

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses the relevant theories and previous studies related to the research. It includes the definition of Speaking, English Club, previous studies, and the conceptual framework

#### **2.1 Speaking Instruction**

##### **2.1.1 Definition of Speaking Instruction**

According to Safitri (2018), speaking is a fundamental component of language learning that enables individuals to communicate ideas, emotions, and intentions effectively. As an active and productive skill, speaking involves not only linguistic competence but also confidence, fluency, and the ability to interact spontaneously in real-time communication. Mastering speaking skills requires continuous practice and exposure to authentic language use, which can be achieved through various interactive methods and supportive environments. Effective speaking instruction should focus on both accuracy and fluency, encouraging students to express themselves meaningfully while gradually improving their grammatical and lexical control. However, teaching speaking also presents several challenges, such as managing students' anxiety, encouraging active participation, and providing adequate feedback. These factors must be carefully addressed to create a learning environment that fosters communication and builds students' confidence in using the language.

Furthermore, Kurniawati, E.; Afifah, (2022) investigated the implementation of the Three-Step Interview technique as a speaking instruction method for vocational high school students. The study employed a classroom action research (CAR) design involving two cycles and was conducted with tenth-grade students. The results indicated that this technique contributed positively to the development of students' speaking abilities. It also helped increase their confidence and encouraged more active participation during speaking activities, demonstrating its effectiveness in improving both performance and classroom engagement.

In summary, speaking instruction plays a crucial role in enhancing students' communication abilities, especially when it involves interactive and student-centered learning. The implementation of speaking instruction not only helps students to express their ideas more confidently but also encourages their active participation during class activities. Various methods such as Task-Based Instruction, Three-Step Interview, and English Club activities have proven to be effective in creating meaningful speaking practices for students. However, challenges such as limited practice time, lack of speaking exposure outside the classroom, and students' initial anxiety in speaking remain as obstacles. Therefore, it is important for teachers to design speaking instruction that provides sufficient opportunities for practice, builds student confidence, and addresses the specific needs of vocational high school learners.

### **2.1.2 Planning for Implementing Speaking Instruction**

The preparation of speaking instruction is a fundamental aspect in ensuring the success of students' speaking performance. According to Mustikawati (2019), teachers need to carefully design appropriate learning media and teaching strategies that can effectively support the development of students' speaking skills. In her research entitled "The Effectiveness of Video as a Medium in Speaking Class for the Tenth Grade Students of SMAN 1 Kasihan Bantul in the Academic Year of 2018/2019", she conducted an experimental study involving tenth-grade students. The study applied video as a medium to facilitate speaking instruction, allowing students to observe authentic conversations and practice language use in realistic contexts. The findings demonstrated that the use of video significantly improved the students' speaking abilities, as shown by the increase of students' speaking scores after the treatment. This suggests that careful preparation involving the use of appropriate media, such as video, plays a crucial role in enhancing students' speaking performance by providing engaging and contextual learning experiences.

According to Apriyani (2020), speaking instruction involves engaging students in structured activities that allow them to practice their oral communication in realistic contexts. In her research entitled "Improving Students' Speaking Skill through Role Play Technique at the Eighth Grade Students of SMP Negeri 10 Palu," she conducted a classroom action research involving 30 eighth-grade students over two cycles. The study implemented role-play technique as the instructional strategy, enabling students to simulate

real-life conversations and actively practice speaking English. The findings showed a significant improvement in the students' speaking performance, as indicated by the increase in their mean scores from 60.25 in the pre-test to 80.75 in the post-test. These results suggest that role-play technique effectively enhances students' fluency, confidence, and ability to express ideas in English.

In summary, speaking instruction plays a critical role in developing students' communication skills by providing structured opportunities for practice in realistic contexts. Through methods such as task-based instruction and role-play techniques, students are encouraged to engage in meaningful interactions, improve fluency, build vocabulary, and gain confidence in expressing their ideas in English. While these instructional approaches have been proven effective in enhancing speaking performance, they also present certain challenges, including the need for well-designed instructional materials, adequate teacher preparation, and active student participation. A successful speaking instruction process involves careful planning, effective implementation, and ongoing evaluation to ensure that students achieve meaningful progress in their speaking abilities.

### **2.1.3 Implementation of Speaking**

According to Pratiwi (2020), the implementation of speaking instruction involves engaging students in active communication through various speaking activities designed to simulate real-life situations. In her research entitled "The Use of Small Group Discussion to Improve Students' Speaking Skill at the Eleventh Grade of SMA Negeri 1 Sungguminasa", Pratiwi conducted a classroom action research involving two cycles with eleventh-grade students

as participants. The study applied small group discussion as the instructional strategy, which encouraged students to express their opinions, exchange ideas, and collaborate in solving problems through spoken interaction. The findings revealed that students' speaking abilities improved significantly, as indicated by the increase in their speaking scores from 55.4 in the pre-test to 78.3 in the post-test. This result suggests that small group discussion effectively promotes fluency, vocabulary development, and students' confidence in speaking English.

Pratiwi (2020) Teaching speaking skills involves engaging students in active communication through various speaking exercises designed to simulate real-life situations. One effective approach is the use of small group discussions, which encourage students to express their opinions, share ideas, and collaborate to solve problems through verbal interaction. This technique fosters meaningful communication and active student participation in the learning process. Through such activities, students can improve their fluency, expand their vocabulary, and build confidence in using English.

In summary, implementing small group discussion in speaking instruction offers students opportunities to actively engage in meaningful conversations, enhancing their fluency, vocabulary, and confidence in using the language. By participating in collaborative speaking activities that simulate real-life situations, students are encouraged to express their ideas and interact with peers, which supports the development of their communicative competence and promotes active participation in the classroom.

#### **2.1.4 Evaluation of the Implementation of Speaking Instruction**

According to Rakhman et al. (2020), effective evaluation of speaking skills should focus on assessing various aspects such as pronunciation, fluency, accuracy, vocabulary, and interaction. These components allow teachers to comprehensively measure students' speaking proficiency and provide constructive feedback for improvement. In their study, they emphasize the importance of using speaking rubrics and ongoing assessments to track students' progress throughout the learning process.

Furthermore, Utami (2019) highlights that speaking evaluation should not only focus on the final performance but also consider the learning process. Through formative assessments, such as peer assessments, self-assessments, and teacher feedback, students become more aware of their speaking abilities and motivated to improve their performance in a supportive environment.

In summary, proper evaluation of speaking instruction combines both formative and summative approaches, enabling teachers to monitor students' development continuously. By using clear criteria and providing regular feedback, speaking assessments help students recognize their strengths and weaknesses, thus fostering ongoing improvement in their speaking competence.

#### **2.1.5 Challenges in the Implementation of Speaking Instruction**

The effectiveness of speaking teaching may be impacted by a number of difficulties. Akhiriyah (2018) claims that pupils' insecurity when speaking a foreign language is one of the biggest obstacles. Speaking in front of their

classmates can cause anxiety, embarrassment, or fear of making mistakes for many kids. Students may find it difficult to articulate their thoughts or opinions clearly due to psychological issues like speaking anxiety.

Furthermore, Mahmudah (2020) claimed that poor grammar and vocabulary also constitute barriers to speaking teaching. Students who lack enough vocabulary find it difficult to construct proper phrases and finally turn passive when participating in speaking exercises. If pupils are not used to actively practice speaking outside of class, this problem gets worse.

Additionally, the learning environment has an impact on the speaking instruction process, as Pramita (2021) noted. For instance, it is challenging for teachers to give each student adequate speaking chances when there are too many students in one class. Furthermore, students may become less motivated to actively speak English if there is a dearth of interactive learning resources or little diversity in the instructional strategies used.

In summary, a number of significant obstacles confront speaking training, such as students' poor self-esteem, their limited command of vocabulary and grammar, and an unfavourable learning environment. To assist students grow more motivated and self-assured in their speaking abilities, teachers must therefore build effective teaching tactics, establish a welcoming classroom environment, and offer psychological support.

## **2.2 English Club**

### **2.2.1 Definition of English Club**

According to Yuliana (2018), the English Club is an extracurricular activity designed to help students improve their English language skills outside of formal classroom hours. In this program, students are given the opportunity to actively practice speaking through a variety of engaging activities such as discussions, language games, debates, role plays, and storytelling, all of which focus on communicative use of English.

In line with this, Fadilah (2020) states that the English Club provides a relaxed and enjoyable learning environment where students can gain confidence in using English without the pressure of formal assessments. Such an atmosphere helps reduce speaking anxiety and gradually improves students' fluency and speaking confidence.

Furthermore, Sari (2021) explains that the English Club not only enhances speaking skills but also expands students' vocabulary, improves pronunciation, and develops social and teamwork skills through frequent group activities. Therefore, the English Club serves as an effective strategy for holistically improving students' speaking abilities.

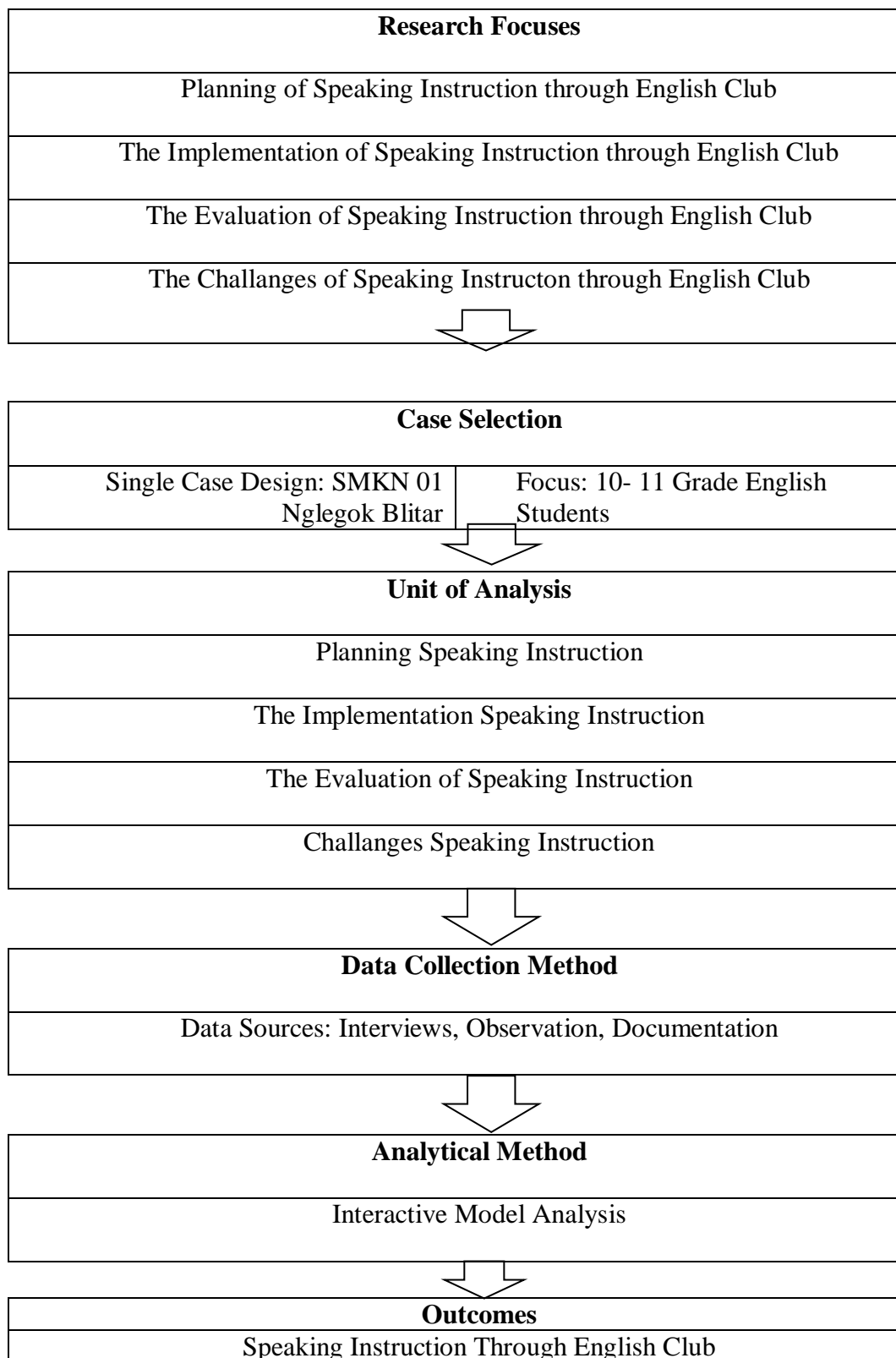
In conclusion, the English Club is an effective learning platform for enhancing students' English speaking skills in a more interactive, enjoyable, and communicative way. Through practical activities provided in the English Club, students become more accustomed to using English in real-life situations, allowing their speaking skills to develop naturally.

### 2.3 Relevant Studies

No	Research Title	Researcher Name	Difference	Similarity
1	The Use of Role Play Technique to Improve Students' Speaking Skill	Apriyani (2020)	The study focused on role play as the main method to improve speaking skills at SMP level	Both focus on improving speaking skills through practical speaking activities
2	The Implementation of Small Group Discussion to Improve Speaking	Safitri (2018)	The study applied task-based learning approach to speaking instruction in MTs level	Both aim to enhance students' speaking proficiency with communicative activities
3	The Implementation of Small Group Discussion to Improve Speaking Skill	Pratiwi (2020)	The study emphasized small group discussion technique for teaching speaking	Both use collaborative speaking activities to support speaking fluency
4	Improving Speaking Skills of Vocational Students Using Role Play and Video Clips	Ambarsari & Lies (2024)	The study used video clips combined with role play in vocational high school	Both aim to improve vocational students' speaking skill through interactive methods
5	Improving Students' Speaking Skill Through Small Group Discussion	Nurhidayati (2020)	The study conducted classroom action research at SMA level using group discussion	Both studies aim to develop speaking ability through peer collaboration

**Table 1.1 Relevant Study**

## 2.4 Conceptual Framework



**Figure 1.1:** Conceptual Framework