

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

The acquisition of a certain kind of communicative ability is required in order to achieve fluency in a second language. People will be more likely to believe that you are more brilliant and bright in general if you have a good speaking skill than others who do not talk as well as you do.¹ Allah said in Q.S Anisa chapter 9:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ
فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا.

“They are people from Allah knows what is in their hearts. Therefore turn you away from them, and teach them words that leave an impression on their souls.”

According to Keith and Marrow, speaking is the act of producing utterances for the purpose of oral communication². It indicates that two or more individuals are participating in this activity, and that it is being used as a medium to convey ideas, views, thoughts, and emotions to other people. And speaking, as defined by Bailey, is the process of engagement in which participants produce, receive, and analyze information with the intention of constructing meaning via the exchange of ideas.

¹ Brian Tracy (2008), *Speak to win how to present with power in any situation*, Amacom Press, P.1

² M.Bailey Kathleen(2000), *Practical English Language Teaching Speaking*, New York, The McGraw: Hill companies, P.25

The researcher draws the conclusion from these views that speech is necessary in order to communicate with other people and that it serves as a medium via which one may present ideas, opinions, thoughts, and emotions to other people.

2. Teaching Speaking

According to Harmer, there are three fundamental reasons why it is a good idea to offer students speaking activities in which they are provoked to use any and all languages in their reply. This is a recommendation that should be taken seriously. There are a few:³

1. Rehearsal

By encouraging students to engage in open discussion, you provide them the opportunity to practice participating in conversations outside of the classroom. The teachers encourage the students to practice their public speaking skills outside of the classroom so that they can see how much they can grow. Except for in the classroom, pupils may develop their speaking abilities by doing so with others.

2. Feedback

Speaking activities in which students are tasked with providing feedback for both the instructor and their fellow classmates by using any and all linguistic resources at their disposal. The teachers are able to assess how well their class is performing and identify any linguistic issues that their students may have. Students are also able to assess how easy it is for them to

³ Jeremy Harmer (1998), *How to Teach English*, England: Longman Person, P,88

discover a certain kind of student and identify areas in which they may improve. Activities that students participate in may provide them with a great deal of self-assurance and a sense of accomplishment, and if teachers are attentive to their needs, they can inspire them to continue their education.

3. Engagement

Activities that include effective public speaking may be quite motivating. If all of the kids are participating to the fullest extent possible, and if the activity has been correctly set up, and if the instructor is able to offer sympathetic and helpful feedback, then the children will get a significant amount of enjoyment from it. There are a variety of speaking activities (role-playing, conversation, problem-solving, and so on) that are pleasurable in and of themselves.

3.Types of Speaking Performance

Speaking ability may be broken down into six distinct subcategories. The breakdown of these six categories is as follows:⁴

1. Imitative

Within the scope of this category is the opportunity to hone one's intonation and concentrate on certain aspects of the structural makeup of language. This is only a

⁴ Brown, H.D. (2004). *Language Assessment Principles and Classroom Practices*. New York, Pearson Education

repetition of a previous phrase, word, or sentence. Concentrating on proper pronunciation is the most important thing to do here. In the process of teaching and learning, the instructor use drilling. The rationale for this is because drilling gives children the opportunity to listen, as well as the chance to verbally repeat certain words.

2. Intensive

The kids are putting on a speaking performance in which they are working on various phonological and grammatical components of the language. Students are often assigned to do the activity in groups of two (group work), for instance reading assignments that involve reading paragraphs. reading the conversation out loud with the partner one line at a time, taking turns reading information from the chart, etc.

3. Responsive

Interaction and testing of understanding are both part of responsive performance; however, the restricted level of very brief discussion, typical greeting and small chat, and simple requests and remarks are also part of responsive performance. This is a form of quick reply to the questions or remarks that were launched by the instructor or by the student, in which instructions and suggestions are given. Generally speaking, their responses are adequate and significant.

4. Transactional (dialogue)

It is done out with the purpose of communicating or transferring certain information. As an example, below is the dialogue that is carried out in the pair-work format.

5. Interpersonal (dialogue)

The conveyance of information and facts is secondary to its primary purpose, which is the maintenance of social ties. Interviews, role plays, discussions, conversations, and games are the types of interpersonal speaking performance that are available.

4. Technique of Speaking Skill

There are many different kinds of speaking exercises that may be done in the classroom. There are a few:⁵

- a. Sticking to the written lines
- b. Games that include communication
- c. Discussion
- d. Prepares talks
- e. Questionnaires

Listening and talking are two aspects of communication that are quite similar to one another. The dialogue illustrates the way in which these two abilities interact with one another. The development of effective speaking strategies is guided by seven fundamental ideas.

- a. Utilize strategies that meet the range of demands that learners have, from language-based approaches that concentrate on correctness to message-based tactics that focus on engagement, meaning, and fluency.
- b. Techniques that are genuinely motivating should be provided.

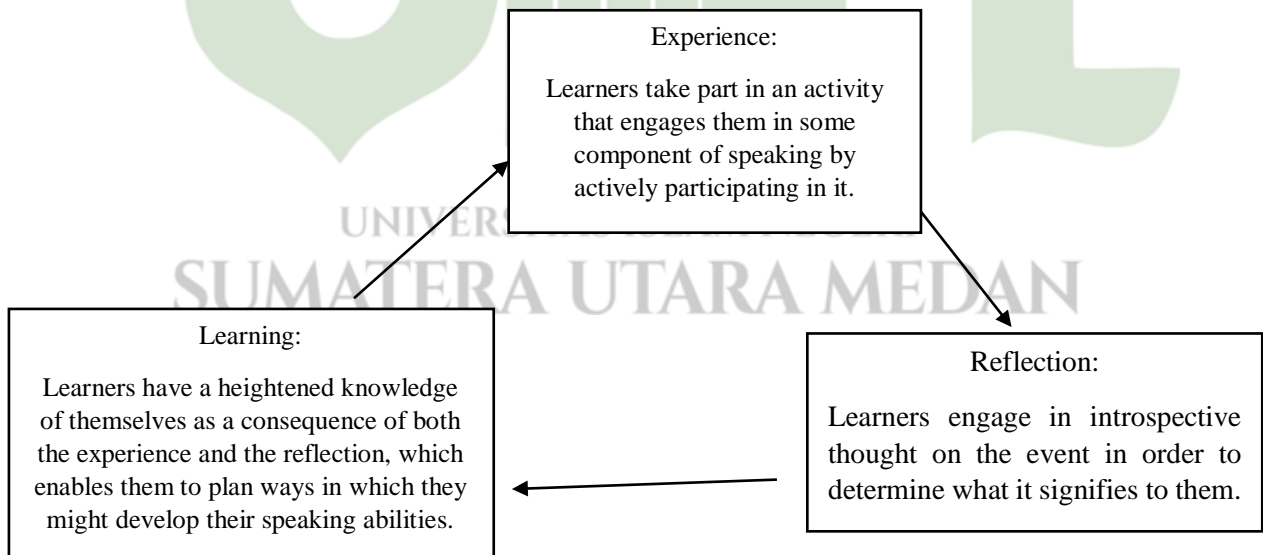
⁵ Aseptiana Parmawati (2018), *Using analytic teams technique to improving students' speaking skill*, <http://e-jurnal.unisda.ac.id>, P.22

- c. It is important to encourage the use of genuine language in appropriate settings.
- d. Give the proper amount of feedback as well as correction.
- e. Take advantage of the inherent connection that exists between speaking and listening.
- f. Provide the children with opportunity to take the lead in oral communication.



5.The approach of Speaking

The toolkit places an emphasis on concrete examples taken from real-world scenarios, in particular those that take place in the workplace, in which learners are required to talk. The following learning method serves as the foundation for it:⁶



⁶ Debbie Cole.dkk,(2007), *Teaching speaking and listening to a toolkit for practitioners*, European Union Press. P.2

Picture 1: The real situation where learners need to speak and listen particularly in the workplace by Debbie Cole

B. Inquiry Learning Method

1. Definition of Inquiry Learning Method

Teachers often lead instruction in front of the class via the use of questions and other forms of inquiry. The CTL Inquiry technique is a way of learning and finding new information about the transistor feat that is built on thinking through the process in a methodical manner.

Bonwell and Eison⁷ students participate in class activities that go beyond just listening to the teacher and listening to one other. There is less of a focus put on pupils receiving knowledge, and more of an emphasis is placed on students improving their skills. Beyond just listening, the pupils actively participate in the lesson. The development of the students' abilities is given a greater priority than the transmission of knowledge to the pupils. Students are engaged in higher-order thinking activities including analyzing, synthesizing, and evaluating the information presented to them. Reading, writing, and having discussions are some of the things that the students take part in. Last but not least, an increased focus is put on the investigation of the attitudes and beliefs held by the students.

Students have the chance to acquire and practice skills connected with critical thinking when they are taught the process of inquiry as part of a classroom activity.

⁷ Op.cit, <http://www.libraryreference.org/activebi.html>

The idea that children would benefit from becoming autonomous and reflective thinkers in the actual social environment is causing an increasing focus to be placed on helping pupils improve their capacity to think.⁸

According to Roestiyah (2008), one of the benefits of using the inquiry technique is that it may be explained in the following way:⁹

- a. The inquiry technique may be used to establish and develop the notion on pupils, which allows students to better comprehend fundamental concepts and ideas.
- b. It facilitates the utilization of memory and the transfer of knowledge to new learning scenarios.
- c. It stimulates intuitive thinking among the pupils and helps them establish their theories.
- d. Investigating a topic provides a sense of accomplishment to the person doing so.
- e. The environment lends itself to learning that is more engaging.
- f. It has the potential to develop one's unique abilities or capabilities.
- g. Students are have the flexibility to study in either an individual or group setting thanks to this.
- h. The kids are able to sidestep the students who normally follow such approaches.
- i. Students who learn using the inquiry approach might get the confidence that comes from knowing that they can integrate and accommodate information..

⁸ Douglas,H.Brown. (2000), *Principles an interactive approach to language pedagogy*, New York, Pearson Education Company, P.259

⁹ Roestiyah (2008), *Strategi belajar mengajar*, Jakarta, PT Rineka Cipta.

Based on this description, there are nine benefits associated with using the inquiry approach. Through the use of the inquiry technique, the students in this class are given the opportunity to enhance their skills in enhancing their speaking abilities. The pupils are allowed to voice their opinions while working through the issues based on the themes that have been provided. The instructors facilitate the students' oral communication abilities as a means of providing a learning stimulus.

According to Komalasari, learning the process of inquiry is comprised of the following five components in their common form:¹⁰

a. Question

In most cases, the process of learning starts with a question that either piques the interest or admiration of the students, and the students themselves will be the phenomena. Students are permitted to ask questions, and the answers to such questions are meant to serve as direction for the primary problem that has to be answered by the students. In addition, the instructor will provide the fundamental question or issue that has to be resolved by the pupils. Therefore, instructors may sometimes let students pose questions that are designed to be answered by the class as a whole.

b. Students Engagement

When using the technique of inquiry, it is essential for students to be actively involved in the process, while the job of the instructor is to serve just as a facilitator.

¹⁰ Komalasari & Kokom (2010) *Pembelajaran Kontekstual Konsep dan Aplikasi*, Bandung, PT Refika Aditama, P.73

The students do not intend to write answers to questions that are posed in the field or answer the questions that are posed at the end of each chapter of the book. Instead, the students will be involved in either creating a product that demonstrates a student's understanding of the concepts that are being studied or in conducting an investigation. Nevertheless, the participation of students is required in order to produce something that is learnt by the students.

c. Cooperative Interaction

Students are expected to converse with one another, collaborate in pairs or groups, and debate a variety of concepts. In this particular instance, the student is not competing at this time. The solutions to the difficulties that the professors have asked might come in a variety of ways, and they are most likely the responses that are accurate. Therefore, via the use of cooperative interaction, students are given the opportunity to strengthen their abilities in communication by working in pairs or groups and discussing a variety of ideas based on the right replies.

d. Performance Evaluation

The students are often tasked with developing a product that can express the information that has been acquired about the issue that has to be addressed in order to resolve the challenge. This product may be presented in a variety of formats, including but not limited to slide presentations, charts, posters, essays, and others. The evaluation of instructors may be done using these items. Therefore, in order to evaluate students' performances, we first have them construct the product, and then we have them express the information they have about how to solve the issue.

e. Variety of Resources

The students have access to a wide array of educational materials, including but not limited to textbooks, internet, television, video, posters, and interviews with subject matter specialists, amongst other options. Therefore, a broad variety of resources are placed an increased emphasis on students, who get them from a wide variety of sources.

In order to make the techniques of inquiry better, you may come up with them by doing the following tasks¹¹:

1. Guiding the activities of the laboratory

Students get a great deal of direction and assistance from the instructor, who also does the majority of the preparing for the class. In this kind of activity, the students are responsible for conducting experiments or investigations in order to get a better understanding of the ideas or principles presented by the instructor. Therefore, depending on the ideas or guidelines that the instructors provide, the teachers design tasks in the laboratory for students to experiment with.

2. Modification of Inquiry

In this scenario, the instructor just presents the students with a problem and then provides the students with the resources and tools required to tackle the issue on their own or in groups. The help should be in the form of questions

¹¹ Roestiyah, 2008. *Strategi Belajar Mengajar*. Jakarta. PT Rineka Cipta

that encourage thinking on the part of the pupils and lead them in the direction of appropriate study. Therefore, instructors are responsible for supplying the students with the necessary resources and problems to be solved either individually or collectively.

3. Freedom of Inquiry

The learner is ready to participate in freedom of inquiry if they have learned and understood about how to solve an issue, gained sufficient information about particular topics, and have made modification inquiry. Teachers have the ability to encourage their pupils to participate in activities related to the freedom of inquiry, which may range from the identification and formulation of a variety of topics to be studied. After engaging in modification of inquiry, some students are able to recognize and articulate the difficulty they are facing. Students are given the flexibility to have creative thinking by their professors in the process of issue solving.

4. Inquiry approach to the role

Students who participate in the process of problem solving, which is analogous to the procedures that are customarily carried out in a manner that scientists adhere to. The kids are asked to participate in several activities for junior fashion like as developing experiments, generating hypotheses, establishing control, and so forth. An invitation consists of the delivery of a problem to the students as well as questions that have been meticulously developed. As a result, it is essential for the students to participate in the process

of issue solving. The students are then tasked with solving the issue, and their instructors encourage them to test various hypotheses and conduct experiments.

5. Invited to the Inquiry

An activity that requires the students to learn in teams, with each team consisting of four members to solve the problem, and each member being assigned a task given the different roles that they play on the team, such as team coordinator, technical advisor, recording data, and the assessment process. The members of the team, who are each responsible for one of the responsibilities outlined above, collaborate to find solutions to problems that are relevant to the subject being researched. According to the description provided up above, the instructors invite certain groups of students to work together to solve the issue, and the teachers then give the students the assignment, which includes a variety of responsibilities.

6. Picture puzzles

One of the strategies that may be used in either a small or big group setting to increase the level of motivation and attention shown by the pupils. Students' capacities for critical and creative thinking may be improved by the use of visual aids such as pictures, demonstrations, and real-life scenarios. In order to increase their critical thinking and creative thinking, the students might utilize drawings, demonstrations, and other methods.

7. Lessons synaptic

The strategy consists on encouraging kids' innate creative abilities. The synaptic focus on getting kids involved in making different sorts of things out of metaphorically in other than to be able to build student's intellect and enhance the capability of their imagination. It is possible to use this as a metaphor, which will aid in releasing the powerful mental structure that is inherent in looking at an issue, which in turn will encourage the formation of new thoughts. Therefore, in order to develop the students' intellect as well as their creative abilities, they are instructed to practice making a variety of forms of figurative art.

8. Clarity of Values

More evaluation is required concerning the benefits of this strategy, in particular with regard to the attitudes, values, and the creation of self-concepts in the pupils. It was discovered that students who were taught through the technique of inquiry performed better on cognitive tasks. Consequently, the use of the inquiry approach in the performance of cognitive tasks is likely to result in greater clarity of values for the students.

According to the explanation provided above, it is possible to deduce that there are eight ways to enhance the technique of inquiry. As a result, there are a great number of activities that are being conducted in order to enhance the inquiry process. These activities include guiding the activities of the laboratory, modification of inquiry, freedom of inquiry, inquiry approach to the role, inquiry invitations, picture puzzles, synaptic lessons, and clarity of values.

2. Kind of Inquiry Method

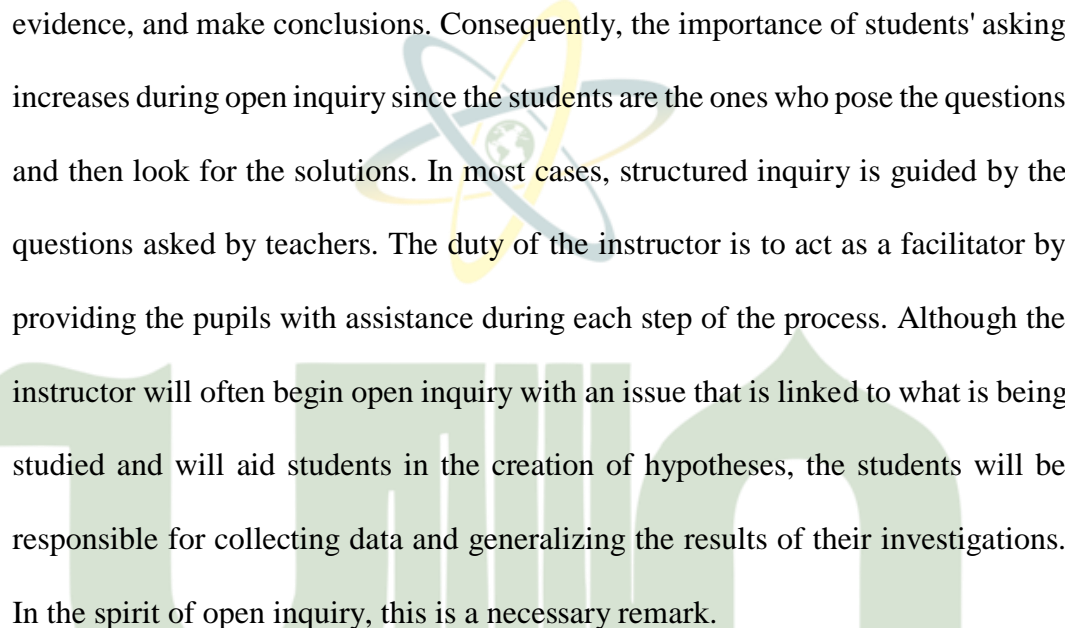
According to Kindsvatter, the many types of investigation they are doing are as follows:¹²

a. Guided Inquiry

The fundamental difference between the guided and open kinds of inquiry is the level of engagement of the instructor throughout the process of carrying out the inquiry. Because of the increased involvement of the instructor, there is also an increase in the amount of structure that is supplied. As a consequence of this, pupils have less flexibility to take initiative and direction for their own learning experiences. During guided inquiry, the instructor will provide the students with the facts, and then they will be questioned in order to assist the students in deducing an answer, conclusion, generalization, or solution to the problem. In this particular situation, Douglas, the teacher who is actively participating is serving less as a facilitator and more as a director of the pupils' learning and thinking. The type of the approach known as guided inquiry is particularly useful for the purpose of introducing people to the inquiry process used while studying structure. The framework provides a sense of safety for them as they go into uncharted territory that requires them to think in new ways.

b. Open inquiry

¹² Richard Kinsvatter (1996), *Dynamics of effective teaching*, Now York, Longman Publishers USA



Open inquiry gives students more leeway to think on their own and create conversations. In essence, individuals take on a larger portion of responsibility for their own education and, as a consequence, reduce the amount of reliance they have on the instructor. Students continue to engage in the same line of inquiry while putting an emphasis on inductive reasoning as they suggest solutions, collect evidence, and make conclusions. Consequently, the importance of students' asking increases during open inquiry since the students are the ones who pose the questions and then look for the solutions. In most cases, structured inquiry is guided by the questions asked by teachers. The duty of the instructor is to act as a facilitator by providing the pupils with assistance during each step of the process. Although the instructor will often begin open inquiry with an issue that is linked to what is being studied and will aid students in the creation of hypotheses, the students will be responsible for collecting data and generalizing the results of their investigations. In the spirit of open inquiry, this is a necessary remark.

c. Individualized Inquiry Investigation

The first step in conducting an investigation using the customized inquiry technique is determining whether students have the capacity and desire to benefit from participating in independent study. Because of the leeway that is allowed to students, this interpretation of the inquiry technique is the one that comes closest to matching the structure of the open inquiry form. The issue or problem that is conceived need to have a natural connection to the section that is being studied at the moment, and more significantly, it ought to have some kind of personal

significance for the student. As a result of this, the instructor has to help the students through the process of coming up with possible explanations or solutions to the issue that they are investigating. To foster an environment that is conducive to intellectual liberty, the instructor must be encouraging and non-judgmental. After the instructor, and maybe the library or media expert as well, has assisted the student in finding relevant sources, they should be left alone to explore the inquiry on their own.

d. Inquiry Method Phases

The stages of the inquiry technique derive from the processes of reflective thought and are described in several contemporary sources. Inquiry is aimed to teach an investigative process as well as information, hence phase sequences are regarded more crucial than in the other techniques covered in this chapter, despite the method's flexibility. As a result, the stages of the inquiry method are a flexible technique since they include steps of reflective thinking; nonetheless, the investigating process of the inquiry method should be considered. There are several forms of inquiry methods in others. They guided inquiry results in less freedom for students to direct their own learning experience, the open inquiry process remains the same with the emphasis on inductive thinking as students propose solutions, gather data, and draw conclusions, and the individualized inquiry investigation method involves identifying able and interested students who will benefit from independent study.

1. Steps in Using Inquiry Method

There are even planned actions incorporated in Inquiry Method's subsequent phases:¹³

1. Identify a learning bottleneck
2. Define the basic learning tasks
3. Model these task to your students
4. Motivate your students
5. Create practice opportunities for your students
6. Assess students learning
7. Share what you have learned with other teachers

The instructors used this seven-step method to determine why the subject they selected was problematic for their pupils, how they understood the issue as experts, and how the knowledge might be converted into an inquiry-based lesson that would drive their students to learn.

2. The Stages of the Inquiry Method

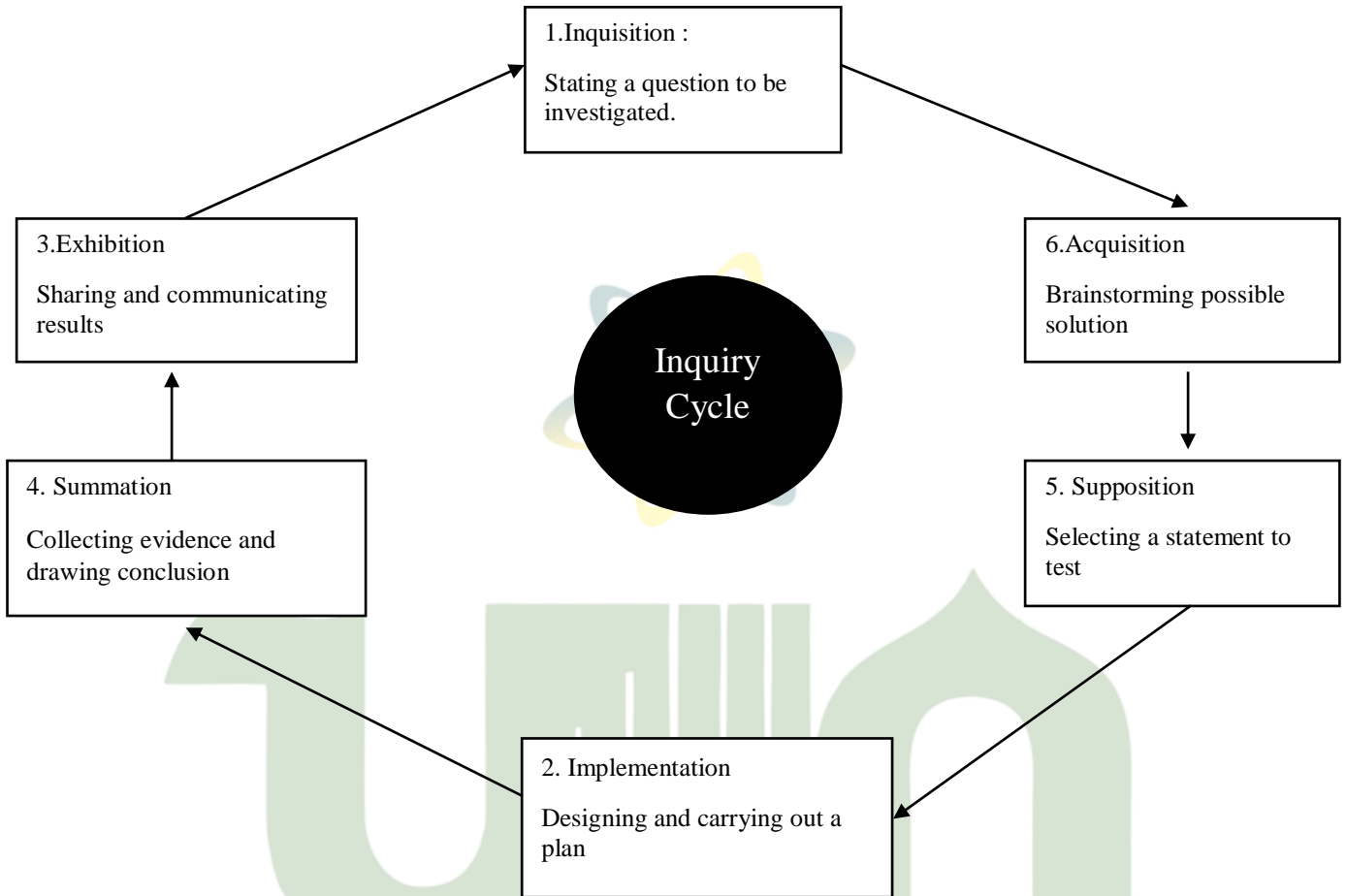
1. Inquisition = Stating a “ What if” or I wonder question to be investigated.
2. Acquisition = Brainstorming possible procedures
3. Supposition = Identifying an “ I Think” statement to test
4. Implementation = designing and carrying out a plan
5. Summation = collecting evidence and drawing conclusion
6. Exhibition = Sharing and communication results.

¹³ Christine,dkk (2006), *The influence of core teaching conception on students' use of Inquiry teaching practice*, Journal of research in science teaching, P. 1323



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The inquiry cycle is illustrated further in Figure



Picture II : Carin, Bass & Contant (2005) provide model for inquiry instruction¹⁴

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¹⁴ Anna J. Warner and Brain E. Myers (2008), *Implementing Inquiry- Based Teaching Methods*, Department of Agricultural Education and Communication, P. 1

B. Related of the Study

In addition to that, this part includes the findings of empirical investigations based on the findings of prior studies that are relevant to be synthesized with the theories that are already in place. The researcher uncovered similar papers that may be used as references in their work. The first excerpt is from a thesis written by Ulfa Wahidatul Lalily (2012) and it is titled "The Effectiveness Using Inquiry Method to the Second Grade Students at MTS Sunan Ampel Ringinrejo Academic Year 2011/2012." This study has shown that students who were taught using an inquiry-based technique had lower scores on speaking tests than those who were taught using other methods. This is due to the fact that the mean total score of 38 students was only (49.974). Following completion of the course of therapy, the overall mean score for speaking is (67.579). The t-test analysis, which is used by researchers, showed that there was an improvement. the result of count is (7.727). Due to the fact that students in class VIII at MTS SunanAmpel Ringinrejo Kediri feel more at ease while utilizing this technique, the study that was done found that the inquiry method as a teaching method unquestionably demonstrates the true efficiency of the method. They make it simple to communicate with one another and carry on conversations that lead to active participation in the act of speaking. They have a sense of self-assurance. Therefore, their oratory ability is more developed. Second, an excerpt from the thesis that was written by Agresia Meirani Telaumbanua. It was titled "Effectiveness of Inquiry-Based Learning Method to Increase Students Critical Thinking Speaking Skill SMA Parulian 2 Medan." The sample for this research consists of two classes, each of which has 60 students and was chosen using a random selection procedure. This was determined

based on the results of the study. The first group is comprised of class XI MIA 2, which has 30 students and will serve as the experimental class. Class XII IPS 1, which also has 30 students, will serve as the control group. The findings of the investigation revealed that the threshold of significance was 0.05, with 58 being the degree of freedom. This indicates that the alternative hypothesis (H_a) is correct and that the null hypothesis (H_0) should be disregarded. As a result, there is a discernible influence of the inquiry-based learning technique on the level of speaking ability possessed by students in the eleventh grade at SMA Parulian 2 Medan. As a result, the inquiry-based learning technique is something that an English teacher may use to teach speaking ability to students. Third, an excerpt from the thesis that was written by Moh Ihda Fahmi Mahendra (2019) and is titled "The Effectiveness of Using Inquiry Method Toward Students' Speaking Achievement at the First Grade of MTSN 2 Tulungagung." According to the findings of the study that was conducted using the Inquiry Method, the P-value (Sig) is lower than the threshold required for statistical significance (0.000.05). It gave the impression that the null hypothesis (H_0) should not be accepted. In other words, the mean of the pre-test, while the acceptance of the alternative hypothesis (H_a) is being considered. It indicates that the mean score on the post-test was significantly higher than the mean score on the pre-test; hence, there is a statistically significant difference between the scores that students received before and after being taught utilizing the inquiry technique. It is possible to draw the conclusion that the inquiry method is an efficient technique for teaching speaking in the first grade of MTSN 2 Tulungagung. And the final researcher is Ray Cinthya Habellia (2019), who wrote "The Effectiveness of Inquiry Based Science Web Module on the students'

Thinking skills and Positive Attitude Towards Science." This study found that the web module had a high influence on students' thinking skills, as indicated by the effect size of 0.9, which was classified as belonging to the high category. In addition, the guided inquiry – based science web-module that integrated the local potential of the Dieng Mountains Ecosystem has a moderate effect on students' positive attitude towards science, as indicated by the effect size of 0.70, which is in the moderate category. This indicates that the guided inquiry – based science web-module integrated the local potential of the of the Dieng Mountains Ecosystem.

D. Conceptual Framework

Active Learning Strategy includes the Inquiry Method as one of its components. This component is a method in the teaching process that requires students to be active in both their thinking and their actions throughout the course of their education in the classroom, particularly with regard to learning how to speak in seventh grade. Therefore, teaching students how to develop their public speaking skills via the use of the Inquiry Method may demonstrate genuine success in terms of increasing students' interest in and desire for studying public speaking.

E. Hypothesis

The hypotheses for this study are as follows, based on the description of the theoretical framework of thought that was presented earlier:

Ha : The use of inquiry as a teaching strategy has a substantial impact on the students' overall speaking ability.

H0 : There is no substantial benefit that can be attributed to the inquiry technique in terms of improving students' speaking abilities.



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