

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking Skills

Speaking skills are one of four fundamental language skills. Speaking is producing speech activity that has meaning. Also, Fernandez (2019) defines speaking as an interactive process of creating meaning that involves producing and receiving information. Wahyudin et al. (2023) also define Speaking as an interactive process that combines information creation, reception, and processing. During speaking, there are important skills that need to be acquired. Goh and Burns (2023) stated that learners need four sets of speaking skills such as :

- a. Speech communication skills in students should enable them to convey ideas and thoughts clearly and effectively by using appropriate language for various situations.
- b. Interaction management skills: In this skill, students should be able to manage the flow of conversation, taking turns, and using strategies such as asking for clarification or responding to others in socially appropriate ways.
- c. Extended discourse organization skills: In this skill, students should be able to structure longer pieces of spoken communication logically and cohesively, for example, in storytelling, presentations, or debates.
- d. Phonological Skills: In this skill, students should be able to use the correct pronunciation, intonation, stress, and rhythm needed for clear and natural speech.

Mastering these four skill sets can help students become competent communicators, capable of expressing themselves effectively in both academic and real-world contexts. In this research, these competencies serve as key indicators of speaking performance development. Despite that, it is essential to understand how systematic approaches to the speaking process can address students' problems.

According to Goh and Liu (2023), the process of speaking is divided into five steps:

- a. Conceptualization: In this process, speakers should know what to say and decide on their message. To speak confidently, the speaker should select a message that they will deliver.
- b. Formulation: In this process, speakers plan the language used and other important aspects, such as vocabulary and grammar, to convey their intended meaning. At this stage, the speaker should articulate their ideas in words to speak confidently.
- c. Articulation: In this process, speakers speak audibly and clearly so that they can be heard and recognized by the audience. To gain confidence in this phase, the speaker should speak loudly.
- d. Monitoring: In this phase, the speaker thinks about how well they are performing while speaking. The speaker needs to check their performance while speaking.
- e. Evaluation: In this phase, the speaker evaluates their performance after speaking in order to speak confidently. The speaker should assess their performance after speaking.

This structured model helps educators identify which stage may challenge learners, thereby allowing targeted support. By using these framework stages, the researcher can help diagnose and strengthen speaking ability through appropriate tasks and support systems.

In order to develop speaking skills, there are following types of speaking tasks, according to Brown and Lee (2015) such as :

- a. Imitative: This type of speaking task has a limited proportion in the classroom, where students make the same speech as a teacher, like a tape recorder, and focus only on a specific language form instead of engaging in meaningful interaction.
- b. Intensive: This speaking type is a higher form than the imitative, where the students initiate themselves, or it may arise from a pair work activity when

students are "going over" particular language forms. Additionally, this speaking performance is intended to practice phonological or grammatical skills.

- c. Responsive: This speaking type is typically adequate and does not expand into the conversation. This type of task can be profound and honest, and it also involves a significant proportion of students responding to the teacher or initiating questions or comments.
- d. Transactional or dialogue, this type of speaking is used to exchange specific information or to convey
- e. Interpersonal: This type of speaking is a higher form than transactional speaking, where learners may struggle with these talks due to their casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and concealed "agenda." this type of speaking is mainly used for maintaining the social relationship than to disseminate facts and information.
- f. Extensive or monologue: This type of speaking is the highest form, which is formal and deliberate. This type of speaking can be planned or impromptu. In this type of speaking, students are sometimes asked to deliver extended monologues in the form of oral reports, summaries, or brief speeches.

On the other hand, speaking skills have several core aspects. Wahyudin et al. (2023) stated that there are five aspects of speaking skills such as :

- a. Comprehension is a part of the foundation where effective communication occurs due to understanding spoken messages
- b. Grammar is the language framework for delivering precise and coherent messages.
- c. Vocabulary to express the ideas and grasp the meaning of the speech
- d. Pronunciation conveys a clear message and ensures that it reaches its intended audience.
- e. Fluency is the ability to deliver messages without hesitation and awkward pauses, process spoken language, and respond while speaking accordingly.

Additionally, during speaking tasks, students are sometimes hindered in their learning due to certain factors. According to Wahyudin et al. (2023), two factors inhibit students' speaking skills: cognitive and affective factors. Those cognitive are:

- a. Incorrect grammar: These cognitive factors could inhibit their speaking skills because grammar is the language framework for delivering precise and coherent messages.
- b. Lack of vocabulary, as stated before, vocabulary to express the ideas and grasp the meaning of the speech. By lacking vocabulary, learners often struggle with language, hindering their ability to engage in discussions and communicate effectively.
- c. Mispronunciation: These cognitive factors could hinder students from making accurate and meaningful oral communication. This factor could also hinder listener comprehension because the speaker failed to convey meaning due to the different sounds.

Otherwise, Wahyudin et al. (2023) stated that the affective factors could also inhibit students' speaking skills those are:

- a. Lack of motivation is a crucial factor in achieving success in speaking. By lacking motivation, the students cannot actively participate and engage in class, which causes students to lose their desire to learn.
- b. Shyness, the emotional barrier caused by shyness, hinders students from speaking. This emotional barrier can impede students' learning activities, especially in English classrooms.
- c. A lack of confidence is a factor that hinders students from speaking. The lack of confidence causes the student to remain silent, as their conversation partners cannot understand them or struggle to understand others.
- d. Low self-esteem influences student beliefs and thoughts. Students with low self-esteem are often unaware of their flaws and shortcomings, which can hinder their speaking abilities.
- e. Language ego can influence student speaking performance because it is developed through students' thinking, acting, and feeling.

Understanding these concepts and these barriers supports the development of strategies to address them. In this study, the researcher aimed to explore how well-designed speaking activities and emotional support mechanisms, such as interactive games, can address these challenges and enhance student confidence.

2. Principle of Teaching Speaking

When teaching speaking skills, there are important fundamental principles that help students build their confidence during speaking. According to Wahyudin et al. (2023), The Principles of teaching speaking are divided into certain aspects such as :

- a. Providing ample opportunity and feedback to students by applying this principle could help them achieve their best performance and develop their speaking skills.
- b. Integrating the material with real-life context, teachers should incorporate it into real-life situations. By applying this principle, the students can explore the material in real-life situations in various contexts, such as news, podcasts, and movies. Additionally, students can increase their comprehension and fluency simultaneously.
- c. Fostering students in a supportive and inclusive learning environment, by applying this principle, students can express their skills in an encouraging and safe environment that promotes the development of their speaking skills.

Despite that, Brown & Lee (2015) stated that the principle of teaching speaking, such as

- a. Focus on both fluency and accuracy, depending on the objective. In this case, the teacher focuses on a spectrum of learner needs, ranging from a language-based focus on accuracy to a message-based focus on interaction, meaning, and fluency.
- b. Make sure the complexity of the technique is appropriate based on the learner's proficiency level
- c. Provide the technique that sparks students' interest; in this case, the teacher should utilize interesting techniques while teaching speaking

- d. Encourage the use of authentic language in a meaningful context. In this case, the teacher should continue to come up with meaningful interactions.
- e. Provide appropriate feedback to students based on their needs
- f. Emphasize the link between speaking and listening make sure to integrate them
- g. Give students the opportunity to initiate oral communication
- h. Encouraging the students to develop speaking strategies

Those concepts of the principle of teaching speaking brown have a way more comprehensive principle compared to the Wahyudin teaching principle. Wahyudin's principle focuses only on the basics, despite Brown giving precise details on the teaching principle, which is the main point of teaching speaking. By applying these principles in conjunction with game-based learning and guided practice, the researcher can evaluate the effectiveness of each principle in building students' speaking confidence. In conclusion, from this principle, both agree that the requirements for developing speaking skills are the opportunity and feedback for students, an environment that supports learning, and the material used for teaching speaking.

3. Self Confidence Theory

In language learning, the theory of self-confidence plays a pivotal role in developing how students learn language. Bandura's social cognitive theory has significantly influenced the theory of self-confidence. Self-efficacy plays an important role in students' speaking performance, as Bandura (1977) in social cognitive theory suggests that confidence plays a significant role in how individuals perform tasks. This theory also emphasizes that self-confidence is a common mechanism through which motivation, thought patterns, emotional reactions, and behavior influence people. Additionally, Krashen's Affective Filter Hypothesis (1982) suggests that emotional factors, such as confidence and Anxiety, Affect language acquisition. In other words, students with higher confidence and lower anxiety tend to perform better. This study builds a measurable framework for self-confidence in oral communication. Despite that, Cramer et al. (2009) Stated the difference between self-efficacy and self-confidence where. Self-confidence refers to one's belief in one's ability in various

situations, whereas self-efficacy is more specific to the belief in performing tasks successfully. Additionally, the term self-efficacy plays a crucial role in performance, as Mercer & Williams (2014) found that self-efficacy beliefs consistently predict academic achievement in various academic domains, over and above other motivational constructs, and influence academic performance in multiple ways.

On the other hand, the concepts of self-confidence theory, as well as the Krashen affective filter hypothesis, focus on Clement (1994). These theories argue that the social context plays a crucial role in linguistic self-confidence, despite Dörnyei's (2005) emphasis on individual self-confidence and anxiety influencing speaking in both classroom and real-life situations. Additionally, MacIntyre et al. (2001) noted that confidence and a willingness to communicate are closely linked to social support.

Craig (2007) defines confidence as a combination of self-efficacy and optimism, as supported by Kansil (2022), who states that confidence is the belief that one can successfully execute a specific activity rather than a global trait that accounts for overall performance and optimism. Furthermore, confidence plays a crucial role in public speaking. As stated by Kansil et al. (2022), confidence could affect students' performance during speaking. The definition of speaking confidence, according to Smith et al. (2022), is simply what remains when anxiety fades.

Self-confidence plays a crucial role in enhancing motivation, willingness to communicate, and engagement during learning to speak, as supported by Suratullah et al. (2023). The cultivation of self-confidence in communication and linguistic awareness further strengthens learners' abilities to actively participate in speaking and listening activities, fostering a conducive learning environment and encouraging learners to set goals and monitor their progress. This claim is also supported by a quantitative study by Oktaria (2023). The study found a positive correlation between self-confidence and performance in the study data ($r = 0.346$, $p < 0.05$), which means that self-confidence significantly influences the student's performance, leading to better outcomes.

The phenomenon of a lack of confidence is caused by several factors, including assurance and ability factors (Muqorrobin et al., 2022). By understanding the factors that cause the problem, the researcher can better comprehend the issue and

devise a solution to this phenomenon for students, specifically game-based learning and guided practice.

Applying these concepts, this research could help investigate the students' speaking confidence. By understanding the theory of self-confidence, the researcher can comprehend how confidence is formed through this theoretical concept, which applies to language learning.

4. Speaking Confidence

To facilitate effective communication related to speaking confidence, this research will draw on the concepts of Chomsky's language acquisition device theory and Piaget's language learning theory. Chomsky cited in Cariño & Bautista (2021), In an ideal speech community where both the speaker and listener possess perfect proficiency in the language and are unaffected by factors such as memory constraints, distractions, shifts in attention, interest, and mistakes, communication can occur seamlessly and without any grammatical or semantic issues. The existence of confidence could achieve those situations.

The existence of confidence could not be separated from speaking anxiety. The concept of speaking confidence and anxiety are contradictory. Also, according to Park and Lee (2005) cited in Brilianti (2023), speaking confidence is divided into four categories: Confidence in a given situation (Confidence in interacting, giving information, and asking questions), Communication trust (Confidence in engaging with eye contact, natural gestures, facial expression purposeful movement, professional appearances, dynamic energy, pausing while speaking, voice quality), Potential trust in the language (Optimism), Language skill trust Smith et al., (2022) stated confidence represents through fluency, accuracy, and correct pronunciation. This is also supported by the fact that students with speaking confidence during speaking have several signs, such as mastering the content knowledge and preparation, audible vocal delivery, effective posture, effective eye contact, and effective gestures. On the other hand, Smith (2022) also explains the signs of unconfident students, such as ineffective eye contact, poor posture, the use of verbal fillers, ineffective gestures, and slow speaking speed.

In conclusion, speaking confidence plays a pivotal role in the student's performance. Applying these concepts in this research could help investigate the root causes of students' speaking problems.

5. Game-Based Learning

The utilization of game-based learning has been widespread, as this approach can effectively engage students. Shaffer et al. (2005), cited in Plas et al. (2014), define game-based learning as a type of gameplay with defined learning outcomes. Another definition of game-based learning is provided by Grace (2019), as cited in Adipat (2021). Game-based learning is a method of obtaining new concepts and skills through the use of digital and non-digital games. In other words, game-based learning involves both digital and non-digital games to acquire skills and new concepts, which are defined outcomes that students achieve.

The game utilized in game-based learning is divided into several types of games, according to Dimitra et al. (2020) divided into seven types of games such as :

- a. A flashcard game is an educational tool in which players are presented with cards containing questions on one side and answers on the other. Players test their knowledge by trying to recall the correct answers. These games often focus on memorization and quick recall of facts, vocabulary, or concepts.
- b. The simulation game is a game that attempts to replicate real-world activities, situations, or systems. Players learn by experiencing simplified versions of factual scenarios. For example, a flight simulator
- c. Interactive game: A game that requires active participation and direct engagement from players, with the game responding to player input and choices. These games feature two-way communication between the player and the game system, often providing immediate feedback.
- d. Quiz game: A question-and-answer-based game that tests players' knowledge across various topics. Unlike flashcards, quiz games often include multiple-choice options, true/false questions, or open-ended responses and may incorporate scoring systems and competitive elements.
- e. Puzzle game Puzzle Game: A game that challenges players to solve problems using logic, pattern recognition, sequence completion, or spatial reasoning. These

games develop critical thinking and problem-solving skills through increasingly complex challenges.

f. Strategy game, a game that emphasizes skillful thinking and planning to achieve victory. Players must make decisions that have long-term consequences, manage resources effectively, and develop strategic tactics to overcome challenges and opponents.

g. Reality testing game: A game designed to help players practice and test their understanding of real-world situations in a safe environment, such as the virtual reality museum.

This research only utilizes the interactive game from those games since it is suitable for teaching the speaking principle. The interactive nature of the game helps students speak.

This game-based learning method is divided into three stages. Bado (2022) stated that the game-based learning instructional activities (Gameplay training: Gameplay demonstrations, practice Lecture: Curriculum content, game content, Handouts: Guides, questions, problems to be solved) Game (Scaffolding: Scaffolding content and problem-solving Classroom management: Giving instructions, timekeeping, seating arrangements, keeping students on task) and Post Game (Technical support: Hardware, software, Internet Post-Game Debriefing: Discussion and reflection).

Game-based learning has been recognized for its support of instructional effectiveness (Clark et al., 2016; Wouters & Van Oostendorp, 2013), as cited in Koskinen et al. (2023). Additionally, game-based learning supports students' scaffolding, which leads to the application of emotional design to induce positive emotions (Koskinen et al., 2023). Those positive emotions also lead to behavioral changes in students through game-based learning, which promotes motivation and engagement. (Krath et al., 2021) Additionally, Ahmed et al. (2022) and Kaur et al. (2023) noted that game-based learning can reduce students' anxiety and increase their motivation. By incorporating this framework, the game-based technique leads to positive changes in behavioral and emotional support for the students.

One example of game-based learning in the classroom is the compliment circle. Ayu et al. (2020) stated that the compliment circle game fosters positive emotional support among students by offering compliments. By applying this game, students can lead positive changes by creating a positive environment for themselves.

6. Guided Practice

The term "guided practice" or "guided instruction" was pioneered by Barbara Rogoff (Duchesne et al., 2022). Guided practice, as defined in the book *Perspectives on Transitions in Schooling and Instructional Practice* by Sharratt (2013), is a transitional method that facilitates the seamless exchange of knowledge among learners while enhancing comprehension. In other words, guided practice allows the teacher to release the students, and the students gradually can continue learning what the teacher has shared before. Additionally, Clark et al. (2012) noted that guided instruction involves explicit, direct teaching, where the teacher thoroughly explains the concepts and skills that need to be learned. This approach is convenient for novices, as it provides immediate feedback and ensures students understand the material before transitioning to independent practice.

Fisher and Frey (2010) stated the guided practice was based on the following theories such as Piaget's (1952) cognitive structures and schema, Vygotsky's (1962, 1978) zones of proximal development, Bandura's (1965, 1977) attention, retention, reproduction, and motivation Wood, Bruner, and Ross's (1976) work on scaffolded instruction.

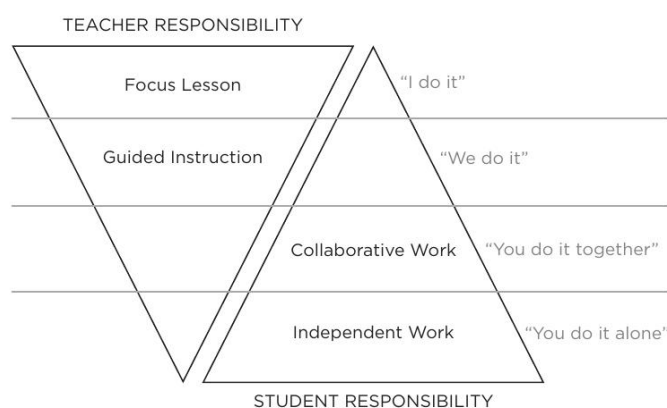


Figure 2. 1 Gradual Responsibility Release Model

According to Fisher and Frey (2010), The guided practice or gradual release model has four core components such as :

- a. Focus lessons: This phase is known as 'I do it,' where the teacher models the lesson to give students an understanding of the material.
- b. Guided instruction, also known as "We do it," is a phase in which the teacher assists students in practicing supporting one another by utilizing questions, assessment-informed prompts, cues, direct explanations, and modeling.
- c. Facilitation or productive work, also known as 'You do it together,' is a phase where the teacher facilitates students to work in groups or collaboratively with one another.
- d. Independent task, or independent practice, also known as 'You do it alone,' is a phase where students practice alone without teacher intervention.

The Guided practice has been known for effectively increasing student confidence. Morris et al. (2021) stated that through guided practice, students can acquire new skills confidently and successfully by utilizing this framework, which supports scaffolding that helps students develop skills and confidence.

B. Study of Relevant Research

Several research has been examined about speaking confidence. Firstly, the earliest action research conducted by Songsiri (2007) shows that the student's confidence in speaking is increasing due to teaching and learning strategies, the material delivery that does not threaten terms that the teacher utilizes. Also, this research utilizes student-centered approaches, including pair and group work, cooperative learning, practicing, and allowing the students to increase their confidence.

Secondly, the research conducted by Cadiz-Gabezan (2021) found that the students' speaking confidence could be increased by incorporating more speaking activities in the classroom. Additionally, promoting peer collaboration among students contributed to improving their confidence.

Thirdly, another research conducted by Carino and Bautista (2021) found the effectiveness of game-based practice and guided instruction toward the students. This

research utilizes the classroom action research Model, Kurt Model of Action Research of Kemmis and McTaggart model (1998), and also the experimental model. This research only measures the effectiveness of a combination of game-based techniques and guided instruction without briefly detailing the process of the students toward the method.

The studies mentioned above are relevant studies that show positive results in students speaking confidence. Those studies examined the following factors that could improve students' speaking confidence. Also, the effectiveness of game-based techniques and guided instruction has been examined in the previous study, as stated in the previous paragraph. On the other hand, this research will focus on in what way the combination of game-based technique and gradual release of teacher responsibility framework shapes the speaking confidence of the students. The speaking confidence parameter by Park and Lee (2005) and Smith et al. (2022) was utilized in this research. This research fills a gap by combining structured intervention with confidence-building strategies and observing student changes over time using parameters mentioned before. this study give detailed analysis of how students transition from low-confidence to high-confidence speakers through structured, theory-based instruction.