

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Educational Background

According to Robert J. Marzano, educational background means student knowledge before including their culture and academic experiences. All students bring something to the classroom that is familiar to their environment and prior knowledge.<sup>1</sup> Tikka, et al. stated that educational background can affect attitudes, activity, and knowledge.<sup>2</sup>

In addition, according to Mukmin, a student's educational background reflects the education they received. This educational process is typically influenced by a process known as learning transfer.<sup>3</sup>

##### a. Definition of Education

Act of The Republic of Indonesia Number 20, Year 2003 concerning the National Education System states that: Education means conscious and well-planned effort to create a learning process in which learners can develop their full potential for acquiring spiritual and religious strengths, developing self-control, personality, intelligence, morals, and noble character and developing skills that one requires for him/herself, for the community, for the nation, and the State.<sup>4</sup>

Education is an essential part of life regardless of gender, race, or culture and typically does not have

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<sup>1</sup> Robert J. Marzano et al., *What Works in Schools* (Alexandria, VA: Association for Supervision and Curriculum Development, 2003).

<sup>2</sup> Tikka, P.M., Kuitunen, M.T. and Tynys, S.M., 2000. Effects of educational background on students' attitudes, activity levels, and knowledge concerning the environment. *The journal of environmental education*, 31(3), pp.12-19

<sup>3</sup> Mukmin Mukmin, "The Effect Of Educational Background And Language Competence On Students' Arabic Language Motivation," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (June 12, 2019): 38

<sup>4</sup> *Act of the Republic of Indonesia Number 20, Year 2003 on National Education System*, (2003): 39

an age limit. Education is one of the most important life factors for a nation's development. Education provides a person with a variety of good knowledge and improves confidence in life; without education a person will never know about the development of the outside world and will be unable to compete in it.

Many experts have given definitions of education. According to Robert W. Richey, the broad function of education is to preserve and improve the life of the group by bringing new members into their shared concert. Thus, education is a much broader process than what occurs in schools. It is vital social activity that ensures the survival of communities. The function is specialised and institutionalised in formal education in communities, but there is always the education, outside the school to which the formal process is related.<sup>5</sup>

On the other hand, Horace Mann declared in his annual report to the Massachusetts State Board of Education in 1848 that education is “the great equaliser of the conditions of man” (Cremin, 1957). Mann, known as the “Father of the American Common School, believed that by providing all children with a common set of values and skills, public education could be transformed into a powerful instrument for social unity.<sup>6</sup> Education is also the process of changing attitudes and individual/group norms of behavior. Developing people into a mature business through education and training efforts, this statement according to the Indonesian dictionary.<sup>7</sup>

#### b. Types of Education

There are many categorizations about types of education, education could be divided into formal,

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<sup>5</sup> Robert W. Richey, *Planning For Teaching: An Introduction To Education*, Fourth Edition (Mcgraw-Hill Book Company, 1952).

<sup>6</sup> Marilyn Cochran-Smith et al., eds., *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts*, 3. ed (New York, NY: Routledge, 2008): 175

<sup>7</sup> Dictionary team, *Kamus Bahasa Indonesia* (Jakarta, 2008): part of pieces “P” that educational

informal, non-formal education. Looking more deeply into the form of education, shown below:

1) Formal Education

Formal education is systematic, organised education model that is structured and administered in accordance with a predetermined set of laws and norms, presenting a rather rigid curriculum in terms of objectives, content, and methodology. Formal education has a well-defined set of features.<sup>8</sup> An individual who cannot complete an education step, cannot start the next educational institution. Therefore formal education is an ongoing process.<sup>9</sup>

2) Non-formal Education

Characteristics are found when the adopted strategy does not require student attendance, reducing teacher-student contact, and most activities take place outside of the institution, such as home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to students' needs and interests, and for which time is not a fixed factor but is contingent on the student's work pace, do not correspond to those comprised by formal education.<sup>10</sup> Non-formal learning is perceived as the polar opposite of the "formal" educational system, which is defined as institutionalised training and represent compulsory education in a country. Non-formal education and training are located outside of the system. These are typically provided by suppliers from educational institutions that are

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<sup>8</sup> Andreia Simona Melnic and Nicoleta Botez, "Formal, Non-Formal and Informal Interdependence in Education" 17, no. 1/2014 (2014): 113–18.

<sup>9</sup> Öznur ISIR YARKATAS and Metin İNCE, *Formal And Non-Formal Education In Design Education* (Agp Research, 2016).

<sup>10</sup> Andreia Simona Melnic and Nicoleta Botez, "Formal, Non-Formal and Informal Interdependence in Education" 17, no. 1/2014 (2014): 113–18.

not recognised by the state, but they may be their alternatives.<sup>11</sup>

### 3) Informal Education

Informal Education differs greatly from formal education, particularly non-formal education, though in some cases it can maintain a close relationship with both. It does not correspond to a structured and systematic view of education; informal education does not always include the goals and subjects covered by traditional curricula. Informal education, for example, includes the following activities: (a) visits to museums or to scientific and other fairs and exhibits, etc.; (b) listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) reading texts in journals and magazines on sciences, education, technology, and so on; (d) participating in scientific contests, etc.; and (e) attending lectures and conferences.<sup>12</sup>

### c. Level of Education

Based on Act of the Republic of Indonesia No. 20 of 2003, levels of education consist of basic education, secondary education, and higher education.<sup>13</sup>

#### 1) Basic Education

Basic education is the foundation for secondary education. Primary schools, that is, *Sekolah Dasar* (SD) as well as *Madrasah Ibtidaiyah* (MI), or other schools of the same level, and junior secondary schools, that is *Sekolah Menengah Pertama* (SMP) as well as *Madrasah Tsanawiyah* (MTs) or other schools of the same

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<sup>11</sup> Sofia Loredana Tudor, "Formal - Non-Formal - Informal In Education," *Elsevier Ltd*, 2013, <https://doi.org/10.1016/j.sbspro.2013.04.213>.

<sup>12</sup> Melnic and Botez, "Formal, Non-Formal and Informal Interdependence in Education."

<sup>13</sup> *Act of the Republic of Indonesia Number 20, Year 2003 on National Education Sytem*, 2003.

level.<sup>14</sup> Basic education is the level of education on the path of formal education which underlines the burden of secondary education, which is managed on educational units the form of Elementary Schools and Madrasah Ibtidaiyah or other forms that are equivalent and form a continuation unit education in educational units in the form of Junior High School and *Madrasah Tsanawiyah*, or other equivalent forms.<sup>15</sup>

## 2) Secondary Education

Secondary education is an extension of primary education. Secondary education is divided into two parts: general secondary education and vocational secondary education. Secondary education consists of senior general secondary schools, also known as *Sekolah Menengah Atas* (SMA) as well as *Madrasah Aliyah* (MA), and senior vocational secondary schools also known as *Sekolah Menengah Kejuruan* (SMK), as well as *Madrasah Aliyah Kejuruan* (MAK), or other schools of the same level.<sup>16</sup>

## 3) Higher Education

Higher Education is a level of education following secondary education that includes diploma, bacahelor (*sarjana*), masters and specialised postgraduate programmes, and doctorate programmes offered by a higher education institution. Higher education must be provided in a flexible system.<sup>17</sup>

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<sup>14</sup> *Act of the Republic of Indonesia Number 20, Year 2003 on National Education Sytem*, 2003.

<sup>15</sup> Republik Indonesia, "Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 Pengelolaan Dan Penyelenggaraan Pendidikan," (Government Regulation Number 17 of 2010 concerning Management and Organization of Education).

<sup>16</sup> *Act of the Republic of Indonesia Number 20, Year 2003 on National Education Sytem*, 2003.

<sup>17</sup> *Act of the Republic of Indonesia Number 20, Year 2003 on National Education Sytem*, 2003.

## 2. Interpersonal Skill

### a. Definition of Interpersonal Skill

According to McConnel CR, interpersonal skills are those specific communication skills that we use when we act in a way that is intended to achieve specific results or objectives in face-to-face encounters.<sup>18</sup> In other hands, Diperna and Elliot as cited in Nisar Abid et al., interpersonal skills are the students' cooperative learning behaviors as well as communicative skills that connect them to express, communicate, help, share, and giving compliments to others effectively in educational settings.<sup>19</sup>

John Hayes define interpersonal skills are defined as goal-directed behaviours used in face-to-face interactions to achieve a desired state of affairs.<sup>20</sup> In addition, V.R. Rajesh and V. Chandrasekran, Ph. D stated that Interpersonal Skills (IPS) are the everyday abilities we use to communicate and interact with others, both individually and in groups.<sup>21</sup>

According to Suhendar, interpersonal skills are the process by which people exchange meaning with one another.<sup>22</sup> Furthermore, Muqowim argued that interpersonal skills are ability to communicate effectively with other people who have role in

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<sup>18</sup> Charles R. McConnell, "Interpersonal Skills: What They Are, How to Improve Them, and How to Apply Them," *The Health Care Manager* 23, no. 2 (April 2004): 177–87, <https://doi.org/10.1097/00126450-200404000-00012>.

<sup>19</sup> Nisar Abid et al., "Students' Interpersonal Skills and Its Association with Their Academic Achievement in Secondary School of Pakistan," *International Journal of Evaluation and Research in Education (IJERE)* 11, no. 1 (March 1, 2022): 143, <https://doi.org/10.11591/ijere.v11i1.21798>.

<sup>20</sup> John Hayes, *Interpersonal Skills at Work*, 2nd ed (Hove: Routledge, 2003).

<sup>21</sup> V.R Rajesh and V. Chandrasekaran Ph. D, "A Study on Interpersonal SKills of Collage Students," *An International Peer Reviewed & Referred II/XIV* (October 2014): 1932.

<sup>22</sup> Suhendar Suhendar, "The Effects Of Interpersonal Communication Skill And Vocabulary Mastery Towards Student's Speaking Skill," *Journal of English Language and Literature (JELL)* 1, no. 01 (August 21, 2018): 81–100, <https://doi.org/10.37110/jell.v1i01.8>.

education.<sup>23</sup> It be concluded that interpersonal skills are a someone's ability to interact with his/her partners. On the other hands, (J. N. Parker & Hackett, 2012; Wooley, Chabris, Pentland, Hashmi, & Malone, 2010) as cited in Saed Moradi et al, interpersonal skills are frequently conceptualised in terms of conflict resolutions skills, consensual decision-making skills, leadership skills, dialogue and discussion skills, team-building skills, and emphatic skills.<sup>24</sup>

b. The Importance of Interpersonal Skill

Getting things done through people is one of the most commonly used definitions of management. Mangham argues as cited in John Hayes that the ability to conduct oneself as a subtle, insightful, and incisive performer in the complexity of the organisation is critical to a manager's success. He continues by claiming that successful managers appear to have a natural and/or highly developed ability to read the actual and potential behaviour in accordance with this reading. We all have this ability, but Mangham claims that, "the most successful among us appear to do social life with a higher degree of skill than the rest of us manage".<sup>25</sup>

c. Elements of Interpersonal Skills

We realize that building communication with other people is not an easy job because it takes patience, fortitude, and special skills to use a certain approach. In addition, the diversity of opinions, perceptions and perspective is the main element that often makes people different eventhough they are in the same work domain. Therefore, Mork as cited in Muhammad Yumi and Dr. Nurdin Ibrahim emphasizes four important elements of

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<sup>23</sup> Muqowim Su'udi Zaid, *Pengembangan Soft Skills Guru* (Yogyakarta: PT.Pusaka Insan Madani, 2012).

<sup>24</sup> Saeid Moradi, Batoul Faghiharam, and Kobra Ghasempour, "Relationship Between Group Learning and Interpersonal Skills With Emphasis on the Role of Mediating Emotional Intelligence Among High School Students," *SAGE Open* 8, no. 2 (April 2018): 215824401878273, <https://doi.org/10.1177/2158244018782734>.

<sup>25</sup> John Hayes, *Interpersonal Skills at Work*, 2nd ed (Hove: Routledge, 2003).

interpersonal skill that need to be used in building communication.<sup>26</sup> The four important elements, includes;

1) Reading Social Clues

Paying full attention to how other people communicate, understanding verbal and nonverbal communication used in interactions (such as, learning, touching arms, stares, laughing, smiling, and various other nonverbal communications), paying attention to the success and failure of communication to determine what really makes communication run or did not run well.

2) Giving empathy

Try to put yourself in someone else's perspective when discussing something, especially if you want to collaborate with that person really wants in a situation. Compare our desires with those of that person, then look for common ground that can be compromised.

3) Controlling emotions

If you feel a little hot or tense about the topic being discussed, it's best to step back a bit to cool things down, then continue the conversation (take a deep breath, ask permission to use the restroom, or maybe ask for a piece of paper to write what was discussed before). After controlling the situation, then repeat the topic that had been discussed in low voice. Finally, expressed a desire to cooperate by finding solutions, focused on positive outcomes and avoided conflict.

4) Expressing emotions appropriately

Knowing when express compassion and affection, emotional connection, or positive emotions. Learn how to share smiles, give compliments, expressing warm talk, looking for things which are liked by other people. Imitate their spirit and actions when

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<sup>26</sup> Muhammad Yumi and Nurdin Ibrahim, *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences)*, 1st ed. (Jakarta: Kharisma Putra Utama, 2013), 130.



building interpersonal relationships in a team or group.<sup>27</sup>

d. Strategies to Develop Interpersonal Skill

According to Allen and Seaman cited in Natasha and Margaret, improving interpersonal skills/intelligence enriches people's relationships and helps them cope better at work and in social situations, particularly when dealing with difficult or challenging people. Some faculty questions whether online education allows students to develop proper interpersonal relationship and social skills.<sup>28</sup>

For developing and constructing interpersonal skill possessed by students, various appropriate learning activities, those are stated as follows:

1) Doing Jigsaw Activities

Jigsaw activity is a type of cooperative learning that emphasizes cooperation and dividing responsibilities in groups (Aronson, 2011). The process of implementing the jigsaw encourages involvement and a feeling of empathy for all students by providing essential parts of the task to be carried out by each member in the group. Members in the group must work together to complete the tasks given in accordance with the learning objectives. Each member in the group depends on all members of the group. No member can do well without working in a teamwork. The cooperation that is built in each of these groups can facilitate interaction between all students in the classroom accommodates all students to give an assessment of each member as a contribution to the tasks given.<sup>29</sup>

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<sup>27</sup> Muhammad Yumi and Nurdin Ibrahim, *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences)*, 1st ed. (Jakarta: Kharisma Putra Utama, 2013), 131.

<sup>28</sup> Natasha S. Lindsey and Margaret L. Rice, "Interpersonal Skills and Education in the Traditional and Online Classroom Environments" 13 (2015).

<sup>29</sup> Muhammad Yumi and Nurdin Ibrahim, *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences)*, 1st ed. (Jakarta: Kharisma Putra Utama, 2013), 134-135.

## 2) Peer Tutoring

Peer tutoring means students who come from the same social group or class who do not understand something being learned, then help each other, both in learning together and teaching one another. Students who do not understand the lesson are taught and fostered by other friends who already understand the material. Many research results show that teaching peers is an effective learning activity in improving student learning achievement. Peer tutoring can be applied to classes that have many and few students or large and small classes depending on the characteristics the abilities of the students. The more diverse abilities students have in the classroom, the easier it is to apply peer tutoring. Conversely, if students' abilities are relatively the same, then it is better to choose peers who are in the other classes or taken from senior students who have abilities for a particular subject.<sup>30</sup>

## 3) Teamwork

Teamwork is a set of tasks or activities performed by a groups of people works together to achieve a goal or purpose. NDT or Nondestructive Evaluation (2011) from Iowa State University cites the definition of teamwork from Webster's New World Dictionary as a joint action carried out by a group of people, where the interest and opinions of each person become subordinate to the unification of the group. The most effective teamwork is a form of teamwork resulting from the cohesiveness of all individuals who are involved harmoniously in contributing to achieving common goals. One way to form an

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<sup>30</sup> Muhammad Yumi and Nurdin Ibrahim, *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences)*, 1st ed. (Jakarta: Kharisma Putra Utama, 2013), 139.

effective teamwork is to design activities that require students to work together.<sup>31</sup>

### 3. Online Speaking Class

#### a. Definition of Online Speaking Class

##### 1) Definition of Speaking Class

Speaking is one of the basic language skill which has important role than four other skills of English learning, because that is used many times in daily conversation. According to Lai-Mei Leong & Seyedeh Masoumeh Ahmadi said that speaking is the most important skill because it is one of the abilities required to participate in a conversation.<sup>32</sup> Maryam Bahadorfar and Reza Omidvar further state speaking is an important part of second language learning and teaching, it is a communication skill and one of four productive skills, that must mastered when learning foreign language. Good *speaking skills* are the act of producing words that listeners can understand.<sup>33</sup>

In other hands, Eef Syaifullah & Vitri Angraini Hardi state that speaking is an important part of human interaction. Similarly, speaking is extremely important in educational settings.<sup>34</sup> Furthermore, Brown said that speaking is a productive skill that can be directly observed, those observations are influenced by the accuracy and effectiveness of test-takers' listening skill, which necessary compromises the reliability and validity of an oral production test. Because most speaking is the result of the speaker's creative

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<sup>31</sup> Muhammad Yumi and Nurdin Ibrahim, *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences)*, 1st ed. (Jakarta: Kharisma Putra Utama, 2013), 143.

<sup>32</sup> Lai-Mei Leong et al., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 35, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

<sup>33</sup> Maryam Bahadorfar And Reza Omidvar, "Technology In Teaching Speaking Skill" *Ii*, No. Iv (April 2014), 9.

<sup>34</sup> Eef Syaifullah and Vitri Angraini Hardi, "Cognitive Behavioral Therapy on Speaking Skill" 6, no. 1 (May 26, 2021).

construction of linguistic strings, the speaker make lexicon, structure, and discourse choices.<sup>35</sup> In addition Brown state there are five basic speaking situations which we find ourselves<sup>36</sup>;

- a) Imitative Speaking; the ability to simply parrot back (imitate) a word, phrase or possibly a sentence is at one end of a spectrum of types of speaking performance. While this is a purely phonetic level of oral production, the criterion performance may include a number of prosodic, lexical, and gramatical properties of language.
- b) Intensive speaking; the production of short streches of oral language designed to demonsrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture) a second type of speaking that is frequently used in assessment contexts.
- c) Responsive speaking; interaction and test comprehension are included in responsive assessment tasks, but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.<sup>37</sup>
- d) Interactive speaking; the length and complexity of the interaction, which may include multiple exchanges and/or multiple participants, characterise interactive speaking. Interaction can take the two forms: transactional language, which is used to exchange specific information, and

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<sup>35</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 140.

<sup>36</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 141.

<sup>37</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 141.

interpersonal exchanges, which are used to maintain social relationships.

- e) Extensive/monologue speaking; speech, oral presentations, and story-telling are examples of extensive oral production task in which the opportunity for oral interaction from listeners is either severely limited (perhaps to nonverbal responses) or completely eliminated.<sup>38</sup>

## 2) Definition of Online Class

An online class is a learning and teaching process that makes use of the internet and digital media to connect the teacher and student. Online classes are more flexible than offline classes because the teacher and students can learn and teach whenever and wherever they have a good internet connection.<sup>39</sup> Ally argues that online learning is the use of internet to access learning material; to interact with the content, instructor, and other learners; and to obtain assistance during the learning process in order to gain knowledge, construct personal meaning, and grow from the learning experience.<sup>40</sup>

According to Carliner, online learning refers to learning and other supportive resources accessed via a computer.<sup>41</sup> Ally defines internet use as the use of the internet to access learning materials; to interact with the content, instructor; and other learners; and obtain support during the learning process, in order to acquire knowledge, construct personal meaning, and to grow from the

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<sup>38</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 142.

<sup>39</sup> Geminastiti Sakkir et al., "Students' Perception of the Presentation Activities in Online Speaking Class," *EduLine: Journal of Education and Learning Innovation* 2, no. 3 (August 22, 2022): 257, <https://doi.org/10.35877/454RI.eduline1074>.

<sup>40</sup> Ally, *Foundations Of Educational Theory For Online Learning*.

<sup>41</sup> Saul Carliner, *An Overview of Online Learning*, 2nd ed (Amherst, Mass: HRD Press, 2004).

learning experiences.<sup>42</sup> In addition, Gunuc & Kuzu, 2015; Namaziandost & Nasri, 2019; and Finol, 2020) in Masriatus Sholikhah et al., state that the Web, wikis, blogs, Whatsapp, Youtube, Google Classroom, and other online learning platforms that are commonly used in instructional settings for the development of students' language skills.<sup>43</sup>

In other words, Akkoyunlu & Soylu online learning is a popular method because it can present course content over a longer period of time than classroom environment or other methods; it allows education for seven days and twenty four hours; it reaches more number of learners; and it provides a learning environment that is independent of time and place.<sup>44</sup> In addition, Hameed et al explain that online learning can be accessed several times and at any time if something is forgotten which allows students to remember most of the information delivered that they are required to learn in particular course.<sup>45</sup>

From various expert opinions above, researcher concluded that speaking class is teaching and learning activities conducted by students and teachers on speaking skills, especially English speaking skills. thus, online speaking class is therefore a learning process for students and teachers to speak English and is conducted through

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<sup>42</sup> Mohamed Ally, *Foundations Of Educational Theory For Online Learning*, (2008): 2.

<sup>43</sup> Masriatus Sholikhah, Afi Ni'amah, and Riris Nur Eriyanti, "How Do I Engage in My Class?"; EFL Teachers' and Tertiary Students' Perceptions during Online Speaking Class," *Jurnal Pendidikan Bahasa* 11, no. 1 (July 1, 2022): 65–78, <https://doi.org/10.31571/bahasa.v11i1.3803>.

<sup>44</sup> Buket Akkoyunlu and Meryem Yilmaz Soyulu, "A Study of Student's Perceptions in a Blended Learning Environment Based on Different Learning Styles" 11, no. 1 (2008), 183.

<sup>45</sup> Shafqat Hameed, Atta Badii, and Andrea J Cullen, "Effective E-Learning Integration with Traditional Learning in a Blended Learning Environment," *European and Mediterranean Conference on Information Systems*, May 25 (2008), 4.

online platforms such as Zoom, Google Meet, Google Classroom, etc.

b. The Importance of Speaking

According to Penny Ur, speaking appears to be the most important of the four skills (listening, speaking, reading and writing): people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other types of knowing: and many, if not most foreign language students want to learn to speak first.<sup>46</sup> In addition, Lai-Mei & Seyedeh state that speaking is important for supporting their ability to use the language. Speaking skill has been very important to human success; the importance of speaking skill can be seen in people’s daily activities. Speaking is an interactive activity that take place in real time. That is, person can use words and phrases fluently without having to think about it too much.<sup>47</sup>

Stephen D Krashen investigated the relationship between listening and speaking. He found that when students speak, their speech is evidence that they have mastered the language.<sup>48</sup> In other hands McDonough et al said that speaking as skill that enables us to produce utterances, speaking is desire and purpose-driven when genuinely want to communicate something to achieve a specific end. This could include expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a specific problem; or establishing and maintaining social relationships and

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<sup>46</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge Teacher Training and Development (Cambridge [England]; New York: Cambridge University Press, 1996), 120.

<sup>47</sup> Lai-Mei Leong et al., “An Analysis of Factors Influencing Learners’ English Speaking Skill,” *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 35, <https://doi.org/10.18869/acadpub.ijree.2.1.34>

<sup>48</sup> Stephen D. Krashen, *Second Language Acquisition and Second Language Learning*, Reprinted, Language Teaching Methodology Series (Oxford: Pergamon Pr, 1985).

friendships. To achieve these speaking goals, we must employ a variety of appropriate expression.<sup>49</sup>

Furthermore, Riandy et al said that speaking ability is the most important skill to learn when studying a foreign or second language. Speaking is regarded as the most critical of the four main language skills in acquiring a foreign or second language.<sup>50</sup> In addition, Grace Stoval Burkart stated prioritising listening and speaking skills over reading and writing, among other things. In practise, however, “speaking” usually meant repeating after teacher, reciting memorised dialogues, and practicing cleverly constructed but rote pronunciation and grammar drills.<sup>51</sup> Nazara argue that recognising the high importance of speaking skill in EFL programmes, it is critical to identify and employ the best instructional methods, materials, activities, media and other requirements to assist learners in mastering speaking skill.<sup>52</sup>

### c. The Components of Speaking Skill

According to David P. Harris, either four or five components are generally recognized in analyses of the speech process; pronunciation, grammar, vocabulary, fluency, comprehension<sup>53</sup>:

- 1) Pronunciation; including the segmental features-vowels and consonants-and the stress and intonation patterns. Scott Thornbury declared that a speaker’s lowest level of knowledge is that

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<sup>49</sup> Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT: A Teacher’s Guide*, Third edition (Chichester, West Sussex [England]; Malden, MA: Wiley-Blackwell, 2013).

<sup>50</sup> Riandy Arifputra Pradhana, Kusrin, and Praditya Putri Utami abcde, “Exploring Students Experience in Online Speaking Class Using Role-Play Technique” 6, no. 2 (December 13, 2021), <https://doi.org/10.31004/jele.v6i2.126>.

<sup>51</sup> Grace Stoval Burkart, “Spoken Language What It Is and How to Teach It,” n.d.

<sup>52</sup> Situjuh Nazara, “Students’ Perception on EFL Speaking Skill Development,” *JET (Journal of English Teaching)* 1, no. 1 (February 1, 2011), 29: 28, <https://doi.org/10.33541/jet.v1i1.50>.

<sup>53</sup> David P. Harris, *Testing English as A Second Language* (New York: McGraw-Hill, 1969), 81.



of pronunciation. Normally we do not make conscious choices about how to pronounce individual word and the sounds that they are made of.<sup>54</sup>

- 2) Grammar; the employment of grammatical forms and syntactic patterns. In addition, David P. Harris said that if some of these issues appear to be too similar to “traditional” or “prescriptive” grammar, it is important to remember that our goal is to determine how acceptable the foreign student’s written English will be to the native English speakers who will read his compositions, letters of application, business communications, and the like.<sup>55</sup>
- 3) Vocabulary; the student’s vocabulary is initially quite limited, but as the student gains control over the sounds and structures of the language, he is “fed” more and more vocabulary, that has been chosen for its usefulness in oral communication.<sup>56</sup>
- 4) Fluency; the ease and speed with which speech flows. Fluency is defined as the ability to speak with normal levels of continuity, rate and effort, as well as to connect ideas and language to form coherent, connected speech.<sup>57</sup>
- 5) Comprehension; for oral communication certainly requires a subject to respond to speech as well as to initiate it. Comprehension is the activity of readers learning to focus on crucial information. The comprehension check reflect the major ideas of the article in order to help the students learn to focus on important information.<sup>58</sup>

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<sup>54</sup> Scott Thornbury, *How to Teach Speaking*, repr., How to ... Series (Harlow: Longman, 2013).

<sup>55</sup> David P. Harris, *Testing English as A Second Language* (New York: McGraw-Hill, 1969), 72.

<sup>56</sup> David P. Harris, *Testing English as A Second Language* (New York: McGraw-Hill, 1969), 58.

<sup>57</sup> Rebecca Hughes, *Teaching and Researching Speaking*, 2nd ed, Applied Linguistics in Action Series (Harlow, England Munich: Longman, 2011), 105.

<sup>58</sup> Linda Markstein and Louise Hirasawa, *Developing Reading Skills* (Heinle & Heinle Publisher, 1981).

#### d. Assessing Speaking

Assessment is an essential component of teaching-learning cycle. Assessment is almost constant in an interview active, communicative curriculum. Test, which are a subset of assessment, can provide the learner with authenticity, motivation, and feedback.<sup>59</sup> According to Brown there are 6 oral proficiency scoring categories;

##### 1) Grammar

5 = equivalent to that of an educated native speaker.

4 = able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.

3 = control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

2 = can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.

1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

##### 2) Vocabulary

5 = speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

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<sup>59</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 16.

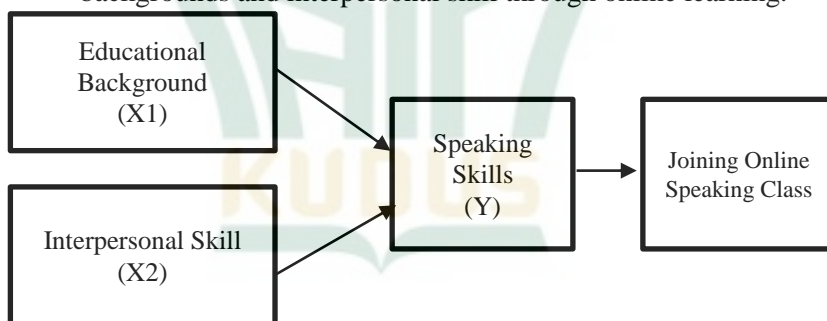
- 3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
- 2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.
- 1 = speaking vocabulary inadequate to express anything but the most elementary needs.
- 3) Comprehension
- 5 = equivalent to that an educated native speakers.
- 4 = can understand any conversation within the range of his experience.
- 3 = comprehension is quite complete at a normal rate of speech.
- 2 = can get the gist of most conversations of non-technical subjects.
- 1 = within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
- 4) Fluency
- 5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.
- 4 = able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
- 3 = can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
- 2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations

- about current events, as well as work, family and autobiographical information.
- 1 = (no specific fluency description. Refer to other four language areas for implied level of fluency.)
- 5) Pronunciation
- 5 = equivalent to and fully accepted by educated native speakers.
- 4 = errors in pronunciation are quite rare.
- 3 = errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
- 2 = accent is intelligible though often quite faulty.
- 1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
- 6) Task
- 5 = speaking proficiency equivalent to that of an educated native speaker.
- 4 = would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
- 3 = can participate effectively in most formal and informal conversations on practical, social, and professional topics.
- 2 = able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
- 1 = can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

## B. Theoretical Framework

The single most important aspect of learning a second or foreign language is mastering the art of speaking, and success is measured in terms of the ability to carry out a conversation in the language.<sup>60</sup> It means speaking plays an important role in learning English. According to Andrew Pollard, speaking is one of the most difficult aspects for students to master.<sup>61</sup> The term mastering speaking fluency is linked to the meaning of communication.<sup>62</sup> In speech process analyses, there are five components of speaking skills; pronunciation, grammar, vocabulary, fluency, comprehension.

Because of the importance of speaking, the students join speaking class through online media. As we know, online learning provides continuous learning with access to learning whenever and wherever students choose to access it. This condition gives more time to study English than just in the classroom. In joining online speaking class, the students come into various educational backgrounds and interpersonal skills. The first step to handle this case is to know what students' educational backgrounds and interpersonal skills. Therefore, this research aims to investigate students' educational backgrounds and interpersonal skills through online learning.



<sup>60</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, Language Teaching Methodology Series (New York: Prentice Hall, 1991).

<sup>61</sup> Andrew Pollard and Julie Anderson, *Reflective Teaching: Evidence-Informed Professional Practice*, 3rd ed (London; New York: Continuum International Pub. Group, 2008).

<sup>62</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4. ed., 8. impr (Harlow: Pearson/Longman, 2013).

### C. Review of Previous Study

In this section, some studies pertinent to this research are described;

1. First, a journal conducted by Catrin S. Rutland, et al. entitled “How Does Student Educational Background Affect Transition into the First Year of Veterinary School? Academic Performance and Support Needs in University Education”. The purpose of this study was to investigate the support mechanism, academic achievements, and perception of students from various educational backgrounds in their first year of veterinary school. The findings showed that school leavers (those who successfully completed secondary education but had no prior university experience) outperformed those who had previously graduated from university (even from unrelated degrees) in early exams.<sup>63</sup>

There are similarity and difference between this study and writer’s research. This study focus on the affect of student educational background transition into the first year of veterinary school. While writer’s research focus on uncovers students educational background and interpersonal skill in joining online speaking class. The similarity is that research and writer’s focus on students educational background.

2. The second previous study was done by P. Saraswathi & Dr. N. Nagadeepa entitled “Identifying and Ranking the Attributes that Affects Educational Background of Students with Learning Disability Using Weka Tool”. This experimental study had shown that the efficacy of dataset reduction algorithm with attribute selection leads to increase the performance of student with learning disability, and the experimental result showed the factors influenced the learning disability to predict the improvement of educational background for student with learning disability. In addition, P. Saraswathi & Dr. N.

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<sup>63</sup> Catrin S. Rutland, Heidi Dobbs, and Sabine Töttemeyer, “How Does Student Educational Background Affect Transition into the First Year of Veterinary School? Academic Performance and Support Needs in University Education,” *Journal of Veterinary Medical Education* 43, no. 4 (November 2016): 372–81, <https://doi.org/10.3138/jvme.0915-145R1>.

Nagadeepa stated that the most frequent attribute that influenced the learning disability student among normal student is identified.<sup>64</sup>

From the previous study above, the researcher finds the similarity study about students' educational background. Meanwhile, which is slightly different in the learning disability. If that research investigates disability student, the writer's research is investigating English for kids students.

3. The third previous study was conducted by Kaori Sato et al., entitled "The Effect Interpersonal Skills on Worker Performance". This study used personnel records of a Japanese manufacturing company as well as its training program and job performance. The findings revealed that training program experience was significantly associated with post-training evaluation and promotion probability, implying that improving interpersonal skills through participation in off-the-job training programmes may improve worker's post-training performance and lead to future promotion.<sup>65</sup>

There are similarity and difference between this research and writer's research. The difference is that research uncovers the effect interpersonal skill on worker performance, while writer's research uncovers interpersonal skills on students who join online speaking class. The similarity is that research and writer's focus on the interpersonal skill it self.

4. The fourth study was journal and conducted by Mungin Eddy Wibowo, et al. entitled "The Effect of Interpersonal Skills and Self-Efficiency on Self-Compassion of High School Students". The purpose of this study was to investigate the impact of interpersonal skills self-efficacy

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<sup>64</sup> Research Scholar, Bharathiar University, Coimbatore, Tamilnadu, India. and P. Saraswathi, "Identifying And Ranking The Attributes That Affects Educational Background Of Students With Learning Disability Using Weka Tool," *International Journal of Advanced Research in Computer Science* 9, no. 1 (February 20, 2018): 656-658, <https://doi.org/10.26483/ijarcs.v9i1.5410>.

<sup>65</sup> Sato Kaori, Nakamuro Makiko, and OWAN Hideo, "The Effect of Interpersonal Skills on Worker Performance," *The Research Institute of Economy, Trade and Industry*, June 2019.

variables on students' self-compassion. The instruments used in this study were an interpersonal skills scale, a self-efficacy scale, and a self-compassion scale which were distributed via online surveys. According to the findings, the majority of high school students in the medium category possessed interpersonal skills, self-efficacy and self-compassion.<sup>66</sup>

From the previous study above, the researcher and the writer have the similarity study about interpersonal skills. The difference is the researcher reveals the effect of interpersonal skills and self-efficacy on self-compassion of high school. Meanwhile, the writer uncovers the impact of interpersonal skill of students who join online speaking class.

5. The fifth study was conducted by Damar Isti Pratiwi, et al. Entitled "Flipped Classroom in Online Speaking Class at Indonesian University Context". This study looked at how students improved their speaking skills after using a flipped classroom model. According to the paper, the flipped classroom model provides learning opportunities and engagement because the teacher has delivered the video material prior to the class. This model, in particular, encouraged some students to engage in active learning. Furthermore, the statistical analysis revealed significant differences in how the flipped classroom model improves students' learning outcomes in speaking skills.<sup>67</sup>

There are similarity and difference between this study and the writer's research. This study focus on the implementation of the flipped model in online speaking class, while writer's study focus on uncovers students' educational background and interpersonal skill on joining online speaking class. The similarity is that study and the

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<sup>66</sup> Mungin Eddy Wibowo, Rohmatus Naini, and Thrisia Febrianti, "The Effect of Interpersonal Skills and Self-Efficacy on Self-Compassion of High School Students" 10, no. 1 (2022).

<sup>67</sup> Politeknik Perkeretaapian Indonesia Madiun, Indonesia, damar@ppi.ac.id et al., "Flipped Classroom in Online Speaking Class at Indonesian University Context," *International Journal of Instruction* 15, no. 2 (April 1, 2022): 697–714, <https://doi.org/10.29333/iji.2022.15238a>.



researcher analyze student in learning online speaking class.

6. The sixth study was journal and conducted by Geminastiti Sakkir, et al. entitled “Students’ Perception of the Presentation Activities In Online Speaking Class”. According to the research findings, using presentation activities provided some benefits for the students such as making the material easier to understand, increasing students’ motivation, focusing deeper in learning, and increasing collaboration. The findings concluded that using presentation activities in an online speaking class benefited students in the eleventh grade of SMAN 4 Sidarap.<sup>68</sup>

From the previous study above, the researcher to do similarity study about online speaking class. The difference is this study investigates the students perception of the presentation activities in online speaking class. Meanwhile, this writer’s study uncovers students’ educational background and interpersonal skill on joining online speaking class.

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<sup>68</sup> Sakkir et al., “Students’ Perception of the Presentation Activities in Online Speaking Class.”