

CHAPTER II

REVIEW OF RELATED REVIEW

This chapter presents the results of reviewing some related literature dealing with the topic of the study covering speaking, media in teaching speaking, video blog (vlog), and descriptive text. This part also presents the previous studies that are relevant to the present study.

A. SPEAKING

1. Definition of speaking

Speaking is the way of people to express and communicate ideas to others orally. According to Gert and hans in Efrizal (2012: 127), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Irawati (2014: 26) defines as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Meanwhile, Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

Suryani (2015) states that speaking is a tool of communication to each other where the speaker can deliver his/her idea, opinion, feeling through verbal skill to the listener. Speaking is considered to be inseparable to something we call communication (Dwiana et.al, 2015). From some explanation above can be said that speaking is the basic skill should be mastered by everybody in the world to create good communication with the society.

According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Brindley (1994) defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently. Some of the meanings may be able to be understood automatically while others may need to be processed first. Lewis and Hill (1993) add that speaking is a process that covers many things in addition to the pronunciation of individual sounds. Based on the definitions above, it can be concluded that speaking is a complex cognitive skill; speakers produce not only sounds but also a set of meaningful words and body language that can be understood by listeners either explicitly or implicitly.

Harris (1974) states that 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. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. 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, it cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation is also 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 others 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.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involves some components such as comprehension, vocabulary, pronunciation, accuracy and fluency. From thus, the students' must master all about those components. Especially in a foreign language, speaking is a very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

2. Teaching Speaking

Teaching is not an easy job, the teachers required to make the student's progress and to know that we have helped to make it happen. Speaking is the important subject to be delivered to students', because speaking is very important to support the students' participation in community. That is why teaching speaking is a big challenge because speaking is the vital language skill that should students' mastery in class and out of the class. Teaching speaking is not only about the grammatical and semantically rules. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal changes, in which many teachers interact (Nurhayati, 2016). It means that to be mastery in speaking, the students' not only need the knowledge of the language feature but also the students' ability in gain the information when they have to interact with others.

One of the basic problems in foreign – language teaching is to prepare learners to be able to use the language (Nurhayati, 2016). It is indicating that the main point of teaching foreign language is equip the students' about what are the basic things of language. Vocabulary and grammar have the important role in conducting communication; because of vocabulary and grammar are the main points of language. For instance, it is necessary to the students' to have a lot of vocabulary and to know certain of grammar to be a good speaker. When teaching young learners

we have keep in mind that every class have varied abilities, expectation, motivation, knowledge and every students' has different learning style.

According to Kayi (2006) in *Activities to Promote Speaking in a Second Language* is to teach English learners to: (1) Produce the English speech sounds patterns. (2) Use words and sentence stress, intonation patterns and the rhythm of the second language. (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. (4) Organize their thought in the meaningful and logical sequence. (5) Use language as a means of expression values and judgments. (6) Use the language quickly and confidently with view unnatural pauses, which is called fluency. (Nunan, 2003).

Based on the explanation above, it is mean that the teachers should pay attention on some important aspect include speech sound patterns, stress, intonation, and rhythm. The words used should appropriate with the proper social setting, audience, situation and subject matter. Those sounds produce must meaningful because its logically produce from the thought. We need to vary our approaches to create a classroom environment where the students' have real-life communication and authentic activities to promote their oral language. The good activities will make the students' enjoyable to do the speaking task in the class.

B. MEDIA OF TEACHING ENGLISH

1. The Definition of Media

Media is one of the components of teaching. Teacher can use the media to make teaching and learning process more varieties. According to Asnawir & Usman (2002: 11) Media is something which have the nature to deliver the message and stimulate mind, emotion and audience' willingness (student) hence it can encourage occur of learning process on them self. Munadi (2013:7) states media in teaching as something which delivers message from the sources which is planned so it can creates a conductive learning environments where the receivers can make the learning process efficiently and effectively.

From the definition above, it can be concluded that media are tools or materials which are used to send message to the students or another people and stimulate them to acquire knowledge, attitude, and skills.

2. Kinds of teaching Media

The kinds of teaching media can be divided into three categories: Visual, Audio and Audio visual media (Arsyad, 2009:29)

a. Visual media

Visual media is also called by printing media, visual media is all kind of media that can be seen or touch by the students. The examples of visual media are: picture, photos, real things, chart, miniatures, card. Moreover, the characteristic of visual media are: text is read in visual manner, in other hand

visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tactically, in developing this media depend on the language principle and visual perception, it is oriented to the student's, and the information can be rearrange by the user.

b. Audio media

Audio media is also called by the listen media. It is usually used to listen and understand the passage. The characteristic of this media is that they show one way communication. They kinds of audio media such as: radio, tape recorder, castes, compact disc.

a. Audio visual media

Audio visual media is media that is audible and visible. Audible mean can be heard, and visible means can be seen. Audio visual media has more benefits than others, such as it can visualize the abstract thins or nonverbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge.

The audio visual media need mechanic and electronic machines to show the audio and visual messages. It is states in Arsyad (2009:31) that there are some characteristics of audio visual media: linearity, show dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low student's

interactive involve level. The kinds of this media such as: video, movie, television.

From the kinds of media above, it can be concluded that the media have many kinds to choose in teaching and learning media in the classroom, so the teacher must choose suitable media with students in teaching and learning processes.

C. VIDEO BLOG (VLOG)

There are a lot of types of media that can be used to teach speaking. According to Kahler, Jacobs, Raftery and Ditnes (2017) that students' are accustomed to watching videos for their classes and coursework in colleges; 68% of students' report that they watch videos in their classes. However, the suitable media used in this research is the development of video. Harmer (2001) states that video could be supplied simulations, not only because it could give feedback when students' could be watched and evaluate performances, but also because the presence of the video helped to make students' feel more realistic. It means video in nowadays today is teachers can use a video because it is short or simple and also easy support in teaching and learning process.

1. The definition of video blog

Blog (vlog) is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). It is clear that short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students'. If blog is writing some information sharing on a web page, but vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like youtube, facebook and others (Fiddan & Debbag, 2018). Youtube, which is one of these platforms, is a video sharing website in which the people who form videos are included as users, that allows them to socialize through interacting other users (Burgess & Green 2009), allowing voting and comments (Chang & Lewis, 2011), allowing the followers to be more included in the lives of the users (Stever & Lawson, 2013). Youtube is the website that hosts the highest number video blogs (35%) in comparison with the other video sharing sites (Mogallapu, 2011).

Based on the explanation above, video blog is the created media and video blog are more effective to teach speaking. Because in learning process the students' need a interesting media, one of the media that can motivate students' to learn English is use the video blog.

2. The stages of video blog

According to Sun (2009), there are some stages in vlogging as follows:

Vlogging stages	Activities
Conceptualizing	<ol style="list-style-type: none"> 1. Planning what to say and how to say it 2. Coming up with an appropriate voice blog topic 3. Listening to others' vlogs for ideas 4. Consulting a dictionary or searching to the internet 5. Note-taking
Brainstorming	<ol style="list-style-type: none"> 1. Outlining main supporting ideas 2. Translating from L1 and L2 3. Writing down a script before recording
Articulation	<ol style="list-style-type: none"> 1. Rehearsing before recording 2. Recording voice blog and uploading it after checking
Monitoring	<ol style="list-style-type: none"> 1. Listening to the recorded file before uploading it 2. Monitoring vlog entries in terms of content, organization, and language usage
Evaluating	<ol style="list-style-type: none"> 1. Evaluating vlog content, organization, and language usage 2. Redoing the vlogs

3. The advantages of using Video Blog (Vlog)

According to Saric (2018), as a vlogger they must record the videos about life, experiences, opinions, thoughts, and share them with the world. It means that by using vlog, the students' could express their feeling and they can practice their speaking ability into this media. By using video blog, it can be an effective way to get students' attraction and increase their motivation. The other side, with using video the teaching learning process is more flexible accessible and more memorable, and video can bring the new information. According to Khalid (2012, p. 527) youtube is a video-sharing website on which users can upload, share and view videos. According to Burke, et al. (2009, p. 2) YouTube is a public access we based platform allowing people to easily upload, view, and share video clips across the internet through www.youtube.com, other websites, mobile devices, blog and email. Youtube is also considered by the researchers as an alternative strategy to enhance students' speaking skill.

From the explanation above, it can be concluded that video blog brings many advantages to teaching and learning about speaking. Using video blog in teaching speaking gives an authentic of English. It is interesting and motivating for students to learn. However, the teacher should also manage the use of video blog and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

D. DESCRIPTIVE TEXT

1. The Definition of Descriptive Text

As stated in the syllabus, descriptive text is one of competences students' in junior high school should master. A descriptive text, according to Emilia (2011: 82), is a text which is used to describe a particular person, place or thing or something in writer's mind. Wardiman, Jahur and Djusma (2008: 16) state that a descriptive text is a text that describes the features of someone, something or a certain place.

In a broad sense, description as explain by Kane (2000: 352), is defined like in the following sentence: description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

It can be concluded that a descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2. The Generic Structure of Descriptive Text

According to Kane (2000: 352) the generic structure of descriptive text as follows:

- a. Identification which identifying the phenomenon that will be described (contains about the introduction of a person, place, animal, or object will be described).
- b. Description which phenomenon parts, qualities, or characteristics of something or someone in detail.

E. PREVIOUS STUDY

This part presents some previous studies. The purpose of presenting the previous study is to know gap or discrepancies of what makes the previous studies different from the present study. The first study was conducted by Lestari (2019) entitled “*Improving the Speaking Skill by Vlog (Video Blog) as Learning Media: The EFL Students’ Perspective*”. The sample of the research was 5 students of Information and Technology (IT) Department. The design use was interview and observation with qualitative method. The result revealed that the use of video blog (vlog) was effective to improve students’ speaking skill.

The second study was from Robith and Fahri (2018) with the title “*Vlogging as a Medium for Eight Graders of SMP Negeri 1 Gresik in Speaking Recount Text*”. The sample of the research was 27 students. The design use was descriptive with qualitative approach. The result showed that

the implementation of vlogging to teach speaking recount text was really great. The students' responses toward the use of vlogging are also positive.

The present study is different from the previous ones in term of (a) topic (b) methodology, and (c) sample. The topic of the present study is speaking descriptive. Meanwhile, the topic of the previous studies were speaking recount. Then, the methodologically the present study used experimental research design with quantitative approach. Meanwhile the methodology of the previous studies used was descriptive. The last from the sample point of view, the present study was eight grade of MTsN 4 Tulungagung. Meanwhile the first previous study the sample was students of information and Technology (IT) Department in one of University in Indonesia.