

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses review of related literature of this thesis. This chapter discusses pertinent ideas and reviews of previous findings.

#### **A. Definition of Speaking**

Speaking can be defined as a complex language skill and involves more than just the ability to pronounce words (Azzahra et al., 2019). Brown (2004) stated that speaking is an active process that involves the production of meaningful sounds to convey messages, where the speaker must consider linguistic and non-linguistic aspects in the communication process. In the context of language learning, Harmer (2001) emphasizes that speaking is a productive skill that requires continuous practice so that students are able to use it spontaneously, fluently and accurately in various communication situations.

Meanwhile, according to Lestari (2021), speaking is a person's ability to express thoughts, feelings, ideas and information verbally to other people. This is one of the basic skills in language which not only involves the ability to pronounce words clearly, but also requires an understanding of context, grammar and appropriate vocabulary. Specifically, speaking in English language learning includes the ability to convey messages effectively by paying attention to aspects such as pronunciation, fluency, appropriate use of language structures (grammar), and selection of relevant vocabulary (vocabulary) (Huda et al., 2024). In practice, speaking is not just about talking a lot, but also about how someone is able to

communicate clearly, structured, and can be understood by the person they are speaking to. Therefore, speaking is an important skill that supports successful communication, both in academic, social and professional contexts (Zakaria et al., 2021).

Thus, the researchers concluded that speaking is a complex ability that involves cognition, social interaction, and overall language mastery to convey and construct meaning in real life.

## **B. Teaching Speaking**

Teaching speaking can generally be interpreted as a learning process designed to help students develop speaking skills in the target language, especially English (Tamala et al, 2021; Pratiwi et al., 2021). The main aim of teaching speaking is to equip students with the skills to convey ideas, respond to interlocutors, and actively participate in various oral communication contexts, both formal and informal (Farizi et al., 2022).

Therefore, teaching speaking requires an interactive and communicative approach so that students can learn naturally and are motivated to speak. Meanwhile, according to Uyun (2021), teaching speaking is an important part of the language learning process which must be directed at real language use. Brown (2001) also explains that teaching speaking must reflect the use of language in everyday life so that students not only know the theory, but are also able to apply it practically.

### **C. Students' Problems in Speaking**

Speaking problems can be defined as the various difficulties students experience when trying to communicate orally in a second or foreign language, especially English (Maji et al., 2022). These problems include lack of self-confidence, limited student understanding, inappropriate use of grammar, incorrect pronunciation, and anxiety when having to speak in front of the class (Dayansyah et al., 2024). Because speaking is a productive skill, students not only need to understand the language, but also be able to use it fluently and appropriately in real situations. Based on research conducted by Jaya et al (2022), students often feel afraid of making mistakes or worried about being ridiculed by friends, so they prefer to remain silent even though they already know the answer. Apart from that, they also have difficulty conveying ideas due to poor understanding and unclear pronunciation (Maji et al., 2022). This can happen because the lack of speaking practice in class or in everyday life also makes it increasingly difficult for students to speak English.

### **D. Descriptive Text**

Descriptive text is a type of text that aims to describe a person, place or object clearly and specifically so that listeners or readers can imagine the described subject. According to Laoli et al. ( 2026 ), descriptive text presents detailed information through organized descriptions and appropriate language use. Similarly, Loka ( 2020 ) states that descriptive text is intended to describe a particular person, place, animal, or thing by explaining the characteristics and features in detail. In speaking activities, descriptive text helps students express

ideas orally by describing people, objects, or places systematically and communicatively.

### **E. Spinning Wheel**

Spinning wheel in the learning context is a visual media in the form of a spinning wheel that is used to increase student involvement interactively in the learning process (Hutami et al., 2024). The spinning wheel usually contains quizzes or challenges on each slice that students must answer during the learning process. In the spinning wheel there are several main components, including the wheel board, pointer and wheel support so that the spinning wheel can rotate smoothly (Maya et al., 2022). This learning media can be used in various class activities such as quizzes and games or even group discussions.

Meanwhile, the spinning wheel is divided into 2 types, namely digital spinning wheel and conventional spinning wheel. A conventional spinning wheel is usually physically made from materials such as cardboard, wood, or plastic, and spun manually by a teacher or student. Meanwhile, the digital spinning wheel is a modern version presented through technological devices and designed using websites such as Wordwall where how to use it is displayed via a projector such as a computer, tablet or projector. A digital spinning wheel generally takes the form of interactive applications or websites that can be easily customized, is more practical for distance learning, allows the addition of visual and sound elements to attract students' attention.

## **F. Previous Studies**

In this study, there are several previous studies found by the researcher related to the research topic. The first study was conducted by Purwaningsih et al (2024) entitled "Enhancing Speaking Skill through Spinning Wheel Media of Students Majoring in Travel Management at Triatma Mulya University" aimed to improve the speaking skills of students majoring in Travel Management through the use of spinning wheel media. This study used a mixed-methods approach with a one-group pre-test and post-test design. The subjects were 16 students from the Travel Management study program. Data were collected through observations, speaking tests (pre-test and post-test), and interviews to explore students' perceptions of the media. The results showed an increase in the average score from 67.25% (pre-test) to 84.75% (post-test). There was significant improvement in fluency, coherence, vocabulary mastery, pronunciation, and speaking engagement. Overall, students' speaking ability improved by 30.45%. The interviews also revealed that students felt more challenged, motivated, and interested in speaking class because the spinning wheel activity was fun and interactive. In conclusion, this research proved that spinning wheel media can be an effective way to improve students' speaking skills.

The second study was conducted by Fatimatuzzahra et al (2024) entitled "Enhancing Students' Speaking Skill by Utilizing Spinning Wheel at MTs. Al-Ma'arif Kabupaten Serang." This research aimed to find out whether the spinning wheel media could improve the speaking skills of seventh-grade students at MTs. Al-Ma'arif Kabupaten Serang. The study used a quasi-experimental design, involving two classes, class VIII A as the control group and class VIII B as the

experimental group. The results showed that students who learned using the spinning wheel media got better speaking scores than those who did not use it. The average post-test score in the experimental class was 73.5, while the control class got 68.8. A t-test also showed a significant result with  $t_0 = 4.2$ , which is higher than the t-table value of 1.67, meaning the improvement was statistically significant. In conclusion, this study proved that spinning wheel media is effective in improving students' speaking skills.

The third study was conducted by Maya et al (2022) entitled "Bridging Students' Speaking Skill through Spinning Wheel Media at SMP Negeri 1 Bontomarannu" aimed to find out the effectiveness of spinning wheel media in improving students' speaking skills, especially in pronunciation and vocabulary. This study used a pre-experimental method with a one group pre-test and post-test design. The subject of the research was 16 seventh-grade students from class VII-3 of SMP Negeri 1 Bontomarannu, selected using a cluster random sampling technique. The results showed an improvement in the average score of pronunciation from 34.37% to 53.12%, and vocabulary from 42.18% to 75%. The t-test score was 6.54, which was higher than the t-table value of 2.13, meaning there was a significant difference between the pre-test and post-test results. These findings prove that using spinning wheel media is effective in improving students' speaking skills, especially in pronunciation and vocabulary.

The last study was conducted by Yuliana et al (2024) entitled "The Use of Spinning Wheel Media in Learning to Speak in the Class X SMAN 6 Bontoa Maros" aimed to find out the effect of using spinning wheel media on students' speaking skills, especially in terms of vocabulary and fluency. This study used a

pre-experimental method with a one group pre-test and post-test design. The subjects were 19 students from class X MIPA 1 at SMAN 6 Bontoa Maros. The results showed a significant improvement. The average vocabulary score increased from 44.47 to 79.10, and the average fluency score increased from 46.31 to 85.73. The t-test results also showed that the vocabulary score (73.262) and fluency score (21.075) were much higher than the t-table value (2.101), indicating a significant difference between the pre-test and post-test. Therefore, this research proves that using the spinning wheel media is effective in improving students' speaking skills, especially in vocabulary and fluency.