

CHAPTER II

LITERATURE REVIEW

The researcher addresses several topics in this section: review of literature, theoretical framework, and research hypothesis.

A. Review of Literature

1. Speaking Skills for Vocational High School Students

Speaking skills are critical for vocational high school students as they prepare to enter the workforce. Speaking is a fundamental interactive communication skill that is interesting to discuss for students. It connects them with others in society; and to receive, process, and convey information (Iman, 2017). Practical speaking skills can significantly enhance students' employability and workplace communication. Hence, speaking skills are crucial for students as they prepare them for a better future career.

Communication in vocational contexts often requires students to be proficient in both formal and informal speaking. It addresses various audiences such as peers, superiors, and customers (Cendra & Sulindra, 2022). Formal speech is essential for situations such as interviews and presentations, while informal communication helps build relationships and encourages collaboration. Students ought to be able to adapt to the environment and the language they speak. Adaptability in language use ensures that students can navigate workplace dynamics and tackle tasks such as negotiation and customer service. Thus, the well-balanced speaking skill prepares them for

real-world challenges and enhances their professionalism and career prospects.

Vocational high school students still face unique challenges in developing their speaking ability. These challenges include limited exposure to English in their daily lives and the need for practical, job-specific language proficiency (Ghafar & Raheem, 2023). Even in the school environment, students are still often unfamiliar with the use of English, especially in the Vocational High School environment. Furthermore, these students often experience anxiety and a lack of confidence in using English, which can hinder their speaking performance (Yuliana & Haryanti, 2024). Therefore, it is essential to provide targeted instruction that addresses these specific needs and fosters a supportive speaking learning environment to overcome the challenges in learning speaking skill.

Vocational students generally acquire speaking skills in learning environment such as hands-on and interactive approaches, including role-playing, structured conversations, and real-world simulations. These learning process often entails practicing dialogues, engaging in group discussions, and utilizing multimedia resources such as videos or AI tools to improve their communication skills. Despite these strategies, students still encounter various challenges, such as a limited vocabulary, low confidence, and pronunciation difficulties (Syaputri et al., 2020). Many student also experience anxiety about making errors, which can deter them from practicing. Furthermore, a lack of exposure to native speakers can

restrict their ability to achieve fluency and develop a natural intonation. Nevertheless, with regular practice, right learning method, and constructive feedback from instructors, it is hoped progressively enhance their speaking abilities over time.

Developing speaking skills in vocational students not only focus on fluency, accuracy, and appropriateness but also has to focus on English specific vocabulary. This should be done by paying attention to the important aspects of English specific communicative competence which include pronunciation, grammar, and vocabulary (Hery, 2017). Fluency allows students to express their thoughts fluently and confidently, which is crucial in workplace interactions. Accuracy ensures that their grammar, vocabulary and pronunciation conform to standard English to avoid misunderstandings. Appropriateness emphasises the use of language that is appropriate for a variety of professional situations, including formal and informal communication. Hence, by integrating these aspects for vocational high school students, we can meet the demands of their future careers.

In conclusion, to prepare vocational high school students who are ready to compete in the world of industry, they need to master English speaking skills. Besides, the obstacles such as lack of exposure to English-speaking culture in vocational high school context, lack of student confidence, and the lack of practical-job specific proficiency make English difficult to master. To overcome this, the right methods and strategies are needed in learning English, especially learning speaking skills. In short, the right

learning methods and strategies to train students' speaking skills are important to be implemented in their learning in order to achieve the desired learning objectives and can prepare students who are highly competitive in the world of work.

2. Teaching Speaking Skills for Vocational High School Students

Teaching speaking ability to vocational high school students requires methods that cater to their specific learning needs and professional aspirations. Teaching speaking should involve interactive and communicative activities that mimic real-life situations (Nugroho & Nartiningrum, 2020). Role-plays, simulations, problem-solving, and interactive feedback tasks effectively provide students with opportunities to practice speaking in contexts they are likely to encounter in their future careers. All in all, teaching in English classes requires appropriate methods that can support the learning process to achieve learning objectives.

Specific learning needs also require the incorporation of authentic materials and tasks that are particularly important in a vocational high school setting. Authentic tasks that reflect the language use in real-world vocational contexts can motivate students and make learning more relevant (Utami et al., 2021). The task such as job interviews, customer service interactions, and workplace meetings as practice scenarios can help students develop the specific language skills they will need in their professions. In short, the materials that students need in the classroom should align with the learning context and factors of the majors that students take.

To conclude, using the correct method and integrating the right task is essential in teaching speaking. In teaching speaking, this means gradually increasing the complexity of speaking tasks and providing feedback to help students improve their ability. The role of the teacher as a tutor, combined with the approach where students are at the center of the learning itself, can increase the chances of success in the Speaking class. Hence, using the right approach in teaching speaking skills helps build students' confidence and competence in using English for vocational purposes in the future.

3. The Use of Guided Conversation Method in English Speaking Class

The guided conversation method is an instructional approach that uses structured dialogues to teach speaking skills. Guided conversations involve pre-determined prompts and responses that guide learners through a conversation (Mariana et al., 2015). The term 'guided' refers to a procedure closely related to learning: guiding students in learning. Guided conversations are dialogs and exercises that are one of the important learning methods. In short, this method begins with a guided conversation model that demonstrates the use of one or more speaking functions and structures by the mentor/teacher as a support for students.

Supporting students is essential in the classroom. Vygotsky's theory of the Zone of Proximal Development (ZPD) emphasizes the importance of supporting learners as they develop new skills and achieve expected learning results from their personal experiences (Lasmawan & Budiarta, 2020). It is necessary for students in the context of effective communication

in English. Therefore, using methods that help students practice specific language functions, such as asking for information, making requests, and expressing opinions, is crucial in a controlled and supportive environment.

One of the main advantages of guided conversations is that they provide a clear framework or the structured dialogues for students to follow, which can reduce anxiety and increase confidence. Students can focus more on language production and less on worrying about making mistakes by knowing what to expect and how to respond (Budiman et al., 2023). Structured dialog also assisting students in the speaking stage, and providing appropriate feedback can help students focus more on learning to speak (Cendra & Sulindra, 2022). Hence, this method allows student for a comfortable practice, which is essential for language acquisition and fluency development.

In applying a learning method, a strategy is needed so that the learning is successful and achieves the goal. Likewise, applying the guided conversation method requires the right strategy that is tailored to the needs of students in the classroom. According to (Butarbutar et al., 2023) here are the strategies of applying the Guided Conversation Method for teaching Speaking:

- a. Synchronous and asynchronous implementation; learning can be done with both methods to help achieve learning objectives more efficiently.
- b. Guided or controlled by the teacher; the nature of guided conversation itself is in practice accompanied and guided by the teacher.

- c. Group-based role formation; this is done to make learning more interesting and build students' collaboration skills.
- d. Peer tutoring and evaluation; and
- e. Collaborative tasks integrated with technology.

This guided conversation method uses conversation or dialog text types in its learning practice. As a whole, in implementing the strategy, the teacher acts as a control holder as well as a guide in implementing this learning method.

In conclusion, to achieve the effectiveness of using guided conversation method in improving speaking can be done by integrating the right task and structured dialogue itself which helps students develop greater fluency and accuracy in speaking. The teacher role as a tutor or guide also bring a great impact on foster students' confidence while learning the speaking skill. Additionally, guided conversations can be tailored to specific vocational contexts, making them highly relevant for vocational high school students. To sum up, using guided conversation method integrated with practicing the language functions that they will use in their future careers, can make students become a proficient and confident speaker.

4. The Use of AI Talk in English-Speaking Class

AI Talk refers to the use of artificial intelligence-based applications and platforms to facilitate language learning, particularly in developing speaking skills. AI technologies offer personalized learning experiences by providing immediate feedback, adaptive learning paths, and interactive

practice opportunities (Son et al., 2023). This technology offers more contextual, self-service access with the ease of use. AI technologies can adapt to the unique learning needs and paces of students, providing customized feedback and support (Selwyn, 2022). In brief, AI Talk can simulate real-life conversations and offer practice in a safe and non-judgmental environment in learning.

AI Talk applications, such as language learning chatbots and virtual assistants, can engage students in authentic speaking practice. These tools can mimic human conversation, allowing students to practice speaking skills in various scenarios. Research by Hu (2024) indicates that AI can enhance learners' speaking proficiency by providing more frequent and varied practice opportunities compared to traditional classroom settings. The use of the AI Talk application is generally similar to using the chatbots feature. Basically, the steps to use the AI Talk feature as virtual assistance are quite easy to understand. In short, the use of this AI feature is simple and can help students in fostering interest in learning and won't confuse students in learning.

Using the features of a technology must certainly pay attention to the right steps and actions in order to achieve user goals. In using AI features to assist students' speaking learning in the classroom, of course, it is necessary to consider the appropriate steps. According to Jamiluddin et al., (2022), the following are the steps to use the AI application features for learning speaking skills:

- a. Preparation and introduction of the application, at this stage an initial introduction and demonstration to students regarding the AI Talk application which includes how it works, the benefits, and how students can interact with chatbots.
- b. Practice, where at this stage students are given the opportunity to directly practice using the application and practice talking to chatbots in predetermined scenarios. At this stage the teacher as a mentor ensures that students are correct in using the application.
- c. Conversation practice, where at this stage students can practice creating short dialogs that can be practiced with chatbots.
- d. Evaluation and feedback, at this stage students receive feedback from the chatbot regarding pronunciation, vocabulary, and grammar used during the conversation.
- e. Self-learning access, at this stage students are directed and motivated to use the app independently outside of class hours to strengthen their speaking skills anytime and anywhere.

Thus, the correct usage steps and adaptation to the learning environment are very important for the implementation of effective learning.

On the whole, AI Talk can help address individual learner differences by offering ease and convenience of access to learning. This personalized approach can help students focus on specific areas of improvement, such as pronunciation, vocabulary, or grammatical accuracy according to their

needs. Thus the implementation of AI Talk in speaking class of vocational high school students can enhance their overall speaking competence.

5. The Use of Guided Conversation Method and AI Talk to Teach Speaking

Combining the guided conversation method with AI Talk offers a powerful approach to teaching speaking skills. The structured nature of guided conversations provides a solid foundation for learners, while AI Talk adds an element of interactivity and personalization. Integrating technology in teaching-learning methods can address various aspects of language learning, leading to more comprehensive skill development (Ammade et al., 2018). By Integrating the technology, especially for AI Talk, it can help improve the effectiveness of guided conversation methods. AI applications can provide instant feedback on students' performance during guided conversations, helping them correct mistakes and improve their skills in real time (Hwang et al., 2020). Thus, integrating these two variable is crucial for effective language learning, as it allows students to adjust their language use and develop better speaking habits.

Incorporating the use of the Guided Conversation Method and AI Talk application in learning speaking skills can be done in the following ways:

a. Preparation

At this stage, the teacher as a mentor makes preparations for learning in the form of preparing materials that will be used to teach Speaking Skills in the form of conversation topics and dialog contexts that are adjusted

to the learning objectives. This preparation stage is also done by preparing applications in the form of introducing students to applications that will be used to help practice speaking.

b. Pre-implementation

At this stage, the division of roles and responsibilities is carried out between the teacher as a mentor and students who practice speaking. If necessary in the division of these roles can also be done division of groups or learning pairs depending on the condition of the class.

c. Practice

Students are given scenarios and materials to practice speaking skills. At this stage students can directly practice the scenarios or directions given by the teacher (can be practiced with a partner or practiced alone with the help of the AI Talk application). In using the application, they can practice speaking with a chatbot in a predetermined scenario. At this stage of practice, students will get help from the quick-feedback feature provided by the AI Talk application regarding errors or corrections of the spoken word. From there students can learn fun and develop their speaking skills.

d. Evaluation

The teacher gives error correction and feedback to students so that students will learn and improve their speaking ability. Besides giving corrections, feedback, appreciation, and support should also be given to students to give them a meaningful learning experience.

Thus, by combining methods and media that are tailored to learning needs, student will find it easier to master speaking skills.

Furthermore, combining these methods can boost student engagement and motivation. Motivation is a crucial factor in achieving success in language learning (Christianto & Karin, 2019). The interactive and adaptable nature of AI Talk can make learning more enjoyable and relevant for vocational high school students. Educators can foster a more dynamic and effective language learning environment by integrating technology that students find engaging.

To summarize the above, combining guided conversation method and AI Talk media provides a comfortable and personalized learning experience for students. The use of structured dialog and natural conversation approach to learning speaking allows students to learn more comfortably with the help of the teacher giving manual feedback as a tutor. The use of AI Talk media will give students a personalized self-learning experience with access to quick and precise feedback from the app. Overall, the combination of these two variables in students' learning gives them an ease in the process of mastering speaking proficiency.

6. Assessing Speaking

Assessing speaking skills involves evaluating various aspects of language proficiency, including fluency, accuracy, pronunciation, and interactional competence. Practical speaking assessments should reflect the communicative demands that students will face in real-life situations to gain

a more comprehensive understanding of the learning process (Nurkhofifah et al., 2023). It means assessments should include tasks that mimic workplace communication scenarios. Therefore, the assessment of speaking skills must consider language aspects and suitable methods.

There are several methods for assessing speaking skills, including oral proficiency interviews, role-plays, and performance-based tasks. Brown (2004) emphasizes the importance of using multiple assessment methods to get a comprehensive view of a student's speaking ability. Combining different types of assessments can provide a more accurate and reliable measure of proficiency. Besides, rubrics and scoring criteria play a crucial role in the assessment process. Weir (2005) highlights the need for clear, transparent assessment criteria aligning with the learning objectives. Rubrics should include criteria related to both general language proficiency and job-specific language skills for vocational high school students. Hence, providing students with assessment method based on these criteria can help them understand their strengths and areas for improvement, guiding their future learning efforts.

Micro and macro skills in teaching speaking also need to be considered regarding their relevance when learning to speak in class. The mastery of micro and macro skills will significantly impact the success of students' speaking skills. According to (Brown, 2004), the following are micro and macro skills to assess in student speaking skills:

Micro Skills:

- a. Describe the differences between English phonemes and allophonic variants.
- b. Create language segments of various lengths.
- c. Produce English stress patterns, including stressed and unstressed words, rhythmic structure, and intonation contours.
- d. Use contractions of words and sentences.
- e. Use sufficient lexical units (words) to fulfill pragmatic purposes.
- f. Producing fluent speech at different speeds.
- g. Monitoring one's oral production and employing various strategic devices (pauses, fillers, self-corrections, repetitions) to enhance message clarity.
- h. Use grammatical word classes systems (e.g. tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech with natural elements: appropriate phrases, pause groups, breath groups, and sentence components.
- j. Express a given meaning through different grammatical forms.
- k. Use linking devices in oral discourse.

Macro Skills:

- a. Perform communication functions properly based on the situation, participants, and purpose.

- b. Apply style, register, figures of speech, repetition, pragmatic conventions, conversational rules, leading and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c. Communicate relationships and connections between events and concepts such as main and supporting ideas, events and emotions, new and familiar information, general statements, and examples.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with spoken language.
- e. Develop and use a variety of conversational strategies, including emphasizing keywords, repeating words, providing context for interpreting the meaning of words, asking for help, and accurately assessing how well your interlocutor understands you.

Assessment of these skills is one of the actions taken by teachers to find out and measure the extent of the speaking skills possessed by students. Hence, this activity includes an important aspect of learning at school.

Assessment as one of the important aspects in learning activities can be one of the benchmark tools to determine student development. Several aspects need to be considered in assessing speaking skills. According to Brown (2004), There are six different aspect categories in assessing tests of spoken English:

- a. The pronunciation assessment includes five levels. A score of 5 (Excellent) is given to speakers who have clear and natural pronunciation with no noticeable errors. A score of 4 (Good) is given if

there are slight pronunciation problems that do not interfere with understanding. A score of 3 (Fair) indicates that there are noticeable pronunciation problems, making comprehension slightly difficult. A score of 2 (Poor) indicates that pronunciation errors often hinder communication, while a score of 1 (Very Poor) indicates pronunciation that cannot be understood at all.

- b. The grammar aspect is also graded in five levels. A score of 5 (Excellent) is given if there are almost no grammatical errors, with very accurate use of structures. A score of 4 (Good) indicates some minor errors but the meaning remains clear. A score of 3 (Fair) is given for frequent grammatical errors that sometimes obscure meaning. A score of 2 (Poor) indicates many errors that make it difficult to understand the meaning, and a score of 1 (Very Poor) indicates grammatical errors that are so severe that understanding is hindered.
- c. In the vocabulary aspect, a score of 5 (Excellent) indicates the use of extensive, accurate, and contextually appropriate vocabulary. A score of 4 (Good) indicates a good use of vocabulary although there are some inappropriate uses of words. A score of 3 (Fair) is given for limited vocabulary with some repetition or inappropriate usage. A score of 2 (Poor) indicates a very limited vocabulary so that ideas are difficult to convey, and a score of 1 (Very Poor) indicates a vocabulary that is so minimal that ideas cannot be expressed.

- d. The fluency aspect is assessed by speaking fluency. A score of 5 (Excellent) is given for a natural flow of speech without hesitation. A score of 4 (Good) indicates a mostly fluent flow of speech with little hesitation. Score 3 (Fair) indicates frequent hesitations and pauses, so that the flow of speech is disrupted. A score of 2 (Poor) indicates hesitant and fragmented speech that is difficult to follow, while a score of 1 (Very Poor) indicates disjointed speech that is almost unable to build sentences.
- e. The comprehension aspect includes the ability to understand and respond. A score of 5 (Excellent) indicates full understanding with appropriate responses without difficulty. A score of 4 (Good) is given to speakers who understand most of the question although a little clarification is needed. A score of 3 (Fair) indicates the need for frequent repetition or clarification. A score of 2 (Poor) is given if comprehension is so difficult that responses are often irrelevant, and a score of 1 (Very Poor) indicates an inability to comprehend or respond appropriately.
- f. Finally, the task aspect assesses the extent to which the student can understand and perform the given task. A score of 5 (Excellent) indicates if the student's response is relevant, complete and effective like a native speaker. A score of 4 (Good) is given for speakers who can respond on a topic even in unfamiliar situations. A score of 3 (Fair) indicates the speaker can participate effectively in conversation on some topics, such as practical, social, and professional. A score of 2 (Poor) indicates a

response that is relevant or adequate but still requires help to overcome some complications or difficulties. A score of 1 (Very Poor) indicates the speaker can participate in topics they are very familiar with and can ask and answer with very minimum politeness requirements.

In conclusion, to be able to know the results of students' speaking development, it is important to implement the aspects of speaking assessment appropriately.

To sum up, assessing speaking skills is one of the benchmarks of successful learning in the classroom by knowing the extent of student development. Therefore, the assessment rubric is very important to be adjusted to the type of assessment carried out. By paying attention to the suitability of the type and rubric of assessment, the assessment will run smoothly.

B. Theoretical Framework

Speaking is a dynamic and interactive process that goes beyond simply producing words; it involves creating meaning through communication with others. In a language learning context, speaking is a vital skill because it combines various abilities, including vocabulary, grammar, pronunciation, and the ability to think and respond quickly. Unlike other language skills such as reading or writing, speaking is performed in real-time, often with little opportunity for reflection, which makes it a complex and spontaneous task. Developing students' speaking skills requires practice in both accuracy (correct language use) and fluency (smooth, natural speech). Therefore, teaching

strategies must address the dual challenge of helping students express their ideas clearly while building confidence to speak without hesitation.

Guided Conversation Method is a teaching approach that encourages students to participate in structured, teacher-led dialogues that simulate real-world communication. This method provides a framework where students can practice speaking in a controlled yet meaningful way. The teacher helps reduce the stress or fear that students may experience when speaking a new language by guiding the conversation. This method allows learners to focus on formulating their thoughts while having a clear path for the conversation. It builds confidence and gradually increases the students' ability to engage in more complex discussions over time. Hence, the key to this method's success is the balance between structure and freedom. Students have a supportive guide while also being encouraged to think independently and interact naturally in the target language.

AI Talk is an innovative tool allowing students to practice their speaking skills outside the traditional classroom environment. As a form of artificial intelligence designed to simulate honest conversations, AI Talk will enable learners to engage in dialogues with a virtual assistant that provides immediate feedback. One of the significant advantages of using AI in language learning is that it allows students to practice speaking without the fear of making mistakes in front of others. The technology can analyze their speech, correct pronunciation errors, and offer personalized suggestions, helping them to improve over time. In addition, AI Talk provides endless opportunities for

practice, allowing students to reinforce their skills at their own pace. In this research, the AI Talk researcher use is Blackbox AI and Gemini. Summing up, AI Talk enhances the learning process and creates a more engaging and effective way for students to improve their speaking abilities.

Guided Conversation Method and AI Talk were chosen for this research due to their complementary roles in enhancing students' speaking skills. The Guided Conversation Method provides a structured and interactive way for students to practice speaking in a classroom setting, while AI Talk extends that practice into a more flexible and individualized learning experience. Together, these methods create a well-rounded approach that supports both classroom-based interaction and self-directed learning. Students can participate in guided discussions where they build confidence and fluency, while AI Talk allows them to further refine these skills independently, with constant feedback that helps them track their progress. Students receive a blend of support and autonomy, which ultimately leads to more effective learning outcomes in speaking proficiency by using both method and media. In essence, this combined approach is not only improving students' speaking skills but also empower them to become more self-sufficient and motivated learners.

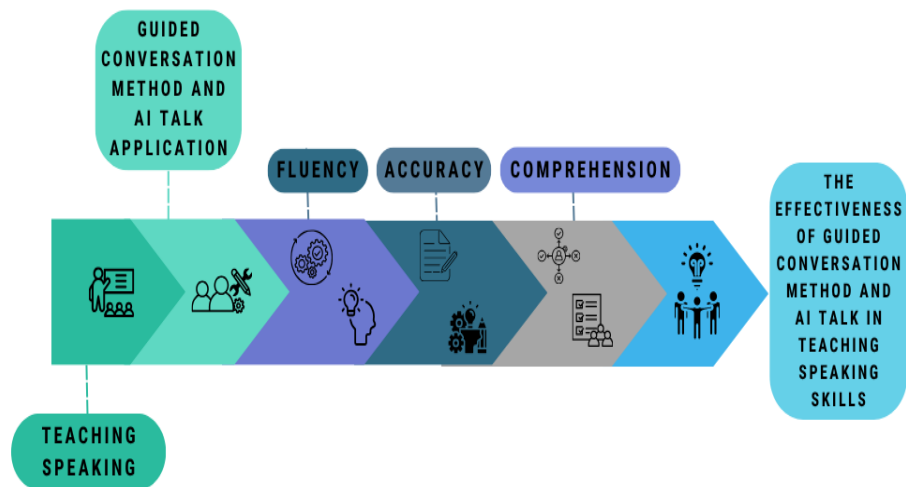


Figure 2.1 Theoretical Framework

C. Research Hypothesis

The hypothesis offers a potential answer based on the research conducted, and it may either be true or false. In this study, the researcher presents a hypothesis derived from the research results.

H0: There is no significant effect on the speaking skills of students who are taught using the Guided Conversation Method Integrated with AI Talk.

H1: There is a significant effect on the speaking skills of students who are taught using the Guided Conversation Method Integrated with AI Talk.