

CHAPTER II

LITERATURE REVIEW

This chapter discussed various theories relevant to this study. In the theoretical review, the researcher examined various theories and previous studies that were relevant to the present study.

A. Definition of Speaking

Speaking is one of the essential productive skills in language learning. It is a process of conveying meaning through verbal communication. In the context of English language learning, speaking plays a crucial role because it enables learners to express ideas, share information, and interact with others in real-life situations. According to Su et al. (as cited in Pramadanti & Achmadi, 2025, p. 49) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This means that speaking is not simply delivering messages, but also involves active interaction between speakers and listeners. In this process, both participants exchange ideas and respond to each other. Therefore, effective speaking requires not only knowledge of grammar and vocabulary, but also the ability to use language appropriately in different social situations. In other words, speaking is about communicating meaning clearly and appropriately, not only producing correct sentences.

As stated by Harmer (2007, p. 343) speaking as a productive skill used for real communication. The effectiveness of speaking performance is influenced by several elements, including fluency, pronunciation, grammar, and vocabulary. These components demonstrate that speaking competence involves both accuracy and the ability to communicate ideas smoothly and naturally. In addition, Nunan (2003, p. 48) defines speaking as the ability to use language orally to express meaning in interaction. He distinguishes between transactional functions, which focus on exchanging information, and interpersonal functions, which aim to maintain social relationships. This distinction shows that speaking serves both informational and social purposes.

Based on the explanations above, speaking can be understood as an interactive and communicative process used to express ideas, exchange information, and build social relationships. It requires linguistic knowledge, communicative competence, and the ability to use language appropriately in various contexts. Therefore, speaking is a key skill that must be developed in English language learning.

1. Type of Speaking

Speaking can be classified into several types. These types of speaking performance help students develop their speaking skills through different communicative activities. In this study, speaking activities were conducted using the Spinning Wheel as the instructional media to encourage students to speak actively. According to Brown (as cited in

Astriani, 2022, p. 27), there are several types of speaking performance, as follows:

1. Imitative

The first type of speaking is imitative, which refers to a person's ability to repeat words, phrases, or even complete sentences. This type represents the most basic level of oral production, focusing mainly on pronunciation. However, elements such as prosody, vocabulary, and grammatical features may also be involved in the performance.

2. Intensive

The second type of speaking is intensive. Intensive speaking refers to the ability to produce short segments of oral language that focus on specific linguistic elements. In this type, learners are required to pay attention to grammatical structures, vocabulary usage, and pronunciation. The emphasis is more on language accuracy rather than on meaningful communication.

3. Responsive

Responsive speaking involves brief interactions, where students give short answers to questions or comments. This type requires students to understand and respond appropriately in simple conversations. Although the responses are usually brief, they involve meaningful communication. Examples of responsive speaking activities include answering questions and giving simple opinions.

4. Interactive

Interactive speaking involves longer and more complex exchanges between two or more speakers. In this type, Students are required to maintain communication, respond to others, and negotiate meaning during conversations. Interactive speaking emphasizes both fluency and understanding in real communication. Examples of interactive speaking activities include role-plays, discussions, interviews, and conversations in pairs or groups.

5. Extensive (Monologue)

Extensive speaking refers to longer stretches of oral production in which students speak independently with minimal interaction from others. In this type, students are expected to organize their ideas clearly and speak more fluently. The focus is on conveying meaning effectively in a structured manner. Examples of extensive speaking activities include oral presentations, storytelling, speeches, and reports.

Based on the types of speaking explained above, the researcher focused on responsive and interactive speaking. These types were considered appropriate because the use of the Spinning Wheel media encouraged students to respond to questions and participate in simple conversations during the speaking activities. Through this media, the students were expected to actively engage in classroom interaction and improve their speaking performance.

Speaking is one of the most important skills in learning and teaching English as a Foreign Language (EFL). In the process of teaching speaking, teachers often face difficulties in making students actively participate in speaking activities. In many cases, speaking is taught through memorization without focusing on meaningful communication. Therefore, teachers need to be creative and innovative in selecting appropriate media to support students' speaking development. The use of Spinning Wheel media is expected to create a more interactive and enjoyable learning atmosphere, so that students can improve their speaking skills effectively.

Based on the explanation above, speaking is a productive skill that plays a crucial role in communication. It enables students to express ideas, share information, and interact with others. In this study, responsive and interactive speaking were emphasized as the main focus of the assessment, since the students were required to produce short responses and engage in simple interactions during the implementation of the Spinning Wheel media.

2. The purpose of speaking

Speaking is one of the four language skills that plays an important role in communication. Through speaking, people are able to express their ideas, opinions, and feelings to others. Therefore, speaking has specific purposes and functions in both social and educational contexts. As stated by Harmer (2007, p. 343), speaking events can be classified into

interactive and non-interactive speaking. Interactive speaking occurs when two or more people communicate directly with each other, such as having a conversation with a teacher in the classroom. In contrast, non-interactive speaking happens when there is no immediate response from another speaker, for example leaving a message on an answering machine. Harmer also distinguishes between planned speaking and unplanned speaking. Planned speaking refers to prepared speech, while unplanned speaking occurs spontaneously, such as when meeting someone unexpectedly on the street. As stated by Ur (2001, p. 120) states that the purpose of speaking is to develop students' ability to express themselves effectively in conversation as part of a language course. Speaking provides opportunities for learners to use the target language meaningfully, especially in classroom interaction between teachers and students.

Based on the explanations above, the purpose of speaking in English language learning was to enable students to communicate effectively, express ideas confidently, and participate actively in classroom interaction during the implementation of this study.

3. The aspects of speaking

In this research that conducted by the researcher, the researcher focused on four aspects of speaking proposed by Brown and Abeywickrama (as cited in Oktaviani et al., 2023, p. 180). These aspects are as follows:

1. Grammar

It refers to the ability to construct correct and meaningful sentences. It enables speakers to organize words appropriately in order to express ideas clearly. In speaking performance, grammar also involves the correct use of tenses, subject–verb agreement, and sentence structure. A good command of grammar helps speakers deliver their messages more accurately and avoid misunderstanding. Although minor grammatical errors may occur in spontaneous speech, consistent errors can affect the clarity of communication. Therefore, grammatical competence is essential in supporting effective and understandable spoken interaction.

2. Vocabulary

It is the collection of words used in communication. Adequate vocabulary allows speakers to convey their thoughts effectively and accurately. A wide range of vocabulary helps speakers express their ideas more clearly and confidently in different situations. When learners have limited vocabulary, they may hesitate, repeat the same words, or find it difficult to explain their ideas. On the other hand, sufficient vocabulary enables them to participate actively in conversations and respond appropriately. Therefore, vocabulary plays an important role in developing students' speaking ability.

3. Fluency

It refers to the ability to speak smoothly and naturally without excessive hesitation or pauses. Fluency reflects how well a speaker can maintain the flow of communication in real-time interaction. A fluent speaker is able to express ideas continuously with minimal repetition or long breaks. Although minor grammatical mistakes may occur, fluent speakers can still deliver their message clearly and confidently. Regular practice and communicative activities help learners improve their fluency. Therefore, fluency is an important indicator of effective speaking performance.

4. Pronunciation

It involves producing words clearly, including correct sounds, stress, and intonation, so that the message can be understood by listeners. Good pronunciation helps listeners understand the speaker's message easily and reduces the possibility of misunderstanding. It includes both individual sounds and the rhythm or intonation patterns used in sentences. Even if a speaker has good grammar and vocabulary, unclear pronunciation may make the message difficult to understand. Therefore, pronunciation is an essential aspect of speaking that supports clear and effective communication.

Based on the four aspects of speaking explained above, it could be concluded that these aspects were essential for assessing the students' speaking ability. By assessing pronunciation, fluency,

grammar, and vocabulary, the researcher was able to identify the students' strengths and weaknesses in speaking skills.

4. Teaching speaking

Teaching speaking is an essential part of language teaching because speaking is a productive skill that requires active interaction between teachers and students. In the classroom, teaching speaking involves guiding students to use language meaningfully and communicatively. Teaching is important because its function is to provide guidance and help the students improve their thinking in learning. As stated by Brown (as cited in Lestari, 2021, p. 1) teaching is guiding and facilitating learning, enabling the students, and regulating the conditions for students. This definition highlights that teaching is not only about delivering knowledge, but also about creating supportive learning environments that encourage students to participate actively.

In language learning, teaching speaking is an essential part of helping students develop their ability to communicate effectively. Speaking is not only about saying words correctly, but also about expressing ideas, sharing opinions, and responding to others in real situations. Therefore, teaching speaking should focus on creating opportunities for students to practice using English actively in the classroom. Teaching speaking also involves guiding students to build confidence when they communicate. Many students feel shy, afraid of making mistakes, or anxious when they have to speak in English. Because

of this, the teacher's role is very important in creating a supportive and comfortable learning atmosphere. When students feel safe and encouraged, they are more willing to participate and practice speaking. In addition, teaching speaking should provide meaningful and interactive activities. Students need to practice through discussions, role-plays, games, or other communicative tasks that allow them to use English naturally. Through consistent practice, students can gradually improve their fluency, pronunciation, vocabulary use, and ability to organize their ideas clearly. In junior high school, teaching speaking should be adapted to students' level and characteristics. Since students at this stage are still developing their confidence and social skills, teachers should use interesting and engaging media to attract their attention and motivate them to speak. By doing so, speaking activities become more enjoyable and effective in improving students' speaking skills.

Furthermore, Goh (2016, p. 143) states that instruction in speaking should focus on improving learners' fluency and supporting them in managing their cognitive and emotional processes while communicating in a second language. In line with this view, speaking instruction should also help students develop their grammar, vocabulary, fluency and pronunciation so that they can express their ideas clearly and confidently. These aspects are essential in measuring students' overall speaking performance. In addition, Kayi (2006, p. 1) explains that teaching speaking is to teach ESL learners to produce the English speech sounds and sound

patterns; use word and sentence stress, intonation patterns and rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses which are called as fluency.

Based on the explanations above, teaching speaking required teachers to create meaningful and interactive activities that encouraged students to practice using the language actively. In this study, the researcher provided opportunities for the students to participate in various speaking tasks so that their speaking skills could gradually improve.

5. Speaking Assessment

Speaking assessment is a process used to evaluate students' ability to communicate orally in a target language. It measures students' performance in expressing ideas, using appropriate vocabulary and grammar, pronouncing words clearly, and interacting effectively in spoken communication. Through speaking assessment, teachers can identify students' strengths and weaknesses in aspects such as fluency, grammar, pronunciation, and vocabulary. Therefore, speaking assessment is not merely used to give scores, but also to monitor students' speaking development and provide meaningful feedback. In this research, a speaking scoring rubric is used to assess students' performance based on four aspects: grammar, vocabulary, pronunciation, and fluency. Each

aspect is rated on a scale of 1–5, where 1 indicates very poor performance and 5 indicates very good performance. The rubric provides clear criteria for each level to ensure objective and consistent assessment. The total score is obtained by summing the scores of all aspects, and the results are used to determine students' speaking improvement in each cycle.

Assessment should be regarded as an integral part of the teaching and learning process, meaning that teaching methods and assessment practices must align with the learning objectives. In addition, Brown et al. (as cited in Ličen & Bogdanović, 2017, p. 264) argue that assessment should be integrated into instruction rather than treated as a separate activity. This principle is highly relevant in speaking assessment because the evaluation process must reflect the objectives of speaking instruction and support students' communicative development. Furthermore, Vygotsky (as cited in Ade & Utami, 2022, p. 149) explains that learners can achieve higher levels of development through interaction with more knowledgeable others. This perspective is relevant to speaking assessment because speaking ability is developed and evaluated through communicative interaction. In speaking assessment activities such as dialogue, discussion, or role-play, students construct meaning socially while receiving guidance and feedback from the teacher. Therefore, speaking assessment can be viewed not only as a tool to measure students' performance, but also as a social and developmental process that facilitates language growth.

Based on the statements above, it could be concluded that speaking assessment was a systematic and integrated process used to evaluate and develop students' speaking ability. It functioned not only to measure students' performance but also to support their communicative development through meaningful interaction and constructive feedback.

B. Teaching Speaking Through Spinning Wheel

Teaching speaking is a fundamental aspect of English language learning because it enables students to use the language for real communication. Speaking is not only about producing grammatically correct sentences, but also about expressing ideas, responding to others, and maintaining interaction in meaningful contexts. As stated by Su et al. (as cited in Pramadanti & Achmadi, 2025, p. 49) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This definition emphasizes that speaking requires both linguistic competence and the ability to interact appropriately in social situations. Therefore, teaching speaking should focus on providing learners with opportunities to practice language in communicative and purposeful activities.

In addition, effective speaking activities are those in which students focus on the message they are communicating rather than merely on the language form (Harmer, 2007, pp. 87-88). This suggests that speaking instruction should encourage fluency, confidence, and meaningful interaction. Teachers are expected to create classroom

environments that reduce anxiety and promote active participation. Communicative language teaching also highlights the importance of using interactive and engaging techniques to help learners develop their speaking skills progressively, from controlled practice to more spontaneous communication. To support the development of speaking skills, teachers need appropriate instructional media that can stimulate students' interest and increase participation. In addition, Wijaya and Juliana (as cited in Dynasir & Mubarak, 2025, p. 18) one of the interactive media that can be used in teaching speaking is the spinning wheel. spinning wheel is defined as a rotatable, circular tool equipped with a directional needle and adjustable components based on the topic. It is an interactive instructional medium in the form of a rotating wheel containing questions, topics, or task instructions related to the lesson. It is divided into several sections, each representing a particular prompt. When the wheel is spun, it stops randomly on one section, and students are required to respond according to the selected task. As a teaching medium, the spinning wheel supports active participation and creates an engaging learning atmosphere in the classroom.

The use of instructional media in the learning process is considered essential to enhance students' understanding and motivation. According to Heinich et al. (as cited in Sutopo & Setiadi, 2020, p. 57) instructional media function as tools that facilitate communication between teachers and students, making learning more concrete and meaningful. Appropriate

media can stimulate students' interest, encourage active learning, and improve learning outcomes. In addition, Prensky (as cited in Lin et al., 2022, p. 3) argues that games possess motivational qualities that encourage learners to persist in completing tasks. Game-based elements such as challenges and unpredictability can increase students' engagement and sustain their interest during the learning process. In the context of speaking instruction, incorporating a game-like medium such as a spinning wheel introduces an element of challenge and excitement that can motivate students to participate more actively in oral communication activities.

Thus, the Spinning Wheel could be categorized as an interactive instructional medium that not only delivered learning content but also enhanced students' motivation, engagement, and active participation in developing their speaking skills. By integrating this medium into speaking instruction, teachers could create a communicative and student-centered learning environment that supported the improvement of learners' speaking ability.

1. Teaching Procedure through spinning wheel

The teaching procedure through the spinning wheel media is designed to provide structured and interactive speaking practice in the classroom. In teaching speaking, it is important for teachers to organize activities systematically so that students can gradually develop their confidence, fluency, and accuracy. As stated by Richards (2008, p. 29) suggests that speaking instruction should provide learners with models

and structured practice before they engage in more independent communicative situations. This gradual progression helps students build linguistic support before performing more spontaneous speaking tasks. In implementing the spinning wheel as a teaching medium, the procedure can be divided into three main stages: pre-activity, while-activity, and post-activity.

In the pre-activity stage, the teacher opens the lesson by greeting the students, checking attendance, and motivating them through simple questions related to time. The teacher then introduces the topic “Telling the Time” and explains the learning objectives. In the while-activity stage, the teacher explains the basic concept of telling time in English and provides examples of correct pronunciation. Students participate in guided practice by answering questions related to time. Then, the activity continues using the Spinning Wheel, where students take turns spinning the wheel and responding orally based on the number they get. This activity aims to improve students’ speaking skills. In the post-activity stage, the teacher and students summarize the lesson. The teacher provides feedback on students’ performance and motivates them to keep practicing speaking English, then closes the lesson.

Through these structured stages, the Spinning Wheel became not only a game-based medium but also a systematic instructional tool. It supported communicative practice, ensured equal participation, and

created an engaging learning atmosphere that helped students improve their speaking ability effectively.

2. The advantages and disadvantages of Spinning Wheel

There are several advantages to using the Spinning Wheel. This tool creates an active and interactive classroom atmosphere that increases student motivation and curiosity during the learning process. By giving each student an equal opportunity to spin the wheel and answer questions, it encourages active participation and makes the class more student-centered. Through repeated speaking practice, students can improve their grammar, vocabulary, pronunciation, and fluency. Furthermore, the fun nature of the Spinning Wheel helps reduce student anxiety and builds their confidence in expressing ideas in English.

Meanwhile, a disadvantage of the Spinning Wheel is that it requires good classroom management because students can become overly excited and noisy during the activity. Furthermore, this activity can be time-consuming, especially with a class of 31 students. The effectiveness of the tool also depends on how well the researcher prepares the speaking questions. If the questions are not appropriate for the students' ability level, they may feel confused or unable to answer correctly. Therefore, the researcher had to plan and manage the activity carefully to ensure the effectiveness of the lesson.

C. Related Studies

Several previous studies have been conducted to determine the effectiveness of using Spinning Wheel media in improving students' speaking skills. These studies have indicated that Spinning Wheel media can create interactive learning activities and contribute positively to students' speaking performance. Therefore, the researcher reviewed several relevant studies to demonstrate the position and basis of this research.

The first study was conducted by Siti Fatimatuzzahra, Abdul Muin, and Tri Ilma Septiana (2023) entitled *The Use of Spinning Wheel Media to Enhance Students' Speaking Skills*. This research aimed to measure the improvement of students' ability in describing a particular person among the eighth-grade students of MTs Al-Ma'arif Kabupaten Serang. The researchers used a quasi-experimental design involving two classes, namely Class VIII A as the control group and Class VIII B as the experimental group. The data were collected through observation, interviews, documentation, and speaking tests (pre-test and post-test). The findings showed that the mean score of the experimental class improved from 62 in the pre-test to 73.5 in the post-test, while the control class improved from 60.6 to 68.8. The result of the t-test (4.2) was higher than the t-table value (1.67), indicating that the alternative hypothesis was accepted. However, this study focused only on descriptive speaking in describing a particular person.

The second study was conducted by Ira Maya, Nurdevi Bte Abdul, and Awalia Azis (2022) among the first-grade students of SMP Negeri 1 Bontomarannu. This research aimed to verify whether Spinning Wheel media was effective in improving students' speaking skills in terms of pronunciation and vocabulary. The researchers applied a pre-experimental method with a one-group pre-test and post-test design involving 16 students of Class VII 3. The findings showed that the mean score of students' pronunciation improved from 34.37 in the pre-test to 53.12 in the post-test. Meanwhile, the vocabulary score increased from 42.18 to 75. The t-test value was 6.54, which indicated a significant difference between the pre-test and post-test results. However, this research focused only on limited aspects of speaking, namely pronunciation and vocabulary.

The third study was conducted by Muhammad Khoerul Hadist, Ana Ratnasari, Hidjanah, and Vera Claudi Ristiani (2018). This research was conducted to find out how Spinning Wheel media was used in teaching speaking ability. The study used a qualitative method with data collection through questionnaires and interviews. The results showed that students felt more confident and enjoyed learning by using Spinning Wheel media. The students also reported that the media helped them understand the material better and reduced boredom during speaking activities. However, this study did not measure students' speaking improvement through pre-test and post-test scores because it focused mainly on students' perceptions and confidence.

Based on the previous studies above, it could be seen that Spinning Wheel media had shown positive results in improving students' speaking skills. However, several gaps remained. Some studies focused only on specific aspects of speaking, such as pronunciation and vocabulary, while others emphasized students' perceptions without measuring comprehensive speaking improvement. In addition, the previous studies were conducted at different grade levels and school contexts. Therefore, this research attempted to fill these gaps by investigating the use of Spinning Wheel media to improve speaking skills more comprehensively among seventh-grade students at SMP Negeri 7 Tempunak. This study was expected to provide a clearer and more systematic contribution to the implementation of Spinning Wheel media in teaching speaking.