

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Review of Literature

1. Speaking Skill in Vocational High School

Speaking in Vocational High School is a crucial skill expected to be mastered by students in communicating in the English language. Speaking is the most crucial skill because it is essential for engaging in conversations (Leong & Ahmadi, 2017). The skill of speaking is often challenging for students, requiring practice, a good command of vocabulary, and a deep understanding of grammar to convey aspirations and information.

To effectively convey aspirations and information, a good speaking skill is necessary. In line with (Rao, 2019), who states that human communication is a complex process. Therefore, it is essential for students learning English as a foreign language to sharpen their speaking skills, as this will not only enhance their skills but also motivate them to speak fluently, especially in the context of the English language.

From the previous explanation, speaking becomes an essential skill in all vocational programs. Advantages can be gained by vocational students who understand and master speaking skills by

utilizing previous knowledge and appropriate strategies to complete tasks well. Speaking becomes a critical part closely related to the needs in the workforce, becoming the primary target for vocational students after they complete their education. Therefore, it is crucial for all vocational students to have a good mastery of speaking skills.

2. Teaching Speaking of Introducing Self for Vocational High School

Teaching speaking involves facilitating students in collecting ideas, organizing them, and stringing them into sentences to be conveyed to listeners. Teaching speaking is crucial for students to develop language skills at school, enabling them to enhance their proficiency in the future (Crisianita & Mandasari, 2022). Teachers have an essential role in guiding students to be actively involved in putting words together and encouraging them to develop their aspirations to express themselves when speaking.

Speaking skills are essential for vocational high school students in Indonesia, especially in introducing oneself. Vocational high school graduates are oriented towards the workforce, with a crucial stage during job applications being the HR interview. There are two minimal ways to make yourself known to others, namely by having the right attitude or by making introductions (Hanson, 2013, as cited in Wicaksono & Taufan, 2019). Therefore, vocational high school graduates must be able to introduce and promote their values to be

accepted by companies. So, teachers need to avoid monotonous teaching methods in teaching speaking, the complexity of speaking skills requires a more varied approach.

Regarding the complexity of learning, learning strategies are needed. Learning strategies involve the interactions between students, teachers, and the environment as sources of learning (Sanjani, 2021). The teacher is a successful facilitator in presenting interesting material and maintaining a pleasant class atmosphere. This helps create students' interest in speaking skills by providing sufficient opportunities to develop their speaking skills.

The approach to teaching speaking can help students think creatively when speaking, considering that speaking is a spontaneous activity in its use. The teacher's role is crucial in supporting and guiding students in a more effective speaking process. For example, teachers must understand the situation and learning styles of a class that struggles to focus during lessons. Therefore, teachers need teaching techniques such as the Pomodoro technique to improve students' focus.

The Pomodoro technique is a highly effective approach to learning as it helps improve focus and productivity by breaking time into well-managed intervals. The Pomodoro method is a learning technique applicable to all class levels and curriculum disciplines. In other words, it is a speaking teaching strategy utilizing timed intervals

to enhance student focus preventing monotony and boredom in learning.

In the context of classroom application, teachers play a crucial role in implementing the Pomodoro technique. The learning time is divided into intervals - 25 minutes for learning and 5 minutes for breaks. This cycle continues until the learning session concludes.

As a speaking teaching technique, Pomodoro offers several advantages (Fauzan & Aniyatussaidah, 2024): 1) It can be better organized, 2) It can provide the motivation needed to begin working, 3) Increase concentration, 4) Amplifying thoughts when facing a difficult task, 5) Motivating progress within each Pomodoro session, 6) Increase productivity, and 7) train to be able in commit to plans. This technique increases productivity by efficiently utilizing time and helps prevent fatigue and boredom during work.

From the explanation, it can be concluded that Pomodoro is a technique that aids in teaching speaking skills in a structured manner, utilizing time intervals that assist students in organizing ideas before speaking. This method makes it enjoyable for students to gather and articulate their thoughts verbally. Its primary advantage lies in serving as time intervals that enhance focus and reduce boredom in learning. Applicable to various learning scenarios, its use in teaching self-introduction can help students creatively develop speaking ideas, thus making the learning process more enjoyable.

3. Teaching Introducing Self by Using Pomodoro Technique

Every technique has procedures that are key to its success in teaching. Pomodoro is a learning technique that divides study time into intervals to enhance students' focus. This approach allows students to explore speaking enjoyably, fostering creativity, and aiding them in learning and applying speaking tools and skills in an organized way.

The Pomodoro technique utilizes time intervals to help students organize their ideas before speaking. The process of implementing this technique involves several steps:

- a. Preparation: Determine the topic or material you want to study or practice speaking.
- b. Pomodoro 1 (25 minutes): Focus on studying the material, either by reading, taking notes, or planning what you will say.
- c. Break (5 minutes): Stop for a moment, either for a light rest or a short speaking practice.
- d. Pomodoro 2, 3, and so on: Repeat these steps to increase your comprehension or speaking skills.
- e. After 4 rounds (or as needed): Take a longer break, around 15-30 minutes for a more thorough rest.
- f. Evaluation: Review your progress after the Pomodoro session is complete. Note which areas need more focus in future sessions.

By dividing your study or speaking practice time into more manageable intervals, you can improve your speaking skills gradually without getting too tired.

4. Assessing Teaching Introducing Self

Assessing introducing self involves gathering information to evaluate the quality of students' work. According to (Fitriyah et al., 2024), assessment plays a crucial role in the educational process as it allows teachers to evaluate students' understanding and progress and provide feedback to help improve each individual's skills. Assessment aims to evaluate the effectiveness of the teaching process.

Effective introducing oneself includes greeting, name, nickname, age, etc. Each criterion has a classified score, with a maximum score of 100 for all assessment aspects. Therefore, students must master and apply these skills effectively.

From this explanation, it can be concluded that the introducing oneself assessment plays a crucial role in the learning process. Introducing oneself assessment serves not only as an evaluation tool but also as a means to help students improve their speaking skills in the future.

B. Theoretical Framework

Introducing oneself is a material in speaking skill that given self information to other. This means it will be transformed from the

aspirational form into oral expression. Consequently, speaking is an essential talent for expressing human ideas orally.

The Pomodoro technique is a great way to teach speaking, which can be utilized step by step with an approach built around a simplified graphic organizer serving as a visual framework to help students speak fluently in an English context. Students' learning is divided into several intervals of study and breaks. This can assist students in focusing more effectively during learning sessions.

It can be concluded that to aid students in the speaking process, teachers must possess good technique for teaching speaking. Therefore, students can learn more actively and creatively by utilising the Pomodoro method. They will demonstrate their understanding of introducing themselves through speaking skills. This will impact students' skill to speak when introducing themselves. Employing the Pomodoro method makes it easier to structure pronunciation and the sequence in self-introductions. Thus, its application makes students feel interested, motivated, and at ease when speaking.

C. Research Hypothesis

A hypothesis is a temporary answer to a research problem until the collected data prove it. It can be defined as a weak, long-term prediction of an issue in research. Therefore, it must be verified after the data is gathered.

Based on related theories, there are two forms of hypotheses in this research:

1. H0: There is no significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth grade students.
2. H1: There is a significant effect of Pomodoro technique toward the speaking skill in introducing oneself of the tenth grade students.