

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the relevant literature and theories that support this research.

#### **2.1 Speaking**

##### 2.1.1 Definition of Speaking

According to Hornby (1995: 1140), speaking is to talk or say something about something. He also said speaking can be defined as to know and be able to use a language and to make speech to an audience. In Webster's Third New International Dictionary (1981: 2185), speaking is the act or an instance of uttering words.

Speaking definition by Byrne (1997: 8) is stated as oral communication in a two way process between the speaker and listener (or listeners). It involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

Thomas (1987: 12) also states that communication implies more than one person. There must be someone to transmit a message, and someone to receive it. Communication is undertaken for a purpose. There is always a reason for transmitting a message to someone else (1987:14). Harmer (1991:53) states that speaking can be used for command in a great range in every possibility. That means that speaking can be used for make communication in time and places between people. The definitions above

mean that speaking is a process of making communication from one person to another. It can be done between two people or more. Speaking is stated by O'Malley (1990: 66 – 67) as an example of a complex cognitive skill that can be differentiated into various hierarchal sub skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in human's brain and it is consisting and automatic process. O'Malley (1990: 38) also identifies three stages of language production. The first is construction, in which the speaker selects communication goals and identifies appropriate meanings. Second is transformation, in which language rule are applied to transform intended meanings into the form of the message. Third is execution, in which the message is expressed in its audible or observable form. It means that speaking is skill that the person need some processing that can be controlled or automatically produce by someone.

Meanwhile, Jordan (1997: 193) said that speaking as for academic purposes is an overall term used to describe spoken language in various academic settings. In addition, it suggests that the language used is normally formal or neutral, and obeys the conventions associated with the genre or activity. Typically of situations or activities are: asking questions in lectures, participation in seminars/discussions, making oral presentation: answering ensuing questions/points, verbalizing data and giving oral instructions. That means speaking is a technique to express every activities by people orally.

Bygate (1987: 7) stated that speaking is a skill which deserves attention every bit as much as literary skills both first and second languages. Meanwhile Harmer (1991: 16) says that speaking involve language production and are often referred to as productive skill. In other word, speaking is an important skill that has to learn by the learners when they learn about language because speaking is a productive skill.

Therefore, it can be concluded that speaking is productive skill that someone as speaker and another as listener or listeners in making communication between them transmitted a message. Speaking for the students also has some elements that are fluency, vocabulary, grammar, pronunciation, and content. The elements will make them transmitted the message.

### 2.1.2 Language Features of Speaking

Non-English department students should know the following features for an effective oral production:

#### a. Connected Speech

EFL learners need to be able not only to produce separated phonemes such as in saying I would have gone, but also to use fluent connected speech such as in saying I'd have gone. They should know how to modify (assimilation), add (linking) and omit (elision) in connected speech.

#### b. Expressive devices

English native speakers use effectively the phonological rules that consist of the pitch, stress, volume and speed with the use of non-

verbal means such as body language, eye contact (paralinguistic). Students should be able to use these expressive devices to convey meanings and be effective communicators.

c. Lexis and grammar

The majority of EFL learners use the same lexical structures when they produce the language functions. So that, lecturers' duty is to supply them with variety of phrases for different functions such as thanking, agreeing, requesting, refusing and surprising. In this case, learners can use them in different stages of interaction.

d. Negotiation language

In the process of learning a foreign language learners use the language negotiation such as asking for an explanation and clarification when they are listening to someone else conversations. A useful thing that lecturers should do is to offer them phrases such as in Harmer's (2001) example:

(I'm sorry) I didn't quite catch that.

(I'm sorry) I don't understand.

What exactly does x mean?

Could you explain that again, please?

For that, learners need to well perform their utterances (being precise and concise) to be understood by the interlocutors.

### 2.1.3 Speaking Types

According to Brown (2000: 251) there are two types of speaking: as monologue and dialogue. It can be shown in Figure 2.1 below:

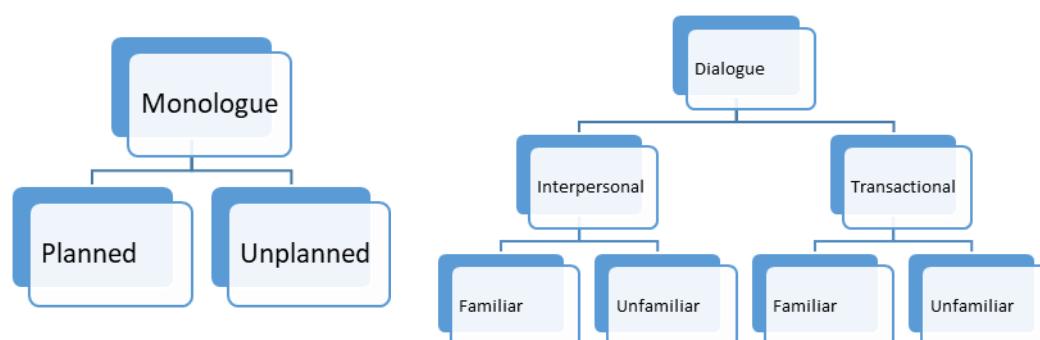


Figure 2.1 Speaking Types by Brown

Brown also defines monologue happens when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcast, etc. The hearer must process long stretches of speech without interruption. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologue exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance and other hesitations, can either help or hinder comprehension.

Meanwhile, dialogue involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose to convey proportional or factual information (transactional). Participants may have a good deal of shared knowledge. Therefore, the familiarity will produce conversations with more assumptions, implications, and other meanings hidden the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to made more explicit to assure

effective comprehension. When the references are not explicit, it can be easily misunderstanding between the speakers.

#### 2.1.4 Speaking Function

Brown (2008: 21-27) said that there are some functions of speaking. The functions are to talk as interaction, talk as transaction, and talk as performance. First, talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as having a primarily social function, reflects role relationships, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, using conversational register, and jointly constructed.

Next, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The last, talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for

practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations.

### 2.1.5 Speaking Processing

Harmer (2001: 271) said that there are some processes of speaking. They are language processing, interacting with other, and information processing. First, language processing: speakers need to be able to process language in their own head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

Second, the interacting with other: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

The last is processing information: quite apart from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it.

These mean that speaking is a process from our mind to produce language until meaningful and can be used to make interaction or

communicating with other people. After that, the participant will give information and we can use the process of the information.

#### 2.1.6 Teaching Speaking

According to Bygate (1987:3), one problem in teaching language is to make the students are able to use language. The use of language usually can be proven by look at the students speaking skill. By looking the students speaking skill, the lecturers will be able to know how far the students use the language.

However, teaching speaking is not easy. Some of students usually fear to speak especially in formal speaking such as speech Wallace, Stariha, and Walberg in teaching speaking, listening and writing (1998:.12) say that people as learners fear the challenges of speech by themselves. To face the problem like that Harmer (1991: 131-132) gives some solutions such as: (a) Use pair work or group work; (b) Allow them to speak in a controlled way at first; (c) Use 'acting out' and reading aloud; (d) Use role-play; (e) Use the media such as tape recorder.

The lecturers can be teaching speaking the students by using some media. One of the media is using audio visual. Lynch and Anderson (1992: 18) says:

Visual aids can provide useful support to spoken presentation: in particular they are an effective means of showing relationship, presenting statistical data or summarizing information.



It means that the use of visual aids such as picture or even though video can make the students to speak and also improve their speaking skill. Not only the students can speak, but the students also can make relation with someone else sing visual aids or they can present what their watch from the video.

Meanwhile Lynch and Anderson (1992: 18) argued that the media should be related to the theme of accommodation for students in their society. The use of media has to be related with the material. Therefore the students will not confuse with the material. The media also has to be known by the students. The students also will not find to find the media that are they use. Therefore the media must easy and cheap for the students. The media is as the technique for the students to improve their speaking skill. To know how they increase their speaking skill it can use a presentation. Lynch and Anderson (1992: 3) also stated, a learner's use of interaction strategies should be judged by the effectiveness in getting the message conveyed, rather than by the accuracy of their form. The students have to send the message that they speak. One of the techniques that can use to know how far the students can send the message is using presentation.

However, in teaching speaking usually students will feel bored. Arnold (1985: 2) stated that the students feel bored they will not pay attention or not learn and they also can be easily distracted, get up to mischief, and prevent others from learning. To make students interested in

the teaching learning process, the lecturers has to make interesting technique.

Arnold (1985: 5) also stated that an oral lesson which aims to teach new structures or functions is often divided into three stages, commonly known as the presentation stage, the practice or accuracy practice stage, and the production. In presentation stage by Arnold (1985: 5-6) say that it may focus on one or several exponents of functions, exponents of different functions grouped together in a natural sequence, a structure, and one of use of a structure. The aims of the presentation (1985: 6) to give students the opportunity to: (1) realize the usefulness and relevance of the new language and heir need to learnt it, (2) concentrate on the meaning of the new language and, where appropriate, its degree formality, (3) pay attention to the pronunciation, stress, intonation, and spelling of the new language. Spratt in Arnold (1985 6-7) divided the context of the presentation into two contexts. First is situational context. It is simply the situation language occurs in or, with reference to the presentation stage, the situation the lecturers chooses to allow the new language to occur in. Second is linguistic context. It is the language surrounding a particular piece of language. The second stage is practice. Spratt in Arnold (1985:8) states that the rationale behind the practice or accuracy practices stage is that of giving students the opportunity to use the newly presented language in controlled framework so as to allow them to memorize its form and assimilate its meaning more fully. In teaching speaking, students not only

just can be practicing their language, but also they have to produce their own language. There are some activities or techniques that can be used in production stages.

## **2.2 YouTube**

### 2.2.1 YouTube Overview

In this digital era, the internet has served as a vital part of the world and today is being relied on as a part of our daily life. It enable people to get information from all over the world with less effort and faster time so it become the center of every individual's interest. Over time, the internet has progressed and its content has widened due to the advancements of technology. It has easily become a large and important part in human's life since it contains many sections concerning many fields of their interests. YouTube is considered as the largest internet video sharing website and one of the most important parts of the internet and a source in the world wide web. YouTube, YouTube.com, is a name of a website that exists in the web. YouTube was founded in February 2005 (Bonk, 2009). It is considered to be an online depository for any digital video file that can be stored and restored anytime. It also allows people to discover, watch and share originally created videos (Watkins & Wilkins, 2011). Furthermore; millions of videos have been uploaded and shared, YouTube has multiple ways to find any online videos about any field in life. Lately, it has entered the world of education.

In the field of education, many students are using YouTube videos to enhance their English learning. It has a great role in successful learning and teaching. Most students become weak and achieve poorly when they come to communicate (in writing or speaking). For that reason, videos are a new way that offers the students the chance to practice their language skills. In the same context, a research paper written by Gentry (2008) entitled “using YouTube: practical Application for 21<sup>st</sup> Century Education” discussed online the use of YouTube to develop students’ oral skills. In his research, he quoted Trier (2007, p.598) “YouTube can be used as a substantial educational resource from elementary school to graduate school”. Trier and his students “hunted for YouTube videos that articulated ideas found in the required readings, especially those found in the weakly chapter reading”(Gentry 2008, P.1).Lecturers should integrate the lessons with technological tools such as YouTube, which is a vast resource for educational content, this will keep students engaged to the learning process.

### 2.2.2 Educational YouTube Videos

The internet has experienced development and progress since the first time introduced. Currently internet technology is commonly referred to as 'web 2.0' technology (Duffi). Now the internet is no longer just a read-only facility like at the stage initial development but has become a read write web. Some advantages Today's internet is a network platform where users can fully use various applications with internet browsers; the

user is the content owner and have full control; encourage users to be creative; interactive and easy used; and has social networking functions (Duffi). In short, current internet technology it's user-centered. If we connect with learning then technology the internet is now aligned with the learner centered learning approach where learners become the center and main actors of learning activities.

Internet generation learners with autonomous, independent, multi-task characteristics like multidimensional input, and get bored quickly because they have attention the short span requires an atmosphere of learning that facilitates things that is. Internet progress that allows network-based read-write activities can facilitate the needs of this digital generation. Experience of everyday life generation the internet will certainly affect their thinking patterns and ways of communicating.

American research shows that a child enters college on average have written 200,000 emails, watched TV for 20,000 hours, played video games for 10,000 hours, using a cellphone for 10,000 hours, but only read less than 5,000 hours (Bonamici et al., 2005 in Barnes, K., R. Marateo, and S. Ferris. 2007.)

One site that can be empowered to facilitate learning digital generation that requires simultaneous input is YouTube. YouTube is the most popular various video sites at the moment. Of course the video isn't with itself becomes a learning material that is ready to use. Careful planning in accordance with the purpose of learning and integrating videos

available at YouTube as a supporting tool will optimize learning outcomes because according to the learning style and interest of the digital generation. According to a survey, around 100,000 videos were watched every day at YouTube. Every 24 hours there are 65,000 new videos uploaded to YouTube. Every month YouTube is visited by 20 million viewers with the majority ranging in age from 12 up to 17 years (Burke, Snyder, & Rager, 2009). YouTube is not sharing site educational videos, but in its development YouTube launched a special service for education ([www.youtube.com/edu](http://www.youtube.com/edu)) in 2009. This service is direct received positive response from users. In the first year after it was launched more from 300 colleges and universities joining and there are more than 65,000 lecture videos, campus activities, and campus news.

YouTube can be a learning resource and learning media that can meeting the demands of the digital generation needs. YouTube can increase interest and supports digital generation learning styles. YouTube also offers experience learning with new technology that will be useful when they graduate (Burke, Snyder, & Rager, 2009). In addition, YouTube also provides hundreds of thousands of videos with a variety of topics that can be integrated into classroom learning. YouTube will also be a very broad free video library for learners which will encourage them to become independent learners.

### 2.2.3 YouTube as a Technological Media for Teaching

Since the last decade, YouTube has been a good web tool not only a tool of communicating or networking, but also as a tool for learning foreign languages. Langer (2010) stated that “despite the need for some caution, YouTube and other video-sharing sites are the most available tools for teaching English” (p. 66). It entered the world of learning and teaching because it offers ways to use in the classroom when teaching. Furthermore; EFL lecturers can bring some fun to the lecture and keep the students more interested in the lecture. By using YouTube in the classroom barriers of time and place are broken down, it can give learners a window out of the classroom into a real- English speaking environment which makes the second/foreign language classroom a better place to learn.

The purpose of utilizing YouTube as a learning media is to create learning conditions that are interesting, fun and interactive. Learning videos on YouTube can be used for interactive learning in the classroom, both for students and the lecturers themselves through presentations online and offline. Utilization of YouTube as a learning media can be used at any time without being limited by space and time with computer conditions or media presentations connected to the internet. YouTube has several advantages as a learning media that is Potential, namely YouTube is the most popular site in the internet today that is able to provide educational value for education / education; Practically, YouTube is easy to use and can be

followed by all groups including students and lecturers; Informative, namely YouTube provides information about the development of the science of education, technology, culture; Interactive, namely YouTube facilitates us to discuss or do questions and answers, and even review a learning video; Shareable, namely YouTube has HTML link facility, Embed learning video code that can be shared on social networks like Facebook, Twitter and also blogs / websites; Economical, namely YouTube free for all people.

Through the use of YouTube Videos (YTV) learners can fully engage and be interested in developing their level in learning English. It is considered as a support to students, lecturers and educative institutions in the process of teaching and learning. Also, educational YouTube videos can be as good as an instructor in communicating facts or demonstrating procedures to bridge between the process of learning and teaching. Videos help students, especially for those who want to develop their language skills through social networks or other communication tools, to exchange information, where an EFL learner engages in social situations with native speakers and learns their language. In other words, Tarnopolsky and Degtiariova (2003) approved that videos provide the chance for students to listen, see and observe how native speakers act and speak. This will help them to practice more on their pronunciation. In addition to Stempleski as cited in Richards & Renandya, (2002) who states that:

The lecturers is there to choose appropriate sequences, prepare the students for the viewing experience, focus



the students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. (p. 364).

The use of videos has become an obligation in the process of teaching. For that reason, lecturers should select the appropriate videos that have a relation with the topic and guide students to focus more on the video's content and be more interested in.

### **2.3 Teaching Speaking using YouTube**

Internet can be used in teaching learning process as a media. It can be like that because internet is easily to be used. Nowadays, the students not only use internet in internet shop but also from their school directly or even in their home. Sanaky stated that the use of internet can do in teaching learning process in school because learner can find internet shop or in their home easily (2009: 102). Dodeney also says that internet make the students access to the world knowledge (2000: 30).

For the lecturers, Dodeney stated that internet can make the lecturers easier in teaching learning process (2000: 29). According to Sanaky the use internet can do in teaching learning process more effective (2000: 186). The lecturers not only uses the book as the material but also he or she can improve or make the material from internet. The use of internet will make different with the teaching learning process as usual. Therefore the students will not feel bored with teaching learning process.

Internet has characteristics for teaching learning process which support several functions like below:

- a. as media interpersonal and mass that can make communication one to one or one-to-many,
- b. having interactive character,
- c. able to make a communication

For ELT (English Language Teaching), internet can use for everything such as updating language skills, finding materials teaching, working on class project, and activities (Teeler and Gray, 2000: 5). In other word, internet is very useful in teaching learning process especially in teaching or learning foreign language. The lecturers and the learner can know about how to use the language in daily life. The lecturers also can find the material from the internet easily. For the students, internet is useful in their school project. As the teaching learning process, lecturers will be able to find many activities in the class.

Internet has several advantages as a source of teaching materials: (1) Scope: Internet has unlimited information, but the people can make scope to make limitation that suitable with the material; (2) Topically: Internet always has new publication being added every day; (3) Personalization: Internet helps the students to find the topic that difficult to discuss in the class (Teeler and Gray, 2000: 35-36).

In teaching speaking, internet can use for the topic that will discuss in the class. Teeler and Gray (2000: 74) stated that web (internet) can provide a real impact for discussing topic. The material that they search in the internet can make them discuss or present with the friends.

One of the webs that can be used for the material in teaching learning process especially in teaching speaking is YouTube. Juju (2009: 1) said that YouTube is a popular site that the user can find video about trailer film, accident, music concert, tutorial, etc. YouTube not only use the user of internet to share their video but also the user can find the video that they want. In learning language, it serves many films about how to learn foreign language especially learning English language.

According to Prakoso (2009), YouTube serves the user to find the type of video that their search. He also says that the people can find an animation or film in YouTube, the user of internet can find video from anywhere with different categories by using YouTube. It means that the user of internet can find the every video that they search. The user even can find an animation or film from YouTube site.

The video that can find in YouTube has several categories such as comedy category, entertainment category, film and animation category, music category, news and politics category, people and blog category, pets and animal category, science and technology category, sport Category, travel and events category (Prakoso, 2009: 46-49).

YouTube also has some education videos. The learners can learn not only in the class but also from a film. Kindarto says that the education not only teaching learning in the class but also can find from film. YouTube also serves about the film (2008: 84). Prakoso states that YouTube has about education and technology (2009: 49). Mann states that

YouTube has very wide of videos about education (2009: 1). Meanwhile, Downes says that YouTube has very widely of videos about education (2008: 2).

In Education category, the user will find some of video clip that contains of educations. The user can find from making some juice until learning language (Kindarto, 2008: 82). In other word, YouTube serve many films of education. The learners will not find the video difficulty.

The use of videos has some aims as mentioned by Stempleski and Barry (1990:3-4) that videos can be used to improve:

- a. Motivation. The students feel interest quicken when language shown in a lively way through video. The use video in class gives the students experiencing in the real life.
- b. Communication. The use videos make the students more ready to communicate in the target language.
- c. Non-verbal aspects of communication. Video allows to see this in action and to freeze any moment to study the non-verbal communication in detail.
- d. Cross-cultural comparison. Videos make the students know the differences in cultural behavior.

Besides, they also say that those are some purposes the use of videos in teaching learning process for: Active viewing that videos make the students active when they watch video material, and introduce them the content of each sequence. Vocabulary, they use for vocabulary

development vocabulary review. Grammar, they can be used for grammar presentation: activities for presenting particular grammatical structures and grammar review: activities reinforcing grammatical structures. For pronunciation, videos show in focusing on sounds, stress, and intonation. As for listening/speaking skill, lecturers can make YouTube videos as viewing comprehension: focusing on the visual element, listening: focusing on what the videos said, oral composition: activities on telling story orally, speaking: focusing on structured presentation related to the subject discussion. It also can be used to improve reading/writing skill such as reading: comprehension based on reading material, note-taking, written composition: using on creative writing and/or summarizing, and the last is testing.

Stempleski and Tomalin (1990: 4) said that the use of videos can be used in every level of students. The videos can be used for supplementary material for language reinforcement and practicing skill that suitable material. Therefore, in teaching speaking, YouTube can be used as viewing comprehension. Students can learn by watching some video related the material. They can watch the real life using video inside the class. After that, the students can telling story based on the video. It also can be used for discussion related the video. Another activity that can be used is the students can practice based on the video that they have watched.

From some of the explanations above and the comparison with previous studies it was concluded that the quality of teaching and learning process was significantly increased. Audio-visual was able to create interesting activity and she used the suitable media in the teaching and learning process. Therefore, the students did not feel bored and shy anymore in the class. On the contrary, if the students felt bored, they would lose their attention on the teaching and learning process. As a result, the students' would not able to catch the lesson easily because they lost their interest and participant.

#### **2.4 Previous Studies**

The audio visual media used by English lecturers in learning is a kind of educational videos on YouTube. It is assumed that with audio visual media, especially educational content from YouTube, students become more interested, especially if students are offered a number of films that have short duration, have good story content, and contain easily understood language, so they will be able to attract interest students in understanding the subject matter. Yusri, et all. (2018) stated that the use of YouTube media based on various approaches can increase student learning motivation. The motivation to learn English obtained from the questionnaire in the initial test was in the low category with an average score (M) of 33.74. While in the first cycle students 'learning motivation was in the high category with an average score (M) of 41.25 and in the second cycle, students' learning motivation was in the high category with

an average score (M) of 48.28. But in this case the lecturer must really be able to choose a film that is suitable with the intended learning objectives.

There are some studies conducted to improve speaking skill ability. Suparno (2010) in his study about YouTube videos to improve students speaking ability shows in the following findings. First, the factors causing students have low ability in speaking skill are: (1) teaching learning process is bored; (2) Students do not have motivation in teaching learning process; (3) Students have more attention to the outside of the class. Second, Students' speaking skill improves and they are able to get the information. Third, YouTube videos gives the students not only films but also models. And the last, YouTube videos make the students more active in teaching learning process such as the students can search YouTube videos, practice speaking, and share and discuss with their friends.

The research finding proves that using YouTube videos in teaching speaking is an effective technique to enhance students' speaking skill. It also makes the students more active and creative in speaking. The students are pay more attention in the teaching learning process through videos is used in teaching learning process. The teaching learning process is also more interesting by using YouTube videos.

Helmirayanti (2008) in the research about improving student's vocabulary mastery by using cartoon films shows that using films make the students enthusiastic in teaching learning process. When the activity is watching cartoon film, students paid attention to the film and did the

instruction. The students not only did instruction from the film but also the lecturers' instruction. By using film, the students understand the meaning of the word. They also still remembered the form and the meaning of the words taught in the previous meeting. The student's pronunciation was better than before. The students also always participate during teaching learning process. The students that are not pay attention in the beginning of the lesson also more pay attention in the middle of the lesson. Therefore, it can be concluded that using films can improve the students' motivation and make the students more attractive to pay attention in teaching learning process. The films also helped the students to understand the meaning of the words and practice their pronunciations well.

Siwi (2008) in the research about enhancing young learners' speaking skill using cartoon films shows that the use of film makes most of the students more enthusiastic to get the lesson. The students watched the cartoon film carefully and did the instruction in it. The students felt interesting and fun in teaching learning process using cartoon film. They enjoyed the teaching learning process from the beginning until the end. The students were also eager to participate in teaching learning process. The students also answer the lecturers's instruction and practice to speak. They were not afraid when the lecturers gave them chance to speak. They were fluent to ask their friends to get some information or to answer well. By using cartoon film can enhance the students' speaking skill.



Cahyaningrum (2010) in the research about effectiveness of using video in teaching listening shows that lecturers may use teaching media such as video in teaching learning process. Visual information in video is important in teaching and learning process especially in teaching second-language listening. Video combines of both audio and visual supports. It is a perfect medium for students who are auditory or visual learners. Visual information such as settings, actions, emotions, and gestures can help the students to understand the whole message. Students will be able to catch the meaning of spoken narrative text better. Therefore, the result is a significant difference in listening achievement between the students taught by using video and those taught without using video. In other word, teaching listening of oral narrative text by using video more effective than teaching of oral narrative text without using video.

Supiyati (2011) in the research about improving students' speaking skill using audio-visual aids shows that by using audio-visual aids, are (1) The students speaking skill are increased; (2) Students were more active in doing the activities and they have high motivation. The students are more active joining in the speaking class. They were active both group work and individual work; (3) The use of audio visual aids improve classroom situation. The classroom situation was more alive. By using that, students feel enjoy and it motivate them to use the language; (4) the quality of teaching learning process was significantly increased. Some students who

were not active in the class, decreased. The classroom situation was enjoyable and the students' achievement increased significantly.