

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some literature related to the topic of the study covering: Nature of Speaking (Definition of speaking, speaking ability, teaching speaking). Teaching Media (Definition of teaching media and kinds of teaching media). Video (Characteristics of Video and the use of video in Speaking). Previous Research.

A. Nature of Speaking

1. Definition of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Brown (2003: 140) defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what.

Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make

decision about how, why, and when to communicate to others by considering the culture and social context.

Luoma (2004: 26) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

2. Speaking Ability

Speaking can be described as the ability of person to express their ideas. Littlewood (1981: 1) states that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined.

It is understood that speaking is a very difficult and complex skill to be learned especially by the foreign language students. There are many different abilities included in this skill. Arthur Hughes (1990: 110) says that speaking ability on four components: contents, fluency, eye context and pronunciation. In short, speaking involves different abilities, which should be used simultaneously.

3. Teaching Speaking

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching

speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown (2003: 140) explained that “the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in”. In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation.

Nation (2000: 13) provides some principles in teaching speaking as follows:

- 1) Support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs.
- 2) Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity.
- 3) Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse.

From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students’ speaking ability.

B. Teaching Media

a. Definition of Teaching Media

Munadi (2008:6) stated media means as thing for connecting teacher and students to get the material. Through media teacher easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media.

Sudjana and Rivai (1992: 2) stated four advantages of teaching media in

learning process. They are:

- 1). Learning process will be more attractive to students and motivate them to study.
- 2). Learning material will be more obvious so that students can comprehend it and make them possible to master, moreover, to get the learning goal.
- 3). Teaching method will be more various, there will not be just the teacher's verbal communication. Hence, the students will not fall into bore and the teacher will not be worn out.
- 4). The students will get more activities since they not only listen to teacher's explanation but also do observation, action, demonstration, and so on.

b. **Kinds of Teaching Media**

There are so many instructional media are used in teaching that starting from the simplest ones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity.

In Ruis (2009), Vernon (1996) states that there are four kinds of teaching media, they are:

1. Drawing or Teacher Mode Drawing

This media can be constructed and supported the topic, which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2. Still Picture

This media can be shown into the real objects or events of outside the class.

A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or event, for example: photograph,

bulletin board material, brochure, etc.

3. Audio Recording

Recording is a mode of magnetic, on disc or on motion picture soundtrack.

This is reproduction of actual event of sound effects. Sound is presented in sequence in which the actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4. Motion Picture

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation.

Object or event may be in normal motion and edited from abbreviating or high lighting. It can be silent or having sound. All types of audio video electronic system can be appeared on a cathode ray tub or TV monitor.

C. Video

a. Characteristics of Video

Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to 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.

They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or

to expand on a theme or topic that is already part of the curriculum.

According to Solomon (2004: 349), video segments can illustrate an event or a procedure so that students feel as though they are actually there. With the help of some special equipment, videos can easily be inserted into multimedia presentations. Smaldino, *et al* (2007) states video versions of the moving image are recorded on tape or disc, in the forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic media format that employs “motion pictures” to present a message can be referred as video. According to them, a video has the basic characteristic of other motion that is the ability to manipulate temporal and spatial perspective. The ability does not only serve dramatic and creative ends but also has important implications for instructions. It permits the users to increase and decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm. That is at extremely close range or from vast distance.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British ‘body language’ is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Last but not least he mentions that for all of the reasons mentioned, most students show an increased level of interest when they

have a chance to see language in use as well as hear it.

b. The Use of Video in the Teaching and Learning Process

According to Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Instead of being fun and useful, they can be demotivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students' level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion. He also states that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus.

D. Characteristic of Good Video as Media

In developing video, some characteristic should be inserted in order to create good video as media in teaching speaking. It should be able to improve students' motivation and effectiveness (Riyana, 2007: 8-11). Moreover, the characteristic should be:

(1) Clarify of Message. It means that video as learning media helps students understand the information more meaningfully. The information can be received and stored in the long-term memory and retention.

(2) Stand Alone. The developed video does not depend on the learning materials or have to be used together with other materials.

(3) User Friendly. The developed video uses simple, understandable and common languages. The information in it is helpful and user friendly, easy to respond and access.

(4) Content Representation. Materials should be representative, for example, simulation or demonstration. Basically, a learning material, social or science, can be created into a video as learning media.

(5) Visualization with Media. Materials are in the form of multimedia in which there are texts, animation, sound, and video based on the materials. Materials are applicative, processing, unaffordable, dangerous if directly practiced, and highly accurate.

(6) Using High Quality of Resolution. Video graphics are made using digital engineer technology with high resolution but supportive for every speech of computer system.

(7) Classical and Individual Use. A learning video can be used individually by students, not only at school, but also at home. It can be used classically as well with maximal 50 students with guidance of a teacher or by listening to a narration from the narrator.

Then Riyana (2007, 11-14) adds that the development and making of a learning video need to consider:

(1) Type of Materials. A video is suitable for a learning material that presents a certain process.

(2) Time Duration. A video has shorter duration which is 20-40 minutes. It is different from a common film with 2-3 hours' duration. Human's concentration only lasts between 15-20 minutes and it makes video able to give benefits than a film does.

(3) Video Presentation Format. A film is generally presented with a dialog format and more dramatic elements. It is more imaginative and less scientific. It is different from presentation of a learning video that gives priority to clarity and mastery of materials. A suitable video format for learning is narrative, interview, presenter, and compilation format.

(4) Technical Requirements. A video is related to technical aspects, such as camera, snap technique, lighting technique, editing, and sound.

E. Previous Research

Based on the previous research from Aprilianti in 2017 at junior high school she found that some materials require the use of instructional media to make the teaching effective. The students would pay attention when good media were used. Appropriateness of media in the learning would have an impact on the students' learning outcomes. The forms of media used in the research classes were media images, books, calendars, invitation, time table, photo or photograph and laptop. The lessons were delivered well due to the variety of media used by teachers. Furthermore, the English teachers were advised to continue to deepen their knowledge and skill about the use of teaching aids, either by reading books, attending conferences and sharing with other teachers. They should be more aware of the importance of using instructional media in English teaching so as to streamline the time and consider the quality of teaching. English teachers should

keep trying to use instructional media in English teaching. and To the school and government it is advised that either of them equip all means and facilities at school especially instructional media that support effective learning.

For the second previous research is from Khafidhoh in 2016 research to 3 grades of elementary school students she found that the instructional media is very good and feasible to use in English materials. The Pop Up book has been developed based on the R & D theory by Dick and Lou Carey in Gall, Gall and Borg (2003: 570). The media development in this research consists of eight steps. They are conducting a needs analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating the media. From the assessments and responses from the content expert, media expert, Pop Up expert, English teacher and students, it can be concluded that the Pop Up book as the product of this research is feasible to apply for teaching English reading to the 3rd grade elementary school students.

For the last previous research is from Baidawi (2015) at senior high school he found by using visual media the students do not only listen to the teacher but also observe and demonstrate so it can fulfill students' need with different need and background. Thus, teaching speaking will be more successful if the teacher always uses teaching media especially visual media in every teaching learning activities.

Table 2.1 Previous Research

NO.	Author	Title	Publisher / Year Published	Focus	Result	Suggested area for the Future Researcher
1.	LiaSelfiaYunit a	The Effectiveness of Using Video Youtube Toward Students' Speaking Ability	Lingua Scientia / 2015	Effectiveness, Students' speaking ability, and video Youtube.	The result shows that video youtube is effective to improve students' speaking skill in level 0,01.	Development media to teach speaking by using youtube media.
2.	SeherBabay&S eljanKilis	Students' Perception of the Use of A Youtube Channel Specifically Designed for an Academic Speaking Skill Course	Eurasian Journal of Applied Linguistic (EJAL) / 2017	Youtube, taylor- made playlists, online videos, academic presentations, and language education	The results indicated that the majority of the students benefited to a large extent from the videos on the playlists of this specifically- designed supplementary material YouTube channel.	Based on the students' perception, developing media by using Youtube channel can be used to help students' in learning English for 4 skills.
3.	Thomas	Developing Interactive	E-Journal	Interactive	The result is product which is	According to Sutopo (2003),

	TriadiWijaya	Multimedia for Teaching Reading to Grade VIII Students of SMPN 2 Mertoyudan in the First Semester	UniversitasNege riYogyakarta / 2016	Multimedia, reading, motivation, curriculum 2013	developed from three units of materials and then presented them in interactive media.	multimedia consists of several elements: texts, graphics, images, audios and videos. Then, each of them can be developed as media to teach students for some skills.
4.	SakilahBewafa	Developing Teaching Media <i>Kangaroo Smart Frieze</i> to Enrich Elementary School Students' Vocabulary	Journal of English Language Teaching / 2015	<i>Kangaroo Smart Frieze</i> , Vocabulary, Teaching media development	This research is developing <i>Kangaroo Smart Frieze</i> as media to teach students' vocabulary and the result shows that <i>Kangaroo Smart Frieze</i> has good prospect to be used in the vocabulary teaching and learning process.	There are some media such as visual, audio, and audio visual. So, future researcher can develop another media for different skills or components.
5.	NarodomKittid achanupap,	Development of Animation Media for	Conference Paper / 2012	Animation media, English	The result shows that the proposed animation media has a positive	Another media such as video can be developed to

	JatsadaSingtho ngchai, EkkachaiNaenu dorn, NeunghathaiKh opolklang, and SuphakitNiwatt anakul	Learning English Vocabulary for Children		vocabulary, Learning, and Children	impact on the learners at statistical significance level of 0.01. Thus, the animation method is a beneficial teaching material to stimulate and support the learners, especially at 5 to 6 years old to enjoy the class with good results.	help in teaching vocabulary or another skills of English.
6.	Bethsaida Chandra Dewi, Ashadi, Ed.D.	Developing Video Media as Listening Supplementary Materials for the Seventh Grade Students	English Language Education Department, State University of Yogyakarta / 2017	Video Media, Supplementary media	The findings reveal that the students need more relevant materials and media to help them learn listening skills. The research products are listening materials and learning multimedia which contain video recordings for the students and teachers in the	However, there are some lacks in the developed products and it should be considered for future research in developing listening material and media.

					listening lesson.	
7.	MuchamadIqba IAliAkbarHaki m	The Use of Video in Teaching English Speaking (A Quasi Experimental Research in Senior High School in Sukabumi)	Journal of English and Education / 2016	Teaching speaking technique, video, speaking.	The calculation result of independent t-test on posttest scores showed that the significance value was lower than 0.05 which means the video treatment had improved the students' speaking ability. Furthermore, the use of video in teaching speaking also solved one of the hardest aspects of speaking for students: pronunciation.	The next researchers can apply the media in other skill as well. Moreover, they can develop media to teach English.
8.	Arum Mustikawati	The Effectiveness of Using Video in Teaching Speaking for the Eighth Grade Students of SMPN 1	UniversitasNege ri Yogyakarta / 2013	Video, speaking, teaching speaking	The results of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using	The next researcher can develop video as media in teaching speaking because this research proves that video is effective to teach

		Manisrenggo			the textbook-based technique.	speaking.
9.	NoviaFajarMas yitoh	Developing the Material of English Educational Video in Supporting Speaking Skills for the First Grade Students of MTsNParakanTemangg ung in Academic Year 2016/2017	IAIN Salatiga, 2017	Video, students, research and development, speaking skill	The result is the product (videos) has duration for about 2-3 minutes in each episode. Based on the education expert, “NginggrisNarsis” is an appropriate resource for the 7th grade students of MTs N Parakan in learning English.	Can develop another media such as video or visual media with different topic and subject.