

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed several theories as the basis for the discussion. This aims to understand the topic of the research study. This chapter discusses a review of related literature which consists of 2 points: Speaking and the application of ELSA.

2.1 Speaking Skill

According to McKay (2018), speaking is a language of expression in a verbal form that provides information to other people which is claimed by speaking. Without speaking, communication will not function well. Speaking not only requires making sounds, but also using body movements, facial muscle movements and whole body movements. When the knowledge shared between the speaker and listener about the process of exchanging ideas results in the fulfillment of the goals of each party, then communication is said to be effective (Lacan et al., 2020).

Speaking skill is one of the skills that English language learners must master because language is used to communicate with other people in everyday life. Speaking is something that uses gestures to respond to the person you are talking to, such as shrugging your shoulders, or nodding your head. There is variation between cultures and languages, especially in gestures and body language (Brown, 2001). In their delivery, speakers use verbal and nonverbal symbols in various situations (Thornbury, 2005).

There are several reasons why English learners should learn to speak. First of all, speaking is a vital part of learning and teaching languages today, such as ESL/EFL. Secondly, language learners should master speaking skills. Lastly, speaking proficiency helps evaluate the mastery of foreign languages by learners (Bahadorfar et al., 2014). According to Richards (2008), there are several functions of speaking between human interactions. It is possible to establish and maintain social relationships between people

through speaking interactions. Also, it is a transactional tool that facilitates the exchange of information.

Talking is not just about conveying ideas with the right intonation, but also related to the way it is conveyed content of conversation. In addition, speaking skills require speakers to do so know how to interact such as taking turns speaking (Jondeya et al., 2011). Speaking requires productive and receptive skills that engage the speaker and listener. It cannot be denied that students should practice English frequently. Therefore, the teacher's obligation is to foster students' self-confidence that they dare to use English. (Niah, 2019).

2.2 The Important of Speaking Skill

In this modern world, speaking skills are crucial for everyone in the world, especially students. As humans whose lives are never separated from interactions with other people, we must have good speaking skills so that our interactions with other people can run smoothly. The same thing applies to students who are also studying English. If they can communicate well then they will be more practical in interacting. Rao P. (2019) said that In this modern world, good communication skills are needed and much master this ability to get success in their respective fields.

It is not easy for students to speak English because they have to study hard if they want to understand and speak fluently. Usually, the reason students lack English speaking skills is because of low motivation to learn the language, lack of self-confidence, and even a lack of vocabulary that students understand. This is done by Brown (2003), who argued that the problem students have in speaking aspect, such as vocabulary, pronunciation, grammar and fluency. Linguistics problem appear due to language learning acquisition.

Apart from linguistic problems, difficulties in speaking English can also be caused by psychological factors. Juhana (2012) said this in her research, saying that several psychological factors such as fear of making mistakes, shame, anxiety and the like make it

difficult for students to speak English in class. From the theory above, it can be concluded that speaking English is also not easy for students because they have to study hard if they want fluency and a good understanding of the language.

2.3 Criteria of Good Speaking Skill

Hughes (2005) in Fajriyanti (2009), argues that There are 5 components of speaking consisting of pronunciation, grammar, vocabulary, fluency, and comprehension. Hughes added understanding as part of the speaking component which is a crucial component in speaking. The application of understanding is expected to expand students' knowledge about speaking.

1. **Pronunciation.** Pronunciation is a basic quality for language learning. Although most second language learners do not have pronunciation similar to their native language, poor pronunciation can hinder communication and prevent ESL students from expressing themselves. When assessing pronunciation, listen to words that are spoken clearly, correct unusual spellings and pronunciations, and use blends and contractions when necessary.
2. **Grammar** is important; the fewer mistakes ESL students make, the better their ESL speaking skills will be. A good speaker does not have to use perfect grammar. Of course, it's a good idea for ESLers to make sure they understand the main tenses.
3. **Vocabulary.** If an ESL doesn't have the words to express what they want, they can't express it. Becoming a good speaker means constantly expanding their vocabulary. The more interesting words they know, the better their ESL speaking skills will be. The best way to expand your vocabulary is to read English and write down every new word you encounter in ESL in a vocabulary notebook.
4. **Fluency.** Fluency is basically the ability to speak fairly quickly without having to take a lot of pauses. This is perhaps the simplest quality to assess a student's speaking ability.

How comfortable are they feel when they speaking. How easily do the words come out. Are there large pauses or gaps in the student's speech. If so, then the students has a fluency problem.

5. Comprehension. Comprehension is an important factor when speaking. Comprehension is the ability to understand exercises designed to improve or test one's understanding of written and spoken language. In short, comprehension can be defined as the ability to understand spoken English. Comprehension while speaking is a goal for many language learners.

2.4 Teaching Speaking Skill in Vocational High School

English has been learned at any level of education in Indonesia, such as in vocational high school. Based on PP No 32/2013 concerning National Education Standards, English is considered a mandatory subject studied in vocational high schools. English is also included as one of the subjects in the National Examination for Vocational high schools. Apart from that, some students who graduate from vocational high schools are usually ready to look for work. The selling point of a job applicant will certainly be higher when the person can master English actively.

According to Joanna and Heater (2003), speaking is the most important skill of the four skills that students must master. Because speaking is a media for communicating and disseminating information. Therefore, if students master speaking English well, then students will get many benefits in the future.

Based on the school-based curriculum, the learning materials students receive are based on the 2013 curriculum as competency standards. Based on the 2013 curriculum goals, teachers are tasked with developing Indonesians to become committed, productive, creative, and innovative individuals. The 2013 curriculum gives teachers the freedom to create high-quality learning that works for them. The researcher only focused on class XI

students in the middle semester of the 2023–2024 academic year as research subjects. The following are the standards of basic competence for speaking skills at SMK Kawung 2 Surabaya :

TABLE 2.1 Basic Competence Talking about Asking for and Giving Help

Basic Competence
<p>3.1 Analyze the social function, text structure, and linguistic elements of spoken and written interpersonal interaction texts which involve offering services and responding to them, according to the context of use. (Pay attention to the linguistic elements May I help you?, What can I do for you? What if...?)</p> <p>4.1.1 Say the phrases Asking and Giving For Help with correct pronunciation, understanding, and fluency.</p> <p>4.1.2 Respond to the expressions Asking and Giving For Help with correct pronunciation, understanding, and fluency.</p> <p>4.1.3 Practicing the verbal transactional dialogue of Asking and Giving For Help and responding appropriately in conversation according to the context.</p>

2.5 Speaking Assessment

Assessment is an important thing in the teaching process. The purpose of assessment is for teachers to know student progress and for students to know their progress. Assessing speaking ability is challenging because many factors influence our impression of someone's language ability. When the teacher assesses speaking proficiency, the teacher determines the assurance and validity of the speaking test.

Brown (2004) believes that several factors should be considered when assessing speaking skills such as fluency, pronunciation, grammar, vocabulary, and comprehension. Each category can be scored individually. Fluency refers to a speaker's ability to continue

a conversation without hesitation. Complete fluency includes how well a speaker can communicate correctly in a given situation without making mistakes. The smoothness factor is speed which is the most important factor. Comprehension refers to a student's ability to understand in the process of learning a language.

2.6 Learning Media in Teaching Speaking Skill

Along with technological development, education must also adapt to existing developments. according to Hamalik (2005) Educational media or learning media helps speed up the learning process. Learning media is anything that is used to convey information and stimulate thoughts, emotions, attention, and desire to learn, thereby facilitating the learning process (Miarso, 2004). It can be seen that media are physical tools that can convey information and stimulate student learning, such as films, books, audio cassettes, etc. US. Hardjasudarma believes that learning media are tools or mediators that can influence human sensory organs to observe, feel, or gain knowledge and experience.

There are various types of learning media proposed by experts. However, the division of media types has similarities. Here are some Types of learning media are as follows :

1. Visual media is media that can only be seen. For example images, posters, diagrams, graphs, or other things that can only be enjoyed by looking move and make no sound (Mumtahanah, 2014).
2. according to Nindiyana (2016), audio media is a type of media that can only be heard and used for skills listening.
3. According to Hardiah (2019), audio-visual is a type of media which presents audio (sound) and visuals (images), where both senses (ears and eyes) are utilized simultaneously.

2.7 Learning Application

Learning today was not only focused on books which seem stiff and boring, but can be fun with a touch of technology. The use of technology can improve the quality of learning (Xiaoyu, 2018). An example of the use of technology in education is when teachers use learning applications as a more interesting medium for delivering learning.

According to Supriyanto (2005) Applications are programs that have activities command processing required to execute the request users with specific goals. According to Whittaker in Darsono (2000), Learning may be defined as the process by which behavior is originated or is altered through training or experience. Meanwhile, according to Gagne, Briggs, and Wagner in Udin S. Winataputra (2008) The definition of learning is a series of designed activities to enable the learning process for students.

From the definition above, it can be concluded that the Learning applications are programs that are used as tools, materials, or technology in teaching activities, with the aim of achieving an efficient and effective educational communication interaction process between teachers and students. Learning applications have great benefits, namely making it easier for students to study material that is rarely presented. The learning application used must also be able to attract students' attention, so that it arouses students' interest in learning. Various applications have emerged as part of the current development of educational technology, including the ELSA application.

2.8 ELSA Application

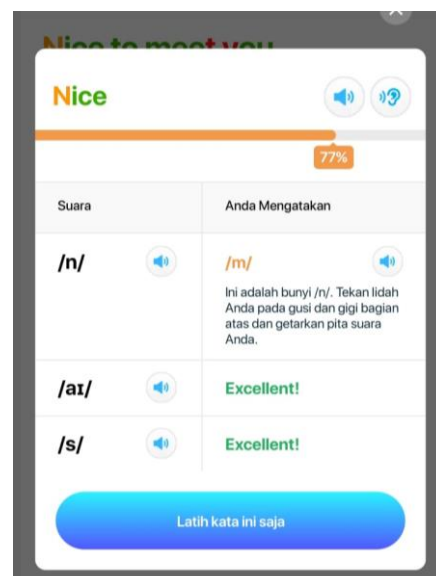
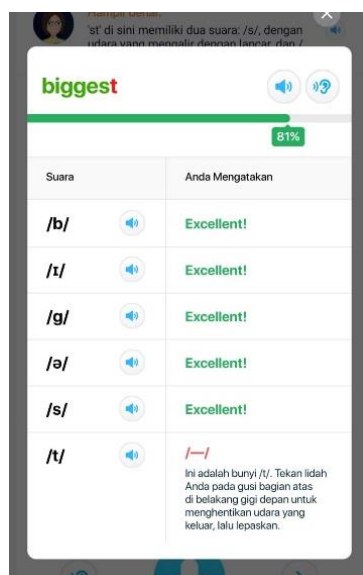
The ELSA app uses voice recognition technology powered by artificial intelligence (AI) to help students of all comprehension levels learn English. Features include proven courses, a free Internet dictionary, and free assessment tests to complement the app's functionality, making it a practical learning aid (Hanna et al., 2022).



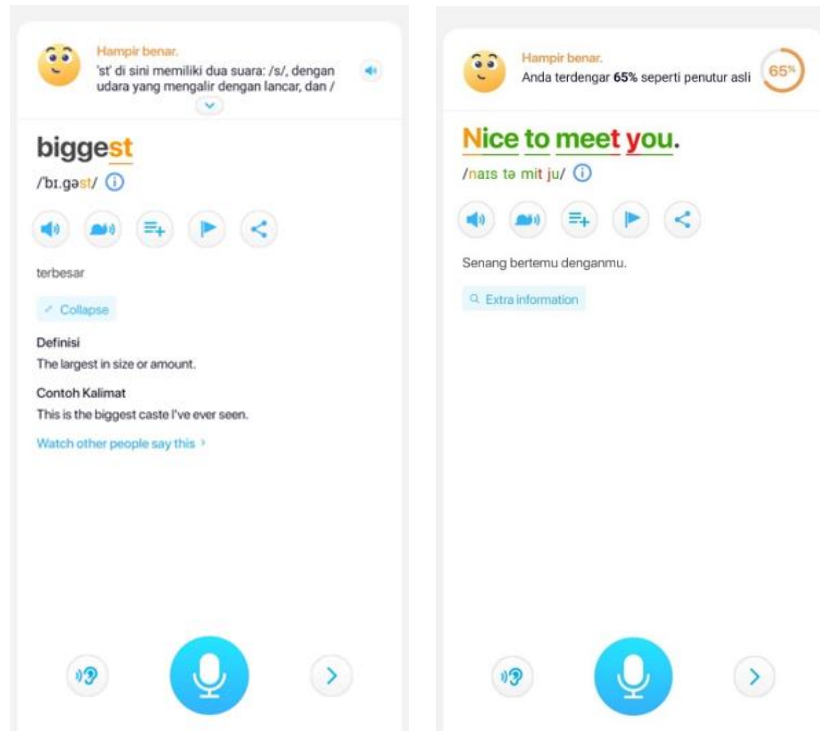
2.8.1 ELSA Application Features for Speaking Skills

According to Margaret Stevani et al (2021), many features in ELSA apps can be used in learning English, especially in improving speaking skills, such as :

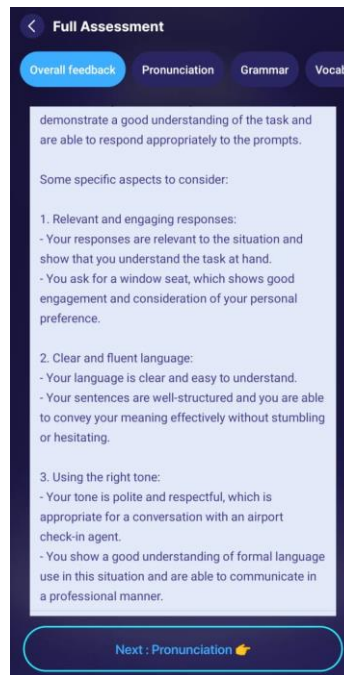
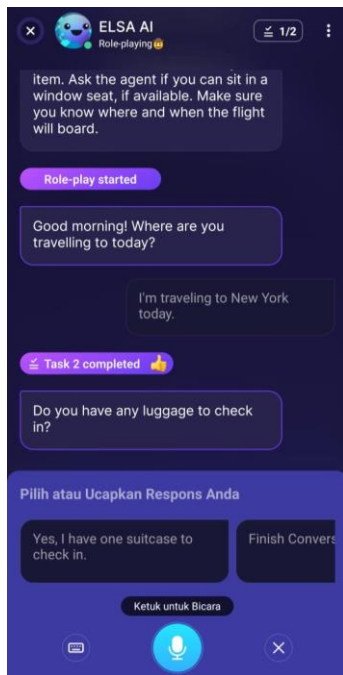
1. ELSA presents good and correct English diagram animations for each vowel and consonant sound placement. Users can see the proper position of the mouth (speech organ) for each sound spoken, rather than just hearing the sound spoken.



2. ELSA has a voice recognition feature software program that provides immediate feedback on whether the user's words are correct and the user can say the same words repeatedly as a form of improvement.



3. ELSA easy to reach whenever used and cost-effective. Users simply need to be on their laptop or Android phone and target as much exercise as possible per day. There are several features in ELSA Speak, such as phoneme practice, phonetic hints, intonation practice, syllable stress practice, rhythm practice, and dialogue practice.



2.8.2 The Advantage of Using ELSA in Speaking

The ELSA Speak app provides students with extensive teaching, native audio support, guided practice, feedback, and conversation practice simulations, all of which are gamified and proven to increase motivation (Aeni et al., 2021).

Intensive speaking engagement by students on the ELSA application resulted in a positive response to the application program, which also offers a comprehensive paid course of study. Compared to traditional lecture methods, the use of ELSA can increase student motivation and learning independence, as well as create a more interesting learning environment. It also motivates students by allowing them to deepen their understanding of the course material and take quizzes based on gamification principles.