

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the authors review relevant theories and literature to theoretically understand and answer the research questions. This chapter covers several important aspects of the study, including methods of teaching speaking skills and the role of teachers in collaborative learning. To provide a comprehensive theory, previous research relevant to this study is also discussed.

A. Speaking Skill in English Language Learning

1. Definition of speaking skill

Speaking skill aim to express ideas, opinions, or feelings verbally. It involves using spoken language to communicate effectively in a variety of formal and informal settings. According to Gaffar et al. (2025), speaking skills in English are a person's ability to convey their wishes and thoughts to anyone verbally using English. This ability includes the ability to form words and sentences correctly and to convey information clearly and understandably. Speaking also includes the ability to emphasize the message through appropriate intonation, facial expressions, and gestures. This ability is essential to the learning process as it helps students express their ideas, participate in discussions, and build a better understanding through verbal interactions. In an educational context, the development of speaking skills includes not only the linguistic aspects but also the social and emotional aspects.

2. Key components of speaking

Speaking skills are important in everyday communication. This research has five components of speaking skills: comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Comprehension refers to the ability of students to process and understand the meaning of what they say as well as the meaning of the responses they receive. Students who can process and understand the meaning of the utterance well have fulfilled the comprehension aspect of the communication process. This shows that they not only hear or repeat the utterance but also deeply understand the message conveyed.

b. Grammar

Grammar is a collection of sentence forms that pupils need to learn. One of the elements that is crucial to English is grammar. Student speech became appropriate and flawless through mastery of proper grammar, which influenced the right sentence construction. At this point, students were able to use the grammatical components of speaking abilities to construct sentences with a proper structure.

c. Vocabulary

To communicate effectively, students must be able to use a large vocabulary and comprehend its meaning. Lack of

vocabulary made it difficult for students to express themselves verbally. Additionally, the ability to use appropriate diction in everyday interactions and greetings demonstrates that students have met a significant speaking skill requirement. “Vocabulary is characterized as an assortment of words from a language used in various aspects of skills such as reading, speaking, writing, and listening”. According to Rahmah, A. (2024), a variety of words from a language that are utilized in several areas of skills, including speaking, writing, listening, and reading, are referred to as vocabulary. Therefore, to enhance their speaking abilities and communicate more effectively and confidently, students should concentrate on expanding their vocabulary.

d. Pronunciation

Students' speech clarity is impacted by pronunciation, which is a crucial component of communication. For the interlocutor to understand the meaning being given, words must be pronounced with simplicity and clarity. According to Rahmania and Mandasari (2021), students could find it challenging to pronounce English words correctly. This is because Indonesian and English phonetic traits differ from one another. Therefore, to establish clear and efficient communication, students' pronunciation must be improved.

e. Fluency

The ability to speak without many pauses or hesitations is known as fluency. One of the key components of speaking abilities that demonstrates how well a person can communicate ideas on the fly is fluency. A person is said to have a high level of fluency when they can communicate at an appropriate pace while using occasional pauses such as "hmm" or "eh." This allows him to deliver a message without being interrupted. Winata et al. (2024) claim that pupils who talk effectively can use language effectively and communicate themselves. Humans always need to communicate to express their views in all they do. Thus, improving fluency involves not just speaking quickly but also being able to convey messages clearly and effectively.

3. Students' obstacles in speaking skill

Previous research shows that junior high school students often face various obstacles in improving their English-speaking skill, as described (Jaelani & Zabidi, 2020). Students' psychological barriers, such as nervousness, self-confidence, and fear of making mistakes, can prevent students from speaking in front of their peers. In addition, linguistic barriers, such as inappropriate pronunciation, limited vocabulary, and incorrect grammar, also hinder students in communicating effectively and fluently (Merchan Castro & Panchana Posligua, 2024). Problems like these are still often

encountered in the classroom. This issue is still present in the classroom since some students participate more actively than others, and speaking assignments are not well-prepared. Because of cultural and environmental factors like mother tongue structures, students would rather converse in their mother tongue than practice speaking English. Teachers are urged to overcome these obstacles by fostering a positive learning atmosphere, offering a range of speaking opportunities, promoting regular practice, and leveraging the newest instructional strategies and interactive exercises to improve student engagement and skill development.

B. Teaching Strategies in Speaking Skill

In this part, there are two points that were explained, namely definitions and types.

1. Definition of Teaching Strategies

The different tools and methods teachers employ to promote students' learning and achievement are known as teaching strategies. These tactics include classroom management to create a positive learning environment and instructional learning approaches like project-based learning and problem-based learning. It also contains strategies for promoting involvement, assessments to gauge pupils' comprehension, and tools to stimulate original thought. In general, professional teaching relates to instructional strategies paired with a certain comprehension. Teaching strategies are components that teachers give students to help them better understand the subject matter, according to

Franzoni and Assar in Andjani et al. (2024). Regarding to Orlich Maryanti et al. (2025), claims that effective teaching strategies involve thorough planning and specific goals. Furthermore, a teaching strategy is a person's lesson plan that includes student activities, teacher explanations and information, as well as the utilization of independent and measurable teaching resources. Teaching and learning outcomes are significantly impacted by speaking teaching strategies. Teachers can employ a range of instructional strategies during the learning process. Furthermore, the strategies employed have to be optimal for the student.

2. Types of Classroom Speaking Performance

According to H. Douglas Brown (2007, pp. 271–274), teachers might employ the following six types of classroom speaking performances to develop speaking skill:

a. Imitative

The ability of children to mimic words, phrases, or sentences is known as imitative speaking. Instead of emphasizing meaningful communication, this exercise concentrates on honing language form, intonation, and pronunciation. At this point, pupils mimic the instructor or audio model by acting as a “human tape recorder” (Brown, 2007, p. 271).

b. Intensive

The purpose of intensive speaking is to practice particular

language skills, including pronunciation or grammatical constructions. This exercise could involve rehearsing dialogues, reading aloud, or finishing phrases. The goal is to increase pupils' speaking correctness (Brown, 2007, p. 27).

c. Responsive

Short responses to queries or remarks from the instructor or other pupils are a component of responsive speaking. Although this style of speech typically doesn't lead to lengthy discussions, it does assist students in responding intelligently during class interactions.

d. Transactional (Dialogue)

Specific information is exchanged through transactional speech. Students use communication to clearly convey messages in this assignment. Discussions, interviews, and group projects frequently employ this kind (Brown, 2007, p. 273–274).

e. Interpersonal (Dialogue)

Social interactions are maintained through interpersonal discourse. Speaking in this way emphasizes social engagement above information sharing. Conversations like greetings, chit-chat, and informal discussions are included (Brown 2007, p. 274).

f. Extensive (Monologue)

Longer speaking exercises, including speeches, stories, and presentations, are referred to as extensive speaking. Students communicate their ideas more formally and with more words in this task (Brown, 2007,p.274).

C. Teaching Approach in Speaking Skill

Teaching speaking includes understanding and classroom interaction. The use of the chosen approach to teaching speaking significantly affects students' engagement, confidence, and communication skills. While there are many approaches commonly used in teaching speaking, my focus is on collaborative learning.

1. Definition and Types of Teaching Approach

The broad theory and views about how language is learned and how it should be taught are referred to as teaching approaches. It offers the framework for choosing instructional strategies and tactics to be employed in the classroom. As stated by Douglas Brown (1987) Teaching is based on values. An approach is a theoretical viewpoint on language acquisition that shapes classroom activities, interaction styles, and the role of the instructor. This indicates that a strategy helps educators create and carry out successful lesson plans.

There are several types of teaching approaches used in language teaching. Harmer (2007, p.62) explained that teaching can be categorized into a teacher-centered approach and a student-centered approach. In a teacher-centered approach, the teacher plays a dominant role in the classroom. Meanwhile, in a student-centered approach, students actively participate in the learning process. One of the important student-centered approaches is Communicative Language Teaching, which focuses on communication and interaction (Brown, 2007, p.49). In line with this, the Collaborative Learning

Approach emphasizes group work and cooperation among students to improve their speaking skills (Harmer, 2007, p.166).

D. Collaborative Learning Approach

According to Brown (2007, p. 52), the Collaborative Approach is a learning situation where students work together to achieve the same learning objectives. This approach emphasizes interaction, mutual assistance, and shared responsibility in the learning process. That approach helps students learn important interpersonal skills such as communication, teamwork, and leadership. In addition, Collaborative approach can improve critical thinking, student engagement, and academic achievement. Students can build confidence, overcome difficulties, and gain support from each other by working together. This is especially true for students learning to speak a foreign language.

Collaborative approach comprises several key elements that support group learning activities, according to Gillies (2020), who adapted ideas from Johnson and Johnson (1990). These components ensure that students not only work together but also interact well with each other. This ensures that academic and social development can be achieved in a balanced manner. Positive interdependence, individual accountability, promotive interaction, social skills, and group processing are the five main components of collaborative learning.

1. Teachers' Role in Collaborative Approach

At the junior high school level, teachers are responsible for

the implementation of learning. Teachers help facilitate a learning environment that encourages students to interact and work together in collaborative learning. According to Al-Jarf (2024), teachers encourage students to work together in solving problems and sharing ideas. In addition, according to Mena-guacas (2023), teachers should create a supportive learning environment where students can cooperate and share. A lot of scientific evidence showed that this educational method is effective in improving students' English proficiency across their diversity.

2. Techniques that can be used in collaborative Approaches

A variety of interactive approaches, including role-playing, jigsaw puzzles, knowledge gap assignments, problem-solving exercises, and group conversations, can be used to apply collaborative approaches. These strategies assist the development of speaking abilities by promoting meaningful engagement and requiring students to actively participate in knowledge construction together (Brown, 2007). According to Raihan and Zaki (2023), this approach has the potential to improve students' speaking skills as it requires a deep understanding of the subject and the ability to communicate it. Group Research also allowed students to participate in collaborative research and present the results in front of the class.

E. Teacher Strategy in Teaching Speaking Skill using Collaborative Approach

In this part, there are five points that were explained, namely Definition, types, Teacher Implementation, Component, and challenges.

1. Definition Teacher Strategy

Teacher strategy is a plan of steps that teachers take to prepare for teaching, which refers to methods, approaches, techniques, or actions that are planned and carried out deliberately by educators to facilitate effective learning and teaching processes (Brown, 2007). This includes how teachers convey information, organize classroom activities, facilitate discussions, provide feedback, and adapt learning to students' needs.

Meanwhile, according to Situmorang (2021), teacher's strategy is a plan or method used by teachers to help students achieve learning objectives. Teaching is a process carried out by teachers to support student learning by providing knowledge and sharing experiences. This is related to the student's learning process in learning for himself. The purpose of teaching is to provide students with knowledge so they can understand what has been stated accurately and precisely. Teaching strategy is the teacher's action in carrying out the teaching plan, meaning the teacher's effort to use several teaching variables to influence students to achieve the goals that have been set.

2. Types Of Teaching Strategy

The researcher finds that the teacher used 4 strategies in teaching speaking, namely drill, simulation, role play, and group discussion.

a. Drill Strategy

A drill strategy is a teaching method that makes use of regular repetition to help pupils understand and become more proficient in a subject. According to Charles Fries (1945) and Robert Lado (1970), this drilling technique mimics and repeats words, phrases, and entire sentences to enhance pronunciation. Students can work on their speaking abilities, especially their pronunciation, with this repetition.

The drill strategy helps students repeat material and improve their learning outcomes, per a study by R. Luthfiani (2021). This implies that it can be used to improve students' abilities in a range of occupations. Recent research indicates that the drill method not only improves learning outcomes but also increases student motivation. According to D. Cahyaningrum's (2019) research, for example, the drill method may increase student engagement and reinforce their understanding of the material in Indonesian classrooms. Using drill techniques well can make instruction more engaging and dynamic while also assisting students in reaching greater comprehension levels.

b. Simulation Strategy

Simulations are similar to role-plays, but what makes simulations different than role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a teacher, she brings a book and a ruler to teach, and so on. Analysis can provide a dynamic approach to problem-solving and decision-making, and simulations have become increasingly popular in many disciplines, particularly education. Simulations can enhance critical thinking and student involvement, according to recent studies. For instance, studies have demonstrated that simulation-based learning techniques, like role-playing and scenario-based exercises, enhance students' comprehension of difficult ideas and their capacity to apply what they have learned to actual circumstances (Rashwan, 2023).

In addition to promoting active engagement, these tactics enabled the exploration of many outcomes within an academic setting. Role plays and simulations had many advantages. First, they motivated the student. Second, they increased the self-confidence of students. Because of role plays and simulation activities, they had different roles and did not have to speak for themselves, which meant they did not have to take the same responsibility.

c. Role-play Strategy

Role-playing in the classroom can be an excellent way to engage students. A well-designed simulation or role play can emphasize the real world and require students to engage deeply in a topic. Byrne (1986) and Harmer n.d (2007) describe that role-playing is a teaching strategy that allows students to engage with topics in a way they cannot with traditional approaches. The students can act out new situations, such as negotiating a purchase, solving a problem, etc. To help students learn important speech acts, vocabulary, and grammatical structures, role play is a great way. Playing a role and representing in action are some of the definitions given by Martin, K. C. (2021). Students practice active speaking and role- playing. They practice speaking professionally. Under certain conditions, a classroom environment can be created. Since they participate in active roles, the students enjoy their learning.

d. Group Discussion Strategy

Students should also interact with each other, not just intellectually interact with their teacher; discussions are an excellent way to engage students in thinking and analyzing, or defending one side of an issue. Collaborative Learning is the basis of group discussion strategies. Discussions allow students to speak actively, respect others' opinions, and learn to think

critically (Johnson & Johnson,1999). Group discussions encourage responsibility, social interaction, and positive interdependence. However, it is sometimes difficult to create a good conversation. The discussion strategy has advantages and disadvantages,

- 1) Advantages: Students who are active in class become more responsible, confident, and open, and can complete tasks.
- 2) Disadvantages: This strategy requires more time to prepare students so that they can explore themselves in class.

Previously, the discussion was mentioned as one of the activities that can improve communication. There are many strategies and links to the development of students' communication skills through teachers' teaching strategies. Syukri et al (2021) stated that discussions can not only improve communication skills but can also improve learning, such as critical and cooperative thinking. Therefore, class discussion is a suitable approach to fostering interaction and creating an environment where everyone can speak freely, thereby improving their speaking ability. Buehl, D (2023) states that there are three main reasons for using discussion as a classroom strategy. First, discussion not only increases verbal interaction between teachers and students but also increases interaction between students and

teachers. Furthermore, discussion not only encourages interaction but also promotes meaningful learning through the content, skills, attitudes, or processes being developed in the classroom.

3. Teacher implementation using a collaborative Approach

During this collaborative implementation stage, there are several learning processes. In the book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, H. Douglas Brown states that language teaching usually consists of three main stages: pre-teaching, whilst-teaching, and post-teaching. These three stages form a systematic framework that helps teachers plan, implement, and evaluate learning. Thus, Jeremy Harmer (2007) states that learning activities consist of the steps Engage, Study, and Activate. These steps are intended to increase student readiness, carry out core activities, and give students the opportunity to use language actively. In addition, Jack C. Richards (2008) states that preparation, practice, and feedback are components of speaking instruction. This showed that the process of teaching speaking is a series of organized activities that include preparation, implementation, and evaluation of learning.

a. Pre-teaching

To prepare students for core learning activities, a pre-teaching stage is conducted. At this stage, teachers act as advocates and knowledge providers. Teachers usually greet students, conduct apperception, provide motivation, and

explain the lesson objectives. These activities are very important for fostering students' interest and readiness to learn. Teachers also prepare the materials and media to be used in speaking activities, such as pictures, texts, or videos related to the lesson material. This preparation helps students understand the context of learning and makes speaking activities easier for them. Brown (2007) stated that the opening stage of learning is very important for creating a conducive learning atmosphere and mentally preparing students to participate in learning activities. Harmer (2007) also agrees, stating that the purpose of the initial stage of learning is to attract students' attention and increase their involvement in the learning process.

b. Whilst- teaching

In the core stage of the learning process, the main speaking activities are carried out at this stage. Teachers act as facilitators, supervisors, and providers of assistance to help students during the learning process. Teachers also provide opportunities for students to participate in various collaborative activities to improve their speaking skill. Teachers divide students into groups or pairs and then give them speaking tasks to complete together in a cooperative learning approach. In addition, teachers monitor student activities and assist when needed.

At this stage, teachers not only provide information but

also help students learn to communicate through interaction. According to Brown (2007). Discussion, role-play, group work, and pair work are some activities that can be used in collaborative speaking. Students have the opportunity to practice speaking directly with their friends through these activities. According to Richards (2008), practice activities are very important in language teaching because they provide opportunities for students to use the language directly and improve their communication skill. In addition, students can increase their confidence in speaking through activities where they work together.

c. Post -Teaching

Post-teaching is the final stage, where teachers assess and reflect on learning activities. Teachers do this to assess student performance, evaluate learning activities, and help students understand their language strengths and weaknesses. Teachers can also encourage and help students speak better in subsequent meetings. Brown (2007) stated that evaluation and feedback are an important part of language learning because they can help students improve their skills gradually. Richards (2008) also supports this idea, that evaluation is an important part of language teaching because it helped students understand how their skills are developing.

4. Component of teaching activity

In the book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, H. Douglas Brown (2007) states that effective learning activities consist of five main components: objectives, goals, materials, procedures, and evaluation. General objectives are the main goals in learning, while specific objectives are more specific and can be measured based on the expected outcomes for students. In addition, materials and equipment include learning materials and media such as books, photos, and audiovisual media that help students learn. Next are procedures, which are the stages or steps of learning activities that help teachers manage learning systematically. The final stage is evaluation, which is the assessment process used to determine the extent to which students have achieved the learning objectives and as a basis for teachers to provide criticism and improvements in subsequent learning.

5. Challenges in Teaching Using Collaborative Approach

There are many challenges when implementing collaborative learning strategies to improve students' speaking skills in junior high school. Teaching EFL students speaking skills in English presents many complex challenges for teachers (Gillies 2022). According to research conducted by Brown (2007), such difficulties stem from various interrelated internal and external components, which contribute to the quality of learning.

a. Classroom Management

Classroom management is an important component of speaking instruction because it affects how effectively learning takes place. Teachers must create a supportive and well-organized classroom environment to encourage students to participate actively. However, teachers often find it difficult to control the class, especially during interactive speaking activities. Learning can be less effective if there is noise, a lack of focus, or uneven participation. In addition, maintaining student attention simultaneously, managing group work, and managing time can also be problems. Therefore, to ensure that speaking activities run well and all students are actively involved, teachers must use the right classroom management approach.

b. The lack of Student Motivation

Passive students are also a big problem in speaking instruction. Some students are reluctant to speak because they lack confidence, afraid of making mistakes, or do not have a large vocabulary. Due to these conditions, teachers face the challenge of creating an interactive classroom atmosphere. If students do not speak during discussions or group work, the communicative learning objectives would not be achieved. Therefore, teachers must build students'

confidence through encouragement, supportive feedback, and organized activities.

c. The Use of Mother Tongue

Excessive use of the mother tongue in speaking classes is also a problem. Although the use of the mother tongue can help students understand the lesson, excessive dependence can reduce students' exposure to the target language. When students talk about assignments, they often use their mother tongue again, especially when participating in group activities. Their opportunities to actively practice English are limited by this habit. Therefore, teachers must establish clear language rules and consistently encourage students to use English in class.

d. Student Dominance

One of the problems in this challenge is student dominance during speaking activities. Some students dominate discussions during collaborative learning because they are more confident or have better speaking skills. As a result, other students do not have the same opportunity to express their ideas. This imbalance can lead to uneven participation among less active students and prevent them from developing their speaking skills. Therefore, to ensure that all students are equally involved, teachers must regulate speaking turns and assign clear roles in group work.

e. Difficulty in Monitoring Student

In addition, it can be challenging for teachers to monitor students during collaborative activities. It is difficult to supervise multiple groups simultaneously during group discussions, especially in large classes. Some students may not focus on the task or use their native language without the teacher's knowledge. The effectiveness of learning activities can be affected by this lack of monitoring. As a result, to ensure that learning objectives are achieved, teachers must use effective monitoring methods, such as walking around the classroom, giving clear task instructions, and using observation sheets.

F. Previous Study

In this research, the author found research related to this study as follows: The First Study, The research conducted by Ika Fitri Devi with the title “Improving speaking skills through the role-playing method in class VIII students of SMP Negeri 1 Blitar” aims to explain how the role-playing method can improve students' speaking skills. The problem formulations of this study are: 1) How is the implementation of the role-playing method, and 2) How can teachers improve students' speaking skills? This research is descriptive qualitative. The results show that the role-playing technique can improve students' speaking skills, including intonation, pronunciation, and expression. The researchers said that the role-playing technique is very successful. The study said that this method is appropriate for

teachers in the school to use. The researcher made some conclusions about this thesis. They explain that, compared to the previous thesis, this thesis focuses on the use of questioning as a teacher strategy to encourage students to actively participate in classroom activities. On the other hand, it presents six methods for teaching speaking. The purpose of the above strategies is to find out how well students understand English.

The second previous study was conducted by Usriya Tas'adina, entitled "Speaking Teaching Strategy for Grade 7 RSBI Students at SMPN 5 Malang". The purpose of this study is to explain the methods used to teach speaking skills to 7th-grade students of the RSBI (Rintisan Sekolah Bertara Internasional) program at SMPN 5 Malang. This study used a descriptive qualitative approach, and the subjects were two English teachers who taught in grade 7 RSBI. Data were collected through interviews, field notes, and relevant documents. To conclude, the collected data are analyzed. The study find that teachers use six approaches to teach speaking skills: presentation, role play, discussion, interview, cooperation, and game area. The researcher wanted to find out how the application of these strategies can help students understand speaking lessons in the classroom. It is hoped that these strategies help create a fun and interactive learning environment and improve students' speaking skills.

Other researchers, related to the research title, have investigated how effective interactive techniques are in improving junior high school

students' speaking skills. For example, a study conducted by Ira and Baan (2024) examined how interactive learning can help grade VII students at SMP Negeri 1 Denpina improve their speaking skills. The results of this study showed that teachers were able to use interactive learning well, which resulted in a significant improvement in students' speaking skills. Another related study was conducted by Sari (2024), who investigated how cooperative learning models helped grade VII junior high school students speak in front of the class. This research has several similarities with previous studies, especially in terms of focusing on the strategies used by teachers to improve students' speaking skills. For example, the study by Ika Fitri Devi examines how teachers use the role-playing method as a strategy to build students' courage and communication skills in the classroom.

The study emphasized the importance of the teacher's role in choosing the right method so that students can be actively involved in learning. Similarly, a study by Utami and Takdiriyah at SMPN 5 Malang explored six teaching strategies used by teachers in teaching speaking, including presentations, discussions, interviews, group work, and games - all of which demonstrated teacher involvement in designing interactive activities.

However, this research has differences in terms of focus and context. If the previous research tends to explain the types of strategies used by teachers in general, then this research specifically examines teacher strategies in the context of using a collaborative learning

approach to increase students' motivation and speaking ability in class VIII MTsN 9 Kediri. In addition, this study also pays special attention to how these strategies are applied in practice in a madrasah environment, which has characteristics and needs of students that may be different from public schools. So, these studies have mostly focused on eighth-grade students or in different contexts. Therefore, the purpose of this study is to evaluate different approaches that can be used to improve eighth-grade students' speaking skills through collaborative learning.