

CHAPTER II

LITERATURE REVIEW

This chapter outlines a review of related literature used in this study. Related literature review aims to provide previous studies and information related to research problems, including consisting of speaking skill, role of group discussion, merdeka curriculum and some of previous study.

A. Speaking

1. Definition of Speaking

Language is an essential tool for community communication since it allows people to express ideas, fulfil needs, and acquire knowledge. Speaking is a way for people to communicate their ideas and thoughts to other people. Speaking has been defined in a number of ways by specialists in the discipline. Harmer (2007:284) states that speaking entails the capacity to express ideas with ease, which requires not only a comprehension of linguistic characteristics, but also an ability to swiftly process information and language.

Brown (2001:267) said that if someone can speak a language, it means they can have a fairly competent conversation. Additionally, he asserts that successful language acquisition is often measured by the capacity to accomplish pragmatic objectives through interactive exchanges with speakers of other languages. From a different perspective, Nunan (2003:48) emphasizes speaking as a productive oral skill that involves generating coherent spoken expressions to convey

meaning. In essence, it encompasses the utilization of language to articulate and communicate thoughts and emotions. Typically, individuals employ spoken language as a medium for communication, be it expressing opinions, conveying feelings, or recounting stories.

Based on the definitions above, speaking can be summarised as the ability to articulate ideas, feelings, or opinions through speech during a conversation. Speaking is an indication of cognitive involvement, hence it is a beneficial talent. When the message is understandable and appeals to the target audience, effective speaking takes place.

2. Types of Speaking

Nunan (in Brown, 2001:250) writes that there are generally two types of spoken language, as follows:

1) Monologue

A speaker who uses spoken words in a variety of settings, such as speeches, lectures, readings, and news broadcasts, is said to be delivering a monologue, according to Brown. The audience must process information uninterrupted during a monologue, which may affect how well they comprehend the speaker's point of view.

2) Dialogue

Nunan claims that the difference between a monologue and a conversation is that a dialogue involves two or more speakers. When the listener is unable to understand the speaker's message, speech disruptions may happen.

3. Purposes of Speaking

When we want to speak, it helps us to know what our purpose is going to talk about. According to Wrench (2012), there are three purposes of speaking, as follows:

1) To inform

The first purpose of speaking is to inform. It follows that some of the information required by people is needed. Speaking with informational intent is known as informative speaking, and it aims to help the audience comprehend the subject the speaker is discussing.

2) To persuade

Speaking is meant to persuade listeners that in order to change their minds, the speaker must provide evidence along with their speech or information. Persuasive communication is defined as having an impact on an audience's attitudes, behaviours, values, and beliefs.

3) To entertain

The purpose of this speaking is to entertain the listener who listens to the speaker.

4. Teaching Speaking

Speech is the primary form of language. There are a great deal of languages in the globe that are solely spoken orally and not in writing. Teaching is putting the curriculum into practice by giving students the

chance to interact with the classroom in ways that are guided by the teacher and have a clear objective in mind. Brown (2001) defines teaching as the act of demonstrating or aiding someone in learning, which involves guiding and facilitating the learning process, enabling learners to acquire skills, providing instructions, directing the study of a subject, and imparting knowledge to promote understanding. Teaching speaking abilities is essential when studying a second language. The likelihood of success for learners in the classroom and other areas of life is increased when they are proficient in a second language. The primary goal of learning a language is to be able to communicate in it.

According to Harmer (2007:123), there exist three primary explanations for encouraging students to engage in speaking during instruction in the classroom. Speaking exercises, in the first instance, give students a great opportunity to rehearse public speaking within the safe and protected walls of the classroom. Second, speaking activities that require students to communicate in one or more of their languages of competence give educators and learners a means of assessment. Finally, Students will be able to utilise language more naturally and effectively the more opportunities they have to engage with the various language components that are stored in their brains. Students will consequently acquire the comfort in using vocabulary and idioms.

Insufficient oral communication skills or insufficient opportunities for oral communication in language studies might cause students' interest in

the subject to wane. On the other hand, when appropriate speaking exercises are taught well, they can be a lot of fun in the classroom, increasing motivation in general and making English classrooms vibrant and interesting. Similar to students with diverse origins, educators possess varying pedagogical approaches. To help students become more proficient speakers, teachers can select the speaking exercises that work best for their class. Activities that involve natural speech will be engaging and enjoyable for students, particularly those who are younger. According to Scott and Yteberg (1990:33), children can use their own language to express emotions, communicate, convey intentions and reactions, and explore and play with that language. Therefore, they hope to do it with the same English proficiency.

5. Teaching Speaking in Senior High School

Brown (2007) posits that the standards regarding the teaching of speaking skills are dependent upon the objectives at hand, with a focus on both fluency and accuracy. Additionally, It is recommended to utilise intrinsic motivational strategies, apply real language in relevant circumstances, and provide suitable feedback and corrections. It is important to take advantage of the innate link between speaking and listening, to provide children the chance to initiate oral communication, and to support them in developing speaking techniques. Teaching speech to a group of instructors is quite difficult. Mulyasa (2008: 109) emphasized that regarding the school-based curriculum, the National Education Office has

prepared competency standards and basic competencies for each subject, which are used as guidelines for teachers in developing school-based curricula in each school. The speaking competencies expected of eleventh graders of high school in the second semester are presented in the table below:

Table 2.1 Speaking competences of eleventh grade Senior High School

Capaian Pembelajaran (CP) Speaking

CP Umum Fase F	CP Elemen Speaking
<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks deskripsi, prosedur, dan narasi menjadi rujukan dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris sederhana untuk berdiskusi dan menyampaikan keinginan/perasaan.</p> <p>Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual.</p>	<p>Pada akhir fase F, peserta didik mengidentifikasi informasi penting/inti dalam dua teks (prosedur dan narasi) sederhana. Teks dapat berbentuk cetak atau digital termasuk teks visual, multimodal, atau interaktif. Peserta didik menggunakan dan merespons pertanyaan pembicara atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.</p>

B. Role Group Discussion

The main reason or explanation for using role group discussion is intimately tied to the concept of the group discussion approach. Role group discussions are one way that studies collect data. The primary rationale for utilising role group discussions is to gather comprehensive data and insights about a range of social experiences through participant interactions (Afiyanti Yati, 2008). The popularity of the method is intimately associated with the growth of participatory research, particularly with the "active experimentation with role groups" that took place in the 1980s in the academic social sciences (Morgan, 2002). The technique emerged as a qualitative data collection approach and a bridging strategy for scientific research and local knowledge (Cornwall & Jewkes, 1995). The major goal of the focus group discussion (FGD) approach is to collect interaction data from participants/respondents during a group discussion in order to reveal more details and highlight different facets of a phenomena's existence, hence enabling the phenomenon to be defined and explained. Information collected through the group discussion's results can be used to highlight or concentrate on the similarities and differences between experiences, as well as to support a viewpoint that emerged from the discussion's result.

Hollander (2004) describes how a social group of people can interact with each other in a way that is mutually influencing and producing data or information if they share common characteristics,

such as having similar individual traits in general, a similar social status, similar issues or problems, and similar relationships or social relationships. This implies the researcher asks questions, controls the dynamics of the discussion, or engages in dialogue with a specific individual at a time. In contrast, in a focus group discussion, researchers adopt the role of a “facilitator” or a “moderator.” In this setting, the researcher facilitates or moderates a group discussion between participants and not between the researcher and the participants.

1. Advantages of Focus Group Discussion (FGD)

According to Masedah (2012: 64), there are some advantages to be gained through the use of Focus Group Discussion (FGD).

- a. Focus Group Discussion (FGD) can cover a large number of people in the same group.
- b. An efficient way of gaining a large amount of information and particular opinions from a small number of people in a short time

2. Strategies Role Group Discussion

The main objective of the role group discussion approach is to collect interaction data from participant/respondent group talks in order to uncover various facets of the phenomenon's life cycle, describe the experience, and make it more explicable. The climax and best parts of experiences' similarities and differences can be incorporated into data from group discussion interactions to provide reliable information on the context that the group discussion event brought to light (Afiyanti Yati, 2008).

3. Roles in Group Discussion

At the time of commencement of a group discussion, all the members are on par with each other. Still, all the members assume different roles at different stages during the discussion. The choice of the role assumed by an individual depends upon his/her personal characteristics.

In addition to it, sometimes a member plays more than one role during the discussion. Following is the list of some roles in group discussion:

1. Starter: This member initiates the discussion and set the tone for further discussion.
2. Connector: This member tries to connect the ideas of all the members of the group.
3. Extender: This member extends the viewpoints presented by the previous speaker by adding more information.
4. Encourager: This member ensures that all other members are actively participating in the discussion.
5. Critic: A critic always provides a significant analysis of the presented idea.
6. Peacemaker: If a situation arises where the members of the group are locking horns with each other, this member tries to pacify them to ensure a harmonious discussion.
7. Tracker: A tracker keeps the discussion on track and prevents it from going haywire.

4. Types of Group Discussion

The literature has identified five different types of group discussions,

1. Topic Based

In this kind of group discussion, participants are expected to discuss a given topic. Many times, especially in the case of the job selection process, participants are given multiple topics and the group can choose any one of them to discuss further. The choice of the final topic is based on the consensus among the group members. A topic for discussion varies from factual to abstract.

2. Timing of Topic

The topic for group discussion could be announced either before the date of discussion or on the spot. Pre-announced topics give an opportunity to participants to prepare for discussion while on spot topic checks the presence of mind of the participants. In an on-spot situation, participants are given five to ten minutes to arrange their thoughts.

3. Case Based

Sometimes the participants are given a case to discuss upon. The case could be from a real-life situation or a hypothetical one. At the end of the case, a few questions are posed to the participants. All the participants are expected to analyze the case

properly and provide the most logical and innovative solution to the question.

D. Merdeka Curriculum

Through a learner-centered approach, the Merdeka Curriculum encourages student participation in their own education. It encourages self-directed learning, critical analysis, and the development of transferable abilities that go beyond memorization and recitation of facts. By fostering a sense of autonomy and ownership, teachers may provide their students with the freedom to explore their interests, follow their passions, and become lifelong learners. Moreover, the Merdeka Curriculum's structure and delivery go beyond conventional disciplinary lines. It adopts an interdisciplinary approach, fusing information and skills from several fields to provide a comprehensive and interconnected understanding of the world. By blurring the distinctions across disciplines, students gain a broader perspective that empowers them to handle difficult real-world issues with creativity, adaptation, and teamwork.

Curriculum framework emphasising topics crucial to students' abilities and character development (Ministry of Education and Culture, 2022). The government lists the following as the primary characteristics of this curriculum that support learning recovery: There are three things that come first: Three main approaches are utilized in education: (1) project-based learning to enhance soft skills and moral rectitude; (2) topic-specific emphasis; and (3) an emphasis on critical thinking development. It is

essential that teachers are able to differentiate instruction based on student achievement and that students have enough time to study fundamental competencies like literacy and numeracy in-depth. The student profile includes a description of a crucial element of the Merdeka curriculum. Based on the comprehensive and extensive Pancasila ideals, Pancasila pupils exhibit personality competency (Sari & Sinthiya, 2022). According to Minister of Education and Culture Regulation Number 22 of 2020, This law is in line with the government's stated goal and mission. Pancasila students are the model of Indonesian students lifelong learners with global competency, a Pancasila-valued personality, and behaviour. This rule for these kids lists six qualities: cooperation; global variety; second, faith; piety towards the Almighty God; and having a noble character.

As a component of the Pancasila Student Profile Strengthening Initiative project, students learn by precisely responding to their learning and developmental problems. Motivating pupils to contribute to their community and the environment is the aim of this enhancement. the outcomes of the document analysis for the Merdeka curriculum and the 2013 curriculum.

1. Basic framework

The 2013 curriculum is comparable to the Merdeka curriculum in that it includes the core components of the national educational system and national educational standards. The distinction between these two

is that the Pancasila Student Profile is developed under the Merdeka curriculum rather than the 2013 curriculum.

2. Targeted compacity

Learning outcomes (CP) in the learning process include students' knowledge, attitudes, and skills to achieve competency in each phase. The Merdeka curriculum is intended to target competencies in 2013 that are not yet being accomplished. Phase E is equivalent to high school class X, whereas Phase F is equivalent to classes XI and XII.

3. Learning Process

Comparin the 2013 curriculum to the Merdeka curriculum, a different approach is used. It is a Merdeka Curriculum effort to improve the Pancasila student that students complete the most successfully while learning. With this curriculum, children are taught according to their abilities, both academic and extracurricular.

4. Assessment

The results of formative assessment, which is used in the Merdeka curriculum, serve as a reflection of the appropriate level of student learning. The sole purpose of this examination in the Merdeka curriculum is to improve Pancasila student aptitude; however, this objective is not included in the 2013 curriculum.

5. Teaching resources

Both the Merdeka and the 2013 curricula make use of text and non-text books as teaching aids. Other Merdeka curriculum teaching strategies include the use of teaching modules, the flow of learning aim (ATP), and the reinforcement project Pancasila Student Profile.

6. Curriculum tools

Curriculum 2013 provides implementation, assessment, and learning standards for every level of education based on the component of the curriculum device. The Merdeka curriculum, meantime, includes the following: (1) learning objectives and assessment; (2) curriculum creation; (3) project development reinforcing the Pancasila Student Profile. Another source of information regarding the English language curriculum is the Merdeka curriculum, which places a strong emphasis on developing proficiency in the six English language skills of listening, speaking, reading, writing, and watching as well as presenting or presenting inclusively in a number of text forms. The Common European Framework of Reference (CEFR) for Languages' level B1 is matched by six English skill acquisition goals: acquisition, teaching, and assessment. In order to meet the requirements for Level B1, students must be able to maintain attention and effectively communicate in a range of situations. This includes practicing communication even if it is not yet fluent and clearly articulating the

main idea of the discussion. The 2013 English language education curriculum lays a strong focus on the four language skills of listening, speaking, reading, and writing.

E. Some Previous Studies

Several studies have been conducted which are relevant and related to students' ability in writing. These studies have similarities as well as differences with this research. Several previous studies that support this research are cited as follows:

Fernandes Arung, Improving the Students' Speaking Skill through Debate Technique (2016): In this research, the researcher used debate technique to improve students' speaking skill. The main objective of this study is to describe the implementation of debate technique in teaching speaking and to identify how much students' speaking skill improvement after being taught by using debate technique. The data collection was done using test and observation. The data from the test and observation that had been taken from every cycle were analyzed quantitatively. The implementation of debate technique in teaching speaking at the second year of SMA Negeri 1 Lasusua was conducted in two cycles including cycle one and cycle two. The participants of this study were 29 students in class XI/IPA 2. The result of this study showed that using debate technique can improve students' speaking skill. This is proven by students' test score that improved in every cycle. In the first cycle, the students' average score was 64 and in

the second cycle students got 78,4. Debate is an appropriate technique used to improve students' speaking skill for the students at class XI/IPA 2. The result of this study is helpful information especially for the English teacher who is teaching at that class and all English teachers generally.

Dewi, Ratna Sari; Kultsum, Ummi; Armadi, Ari, Using Communicative Games in Improving Students' Speaking Skills (2017).

The aims of the study are to know whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used were planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used collaborative action research with some of the English teachers. In collecting the data, the instruments were interview, observation, questionnaire and test. The test only given to students. The rest of the instruments administered for both teachers and students. The result of the study showed the mean score's pretest reached of 60.42 to 69.02 and post test's score reached up to 78.77. It is important to describe that there is a significant improvement of 13.9% to 41.7% in post test 1 and 83.33% in post test 2. Therefore, the criteria of success had been determined. It is crucial to note that communicative games have

contributed a positive impact on teaching learning process. This also implies the communicative games expected to enhance students' enthusiasm and motivation. Clearly, it gives positive improvement on students' active participation, confidence and their fluency in speaking skill. In short it can be described that the strategy of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of learning process.

An Analysis of Students' English Speaking Skill at Coastal Schools of Bengkulu City, Indonesia (2018) This research was not only aimed at describing students' speaking skill in English especially in coastal areas of Bengkulu city, Indonesia, but also investigating the factors which influenced the skill. Mixed method (qualitative and quantitative) was used in this research. Meanwhile, the subjects of the research were 159 students (males and females) in total, coming from three different schools. The data were obtained through video recording, and a questionnaire. The data were analyzed by using Interactive Model namely data reduction, data display, and drawing a conclusion. Data analysis showed that the students' speaking skill in English was in moderate category in which grammar, vocabulary and fluency became main problems for them in studying English speaking skill. In addition, lack of practice and confidence were positively believed to be the triggers of those problems.

Based on the description above, there are several similarities and differences in this study. The similarities are that this study uses classroom action research and descriptive quantitative research, and analyzes improve students speaking skill. However, the difference lies in the research objectives where this research focus on students ability, the object studied in this research is eleventh grade at senior high school, the theory used in this research, research instrument and the result of the data. So from the explanation above, this study will analyze the improving students' speaking skill through role group discussion in merdeka curriculum at eleventh grade of MAN 1 Nganjuk.