CHAPTER 2
LITERATURE REVIEW

2.1 Learning Speaking

Speaking is the act of communicating or expressing thoughts, ideas, or information verbally through speech. It involves using words, tone, intonation, and non-verbal cues to convey a message to others. As Bailey and Nunan (2015) explained that speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. Meanwhile, Richards (2008) argued that speaking is exploring an idea, acquiring something done, subtraction various aspects of the world, or basically being together. This implies that when learners speak with precision or fluency, it helps them talk easily and express their ideas better. It became a reason why learning to speak is crucial for the students.

In the process of learning speaking in the classroom, there are several things that have to be considered in order to make the learning speaking process run well. According to Susanty, Ritonga, and Tursina (2017) the effectiveness of the teaching and learning speaking process is affected by the factor of teaching, which concerns teaching materials, teaching strategy, and learning assessments.

First is teaching materials, teaching materials are the sources that inform or serve about the language to be learned, there are some teaching materials that can be chosen. According to Brewster et al. (2003) Indicated that some teaching materials, like storybooks, songs, rhymes, chants, games, posters, flashcards, worksheets, videos, CDs, and the internet, can be utilized to teach speaking.

Second is method, according to Nunan (1991) stated that method is the practical realization of an approach. Some methods offer the students a lot of time to practice their speaking ability in the classroom and also outside. It could help students become more socialized, and make them more active in the teaching and learning process and at the same time make their learning more meaningful and fun. For instance, Presentation, Audiolingual method, Direct method, Communicative Language Teaching (CLT), and Total Physical Response. The strategies that could be used in teaching speaking such as role play, storytelling, picture narrating, story completion, picture describing, and simulations.

The last aspect that must be considered is assessment, according to Brewster et al. (2001) explained that assessment is an attempt to analyze the learning that the students have achieved during the process of learning as a result of the teaching-learning process. There are some purposes of assessment. First, assessment is to increase the continuous learning process (formative). Second, it is used to give feedback to students on their progress (summative) and inform it to parents (informative). Third, it is used to identify students' need to be supported (diagnostic). Last, it is used to check the effectiveness of teaching methods and learning material (evaluative). Therefore, to make the speaking classroom run well, several elements are needed which are very important because they can help the effectiveness of learning speaking and helping students to achieve their learning goals.

2.2 Online Speaking Classroom

Online learning is a process of distance learning that utilizes technologies such as a computer or computer-based tools and internet connection networks using certain platforms and strategies. According to Kusuma (2020) he stated that online learning is a learning process that utilizes information technology, in this case utilizing the internet as a method of information delivery, interaction, and facilitation (quoted in Fitriani et al, 2020). First is information delivery, Harrison (2002) explained that information delivery is the process of delivering information to the end user in a way that is most likely to be understood and most likely to be acted upon. It is important because it can help with the understanding of a given topic and also increase the likelihood that someone will take action on it. In the realm of online classroom, information delivery is related to the way learning is delivered, in which there are two ways, namely synchronous and asynchronous learning. Synchronous learning means students are required to participate in the class at a specific time and direct interaction between students and lecturers. According to Phanphech et al. (2022) stated that in the synchronous learning environment, courses would require simultaneous online interactions between the teachers and the students, allowing them to take part in the course, in real-time, from a distance. Teachers and students engage in learning through text, voice, and video chat. Meanwhile, asynchronous

learning is learning that is carried out online, but lecturers and students cannot communicate with each other directly. In this case, students study independently with assignments and material that can be accessed alone without the presence of a lecturer. Asynchronous is not bound by a schedule. That way students have free time to access the material provided. This asynchronous learning can be done anywhere and at any time. Furthermore, Phanphech et al. (2022) added that in the asynchronous learning environment, courses are not offered in real-time. Content and tasks can be in many formats, and they are offered to the students through asynchronous learning tools, with a timeframe to complete classes and examinations. Interactions might occur via blogs and discussion boards, for instance. Therefore, there is typically no time for a class meeting. For students with time restrictions or hectic schedules, the asynchronous learning environment is useful.

Second is interaction, according to Yuniar & Siregar (2022) classroom interaction could be seen as mediation for learning where learners develop their knowledge and understandings through collaborative activities and dialogic processes which take place during the learning process in class. Last is facilitation, the facilitation in online learning supports the process of learning by providing the learning tools. Yuniar & Siregar (2022) also stated that technology (i.e., computers) is significantly involved in the learning activity, elearning does not require learning materials to be delivered by computer. Online learning allows students to learn anytime and anywhere because of its flexibility, as long as the internet connection is available the learning process can be conducted. Syaifudin (2017) explained that online learning has no time and place limitation as long as they connect with internet access. Furthermore, Yusnilita (2020) stated that online learning provided an excellent method of material delivery unbound by time or location allowing for accessibility of the instruction at any time from anywhere. Learning speaking in class allows students to practice speaking a lot to make students able to speak fluently. Many ways are used in this practice, such as imitating a native speaker or using the roleplay method. At least that is what is done in the offline speaking class or in the face-to-face classroom, but in the online speaking classroom, students do a lot of

activities via laptops or smartphones in the learning processes, for instance looking at the PowerPoint provided by the lecturer in the middle of the learning process. Linardopoulos (2010) pointed out that Students in the online section were required to view PowerPoint lectures with audio and participate in discussion boards weekly. Besides the PowerPoint, the students also have to look at the platform that they were using in the online classroom. For instance, one of the platforms that students use for online learning is Skype. In Ryobe's (2008) research, Skype was used as a video chat to improve the proficiency of English language learners. Apart from engaging in Skype video chats, the learners were also motivated to further develop their intercultural awareness and expand their autonomous learning. Moreover, students can use several platforms such as Google Classroom, WhatsApp, Zoom Meeting, and others to support online speaking learning.

2.3 Study of the Relevant Research

Nursafitri (2021) in her study on EFL Students' Perception of Online Learning in Speaking Course During the Covid-19 Pandemic found that online learning in speaking courses during the COVID-19 pandemic is not good enough. These results are based on the results of the calculation of the three aspects of learning: learning preparation, learning process, and learning evaluation, which produces a percentage of 68.47%. The results of a student's perceptions are influenced by the constraints they experience during the learning process. These obstacles resulted in less than the maximum increase in students' speaking skills after carrying out the speaking course. In addition, Fitriani et al. (2020) in their study on Students' Perspective of Online Learning in Speaking Class During the Covid-19 Pandemic. Based on the findings of the study, 14 items of 20 items shown disagree. It means that most of the students disagree. This is because online learning did not help them in improving their speaking skill.

Some of the problems come from the internet connection, available devices, students' data, and some of them also want to share their ideas in the class directly (face-to-face situation). On another hand, students are more comfortable studying in

offline class rather than online class. It is because the learning environment is more interesting. In this case, it comes from how the lecturer provides the learning materials and learning atmosphere. However, there are 6 items shown that agree. It means that some of them are introverted students and prefer to choose online classes because their lecturer used a video conference to call them one by one in speaking class so that they were not embarrassed to express their ideas. Hence, they enjoy the learning class and there is an effect in improving their speaking skill. In this way, the lecturer should consider students' situation in terms of internet connection, available devices, students' data (credit unit), and using an appropriate technique.