

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter the researcher presents the result of reviewing some relevant theories related to the topic of the study covering speaking as a language skill including definition of speaking, Vlog media, perception and previous study.

#### **A. Speaking**

##### **1. The Definition of speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Many people said that speaking is the activity of paying attention to give information to other people. "Speaking is having conversation by using specific language" (Helen,198: 211). In expressing speaking we can see the children use the language. They are able to express emotion, gestures, explore the language, and make it fun. So they expect to be able to speak in English. Allen (1987:211) state learning speaking is a long process; firstly, students must carefully repeat models and imitate the teacher. They may memorize basic sentence to gain confidence in their ability to speak the second language. They may practice sentence and do oral drill. These activities are preliminary to actual conversation, in a sense; these activities may be term. In speaking ability there are many activities that can be done as well as a great deal of principles to be kept when conducting speaking ability.

According to Sadtono (1983:5), the activities can be done for speaking skill as follow; students practice fix phrases (formulate), students practice or make a dialogue, students play game, students perform a kit, students conduct a role play, students use a picture, comic strip, news or video for discussion, students solve a problem, seminar or debate and many more.

## **2. Speaking Skill**

According to Vygotsky (1978), learning occurs when students socially interact with people and when they internalize the data obtained from these interactions. Thus, it possible in speaking class, the students should make interaction with other, and also need something to make them more attractive to speak without worried.

Murcia (2001) denotes students need to master the stress, rhythm, and intonation of English in order to have a good interaction with their interlocutors. Moreover Richard (2008) contends it is precedence for many learners of second or foreign language to acquire the speaking proficiency because the learners often measure their success in English based on the improvement of the learners' speaking proficiency. So speaking is needed for student, while the teacher may has strategies to guide the students more comfortable in speaking class.

Speaking skill is used to communicate with each other. According to Tarigan (1990: 3-4), speaking is a language which improved when people were in their young ages. It is important to train speaking skill especially foreign language. Clarck (in Nunan. 1991: 23) states that is an instrument act. Speakers

speak to have some effects from their listener. Speaking skill can be measured with someone's ability to carry out conversation in the language. Speaking skill is described as someone's ability to show a situation or an activity to report action. Tarigan (1990:8) proposed that speaking is a way of communication that influences our life.

**a. Stages in Speaking Skill**

Tarigan (1990: 12) also states that there are three stages to teach speaking skills. The first one is introducing new language. In speaking skill, teachers need to introduce a new language to the students. The second is a practice. Speaking skill is not a skill which can be dealt with memorizing only. Students need to practice their speaking skills and make it as a habit. The third is a communicative activity. A communicative activity can be done by doing an interview or having conversation. It is easier for the students to train their speaking skill if they can express what they want to say with other people, so there will be a response for them. By doing a communicative activity, it trains students' brain to think spontaneously. According to Wellace (1978:98), speaking skill will be meaningful when students are able to aid on when they are saying. By pay attention more in speaking students can improve their ways to express themselves with acceptable pronunciation and dictions.

## **b. Problems in Speaking Skill**

According to Richard (2008) while practicing speaking skill, the students often meet some problems. There is a lack vocabulary which needed to talk about common utterances. For the learners, the vocabularies are different with native speakers. Usually, the vocabularies are simpler, so when they meet uncommon vocabularies they will get difficulties on how to respond it. Besides, speaking slowly and takes too long to compose utterances. Learning new language especially in practice speaking skill needs extra times. However, learners are not really familiar with foreign language. When the students try to produce sentences in second language acquisition, their brains work harder. They also cannot participate actively in the conversation. These are a possibility for the learners that they cannot involve themselves well in the middle of conversation with the second language acquisition. It is caused when they are in the middle of conversation; they have to do two activities including understanding conversation and produce sentence to response it. Having poor grammar is also problems for learner. Moreover to avoid grammar mistake in speaking activities, it is important for students to learn theories of English. One of the difficulties in training speaking skill is the learners have limited knowledge of grammar. Understanding about grammar is important to support students' speaking skill.

Another problem is poor pronunciation. Pronunciation is crucial things. According to Derwing and Murno (2005), pronunciation helps the

learner to communicate normally and can be understood easily. So, learning how to pronounce word is important.

## **B. Video Blog (Vlog)**

### **1. Definition of video**

According to the great dictionary of Indonesian Language, the video is a recording of the live images or television programs to broadcast via the television set, or in other words is a video display moving images are accompanied by sound. The video is actually derived from the Latin, video vidi visum--meaning look (having the power of vision); can see. Video media is one of the audio visual media types. Audio visual media is media that relies on the sense of hearing and the sense of sight. Audio visual media is one of the media that can be used in learning to listen. This medium can add to the interest of students in learning because students can listen to while viewing images.

Azhar Arsyad (2008: 49) stated that the video is the pictures in the frame, where frame for the sake of the frame is projected through the lens of the projector mechanically so that the image looks on screen life. From the sense of the above it can be concluded, that video is one of the types of audio-visual media that can describe an object that moves together with a natural voice or sound to match. The ability of the video depicting the live images and sounds provide the attraction. Videos can present information, exposing the process, explaining complicated concepts, teach skills, abbreviate or extend, and affect attitudes.

Based on the understanding of the above, according to some experts, it can be concluded that the video was one of the types of audio-visual media and can describe an object that moves together with a natural voice or sound to match. The video presents the information, set out the process, explains the concept of complex, teach skills, abbreviate or extend, and affect attitudes.

Vlogging (Video-Blogging) or it could be shortened to vlogging (pronounced Vlogging, not Vlog) or video blogging is a form of blogging activities using the medium of the video above the use of the text or audio as a major media source. A variety of devices such as camera phones, digital cameras that can record video, or a cheap camera that is equipped with a microphone is a capital that is easy to do video blogging activity. Video blogging can still be referred to as another form of internet television. Video blogging there are usually also equipped with caption text or photographic images, as well as for some video blogging, add the other metadata.

Video blogging itself can be made in the form of a recording of a single image or footage that was cut into several parts. With the software that is available, a person can edit videos they create and combine that with audio, and combine multiple images into a single recording, so it became a recorded video blogging the ECE.

According to (Knight, Hakel & Gromko, 2006) said that the video based blogs, if the structure of the blogs is appropriate, each entry may include text, sound, video or picture. However, blogs can be formed as video blogs (vlog),

audio blog and textual blogs as they will include only one of those media types in accordance with their intended use or needs. Than Vlog gives the facilities, so we are able to use it being a tool in teaching learning.

Nowdays it's possible that teaching learning not only conducted in classroom. However, using technology may help students more comfortable in learning activity. Within this context, the internet users have started to use multiple platforms to communicate, learn and have fun with the spread of social media, this formed a basis for the combination of the online informal learning and face-to-face learning in the classroom (Jenkins, 2006; Cayari & Fox, 2013; Jenkins et al., 2013).

Although it is derived from blog (Jackson & Wallin 2009; Kellner & Kim 2010), Vlog, also known as video blog, is a blog type is composed of video series that the users shoot by themselves, they upload to the Internet environment after optional edits and that the users can comment about and vote (Gao, Tian, Huang & Yang, 2010; Frobenius, 2011). From that statement Vlog is an appropriate tool to motivate students to make interaction with other like in speaking class.

The studies that aim to reveal the educational potential of Vlog and the Vlog is forming sites like YouTube come into prominence. Accordingly, it is observed that the studies related to the contributions of vlog to language (Shih, 2010; Hung, 2011). Vlog applications which are newer compared to blogs will have important contributions in terms of professional and social developments, in relation to obtaining knowledge

and skills. The students will ask to reflect and share their instructional experiences in the school freely while forming *Vlog*. Specifically, video blogs includes all the learning activities together with the relations with other students, teachers, and experiences in the classrooms that they make observations, the educational and professional inferences related to the course.

## **2. Media use of Vlogging in the Classroom**

There are two kinds of video as learning. First, the video that is deliberately created or designed for learning. This video can replace teachers in teaching. These videos are interactive against students. It is what makes this video can replace the role of teacher in teaching. This kind of video can be referred to as "video" learning. Teachers who use video media of this kind of learning can save energy to explain the material to students orally. The role of the teacher when choosing to use this learning media is merely accompany the students, and more can play a role as a facilitator. Fitted with material, video learning also comes with the question of evaluation, answer keys, and so on in accordance with the creativity that makes it. Usually one video contains one subject.

Second, the videos are not designed for learning, but it can be used or utilized to describe something related to learning. For example the video dancing area, by using this video students can see clearly how the model of a dance. Another example is the video the onset of metamorphosis of butterflies. This material causes students having a little hard to be accepted because it is a



process, especially if delivered with just a lecture course. So impressed abstract for students. With video metamorphosis of butterflies can be shown, in addition to attracting the attention of students, can make the students see the process in more detail and concrete than just using media images only. The use of this video could also enable the power of creativity of students, raises critical questions students as well as make the learning more meaningful for students. It's just the video media such as these require further explanations and guidance from teachers, because this video is not an interactive video. Therefore the use of video media requires the skills of a teacher, in order to be accomplished well. According to Cynthia Sparks (2000), in using a video teacher needs to pay attention to the idea as follows:

1. Preview each program first. The teacher should determine the video that corresponds with the lesson. Select the appropriate video with learning objectives and will engage students in learning. Note also whether the video was able to motivate students, introduce a new concept, reinforcing the concept that has been studied before, or are able to improve and expand the current knowledge.
2. Gives the focus/reason to be seen. Give students something special to view or listen to the video segment. This will focus the attention, pushing the liveliness, and give students a purpose or reason to be seen.
3. Video segment. Learning videos contains vast amounts of information, this allows students more easily meet the learning objectives.

4. Pre and post activities watching that will apply from the video into the entire structure of the lesson. Activity pre watch can serve several purposes, namely to examine prior knowledge, introduces the necessary vocabulary, and setting the stage for a new study. Post watch activities should allow students to reinforce, view, apply, or expand their new knowledge.

5. Teachers can seek the video for a brief or discussion questions for video.

6. Use the remote control. Remote controls give you the flexibility of movement and presentation.

7. Don't forget the frames advances, it is possible to advance a frame-by-frame video. This is a great feature to use shows in detail the events, such as the chicks out of the egg. With respect to the use of media in learning activities, teachers need to be careful in selection and the designation or media to be used. Accuracy and precision in the selection of media will support the effectiveness of learning activities that are carried out. Besides learning activities be attractive so it can give rise to learning, motivation and attention of students being centralized to the topics covered in the learning activities. Before deciding to make use of the media in the activities of learning in class, the teacher should do a selection in advance against the media of instruction. Learning media where appropriate to be used to accompany him in the learning process. In the selection of a particular media video, a teacher can't use video are random. The selected video must comply with the appropriate learning material to the curriculum as well as refer to the syllabus.

## **C. Perception**

### **1. Definition of Perception**

The definitions of perception are taken from some experts. According to Anggell (2015), a perception is the conscious sense. In other words, perception is the way people think of something in their surroundings. A perception is a formed starting from the eyes, then the eyes catch the stimuli and it produces physiological process bring our perception. As stated by Haire as cited by Gibson, Ivancevich & Donnelly (1973), perception is a process of recognizing information and it is compared with previous memory which is stored in person's brain. So, we have new information with this perception.

Jacobs et al (2004:231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Moreover Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorilly, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek 1995:199)

According to Muchinsky, Kriek and Schreuder (2006:217), people's preconceived views also influence the way in which information is

processed. These views assist people to process large amounts of data. If information does not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tend to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived views. It is the perception of the characteristics of the learning environment that affect students' approaches to learning and the quality of the learning outcomes (Entwistle & Tait, 1990). Hence of that, in teaching learning not only need teacher perspective of something occurs in the class but students also need to.

According to Doyle (1977), told the cognitive mediational tradition which stresses that instructional interventions do not directly influence student learning. The learning effects are mediated by students' perceptions and interpretations of the learning environment. So, if to a teacher should know well about condition surrounding classroom, it's possible to ask students about their perception of learning environment.

## **2. Perception Process**

A perception is a process of receiving information about the environment (Forgus, 1996). In this study is focussed on the students' opinions about their experiences. A perceptual process is a step which is used by people to interpret information. Altman et al (1985) shows how perceptual process happens. The perceptual begins from stimuli which are selected by our sensory receptor to be interpreted. The data from stimulus are selected by individual sensors and

people can interpret the sensory message. Information which is interpreted can be depends on some factors. That is why each student may have different perception on video blog.

### **3. Factors that Affect Perception**

The way individuals view the world around them greatly influences what they focus on and what they ignore (Hamachek 1995:200). The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen2003:6). Viljoen (2003:6) refers to McKenna's (1994) description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skills differently due to factor such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. All the student tutor (respondents) were unique, with their own perceptions

and expectations, and this influenced the way they perceived their evaluation of the teaching sessions they presented.

#### **D. Previous Study**

There are some previous studies which are similar or in line related to *Vlog* media in speaking class. The research summarizes some previous studies that can be used as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

First study was conducted Wahyu, Nisma (2017) about TED talks and *Vlog* media is applied for English students of university, by this study found that *Vlog* media was have seven positive aspects in order to help the students to be more active in speaking class. Mostly aspect told that *Vlog* helped the students of university improve speaking ability because they felt motivated and to be active in speaking by *Vlog* media.

Second study from Dian Kusumaningrum (2017), she concluded that video blogging is more effective than expository strategy to teach speaking for law faculty In other hand, using this strategy the students feel motivated in learning speaking exactly in University of Prof. Dr. Hazairin, SH, Bengkulu. By that research, we know that *vlog* is actually needed for motivating students to have good speaking when they interact with other.