

CHAPTER II

REVIEW OF LITERATURE

2.1 Concept of Speaking Skill

2.1.2 The Definition of Speaking

Speaking activity when people use their voice to deliver their opinion, suggestion, information even critic, but speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. Without speaking, people can not interact with the others, and they must remain in almost total isolation from any kind of society. According to Indramawan (2013) speaking is one of subject that the students learn. It is challenge for students to communicate orally. Thus, the strategy, method, or technique can affect the students speaking skill. It is important component in daily life, because speaking can make the people can interaction to others.

In addition, according to Jansen (2015) speaking is an activity to interaction in socialize. It is a communicative skill that the people use to share information, ideas or opinion. Through speaking, the speakers can express what that they want to say. Then, the listener can understand about the speakers say. Meanwhile, Mendes,et all (2014) states speaking is an oral communication skill. All of the people in daily life need to communicate. To communicate in another language which is not mother tongue is challenge. Thus, it is difficult skill especially for students that learning English.

Furthermore, Miller (2003) says that speaking is a discipline skill. It usually the people do everyday to think and say about something. Without speaking the people can not through the life.

Based on Syafei (2013) says that speaking is an important skill. It is one of four skills that should be mastered by students. All of skills will need each others. Such as, the writting skill need the reading comprehension. Speaking skill need the listening ability, so thaht why all of skills can not be separated.

From the explanation above, it can be described that speaking is very important for English. It can be used for daily activity to communicate to others.

Further, it is process of people to think the idea then share the idea. It can make the people socialized in society because the people can deliver information to others. So, speaking is part of communication and very important in daily life.

2.1.2 The Components of Speaking

The components of speaking skill according to Vanderkevent (1990) there are three components in speaking:

a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form.

Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d. Pronunciation

Pronunciation is the way for students“ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

2.1.3 The Types of Speaking

Types of Speaking Performances Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the some what limited level of very short conversation, standard and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports,

summaries, and story telling and short speeches.

Based on idea above, there are six types of speaking. There are; imitative, intensive, responsive, transactional, interpersonal, extensive. The types of speaking in this research is extensive, because in this research the researcher asked the students to story telling after the researcher showed the video.

2.1.4 The Purposes Of Speaking

To compose a good speech, it is essential to know the purposes of speaking. The purposes of speaking vary and it relates to the reason why people want to speak. Lisa also says different people have different purpose of speaking, she concludes that there are three purposes of speaking such as, to inform, to persuade and to entertain.⁵ To inform means to help the others or listeners obtaining information and using it to gain their understanding. While, to persuade is to make the others or listeners get the meaning of the information and process it. In addition, to entertain is to make information become informative and focus on the occasion of the speech.

To sum up, there are many purposes of speaking, it relates to the people themselves. Somehow, the general purposes of speaking are to inform, to persuade and to entertain.

2.2 Media

2.2.1. Definition of Teaching Media

Media is the plural of medium. Medium can be defined as an intermediary or an introduction to the communication from the sender to the receiver (Heinchi et.al. 2002). Media is one of the communication component that is as a messenger of the communicator to the communicant (Criticos, 1996). By definition it can be said that the learning process is a process of communication. The word comes from the Latin media which is the plural of medium restrictions on the media is very broad sense, but we restrict the educational media have used the media as a means of learning activities and material in teaching learning. According to Heinchi et.al (1982) suggest the media term as an intermediary that transmits information between the source and receiver. So, 16 television, film, radio,

photograph, and the like is a medium of communication. When the media was carrying a message or a message aimed instructional information or the intent of teaching the media is called a media of learning. Hamidjojo (1993) states impose limits as all forms of media intermediaries used by humans to communicate or spread ideas or opinion it is up to the intended recipient. Based on the description of some restrictions on the media following the above mentioned general of the characteristics contained in the media: 1. Media education had a physical sense that today is known as the hardware that is something that the object can be seen and heard or touched by the sense. 2. Media education had a non-physical sense, known as a software that is the content of the message contained in the hardware which is the content to be conveyed to the students. 3. Educational media can be used in bulk (Ex. TV, radio), large groups and small group (Ex. Film, slide, video, OHP) or individual (Ex. Module, computer, radio tape/cassette, video recorder), etc.

2.2.2 The Benefit of Using Instructional Media

Student's knowledge acquisition as described by cone experience by Edgar Dale that knowledge will be more abstract only if the message convey through the verbal word. This allows the occurrence of verbal, which means students only know about and understand the words without understanding the meaning contained in it. This sort of thing will lead to misperceptions students therefore, students should have more concrete experience that the message really can achieve the goals and objectives.

Media generally have utility purpose:

- a. Clarify the message that is not too verbalistic.
- b. Overcome the limitations of space, time energy and power sense.
- c. Excite learning more direct interaction between students with learning resources.
- d. Enable children to learn independently according to their talent and capabilities of its visual auditory and kinesthetic.
- e. Give the same stimuli, likening the experience and perceptions of the same

cause.

As function described above also have the value of learning media and the following benefits:

- a. Make the concept of the concept of abstract concept, the concept of perceived concept is abstract and difficult to explain directly to the students can rent or simplified through the use of instructional media.
- b. Objects presenting that are too dangerous or difficult to come into the learning environment for example the teacher explained by using an image or a television program about animals wild like tigers, bears, lion or other animals such as elephant and giraffes
- c. Display the object that are too large or small. For example the teacher will convey an idea of a ship, airplane, market and also temples.
- d. Shows the movement is too fast or slow by using the technique of slow motion in the medium of film to show on trajectories, boom arrows or 18 show an explosion. As well as movements were too slow as growth sprouts and blooms the flower.

2.3 Video recorder

2.3.1 Definition of Video Recorder

A video recorder is a smartphone feature used by students to show their speaking performance. A video recorder is a device for recording and playing back videotapes. From video recorders, students can evaluate their mistakes from watching the result of their recording video and correct their performance before they submit their final video to their teacher.

Teachers can use video to help students become better at speaking in English. By recording students' speaking performance, they will have opportunities to view, play and replay the recording many times so that they could learn from their mistakes.⁴¹ The video recorder is a kind of digital video recorder, whereas according to J.S. Crunch, D.G. Martz, and N.J. Cook⁴², digital video recorders can record a video input steam from a variety of sources (WebCam, capture card, video camera, or television broadcast). By recording the video data

and storing the data on the hard drive. the definition of the video recorder is a recording of both the visual and audible components.

2.3.2 Strategies in Teaching Speaking Skill

Type of language learning that involves technology development as a mobile device in learning language is called MALL (Mobile-Assisted Language Learning). The development of language learning especially in technology area is rapidly growing by the time. As a mobile phone with high capabilities extends into all areas of human life, it is expected that this wireless technology device soon become accessible in both city and village. In other side, this wireless technology device can be used in language learning, because it provides some items like mp3, internet access, camera, audio/video recording and many more that can be useful in learning language. Tayebah also stated that the main characteristics of mobile learning are recognized as the potential for learning process to be personalized, spontaneous, informal and ubiquitous.

Furthermore, portability and connectivity are the main characteristic of mobile device. As for connectivity, designing of mobile phone must have capability being connected and communicated with the learning website by using the wireless network of the device to access learning material like short message service (SMS), email, chatting and so on. And as portability, it enables learners to move mobile device and bring learning materials.

2.3.3 The Use of Video Recorded in Mall

MALL (Mobile-Assisted Language Learning) can be facilitated many of learning activities. One of the activities that can be facilitated by MALL is video recording. In MALL, the use of video recording utilized the camera inside the phone which can be used to create video recording task. According to Jewitt in his research that video can be used in a number of ways for research including participatory video, videography, the use of existing video data, video interviews and elicitation and video based fieldwork.

Furthermore, there is a tendency in using video recording in MALL in teaching speaking. Video recording can be done by using an application in mobile

device named camera. In mobile phone actually there are two cameras, the front camera and back camera. Both cameras enable learners to create video recording through the camera itself. Using one of those cameras will make learners easily assess their speaking video and facilitate them in presenting their speaking materials.

2.3.4 The Advantage of Using Video Recorded

Geddes stated in Tayabeh's research states that the means of mobile learning device the learners are able to control the learning process and progress in their own pace based on their cognitive state in a non classroom environment. Means, learners are able to do it in front of their personal mobile device, they can do it in their home every time and everywhere.

In this case, Kofler and his colleagues also stated in Tayabeh's research that MALL can give some benefits in foreign language teaching, they are as follows:

1. Mobile phone is portability, means it is taken to different places due to small size and weight.
2. It is social interactivity, exchanging data and collaboration with other learners.
3. It has context sensitivity; the data on the mobile phone can be gathered and responded uniquely to the current location and time.
4. Connectivity, mobile device can be connected to other device, data collection devices or a common network by creating a shared network.
5. Individuality, activity platforms can be customized for individual learners.

2.3.5 The Procedure in Using Video-Recorded Speaking Skill

This procedure research adapted from Gromik in Rahmi's study with some modification in implementing Video-Recorded Speaking Skill. First, teacher explains the regulation, duration for making video, topic and aspects of speaking would be assessed. It is intended to build students' understanding the task. Furthermore, teacher show an example of the task by giving a video. The video can be taken from native speaker, so students can have target model of English.

In this case, a certain topic can be chosen by students in making video task. The topic has to be related in teaching and learning topic in the class or students' experience. And after all, teacher should give feedback to students' performance. So, the students are able to know their strength and their weakness.

2.4 Previous Studies

There are some studies which are relevant to the study the researcher conducts here. This study can be supported by an extensive review of literature on teaching English speaking through video recording. In line with this, many researchers have been devoted to determining the usefulness of video as a medium for improving students' ability in English speaking.

The first study is *The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill: A Quasi-Experimental Study at the Tenth Grade of SMA Negeri 1 Kota Tangerang Selatan In 2015/2016 Academic Year* which was conducted by Rahmi Rahayu. The aim of this study is to find out the effectiveness of video-recorded task in improving speaking skill. The sample was 87 students chosen through purposive sampling technique and classified into two classes, experimental class and controlled class. The result revealed that the score of experimental class was significant higher than the controlled class at significance level 0.000 and to 3.897 in significance level 5%. It shows that the using of video-recorded speaking task is effective in improving speaking skill.

In line with Rahmi, Putra Sudarma aslo conducts a study of the *Effect of Screencast-o-Matic on Students' Speaking Ability of Descriptive Text: a Quasi-Experimental Study at the Eight Grade Students of MTs Yaspina Rempoa in Academic Year 2017/2018*.²⁴ The participants were 52 in both experiment class and controlled class. The finding says that there is a significant effect of using Screencast-O-Matic on students' speaking ability on descriptive text. The third study was conducted by Arum Mustikawation tittle the *Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMP N 1 Manisrenggo*. This study involved 68 students of experiment class and controlled class. the data were obtained by using pretest and post-test. The data of pre-test

and post-test were analyzed by using descriptive and inferential statistics. The result showed that the using video can improve students' speaking ability.

Next study was researched by Yasemin Kirkgoz entitled a blended learning study on implementing video-recorded speaking tasks in task-based classroom instruction. Yasemin investigated the designing and implementing a speaking course in which face-to-face instruction with the use of technology, the video for his participants. The implementation was found to be helpful in enhancing students' speaking skill by offering an innovative learning experience. The finding advanced that the use of video recording of students of speaking task contributed to foreign language learning, and offer use full insights to teacher in designing a speaking course.

The last study was examining The Effectiveness of Digital Video Recording on Oral Performance of EFL Learners which was conducted by Nazhnur gokturk in Turkey. The result indicated that the integration of digital video-recordings into speaking classes contributed to the improvement of learners over speaking proficiency. However it did not lead to a significant improvement in learners' oral fluency skill. Yet, the analysis of the qualitative data showed that the utilization of digital video-recording encouraged them to take risk with the target language.

2.5 Conceptual Framework

Teaching speaking skill's refers to the effort to make students activate their language knowledge like Grammar, vocabulary, pronunciation.

So, they can communicate their feeling, ideas, and information to other. The use of media in the process of speaking, the students should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed, that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. Hence, the researcher chooses video as an effective media to help students improve their speaking skill.