

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter contains reviews, summaries, and the author's thoughts on several library sources.

#### **A. Speaking**

##### **1. Definition of Speaking**

There are some definitions of speaking that have been proposed by some experts. Brown says "For some language learners, speaking is a challenging task. Here, speakers should at least pronounce the words correctly, use appropriate diction, and attempt to use grammar correctly. It is possible that in many situations, when a speaker speaks without having good attention to accuracy or fluency." According to Chaney (1998), Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.

According to Gert and Hans (2008), speaking is defined as words or utterances made with the intention of being recognized by the speaker, and the receiver interprets the statements to determine the speaker's intentions. In addition, Bigate's in Louma (1987) stated that "Speaking as a. It was developed for teacher education to help teachers plan classroom activities to support learning. The model is more individually than socially oriented and it views learner speech as a process." From process the definitions above, it can

be concluded that speaking is one of the language skills used to communicate or to convey ideas, information or feelings to others.

## **2. The Importance of Speaking Skills**

Speaking is one of the important skills that must be learned by language learners. According to Putri et al., (2020) said the main purpose of speech is to communicate, so many expressed that language is a communication tool. To effectively convey thoughts, the speaker should understand the meaning of everything that wants to communicate. With speaking skills, language learners can convey their ideas, thoughts, and feelings clearly, a person is also able to interact socially well, besides that a person will be more confident when they have good speaking skills.

According to Kingen (2000) in Ounis (2017), Speaking facilitates the performance of the following twelve functions:

- a. Personal: expressing one's thoughts, feelings, opinions, and convictions.
- b. Descriptive: characterizing an actual or hypothetical person or object.
- c. Narrative: the art of composing and narrating stories or events in a chronological order.
- d. Instructive: delivering guidelines or instructions meant to result in a certain result.
- e. Questioning: Ask questions to obtain data.
- f. Comparative: making judgments about two or more items, persons, concepts, or viewpoints by comparing them.

- g. Imaginative: the ability to convey ideas about people, places, things, and occasions in the mind.
- h. Predictive - predicting potential future events.
- i. Interpretive: investigating interpretations, speculating on conclusions, and taking into account deductions.
- j. Persuasive: able to change attitudes, viewpoints, or opinions of others while influencing behavior.
- k. Explanatory: clarifying, substantiating, and justifying concepts and viewpoints.
- l. Informative: providing knowledge to others.

The importance of 3/10 speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. Undoubtedly, the clarity in speech reflects clear thinking. According to Kadamovna (2021) says An effective speaker can gain the attention of the audience and hold it till the completion of his message. The language learner or the student who has good speaking skills can support their successful career. With speaking skills, students can actively participate in class, interact with teachers and classmates, and deepen their understanding of language. During school and beyond the academic environment, good speaking skills also open doors to a wider range of educational and career opportunities in the future.

### 3. Types of Speaking

There are general types of speaking, according to Brown (2004:141) stating that the types of speaking are as follows:

a. Imitation

This process is where a person can imitate a word or sentence that he may hear. This can be analogous to a parrot that can imitate the words it hears.

b. Intensive

This relates to a person's ability to focus on grammatical points, phrasing, lexical or phonological.

c. Responsive

A type of oral communication that gives a brief and direct response to a question or statement posed by another person. such as someone answering an interview question or a short conversation.

d. Transactional

A type of oral communication that focuses on information exchange, such as when someone orders food in restaurant, transacts at the bank, or asks for directions.

e. Interpersonal

Communication or dialog that aims to keep or maintain social relationship

f. Extensive (monologue)

The ability to speak extensively or communicate that needs deeper understanding, such as debates, short speeches, and presentations.

#### **4. The Aspects of Speaking Skill**

Aspects of speaking include a variety of important elements that make a person's speaking skills. From clarity in message delivery to the ability to build a strong connection with the listener, aspect of speaking is a key foundation in communication. The description is as follows according to Brown (2001: 406-407):

a. Fluency

The ability to speak fluently and without inhibition, including speed in speaking and skill to arrange words spontaneously

b. Comperhension

The ability of a learner to understand all that is spoken to them is known as comprehension.

c. Grammar

The correct approach to arrange words in a phrase is through grammar. It is important that the speaker be proficient in grammar in order to arrange words and speak English fluently.

d. Vocabulary

The foundation of any language is its vocabulary. Because we are unable to communicate without words in our heads, vocabulary is the selection of words that people employ in conversation.

e. Pronunciation

Language's most crucial component is pronunciation. As a result, it is imperative that the students pronounce words well because this will make their speech intelligible.

## **5. Micro and Macro Speaking Skills**

Based on expert opinion, Brown (2004: 142-143), states that speaking skills are divided into two, namely macro skills and micro skills. Micro speaking skills refer to the small elements or specific details of speaking that make up the overall speaking skill. It involves technical skills and details that support the ability to speak effectively. Meanwhile, Macro speaking skills refer to overall or big picture speaking ability. It includes broader aspects of oral communication and focuses on how one conveys a message effectively in a larger context.

### **a. Aspects of Micro Speaking Skills:**

- 1) Pronunciation: The ability to pronounce words correctly.
- 2) Intonation and Expression: Use of tone of voice and facial expressions to support the message.
- 3) Speaking Speed: The ability to speak at an appropriate pace and not too fast or slow.
- 4) Use of Vocabulary: Correct word choice and appropriate use of language.
- 5) Grammar and Sentence Structure: Correct use of grammar and sentence structure.

### **b. Aspects of Macro Speaking Skills:**

- 1) Structure and Organization: The ability to organize ideas in a logical and structured manner in a speech or presentation.
- 2) Clarity of Message: The ability to convey the main message clearly and effectively.
- 3) Content Connectedness: The ability to make connections between different parts of a conversation or speech.
- 4) Audience Satisfaction: The ability to influence or delight the audience through the delivery of the message.

## **B. Learning Media**

### **1. Definition of Learning Media**

According to Lubis et al., (2023) said media comes from the Latin word "medius" which literally means middle, intro or middle. In Arabic "wasa'il" means "wasail" and the plural "wasila" is a synonym for al wasat which means center, because it is located in the middle of side 2, thus introducing or connecting from side 1 to side 2 the other side. Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Miarso, 2009).

Meanwhile, according to Musfiqon (2012), learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. Learning aids can also be understood as methods, approaches and tools used to make communication more effective in the learning process (Arsyad, 2016).

Based on several statements above, the researcher concludes that learning media can be interpreted as a tool, method, or strategy used in the learning process to help students understand the material presented by the teacher. Learning media can be an efficient and effective tool, if used properly during the learning process. The use of learning media is expected to make learning material more quickly accepted by students and attract students' interest in learning.

## **2. Functions of Learning Media**

Quoted from Jennah (2009) in the book of Learning Media, according S.Gerlach and P. Ely explain that the function of media in learning include :

- a. Fixative, it means that the media has the ability to capture, record and then displaying back an object or event. With this ability an object or event can be captured, recorded, filmed, then the results can be saved and when needed can be shown or can be displayed again.
- b. Manipulative, it means that displaying objects or events again with various kinds of manipulation changes as needed, for example objects that can be changed in size from large to small or small objects that can be enlarged, its speed, color and can be repeated as well as their presentation, so that everything can be arranged to be brought into the classroom.
- c. Distributive, it means that using the media can reach a wider target or the media can reach a large audience in one presentation simultaneously. Such as on television, radio, and newspaper.



In addition, Derek Rowntree in Jennah (2009: 20) explain that the functions of media in learning, include:

- 1) Can generate students motivation in receiving messages
- 2) Elicit student responses in response to the stimulus in the media. Makes it easier for students to repeat the messages in the media.
- 3) Can give input (faster feedback).
- 4) Can stimulate students to practice.

While, Harry C. Mc. Kown in Jennah (2009: 20) clarify that the functions of media in learning, include:

- 1) Can change the learning situation from theoretical and abstract to more practical and concrete
- 2) Can motivate children to be more active and focuses attention on the object being studied
- 3) Can clarify learning content and arouse curiosity about learning content.

Based on statements above from experts, the researcher conclude if learning media is important for support the learning process. Learning media can increase students' motivation and interest in learning, the material presented by the teacher can be well conceptualized, and can be a tool to develop students' creativity and imagination.

### **3. Criteria and Important Aspects of Choosing Learning Media**

Bukit (2014) in Ramdhani et al., (2015) states that media is essentially one component of the learning system. While, Prof. Ely in Rodhatul (2009:31) suggests that the selection of media should be not be separated from

its context that the media is a component of the learning system as a whole. As a component, media is an important and integral part of the learning process. Therefore, media selection cannot be done arbitrarily. Wina Sanjaya (2008) as quoted by lubis et al., (2023) state some of the criteria to consider of choosing learning media include:

- a. Easy to use. Ease of access and use of media is an important factor in choosing educational tools.
- b. Cost. Utilization of IT technology and devices as a means of learning usually requires a lot of money to buy, maintain and upgrade equipment to keep up with the times.
- c. Facilities available. The teacher must be able to arrange the learning process properly using the available teaching tools.
- d. Interactive environment. A good educational environment is one that can establish two-way or two-way communication between teachers and students.
- e. Organizational support. Organizational support is also important to support and promote optimal learning tools.

From the opinions of the experts above, it can be taken into consideration by teachers in choosing the media used during the learning process. For teachers, the selection of appropriate learning media can help improve teaching effectiveness by presenting material in a more interesting and easy-to-understand manner. This can help teachers maintain students'

interest and attention, and facilitate a more interactive and interesting learning process.

Meanwhile for students, the use of appropriate learning media can enrich the learning experience by presenting content visually and interactively. This can help students understand the concepts taught better, as well as improve memory and retention of information. In addition, the use of varied learning media can also help cater to students' various learning styles, allowing them to learn in the way that is most effective for them.

### **C. Digital Flashcard**

#### **1. Mobile-Assisted Language Learning (MALL)**

Mobile Assisted Language Learning (MALL) refers to the use of smartphone technology and other mobile devices to facilitate and enhance language learning. According to Chinnary (2006) in Wahjuningsih (2018) any learning in education conducted through portable media is called as MALL. Furthermore, according to Kukulska-Hulme & Shield (2008) mobile learning is referred to as a learning process that can be carried out anywhere and anytime by using mobile devices. This comes as technology allows easy access to learning apps, reading materials, interactive exercises and other educational resources through devices which is almost everyone owns, such as smartphones, tablets, and laptop.

In addition, according to Gallardo-echenique (2015) mobile devices can be used both inside and outside in teaching-learning process, thus helping students develop their digital competencies. Because one of the key skills that

must be mastered to succeed in the 21<sup>st</sup> century education system is to be able to use mobile learning properly. In an attempt to develop more dynamic learning, educators can use technology to increase Generation Z engagement through the integration of digital tools, especially the utilization of apps for mobile devices. This is caused by the fact that cell phone is one of the most popular digital devices to be employed in the daily lives of Gen Z (Ozkan & Solmaz, 2015). Several studies on MALL, shows that the development of mobile technologies and their applications can be used in the teaching and learning process, has shown to be advantageous and successful for language learning.

## **2. Definition of Digital Flashcard**

According to Utami et al., (2021) Flashcard media is one of the media resulting from print technology. Chatib (2011) in Utami et al., (2021) revealed that flashcards are cards that contain images or writings related to the concept. While Arsyad (2011: 119-120) in Utami et al., (2021) flashcards are small cards that contain images, text, or symbols that remind or direct students to something related to the image. In other words, flashcard is cards that contain pictures, text, or symbols related to concepts and are used to facilitate the learning process.

Digital-based flashcards are one of the learning media developments that utilize technology so that the use is currently more effective and efficient. Along with the development of technology, some researchers have found that digital flashcards are very helpful in language learning. Many researchers

change paper-based flashcards into digital flashcards. According to Colbran et al. (2015), digital flashcards are flashcards that have spaced repetition, data analysis, and multimedia systems to increase memory storage by timing repetitive access to the card. The use of paper-based flashcards can be developed with the use of technology that will help students to improve their speaking skills.

While, Alnajjar M. & Brick B. (2022) revealed that digital flashcards are used by students to recall word meanings from memory, when a second language word is presented on one side of the flashcard. In addition, Yowaboot and Sukying (2022) defined digital flashcards as computer-based system flashcards designed for electronics and projectors. The researchers also explained that programs such as PowerPoint and other applications can be used to create this type of card.

Based on the definition from experts above, it can be concluded that digital flashcard is cards are available in digital form, usually in an application or online platform. With digital flashcards, students can get access to a variety of subject matter or specific topics, allowing them to learn independently and repeatedly as needed.

### **3. *Quizlet* Application**

Wright (2016) says, *Quizlet* is an application or website for making and learning flashcards online that works with computers and smartphones. While, (Dizon, 2016) defines that *Quizlet* is one of the most popular flashcard systems accessible. (Mullen, 2019) clarify that *Quizlet* was first made

available to the public in January 2007 after being developed in October 2005 by Andrew Sutherland, he is 15 year old students.

In addition, (Kolodny, 2016) clarify in In order to develop its digital study tools and expand globally, *Quizlet* reported in 2015 that it had raised \$12 million from Union Square Ventures, Costanoa Venture Capital, Altos Ventures, and Owl Ventures. And *Quizlet* published a redesign in August 2016 and hired Matt Glotzbach as CEO in May 2016. In December 2021, *Quizlet* has over 60 million active users and has over 500 million flashcard sets that have been created by users (Woods, 2023).

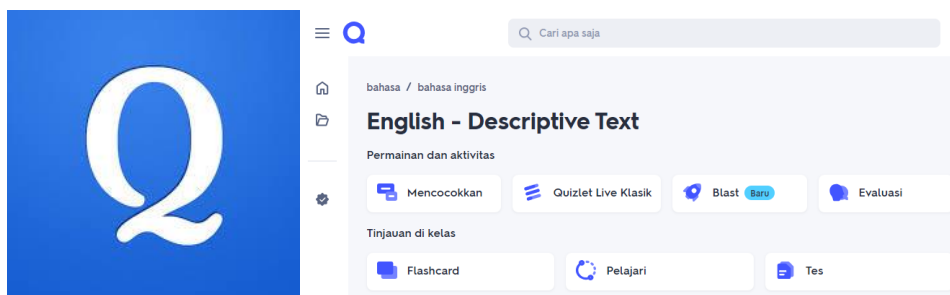
In other words, *Quizlet* is an application or website was founded by Andrew Sutherland in October 2005, that has a flashcard system or digital flashcard that can be used online or offline on electronic devices like smartphones, computers, or tablets to assist students in learning. The *Quizlet* Apps' explanation of the various learning styles, that is used by the researcher, is adopted by Setiawan and Wiedarti (2020). The feature of flashcard in *Quizlet* apps, can see in appendix 4.

**Table 2.1 Features of *Quizlet* Application**

Features	Description	Website	Mobile Apps
Flashcard	Digital flashcards show terms or new vocabulary that can be flipped by touching the screen to explain the image, term or definition	Available	Available
Learn	This feature can help students to evaluate their abilities. Students can choose the type of question, multiple choice or write the correct answer. Questions provided from easy to difficult.	Available	Available
Match	In this game, students are asked to match words, terms, or pictures in limited time. Students who are fast in completing the task, then they have a chance to become the champion.	Available	Available

Test	The test consists of four types of questions: multiple choice, matching, written, true or false. Questions are displayed based on the student's lesson material	Available	Available
Classic Live	To play this feature, 4 or more students must connect to www.quizlet.live and students are required to enter a unique code. Next, the students in each group must use their computers to answer multiple choice questions based on the set of subject matter. Since the answers are randomly scattered among the devices, they must work together to find the correct answers. The winner is the first team to complete the game.	Available	Non available
Evaluation	In this feature, there are 2 types of individual games. The first is a match the picture with the term or word session - the second, students can rewrite the term or word from the picture displayed. The student who gets the most correct will be the champion.	Available	Non available

**Figure 2.1 Quizlet Application**



#### 4. The Advantages and Disadvantages of *Quizlet*

According to Blackwell R. & Kane J.(2014) state, there are advantages and disadvantages of *Quizlet* include :

a.) Advantages of using *Quizlet*

1. This application is educative, free, simple
2. Students can study on *Quizlet* according to subjects
3. Students can access easily on various electronic devices, such as smartphones, computers or tablets.

4. Teachers can ask students to collaborate and create teamwork in the classroom.
5. Students can choose the language they want, because the courses are offered and taught in multiple languages.

b.) Disadvantages of using *Quizlet*

1. To use *Quizlet*, the user's device must be connected to the internet
2. For classes on *Quizlet*, teachers can only be accessed through the website
3. There are some features that are paid

## 5. Digital Flashcard versus Paper Flashcard

From the results of research conducted by Dizon and Tang (2017) entitled “Comparing the efficacy of digital flashcards versus paper flashcards to improve receptive and productive L2 vocabulary”, it shows that the group of students who like digital flashcards is more than the group of students who use paper flashcards. The findings indicate, that students enjoy using digital flashcards and will probably not use paper flashcards again.

In another study, Azabdaftari and Mozaheb (2012) also investigated the use of DFs (Digital flashcard) by students speaking English as a second language (L2) at a university in Iran. To learn the target vocabulary, participants in the experimental group used a combination of DFs via phone, SMS, and Internet, while participants in the control group used PFs (Paper flashcard). From the post-test results in this study, the use of Dfs and mobile learning had a positive impact on students than vocabulary learning using



PFs. This study, shows that DFs can improve students' short-term recall of L2 vocabulary, and can support students' future recall better than paper materials such as PFs and notebooks.

According to Amira (2023), Digital flashcards and paper flashcards are media used in the learning process. However, their formats, features and advantages or benefits are different. Below, a comparison of the two of them:

**Table 2.2 DFs (Digital Flashcard) vs PFs (Paper Flashcard)**

<b>DFs (Digital Flashcard)</b>	
Format	DFs (Digital flashcard) are generally accessed through apps, website, or software programs and can be developed and used on electronic devices via smartphones, tablets, or computers.
Features	<ol style="list-style-type: none"> <li>1. Portability : As long as you bring electronic device, you can access or use digital flashcards.</li> <li>2. Multimedia : Users can input video, audio or images into flashcards, making learning more interesting and improving the learning experience.</li> <li>3. Synchronization : There are several digital flash card apps, which allow users to synchronize cards on multiple devices, to keep them consistent and safe to use.</li> <li>4. Progress Tracking : DFs (Digital flashcard) app displays several times a statistical overview of which cards are reviewed more frequently and how you use the app.</li> </ol>
Benefits	<ol style="list-style-type: none"> <li>1. Convenience and ability to learn anywhere and anytime</li> <li>2. Adaptive learning, which helps identify which cards require additional review by using features like spaced repetition.</li> <li>3. Using multimedia to enhance the diversity of learning opportunities.</li> <li>4. Users can easily access a variety of online flashcards created by other users.</li> </ol>
<b>PFs (Paper Flashcard)</b>	
Format	Paper Flashcard is sheets of paper used as learning aids to record important information in a form that is easy to remember and study, often used in educational and self-study contexts.
Features	<ol style="list-style-type: none"> <li>1. Tactile learning : Students can hold and use flashcards by involving various Senses</li> <li>2. No Distractions: Physical flashcards are free of digital distractions such as notifications, signal problems or something else, in contrast to digital devices.</li> <li>3. No Dependency on Technology: Using physical flashcards doesn't require the usage of electronics or a network connection.</li> </ol>

	4. Personalization: Making your own tangible flashcards might be a more interactive approach that works well for some students.
Benefits	<ol style="list-style-type: none"> <li>1. For certain people, tactile engagement can improve memory and learning.</li> <li>2. No dependency on technology or possible distractions from it.</li> <li>3. It might be an effective tool for brief review sessions for students and teachers.</li> </ol>

#### D. Previous Study

The first research was conducted by Tifalia Nur Amira (2023), entitled “Using Digital Flashcards as Media in Teaching to Improve Students’ Vocabulary Achievement”. The purpose of this study is to find out whether the use of digital flashcards can improve students’ speaking skills. The design of this study is a quantitative approach with a pre-experiment by applying one group pre-test and one group post-test. The sample of this study was the 7<sup>th</sup> students from SMP IT Daarul ‘Ilmi Bandar Lampung consisted of 24 students. In this study, the researchers conducted with five meetings and three meetings for treatment. According to this study, the researcher shows that the t-value is higher than t-table ( $9.922 > 2.069$ ). From the results, it can be concluded that digital flashcards as media is an effective to improve students’ vocabulary achievement.

The second research was conducted by Muhammad Fajar Awalludin (2022), entitled “The Effectiveness of Using Flashcard to Improve Students Speaking Skill of 6<sup>th</sup> Grade of SD Unggulan 20 Sumuraram”. The objective of this study is to find out whether there is a significant improvement on students’ speaking skill using flashcards and this study focuses on dealing students’ speaking problems such as students’ difficulty in pronouncing English words and students’ difficulty in understanding a word. The design of this study is a quasi-

experiment with pre-test and post-test was implemented. The researcher shows in this study, that Sig. (2-tailed) the score was 0.000 based on the criteria, indicating that the significance score of the t-test was less than 5% ( $0.000 < 0.05$ ). The findings of this study indicated that the use of flashcards can improve students' speaking skill.

The third research was conducted by Hasrah (2021), entitled "Improving Student's Speaking Skills Through Flashcard Games for Beginner Learners at Desa Libukang Kec. Kamanre Kab. Luwu". The purpose of this study was to find out whether the use flashcard can improve students' speaking skills for beginner learners. This study is applied a pre-experimental design with one group pre-test and post-test. The sample of this study consisted of twelve tenth-grade students from various high schools in Desa Libukang Kec. Kamanre Kab. Luwu was classified as a beginner learner, with an age range of 15–16 years. Then, SPSS 20 was used to compute and analyze the test. This study showed that using flashcard games to help beginning learners enhance their speaking abilities.

The fourth study, "The Effectiveness of Using Quizlet Application as Digial Flashcard on the Eleventh Grade Students' Motivation in Learning Vocabulary," was carried out by Alvi Masruriyatun Ni'mah (2023). This study aimed to determine how the Quizlet application, a digital flashcard, affected the eleventh grade students' motivation to acquire language. Using a quasi-experimental methodology, the study involved two courses and one researcher. For instruction, the experimental class used the Quizlet program, whereas the

control group followed the traditional textbook and reading methods. Participants in this study were the eleventh-grade students at MAN 2 Banyuwangi in the academic year 2022–2023, who were chosen based on recommendations from their teachers. Based on the research findings, the Independent Sample t-test calculation indicates that the significance level (2-tailed) was  $0.001 < 0.05$ . This indicates that ( $H_a$ ) is approved while ( $H_0$ ) is refused. It can be concluded that students' motivation to study vocabulary was impacted by the Quizlet application.

These previous studies relate with the research conducted by researchers entitled “The Effect of Digital Flashcards as Learning Media to Improve the Students’ Speaking Skill”. So, these studies can be used as a reference in the preparation of this research.

There are differences between this study and the previous study. The first is research variables are different from the previous study. The second is the difference in the location of the place studied, namely SMKN 1 Ngasem Kediri, the sample used in this study is 10<sup>th</sup> grade learners who have learned speaking skills. The third is different research design, in the previous study researcher use pre-experimental and this study use quasi-experimental design. And the last is the result of this research is different from the previous study.