:196) that assessment can be shown the evidence available of learning activities which focus on student's practice. Performance assessment refers to both the assessment task (public speech) and the scoring method used (Khattri et al., 1998). However, a scoring rubric can affect the speaking assessment, as there may be an interaction effect between the rating criteria and examinees' performance (Ibid.; T.F. McNamara,1996). Assessing spoken language can be divided into two main ways. They are

holistic scoring and analytic scoring (Bachman 1991, pp.301-330). In order that, teachers as students'' assessors need to be familiar enough about creating rubric.

Center for Teaching and Learning Assessment (2014) defines rubric a guide to assist the marker to make consistent and reliable judgments about the quality of student work. They also can be used to provide feedback to students about the quality of their work and how they might improve. Rubrics can be adapted to different types of assignments such as essays, reports, oral presentations, group working, papers and etc. Above all, rubrics should be simple and clear so that students can readily understand and engage with them. Here the researchers use analytic scoring to calculate students' practice.

The design of speaking assessment may vary; depend on the types of speaking assessed. Then, what should to be tested? (Nunan, 1999). There are;

a. Grammar
   Test takes are too evaluated on how the students can control, and how it's can be used in sentences, to develop, to apply it with suitable and accurately and to keep away from grammatical errors in speaking.
b. Vocabulary
   Such as the distance, accurary, and the usage of vocabulary features in a conversation used by test of how proficient they are.
c. Pronunciation
   Pronunciation involved with how often errors in pronunciation occur and how the pronunciation can aspect interrupts the communication are categorized of the assessment.
d. Fluency
   The language fluency shows that the production in a conversation is well delivered without many hesitations in choosing words

In the educations' level, Khan (2010, p.121) describes assessment as "an ongoing and continuous effort to improve quality of teaching, learning, testing, and curriculum design." Brown, (2004:140) stated that to solve the problem on giving score, teacher requires giving various score of each answer and every score for one of Various features like grammar, fluency, comprehensibility, pronunciation, vocabulary use. Assessment has main role in teaching learning process. By assessing students, the teachers can their understanding material that has been given

in their classroom. Students have a chance to learn from the assessment to improve on their performance because it is used to monitor learning progress during a unit of work and provide ongoing feedback to students.

2.1.4   Problem of Students Speaking

In speaking activity the students should have more time to talk than the teacher Nawshin (2009). In the fact, many teachers still get a big part of classroom activity and the students just listen and worried to talk. Many researchers observe that speaking is the most difficult skill for learners, who they can learn it as a second or foreign language due to their low proficiency (Alonzo et al., 2014) identifies factors causing speaking difficulties as: Students are worried about making mistakes of criticism in their conversation, or they still feel simply shy. Learners should take part in orally to exchange their spontaneously in second language speaking (Derakhshan et al., 2015)

Khan (2005) states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak, so the problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. He states that in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students' performance in speaking, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on their reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance for them. According to UR (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

Xinghua (2007) states that one of problems for student's speaking is their psychological, psychological problems are those problems which often interfere student's emotional and student's physical health, also with student's relationships, with their work, or and also with their life adjustment such as they are nervous, lack of themself-confident and afraid to speak. These

problems may affect students' performance in their speaking. Students' participation in discussion causes other students to actively take part in negotiation; therefore, students become surprised about their ability and intelligence (Celce-Murica, 2001). According to English language scholars, the use of learner-centered in the classroom activities include are group discussions, speeches, storytelling, drama, debates, poem, songs, and tongue-twisters could alleviate the problem of low oral skills (Johnson, et al., 2006)

2.2   Social Media in learning

Social media is an online site to communicate with other people using some application. Most of the studies (Choney et al., 2010) conducted on students' use of the social media sites and its impact on academic performance focused on students in the developed world. In this era many kinds of method makes the learning process will be interesting and makes students more active. Learners think more positively about the teachers who encourage the use of media online (Jeong, 2007; Rau, Gao et al., 2008). (Bruns, 2006) found that as everyone can use social media to publish one's own knowledge in an easy and cheap way Other research demonstrates that social networks facilitate more effective communication between peers (Brady et al., 2010) or help students to build relationships (McCarthy, 2010). Sheard and Lynch (2003) stated that those teaching online use social media are able to get students' attention because it has the potential to reach a more flexible education when it is designed well and is able to respond to the diverse learning needs.

One study claimed that by using the mobile tools in learning, it is also known as an informal kind of learning (Trentin &Repetto, 2013).Social media can be used as a tool for education – personal learning environment (Dabbagh et al, 2012), open distance education (Kulakli et al, 2014), improving teaching and learning experience (Bexheti et al, 2014). Because the social media has an undeniable influence on education and is a tool for improving teaching and learning process. Gillingham and Topper (1999) suggest that the positive impacts for collaborative learning through social networking like Facebook, WhatsApp, etc., and it has effects on the learning process. Some experts show that social media networking tools can support for educational activities by making interaction, collaboration, active participation for the students, information and resources sharing and critical thinking (Ajjan & Hartshorne, 2008).

The use social media for educational purposes have a separation between their personal or social lives in their academic lives (Jones et al., 2010).

2.2.1 Whatsappp

Bouhnik and Deshen (2014) define WhatsApp as a smartphone application used for instant messaging. WhatsApp (from the English phrase "What's up? Meaning "What's new?") Is an instant messaging application for Smart phone it allows users to exchange images, videos, and audio or written messages using their Internet connection. Since Whatsapp application has been extremely popular, Whats app is a one of media online application has many function to get or share information like for sending instant messages that works on an internet data plan. WhatsApp is a free downloadable application requiring using a Smartphone to enable the participants to actively get engaged and get involved (Baffour-Awuah,2015). WhatsApp instant messaging is a free application, which is advantageous. WhatsApp instant messaging system is simplistic, intuitive, and very easy to use. Users have the chance to continue chatting with their buddies without slowing down the device. It is considered to be an effective tool for learning and teaching through social interactions (Gillingham & Topper, 1999)

In addition, WhatsApp application has four main functions; it motivates the learners, to helps students communicate with others, to send the information in educatiol or personal purpose, manages the class, enables students to be up to date, saves a lot of time and increases efficiency by reminding the students what they have and what they have to bring in the classroom (Awada, Cogent Education 2010). Whats app to make calls, send message, photo-videos, file and voice message to individuals or groups. Whats app also can be used to transfer data, pictures, videos, audios, location and others. But for now, Whats app includes a Snap chat story. Like feature, which allow users to update their "status" using text, pictures, GIFs and video? And we can also swipe up to reply our friends' status. Instant messaging through WhatsApp for academic purposes provides students with opportunities to interact together and to construct and share knowledge (Chan, 2005).

2.2.2 Procedure of using WhatsApp in English Teaching

To use WhatsApp in English teaching in the classroom, there are some steps that must be followed by teachers. The procedures are adapted from Speroff (2016);

Step 1. Create a WhatsApp group

Teachers ask and save the students' WhatsApp numbers. Than, teachers create a group based on their class WhatsApp group.

Step 2. Set the rules

Teacher must make a deal with their students about the roles of using WhastsApp. It includes with times to discuss and students language must be polite. Then, they might want to add their own rules about whether it is ok for learners to send teachers private messages outside of the group.

Step 3. Set up for class use

Teachers can set up for class use. For examples, teachers ask their students to take a note point of what they got from WhatsApp group. It can be easier for the students to doing the tasks in the class

Step 4. Assign the tasks

Another activity is giving a comment about something. The teachers share a short video or a picture to the class WhatsApp group. The teachers ask their students to comment to those video and picture. They give their comments by using voice message. So that, teacher can listen their students comment directly.

2.2.3   Benefit using Whatsapp for Learning

WhatsApp, as a relatively new tool in education, has similar positive characteristics as previous technological tools that are implemented, but it seems that WhatsApp has some up to date features that encourage teacher and students to use it in order to enhance understanding (Bouhnik and Deshen, 2014:22). Using Whats App for academic purposes provides students with opportunities to interact together and share knowledge (Chan, 2005).. All the participants had experienced disappointment in their previous attempts at incorporating various technologies into their educational processes. Whats App has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, efficiency, and natural language (Church & De Oliveira, 2013). Mar (2013) also emphasized that via WhatsApp, the

majority of the students were highly satisfied and agreed with this application, not only could it increase their willingness to read in English but also it gave positive impacts on their reading habits, speaking habits also writing habits thus resulting in more regularity and confidence.

All students from the class can have their discussion on certain topics via Whatsapp as it provides immediate response within the group members to join the conversation using voice recording thus making the communication more effective (Izyani;2016). Moreover, many of the students nowadays are already exposed to this application and used it often for the purpose of communication. Besides, they may help them in their learning through exchanging information needed in learning English language since it is used by most of the students. It serves to learning resources when teachers and students are separated by time and distance (Honeyman & Miller, 1993). Whatsapp is a smart phone application for instant messaging. It provides faster and easier communication among students and develops their sharing ideas too for instance, in a WhatsApp group. WhatsApp group is a platform where it consists of all members like teachers and students. (Tang & Hew, 2017) using speaking group by Whatsapp it's easier to interact whenever and wherever with their classmate also with their teacher. They had opportunity to explore their ideas by using Whatsapp group. Not only in the class, but can discussion outside the class. It is easy to form groups with Whatsapp or to use it for private communication

Almost all of students-findings supported using WhatsApp to enhance students learning and enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mates mistakes, although the study laid out some disadvantages of the experience such as preparing the materials and having discipline in the group (Hamad,2017). Whatsapp communication improves the interaction between the teachers and the high school students. Bouhnik and Deshen (2014) asserted that the WhatsApp group the learners used improved interaction; promoted the social atmosphere; fostered dialog, increased sharing among learners and created an enjoyable atmosphere and a profound collaboration with peers. WhatsApp can also improve learners' active involvement in the EFL classroom (Baffour-Awuah, 2015). Learners think more positively about the teachers who encourage the use of instant messaging (Jeong, 2007; Rau, Gao, & Wu, 2008).

2.3   Review of Previous Study

In this study, the researchers takes review of related literature from others research. Researcher relates this study from the previous research which has similarity that can be used to material review. First, the study was conducted by Ahmed Yousif Abdelraheem (2017) Assoc. Prof., Sultan Qaboos University, and College of Education, Oman. The title is "The impact of using Mobile Social Network Applications on Students' Social-Life". The aim of the study was to investigate the impact of using Mobile Social Network Applications (MSNAs) on students' social life (social relations, family relations and social awareness). The type of the research is quantitative approach using a survey methodology. The sample of this study consisted of 60 males and 151 females. Forty-four respondents were postgraduate students and 161 respondents were undergraduate students. In order to develop the instrument, the researchers surveyed the literature to obtain some initial information regarding the use of social network sites by students. The instrument consists of two sections.

The second research was conducted by Dr. Mohammad Abd Alhafeez Ali Ta'amneh (2017), Assistant Professor of Teaching English as a Foreign Language (TEFL) at Taibah University under the title "The Effect of Using WhatsApp Messenger in Learning English Language among University Students". The research is to explore the effect of using Whats App messenger in learning English Language among university students. More specifically, it aims to compare between the students' improvements who are subjected only to traditional instruction in the classroom and the others who use Whats App messenger in their learning. The type of the research is quantitative and methods of collecting data by experiment and test. The instrument of collecting data is developed a test based on the seventh unit in the book. The test was prepared by the researcher. It can be concluded that English lessons can be learned more effectively through integrating technological applications such as Whats App messenger in learning English than the traditional methods.

The third research was conducted by Mona M. Hamad students of King Khalid University, Department of English, and College of Science & Arts for Girls. Under title "Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share". To find out the impact of using Whats App in education to enhance students learning of English Language skills by exploring students opinion and observing their progress after using the application to support learning English. The researcher used the analytical descriptive method to conduct this study.

The students were given a questionnaire to get their opinion about the experience of using Whats App as a supplementary method; the questionnaire consists of twelve questions. Based on the result of the study, during using Whats App, there was clear development in the performance of the students, although the researcher suffered of students' posting to the group out of agreed time when the group was created first, however, students have shown very good communication skills, when they helped each other whenever I was out of net access, not only that but they also created many beneficial discussion that impressed me as instructor, I can't deny, this is their generation invention.

The next research was conducted by Hasan Basri Memduhoğlu Assoc. Prof., Department of Educational Science, Faculty of Education, Yuzuncu Yil University, Turkey. And the title "The Effect of Focus Group Discussions on Pre-service Teachers' Teaching Experiences and Practices: A Mixed Methods Study" The aim of this study is to investigate the effect of providing feedback to pre-service teachers' (PSTs) through focus group discussion on PSTs' self-efficacy perception about teaching experiences and practices, to determine problems encountered during teaching practice by means of focus group discussion and to develop suggestions about solving these problems. In this study, experimental design was conducted as a quantitative approach and focus group discussions were used as qualitative approach.

From those previous studies, researchers assume that Whatsapp group discussion can provide students the alternative media which support learning speaking. Researcher will apply group discussion in Whatsapp to know the effect of using Whatsapp group discussion towards students speaking ability. To make different from those previous study, this study not only focus on Whatsapp discussion but also focus on students speaking ability and try to find the significant students. Besides, researcher will implement in the middle level that is in Senior High School.