CHAPTER 2

LITERATURE REVIEW

2.1 English Speaking Skill

2.1.1 Definition of Speaking

Speaking is an act that allows people to communicate with each other. It happens everywhere and is a part of our daily lives. When people speak, they communicate with others and use language to express thoughts, feelings, and ideas. Brown and Yule (1983) define speaking as the verbal expression of thoughts, ideas, or emotions through the articulation of language sounds. It is a critical component of language, specifically the utilization aspect, as highlighted by Supriyana (2018). People communicate with others to provide information. Speaking ability shows whether a person knows the language well or not (Wulandari et al., 2019). According to Widdowson (1978), speaking has two meanings. To begin with, it is about how to interpret language. Second, it refers to how language is expressed as communication (p. 58). Bailey (2005) emphasizes that speaking is a human behavior. This shows that speaking is very important in our lives. It facilitates interpersonal communication in social situations. There are seven practices that learners should do to develop speaking skills when learning English as a foreign language. They are: 1) responding to visual cues; 2) role playing; 3) dialogue; 4) word games; 5) commanding stories; 6) asking and giving information; and 7) solving problems.

Speaking can be defined more broadly as the process of transforming thoughts and ideas into spoken expressions. The spoken words effectively materialize previously conceived ideas. This is consistent with Garrett's (2010) perspective, which views speaking as the transformation of thoughts and feelings into verbal forms. In sum, speaking is the act of verbally communicating information or expressing ideas. It serves a variety of purposes, including articulating ideas, clarifying information, and persuading others. Speaking objectives require different skills, such as expressing thoughts, elucidating information, and convincing others. Furthermore, speaking is an important skill for communicating ideas, opinions, and emotions with others. It is very important in daily life because all activities require communication. Communication helps to build relationships, share information, and exchange ideas. Effective communication allows people to accomplish a variety of tasks. In the context of students, speaking skills become critical for expressing ideas and ensuring smooth communication.

2.1.2 Micro and Macro Skill of Speaking

According to Brown and Yule (1983), language skills include fluency, vocabulary, grammar, and pronunciation. Fluency is the ability to speak a language smoothly, clearly, and with well-pronounced expressions. The vocabulary aspect is associated with one's command and range of vocabulary. The grammatical aspect assesses an individual's speaking skills based on their understanding and application of the language's grammatical

structures. Pronunciation, the process, method, and act of articulating words in a language clearly, coherently, and accurately, closely related to fluency.

Brown's division of speaking skills into micro and macro skills provides a thorough breakdown of the components required for effective spoken language proficiency. Brown (2000) outlines the following micro skills:

Micro Skills (Small Details):

1. Creating concise language.

2. Express sounds and variations clearly.

3. Using stress, rhythm, and intonation effectively.

4. Use shorter words and phrases.

5. Selecting appropriate words for specific goals.

6. Speak smoothly at varying speeds.

7. Adjusting and improving speech with pauses, corrections, and other tools.

8. Adhering to grammar rules and word structures.

9. Dividing speech into natural units such as phrases and sentences.

10. Expressing the same idea in various ways.

This breakdown focuses on the complex set of skills required for proficient spoken language use, emphasizing the importance of both linguistic and paralinguistic elements in effective communication. Meanwhile the Macro Skill:

1. Maintaining speech organization and logic.

2. Tailoring communication to different situations and people.

3. Using appropriate language features in social interactions.

4. Explaining the relationships between events and ideas clearly.

5. Combining facial expressions, gestures, and body language with words.

6. Using various strategies to improve communication effectiveness.

These macro skills emphasize the higher-level competencies required for effective communication, emphasizing the significance of context, adaptability, sociolinguistic awareness, and the incorporation of both verbal and nonverbal elements in spoken language competence.

2.2 English Speaking Assessment

Speaking serves as a crucial tool for our everyday communication and serves as the primary mode of interaction among individuals within a specific community (Coombe & Hubley, 2011; Lado, 1961; Mauranen, 2006). Bygate (2001) asserts that speaking is interactive, meaning that "participants can typically contribute to the conversation simultaneously and respond promptly to each other's input" (p. 14). Additionally, in spoken communication, individuals can engage in any verbal exchange by constructing meaning in accordance with their intentions, communication objectives, and the message they wish to convey (Green, 2013). Consequently, this process renders speaking more unpredictable compared to writing since ideas are often spontaneous and flow with the rhythm of the conversation (Mauranen, 2006).

As a result, evaluating speaking proficiency becomes a multifaceted undertaking that demands particular attention from educators

(Burns, 2012). For instance, teachers must determine a suitable tool or approach to effectively evaluate students, whether in real-time interactions or through recorded performances (Ginther, 2012). Furthermore, teachers should closely align the assessment of speaking skills with their instructional methods to make informed decisions that consider students' language capabilities and course objectives, which in turn enables the selection of appropriate speaking tasks (Fulcher, 2018; Ginther, 2012; Shaaban, 2005).

2.3.1 Summative Speaking Assessment

Formative and summative assessments have various purposes in the educational setting. Formative assessments aim to improve the learning process, whereas summative assessments seek to evaluate and quantify educational progress (Pryor, 2015). Summative assessments are organised evaluations, such as exams and formal tests, that determine whether or not a student has fulfilled the requisite standards. Among the most prevalent methods for assessing speaking skills in foreign language learning are direct tests, which evaluate students' speaking abilities through actual performance, often involving interviews with semi-structured or structured interactions (Ginther, 2012). Typically, these testing practices are considered summative assessments, conducted at the end of a course cycle to gauge and appraise students' knowledge and skills acquired during that specific period (Lado, 1961).

In higher education settings, where grades heavily rely on test outcomes, it is crucial to give careful thought to summative assessment practices. If these test results do not meet the educational standards set by the institution, it can lead to consequences for schools, educators, and even students (O'Neil, 1992). Tests can be designed to address various aspects of foreign language learning, such as spoken interaction, listening comprehension, and reading and writing. However, Carter and Nunan (2001) point out that, irrespective of the tests' scope and their primary focus (usually seen as numerical), there are essential components necessary for their administration. These components include:

a) Validity, ensuring that tests accurately measure what they were intended to assess.

b) Reliability, ensuring that test results are consistent among the sample of test-takers.

c) Practicality, designing tests that allow sufficient time and resource availability for their implementation, along with streamlined scoring and evaluation procedures (Brown, 2004; Coombe & Hubley, 2011; Lado, 1961).

2.3.2 Formative Speaking Assessment

A potential variation in assessment methods involves adopting a more humanistic approach that emphasizes alternative and formative assessment techniques (Ginther, 2012; Irons, 2007; O'Neil as cited in Shaaban, 2005). According to Huerta-Macias (as cited in Brown & Hudson,

1998), alternative assessment encompasses activities such as journals, logs, videotapes, audiotapes, self-evaluation, and any tasks that encourage learners to demonstrate their abilities through performance-based activities (Shaaban, 2005). Additionally, Yorke (2003) explains that formative assessment can occur in both formal (high-stakes) and informal (low-stakes) settings. The former are carefully planned and consider students' preparation and assessment criteria for their ongoing development, while the latter involve activities in the classroom where students do not necessarily need to adhere to specific instructions for their execution.

In summary, as highlighted by Coombe and Hubley (2011), regardless of the chosen assessment approach, assessment practices should align with the intended course objectives that support the teaching and learning of the target language. Therefore, foreign language teachers should continuously evaluate the effectiveness of their assessment methods, particularly in local contexts where tests are the predominant assessment method. In such cases, teachers play a pivotal role as "gatekeepers for higher education opportunities for many high school or college graduates" (Herrera & Macías, 2015, p. 306).

2.3 Instagram as media of Assessment

Instagram, which first appeared in 2010 by Kevin Systrom and Mike Krieger, was launched as a photo sharing platform and over time, other new features such as video, SMS and story sharing have been added which have contributed greatly to its growth (Ellison, 2017). In terms of language

learning, Handayani (2016) argues that Instagram can be used as a source for implementing several activities in language classes such as digital storytelling, grammar activities through photos, role playing, reading, video speaking activities etc. Thus, Instagram addresses four language skills to practice language inside and outside the classroom. In addition, several studies were conducted on Instagram to develop writing skills (Soviyah & Etikaningsih, 2018). This study shows that Instagram is an effective tool in improving students' writing skills. In addition, it was found that Instagram increased student motivation and participation in class activities (Purnama, 2018). Among the studies conducted on Instagram regarding its use for language learning, Mansor, and Rahim (2017) found that it is an effective platform in encouraging students to interact with peers in group work related to videos they record on teacher-led assignments.

2.4 Students' Perception

Perception is a complex concept, and various researchers present a variety of perspectives. The essence of perception is explained in the context of students' opinions, which are heavily influenced by their experiences on platforms such as Instagram. Garg (2011) defines perception as a way of seeing or comprehending a phenomenon, emphasizing the subjectivity inherent in the cognitive process. Lifen and Junying (2016) add to this understanding by framing perception as a dynamic cognitive process in which prior knowledge is actively reconstructed and new information is integrated to produce a novel interpretation. This is consistent with Najah's (2008) portrayal of perception as a nuanced process that involves the

reception of stimuli through sensory organs, followed by recognition, interpretation, understanding, and the eventual formulation of conclusions.

Furthermore, Wijaya (2020) expands on this discussion, describing perception as an active process of assimilating stimuli that is heavily influenced by an individual's ideas, feelings, and experiences. The dynamic involvement of personal factors emphasizes the subjective nature of perception, which shapes cognitive stages and thought processes. Bringing these perspectives together, it becomes clear that perception is a cognitive engagement in which people use their five senses to actively select, organize, and interpret information about their surroundings. The synthesis of prior knowledge and new information is at the heart of perception, a process inextricably linked to the formation of opinions and a deeper understanding of the world. In essence, perception is a dynamic and multifaceted cognitive process in which people combine their past experiences and new information to shape their perspectives and understanding.