

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Speaking Skill

According to Pinatih (2021) said that speaking is one of four basic skills in English. In addition, Milati (2021) argued speaking is an oral language used to convey intentions, such as ideas, opinions, and feelings, to someone. Speaking is important especially in the learning process. To be able to speak, students must have good skills so that what they say can be understood. A student's speaking skills can be honed through daily learning given by a teacher. For this reason, every teacher must be creative in teaching their students. Added by Kansil & Liando (2022) stated that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise or the ability to converse or to express a sequence of ideas fluently. Additionally, speaking ability is a productive ability that will support students to communicate more easily. As explained earlier that speaking is very important especially for students because they are able to share their ideas and creativity by speaking.

Based on the opinion of the experts above, can be concluded that speaking is essential in English because it affects both communication and the educational process, where students can successfully communicate their thoughts, feelings, and opinions. It takes practice and teacher assistance to improve their speaking abilities. Thus, when creating educational exercises that will enhance pupils' speaking abilities, a teacher needs to use creativity. Speaking is a skill that facilitates effective communication using engaging and interactive teaching strategies, including games and conversations, and can help students become more confident and fluent speakers.

2.1.2 Indicators of Speaking Skill

According to Advianti et al. (2022) explored the linguistic factors that are crucial in determining speaking abilities are pronunciation, grammar, vocabulary, fluency, and comprehension.

- a) *Pronunciation describes the precision and clarity of vocal articulation, encompassing intonation and stress patterns. Pronouncing words correctly guarantees comprehension and minimizes miscommunication.*
- b) *Grammar the capacity to use appropriate sentence structures to create sentences. Accurate and coherent communication is made possible by grammatical proficiency.*
- c) *Vocabulary the speaker can employ appropriate and context-relevant words and expressions when they have a large enough vocabulary. This facilitates the efficient exchange of ideas and keeps communication from breaking down.*
- d) *Fluency the capacity to communicate clearly and concisely without needless pauses or hesitations. Fluency shows that one is at ease using the language and keeps the listener interested.*
- e) *Comprehension the ability to comprehend and react correctly in discussions. Processing oral material and giving insightful responses are a component of this.*

Supported by Harris (1974) in Satriawan (2023) mentioned the assessment of speaking skills can involve multiple elements such as vocabulary, grammar, pronunciation, fluency, and comprehension.

- a) *Vocabulary the proper diction that is employed in communication is referred to as vocabulary. One cannot communicate successfully or express their ideas in writing and conversational form without a suitable vocabulary.*
- b) *Grammar is useful for learning the right approach to becoming fluent in a language orally and in writing.*
- c) *Students can talk more clearly by pronouncing their words correctly.*
- d) *Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression*
- e) *Comprehension is oral communication certainly requires a subject to respond to speech and initiate it.*

It can be stated that the indicators of speaking skills included:

1. Pronunciation

Pronunciation is the accuracy and clarity in pronouncing words, including intonation and stress. Proper pronunciation helps the other person understand the message clearly and avoid miscommunication.

2. Grammar

Grammar is the ability to use proper sentence structure. A good command of grammar can support accurate and logical communication.

3. Vocabulary

Vocabulary is the ability to use words and expressions that are appropriate to the context. The wider a person's vocabulary, the more effective the delivery of ideas and meanings conveyed.

4. Fluency

Fluency is the ability to speak fluently without unnecessary pauses. Fluency demonstrates good command of the language and makes communication more interesting for the listener.

5. Comprehension

Comprehension is the ability to understand and respond appropriately to conversations. This includes listening skills and providing relevant responses.

2.1.3 Levels of Speaking Skill

Merueña (2021) argued that English proficiency is linked to a wide range of elements, and even when students use self-learning modules for their studies, it is crucial to assess their academic competency and English proficiency. Added by Lim et al. (2022) described that determining as the process of establishing the essential characteristics or parameters that define a particular phenomenon or concept. This means that while grading students' speaking abilities, it is critical to evaluate the numerous factors that influence their English competence. In addition, determination is the process of identifying or developing the key characteristics that determine the level of communication skills.

The process of assessing the level of speaking abilities entails finding the key features that define their level of proficiency, such as fluency, vocabulary, grammar, pronunciation, and comprehension. To gain an accurate image of students' academic competency and language proficiency, it is necessary to assess their speaking skills methodically.

According to Interagency Language Roundtable (2011) stated that the scale consists of six base levels (0 to 5), with intermediate "plus" levels (+) indicating proficiency that substantially exceeds a base level but doesn't fully meet the criteria for the next higher level.

1. Level 0 (No Proficiency):

Unable to communicate even simple messages. May know a few isolated words but cannot form sentences or engage in meaningful interaction.

2. Level 0+ (Memorized Proficiency):

Can produce basic greetings, farewells, and courtesy phrases from memory. Speech is limited to memorized material; cannot create novel sentences.

3. Level 1 (Elementary Proficiency):

Can satisfy basic survival needs and minimum courtesy requirements (e.g., ordering a simple meal, asking for basic directions, handling simple transactions). Relies on learned phrases and sentences, struggles to create original language. Frequent errors in grammar, vocabulary, and pronunciation are common, potentially hindering communication even with sympathetic listeners can handle very familiar, concrete topics.

4. Level 1+ (Elementary Proficiency, Plus):

Shows proficiency beyond Level 1 but cannot sustain Level 2 performance. May be able to link sentences or handle slightly more complex situations but inconsistently.

5. Level 2 (Limited Working Proficiency):

Can satisfy routine social demands and limited work requirements. Can handle conversations on concrete topics like personal information, family, daily activities, and work. Can narrate and describe in past, present, and future tenses, but with noticeable errors. Vocabulary and grammar are sufficient for basic conversations but may lack precision. Fluency can be uneven. Understands main ideas but may miss details. Understandable to native speakers used to dealing with non-natives.

6. Level 2+ (Limited Working Proficiency, Plus):

Proficiency substantially exceeds Level 2 criteria but doesn't consistently meet Level 3 standards. Shows more confidence and capability in handling Level 2 tasks and can sometimes perform at Level 3, but not reliably.

7. Level 3 (General Professional Proficiency):

Can speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Demonstrates good control of grammar; errors rarely interfere with understanding. Vocabulary is broad enough for nuanced discussion. Shows good fluency. Comprehension is quite complete for normal speed speech. This is often the target level for many professional positions requiring language skills.

8. Level 3+ (General Professional Proficiency, Plus):

Exceeds Level 3 capabilities but doesn't consistently meet all Level 4 criteria. May be very strong in most areas but have specific weaknesses (e.g., in handling highly abstract concepts or culturally nuanced discussions).

9. Level 4 (Advanced Professional Proficiency):

Can use the language fluently and accurately on all levels pertinent to professional needs. Can understand and participate in conversations on practical, social, and professional topics, including abstract concepts. Language use is near-native in terms of grammar, vocabulary, and fluency. Can tailor language to the audience. Makes only rare errors and demonstrates strong cultural understanding. Can handle unfamiliar topics and situations with ease. May still have a noticeable accent and occasionally misuse idioms but communication is highly effective.

10. Level 4+ (Advanced Professional Proficiency, Plus):

Approaching Level 5; speaks with near-native competence across a very wide range of contexts but may lack the full depth of cultural and linguistic nuance of a native speaker.

11. Level 5 (Native or Bilingual Proficiency):

Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker. Has complete fluency, grammatical accuracy, and a vocabulary range reflecting native competence.

To simplify about the information of the level students' speaking skills will accommodate it on the table 2.1 below.

Table 2.1 The Categories of Level Students' Speaking Skills

Level	Task / Function Accomplished	Context / Content Handled	Accuracy	Fluency / Intelligibility	Vocabulary Range & Precision
0	Unable to communicate even simple messages. May know a few isolated words but cannot form sentences or engage in meaningful interaction.	None.	N/A	N/A	Knows only isolated words, if any.
0+	Can produce basic greetings, farewells, and courtesy phrases from memory. Speech is limited to memorized material; cannot create novel sentences.	Limited to memorized material.	Generally inaccurate except for memorized chunks.	Delivered as memorized units, no spontaneous flow.	Only memorized items.
1	Can satisfy basic survival needs and minimum courtesy requirements. Relies on learned phrases and sentences.	Very familiar topics (e.g., self, family, immediate needs). Concrete exchanges.	Frequent errors in grammar, vocabulary, and pronunciation may often impede understanding.	Speech is slow, halting, and requires pauses to search for words. Relies on repetition.	Very limited range, focused on survival needs.
1+	Shows proficiency beyond Level 1 but cannot sustain Level 2 performance.	Familiar topics, context increases.	Accuracy remains low.	Fluency slightly better than Level 1, but still uneven.	Vocabulary slightly broader, still limited.

2	Can satisfy routine social demands and limited work requirements. Can narrate and describe in various tenses.	Concrete and predictable topics like personal, family, daily life.	Some noticeable errors, but generally understandable.	Fluency is uneven but understandable to native speakers used to non-natives.	Vocabulary adequate for basic conversation, lacks nuance.
2+	Substantially exceeds Level 2 criteria, occasional success at Level 3 tasks.	Broader range of contexts with some complexity.	More accurate than Level 2 but not consistent.	Fluency is improving; smoother delivery.	Shows growing lexical variety, but gaps remain.
3	Can participate effectively in most conversations on social and professional topics.	Practical, social, and professional topics.	Good control of grammar; errors rare and don't interfere.	Fluent with natural pace and rhythm.	Broad vocabulary with nuance.
3+	Exceeds Level 3 but not consistently at Level 4.	Abstract and complex contexts occasionally.	Mostly accurate.	Fluent and expressive with minor inconsistencies.	Extensive vocabulary, minor gaps.
4	Can speak fluently and accurately on nearly all professional needs, including abstract topics.	Full range of social and professional settings.	Highly accurate with rare errors.	Fluent, coherent, and expressive.	Near-native vocabulary with good idiomatic usage.
4+	Approaching native competence.	Very wide range of topics and contexts.	Almost native-like accuracy.	Consistently fluent and clear.	Near-native vocabulary range.
5	Speaking is functionally equivalent to a highly articulate	All contexts.	Complete grammatical and structural accuracy.	Complete fluency.	Full native range and precision.

2.1.4 Guessing Game as a Teaching Strategy

a. Definition of guessing game

Ignatenko (2020) said that a guessing game is a kind of strategic engagement in which players must choose a number according to predetermined guidelines, frequently incorporating guesses about other players' selections. Added by Syahriyanti (2023) stated that guessing games is fun and challenging activities that can be implemented in the classroom to provoke students' creativity and increase students' ability in memorizing new words. Guessing game is not only a commonly used game but it can also be a learning tool for students to improve their speaking skills with the words that come out of them as well as making them get new words so that their speaking skills are well developed. Besides learning with are fun they also learn to explore themselves to interact well.

So, the use of guessing game is able to provide a learning experience that does not make students feel bored but gives the impression of fun learning so as to make students enthusiastic in learning and can also improve their speaking difficulties.

b. Relevance to speaking levels

Students' speaking abilities can be observed and evaluated using guessing games. Students' pronunciation, fluency, grammar, vocabulary, and comprehension are evaluated as they complete this task. Through this exercise, the instructor can also ascertain the factors that affect the students' speaking abilities, such as anxiousness, engagement, or vocabulary deficiencies. By Utami et al. (2020) found three fundamental markers of speaking proficiency that are visible in storytelling-based exercises:

- 1) the capacity to clarify issues in a tale,
- 2) the capacity for opinion expression regarding those issues,
- 3) the ability to provide recommendations based on the problems that are described.

These indicators are important to have in guessing games, as students are frequently asked to explain hints, decipher meanings, and communicate through

suggestions and opinions. This bolsters the usefulness of guessing games as instruments to evaluate a person's speaking and reasoning skills.

c. Procedure of guessing games

In Makarim (2024) mentioned the roles of guessing game can be described as follows:

- 1) dividing the students into several teams;
- 2) choosing a leader to show the characteristics' pictures given in the games;
- 3) giving one clue by the leader about the pictures;
- 4) showing the characteristics of the picture by his or her gesture or body language to the other teams;
- 5) involving the discussion and guessing what the leader's show about the characteristic from the picture;
- 6) guessing the answers of the game when the leader has finished to show about the picture, member of the group trying to guess what it is.

2.2 Conceptual Framework

The conceptual framework began with the researcher coming to the school to make observations and interviews with the English teacher as a preliminary study. The researcher made observations in the eighth grade at SMP Negeri 2 Lolofitu Moi, after which the researcher conducted an interview with the English teacher. During the observation, the researcher found difficulties and problems faced by students, especially in English learning, after that the researcher met the English teacher and asked several things, from the results of the interview with the teacher there was a gap in the expected learning outcomes in the flow of learning objectives in English learning so that the researcher got a problem.

The problems found by researcher includes: 1). students lack confidence in speaking English; 2). students' limited vocabulary; 3). students have difficulty in pronouncing English words properly and correctly; 4). difficulty in applying or composing sentences with proper grammar; 5). students' tendency to listen more to explanations from the teacher rather than actively participating in speaking; 6). students' tendency to feel bored when learning English; 7). the use of repetitive and less varied vocabulary. From these problems, the researcher raised the title "Determining

Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.” The solution to the problem is by using guessing game as an English teaching strategy with the aim of determining the students' speaking skill that will be created by the method. This conceptual framework can be depicted as in the figure below.

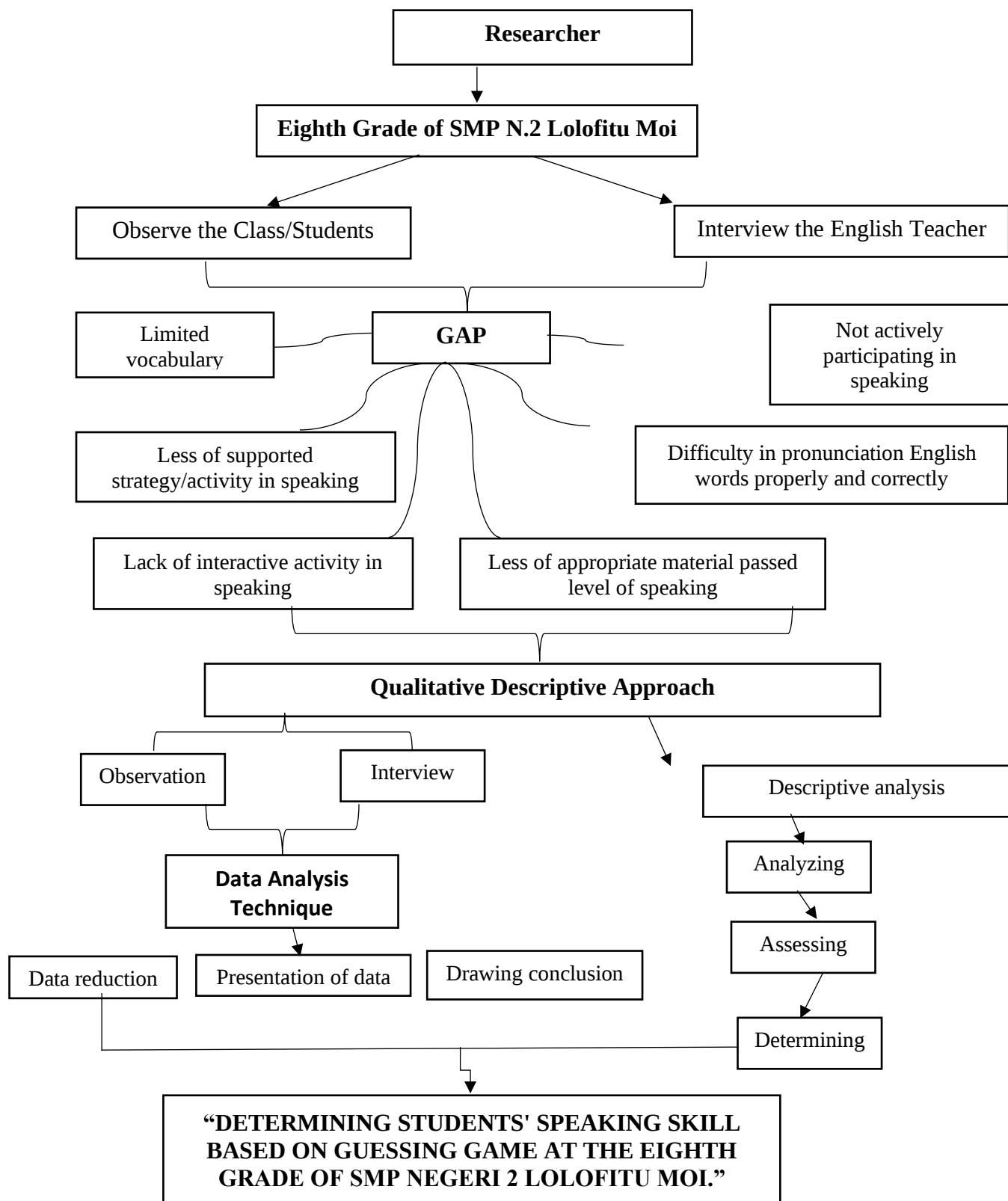


Figure 2.2 Conceptual Framework