

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some theories that are relevant to the topic of the study. These reviews are expected to serve important background information to support the study and the study and the discussion of findings. Those are, Speaking Ability, Media, Video, and YouTube, Recount Text, Review of Previous Studies.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and 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, 1987:211). According to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of nonlinguistic symbols such as facial expressions and body language in order to make the meanings more clear. Speaking is a two-way process between producing language and receiving it. Byrne (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of

understanding. This is in line with Widdowson (1996:59) who says that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as “Listening”. While productive aspect of speaking referred to as “saying”. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. 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.

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. Littlewood (1981: 1) states that speaking ability is a combination of structural and functional aspect of language. 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.

Based on the previous theory that has been explained by some experts above, the researcher concludes that speaking is the ability to say words in order to convey or express intentions, ideas, thoughts,

information compiled, and developed in accordance with the needs of listeners to what can be delivered understanding.

2.1.2 The Basic Types of Speaking

Brown, (1994, 141-142) cites types of speaking such as; imitative, intensive, responsive, interactive, and extensive. The first type is imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

The second is intensive. It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture

The third is responsive. It include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

The next is interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction,

which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language.

The last is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

2.1.3 The Components of Speaking

There are five kinds of components in speaking like vocabulary, grammar, pronunciation, fluency and content.

a. Vocabulary.

Hornby (1995:1331) states vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having large vocabulary, the people will be impossible to easy to study it. And without having many vocabularies it is impossible to make sentences in communication and express their feelings. In

communication through language, vocabulary holds the most important role.

b. Grammar.

Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essentials systems. People must know about grammar in order to use language appropriately in social context (Burn and Helen : 1999). By using grammar well, someone will speak accurately. In the other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across easily.

c. Pronunciation.

Pronunciation is the fact, which becomes overwhelmingly obvious to even the beginner in phonetics that we do not know what sounds we ourselves actually pronounce, until we have attained some elementary knowledge of phonetics” (Kenyon 1969:3), states that “a remarkable aspect of our readiness to criticize. In addition, Johnson (2001:16) states that pronunciation comes a surprise to many there are definite ‘rules’ which given govern how we pronounce our native language. Pronunciation ability depends on

the similarity between individual sounds and supra segmental like stress and tone in the first language and second languages, the ways in which these sounds combine with each other, called 'phonotactic' grammatically and the relationship between the spelling and sound system.

Nowadays, all around the world, also students of all ages are learning to speak English. They realize that they require mastering in speaking skills as a target language even speaking English is not easy. In speaking English, the learners have to take rehearsal with the components of speaking, too, such from the explanation above, vocabulary, grammar and pronunciation. Bayle (2005:2) defines "speaking is an interactive process of constructive meaning that involve producing and receiving and processing information. It is spontaneous, open-ended, and involving, but it is not completely unpredictable." As stated above, in the process of expressing utterances, people use their mind to think and produce something in their brains, and then they deliver it. Of course when people talk each other, they produce and receive some utterances to get information. After getting information that be hoped, their mind process it again and again and deliver it. That is all the cycles of sequences speaking.

d. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Content

The main ideas of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speech as well as to imitate. If we review to the functions of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are be able to interact and communicate with other people. I can be hoped if there is comprehension between the speaker and listener.

2.1.4 Functions of Speaking

Brown and Yule (1983:09) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998); talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

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. It usually occurs on casual or more formal situation.

Thus, 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 third type is talk as performance. It can usefully be distinguished has been called talk as performance. This refers to public

talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Speaking or oral communication is typified as an activity involving two or more people in whom the participants are both and speaker having to react to have what they hear and make their contributions at high speed. Each participant has an intentions or sets of intentions goal that the wants to achieve in the interactions.

2.1.5 The Activities of Speaking

In speaking there are many kinds of the activities. Speaking is a productive skill. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction.

Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her instructions. The teacher makes their class effectively and having fun. There are many kinds of speaking activities that can be held by the teachers and learners:

a. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer: 2007).

b. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They will be happy to follow their class and not bored. In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

c. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation (Thornburry:2005). Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story

first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

d. Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.

e. Picture description

The other activity on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity, the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describes the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

2.2 MEDIA

2.2.1 Definition of Teaching Media

Media is instrument (KBBI. 2007). Media also can be mean medium. Medium can be defined as an intermediary or an introduction to the communication from the sender to the receiver (Heinichi et.al. 2002). Media is one of the communication components that is as a

messenger of the communicator to the communicant (Criticos, 1996). By definition it can be said that the learning process is a process of communication.

Media is mediator which has wide purpose. But we restrict the educational media have used the media as a means of learning activities and material in teaching learning. According to Heinichi et.al (1982) suggest the media term as an intermediary that transmits information between the source and receiver. So, television, film, radio, photograph, video and the like is a medium of communication.

When the media was carrying a message or a message aimed instructional information or the intent of teaching the media is called a media of learning. Hamidjojo (1993) states impose limits as all forms of media intermediaries used by humans to communicate or spread ideas or opinion it is up to the intended recipient.

Based on the previous theory that has been described by some experts before, the researcher concluded that the media is a tool that will help teachers in delivering, transmitting and giving an exact definition.

Based on the description of some restrictions on the media following the above mentioned general of the characteristics contained in the media:

- a. Media education has a physical sense that today is known as the hardware that is something that the object can be seen and heard or touched by the sense.
- b. Media education has a non-physical sense, known as a software that is the content of the message contained in the hardware which is the content to be conveyed to the students.
- c. Educational media can be used in bulk (Ex. TV, radio), large groups and small group (Ex. Film, slide, video, OHP) or individual (Ex. Module, computer, radio tape/cassette, video recorder), etc.

2.2.2 The Benefit of Using Instructional Media

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

- a. Clarify the message that is not too verbalistic.
- b. Overcome the limitations of space, time energy and power sense.
- c. Excite learning more direct interaction between students with learning resources.

- d. Enable children to learn independently according to their talent and capabilities of its visual auditory and kinesthetic.
- e. Give the same stimuli, likening the experience and perceptions of the same cause.

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

- a. Make abstract concept, and difficult to explain directly to the students can rent or simplified through the use of instructional media.
- b. Objects presenting that are too dangerous or difficult to come into the learning environment for example the teacher explained by using a video.
- c. Shows the movement is too fast or slow by using the technique of slow motion in the medium of video to show on trajectories, boom arrows or show an explosion.

2.3 VIDEO

2.3.1 Definition of Video

Video is medium of communication which contains some information. The information is in the form of picture, image, and action. All of them can be discussed in classroom. Mc Donald, et al. (2003: 323) states the schools that are equipped with compressed video systems can bring live, fully interactive instruction from one location to the next or have distant guest speaker visit classroom without having to

travel. The only requirement is to have the appropriate equipment at both locations.

Most video sequences can serve more than one purpose, depends on the objective of the lesson. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when the students can watch themselves and evaluate their performance, but also because the presence of a video helps to make media more realistic. It is important to make the students active whenever they watch video material. This active involvement forms part of the stage of any lesson with video. The next is vocabulary, this include both vocabulary development by focusing on new lexical sets and vocabulary review. Another purpose is grammar. Actives for presenting and reinforcing particular grammar structure are involved. The next is pronunciation, the activities focus on stress, sounds and intonation. Listening and speaking skills are one of the purposes in using video. Viewing comprehension, listening, oral composition, speaking a discussion are activities related to listening and speaking skill.

From the previous theory that has been described, the researcher concluded video is a series of motion pictures that accompanied the sound (audio) that form a unity that is assembled into a groove, with messages in it for the achievement of learning objectives.

2.3.2 Kinds of Video

The most obvious division between types of video sequences is that which separates educational videos made specifically for language learning and authentic video material for examples video/TV/film material made originally for native speakers.

The general categories are presented below.

- a. Drama: this broad category embraces most video, TV, and film material with scripted dialogue and/ or dramatic elements, such as TV soap operas, drama series, plays, situation comedies. It also includes feature films as a subcategory.
- b. Documentaries: any material which is non-fictional and or unscripted (e.g. a TV current affairs investigation of an issue as opposed to a scripted drama about the same issues). Subcategories include TV news programmes, interview and sports programmes, and also the kind of TV talk shows indicated in some of the recipes.
- c. TV commercials: all kinds of TV or cinema advertising material or short promotional videos (except music videos).
- d. Music videos: generally used to refer to pop music video of all kinds, but could include songs and musical numbers from TV light entertainment shows or cinema musicals.

2.3.3 The Benefit of Using Video

With the increase in educational technology, video is no longer imprisoned in the traditional classroom; it can easily be expanded into

the computer aided learning lab. Because academic listening tasks are often tested rather than taught, video offer foreign and second language learners a chance to improve their ability to understand comprehensible input. From the listening tasks, teachers can encourage students to do the speaking well.

In addition, Harmer (2003: 282) states there are many reasons why video can add a special, extra dimension to the learning experience:

- a. Seeing language-in-use: one of the main advantages video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clue.
- b. Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms. It is great value in giving students a chance to see such a thing as what kinds of food people eat in other countries, and what they wear.
- c. The power of creation: when the students use video cameras themselves, they are given that potential to create something memorable and enjoyable. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves 'doing new things in English'.
- d. Motivation: for all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see

language in use as well as hear it, and when this is coupled with interesting tasks.

Video materials available do not always meet this ideal. The teacher should examine carefully before she adopt it for class use.

Video must be fully integrated with the learning material curriculum.

2.3.4 The Video Problems

The use of videos has been a common feature in language teaching for many years. The advantages of using videos in language teaching have presented above. It is realized that besides teaching using videos has many advantages, it also has weakness. Harmer (2003: 283) states that if the teachers wish to use video successfully, they need to be aware of potential problems. They are as follows:

- a. Poor quality tapes and disks: poorly filmed and woodenly acted will not engage students who are used to something better.
- b. Poor viewing condition: the teachers have to be sure that the students can see and hear video. The monitor must big enough for the learners at the back of the class to see the screen clearly.
- c. Stop and start: some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It also be extremely irritating if the teachers fail to show the class how the story ends.

- d. The length of extract: some people think that more two or three minutes of video sends students to sleep. Others, however, like to show the whole programs.
- e. Fingers and thumbs: students can be irritated by teachers what they want to get back. Teachers themselves become frustrated when the machine does not work properly.

2.4 YOUTUBE

2.4.1 The Definition of YouTube

There are many kinds of media which can be used in teaching-learning process. One of them is short video got from internet that is called YouTube. YouTube is very popular web video sharing site that lets anyone store short videos for private or public viewing (accessed from internet on October 15th, 2017). It provides a venue for sharing videos among friends and family as well as a showcase for news and experiences videographers.

YouTube can be defined as a very popular Web video sharing site that lets anyone store short videos for private or public viewing. Also YouTube is a video sharing website owned by Google that allows users to watch other people's videos and publish their own. It allows both professional and amateur users to post videos, which can be viewed by anyone in the world with an Internet connection.

YouTube videos are one of the audio visual media. They are essential part of the overall experiences that we must help out students

to cope it. They can be used by teachers and students whatever their emphasis of the syllabus they are following. YouTube video also makes particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. They could be an appropriate instructional media because they could be as function as an outlining device combining the design of grid contrast or comparison tables. In addition, videos from YouTube can be useful to motivate the students in teaching and learning process.

From the previous theory that has been presented by the experts, the researcher concluded YouTube is a popular video sharing service where users can load, watch, and share video clips for free.

2.4.2 The Benefit of Using YouTube

By applying video from YouTube the teacher can improve their teaching and encourage students to be active in learning English. It is supported by the advantages of using YouTube. Sempleski and Tomalin (1990: 3) state that the introduction of a moving picture component as a language teaching aid is crucial as diction to the teacher's resourchers.

First of all, through motivation. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching

medium. And more realistically too. In addition, video can take students into the lives and experiences of others.

Second, through communication. Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language. In the video, it contains many communication activities which encourage students to find out things from each other on the basis of the video itself.

Third, through non-verbal aspects of communication. The American psychologist, Robert Merabian, has estimated that as much as 80 percent of our communication is nonverbal. Our gestures, expression, posture, dress, and surroundings are as eloquent as what we actually say. Video allows us to see this in action and to freeze any moment to study the non-verbal communication in detail.

Finally, through cross-cultural comparison. Observing the differences in cultural behavior is not only suitable training for operating successfully in an alien community. It is also a rich resource for communication in the language classroom.

As far as language learning is concerned, YouTube is an unlimited resource for language learning (Alimemaj, 2009). Here are some benefits of using YouTube in language learning.

- a. We can listen to all kinds of spoken language (formal, informal, colloquial, slang) and all genres (songs, debates, talks, poems).

- b. We can learn a lot of vocabulary in context, which, without doubt, will help learners to memorize more easily.
- c. It can be particularly valuable to cater to learner's need for real world language use and their interest in exploring the world.
- d. It does increase the knowledge of the language by repetition.
- e. We find various material to improve listening and understanding.
- f. We are exposed to music, commercial comedy, different styles and genres of the language.
- g. It helps a lot to develop independent language skills.

It is line with Paulsen (in Alimemaj, 2009) who states that the effective use of online materials may provide positive spin-offs for learners, much the same as if they were immersed in the language and culture while studying abroad. Two important reasons cited for such positive performance are authenticity and motivation. Authenticity is generally used to describe material that genuine exists in the real world outside of language classrooms. Meanwhile, motivation is one of the key elements determining success in learning a second language.

2.4.3 YouTube Video Used in this Research

The English Language Teaching process has been energized with the emergence of new Internet technologies and now the Web 2.0 tools. Also using videos for language teaching has been of the most effective ways to achieve success in the classroom.

YouTube now contains enormous amount of video content, some of which is highly exploitable in the classroom. YouTube features videos in several categories. Some of them are: (a) Auto & Vehicle's, (b) Comedy, (c) Education, (d) Entertainment, (e) Film & Animation, (f) Gaming, (g) How to & Style, (h) Music, (i) Music, (j) News & Politics, (k) Nonprofits & Activism, (l) People & Blogs, (m) Pets & Animals, (n) Science & Technology, (o) Sports, (p) Travel & Event.

The videos used in this study were included into education category. They presented YouTube video while related to the recount text. One example is that video about Vacation to The Beach showed the students about experience from someone and how to use past tense.

2.5 RECOUNT TEXT

2.5.1 The Definition of Recount Text

Recount text is one of genre that studied by students from first grade to third grade in Junior High School. According to derewianka (1990 : 14) a recount text is the unfolding of a sequence of events over time. In this research, we are using language to keep the past alive and help us to interpret experience. He adds that there are some types of recount, namely:

a. Personal recount

In this type of recount, the students / the speakers can retell an activity that they have been personally involved in we can use it in oral anecdote, diary entry.

b. Factual recount

At this factual recount, the students / speakers record the particulars of an incident. We can find it in report of science experiment, police report and historical account.

c. Imaginative recount

This type of recount the students / speakers can take on an imaginary role and giving details of events.

He also says that the purpose of the recount is to tell what happened. It means that recount is used to tell activities or events that happened in the past.

According Derewianka, that the organization of the recount text is:

- a. Orientation is giving the reader / listener the background information needed to understand the text (e.g. who was involved, where it happened, when it happened).
- b. Events are ordered in a chronological sequence.
- c. Reorientation is personal comment (e.g. we had a wonderful time).

Meanwhile Seaton (2006 : 1) says that the purpose of a recount is to list and describe the past experience by retelling events in the orders in which they happened (chronological order), and he divides the basic structure of a recount into three parts, namely :

- a. The setting or orientation is background information answering who, when, where and why?
- b. Events are identified and describe in chronological order.
- c. Concluding comment express a personal opinion regarding the events describe.

Seaton also explains that the recount text has a title, which summarizes the text. It use past tense verbs and frequent use is made of word which link events in time, such as next, later, when, then, after, before, first. It describes events, and plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).

From the previous theory that has been explained by some experts, the researcher concluded that recount text is text which tells the incident in the past, so generic structure using past tense. Recount text usually focuses on the time and subject line of the story, one of which is a personal experience

2.5.2 Teaching Speaking by Using “Recount Text”

In competence Based Curriculum teachers apply scaffolding to the two cycles, namely oral cycle and written cycle. There are four stages in these two cycles, namely: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Join Construction of text (JCOT) and Independent Construction of Text (ICOT). Feez in Rozimela (2005 : 177) states that the process of learning is a series scaffold

development stages. On the word, teachers help the student in teaching learning process.

These are some examples of activity doing in each stage of oral cycle. There are other possibilities that other English teachers find other ways in implementing each stage in oral cycle.

1. Building Knowledge of the Field (BKOF)

The aim of this stage is to build background knowledge of students. It can be given by showing YouTube video, using real object, realia, brainstorming etc. Teacher asks students to participate by asking some questions related to one of the objects that is used, and the students will answer questions. So between teacher and students have conversation In this stage, the teacher explain about parts of speech that involved in, like nouns, verbs, adverbs, etc. He / she can do it by using real object and realia. In Building Knowledge of the Field, the teacher also talk about lexicogrammatical features and generic structure that related to the being discussed.

2. Modeling of Text (MOT)

In this stage, teacher introduces models of text by redaing in front of the class. He / she reads the text one or more than one time. After that he / she will ask some question, especially related to the text. The students will answer the question orally. Between teacher and students have conversation. Here is example how “recount text” is used in this stage.

3. Join Construction of Text (JCOT)

Join Construction of Text is stage in which the teacher asks the students to sit in pairs or in groups, because they will have class discussion. In this stage, the teacher leads the students in constructing dialogue and also in reporting the groups work. Here they can share their idea and their background knowledge in the groups in order to construct dialogue. While the students are working in groups, the teacher should lead them. So between teacher and students there is collaboration. After that, the teachers ask each group to report it in front of the class. In reporting their work, the teacher must pay attention to how the students pronounce the words and intonation.

4. Independent Construction of Text (ICOT)

The last stage is the teacher leads students to create a text about their experience individually. Teacher suggests to students to use knowledge that they have gotten on previous stage. After the texts have been finished, students present in front of the class without looking at the text, so they have to memorize it. While the students presenting their work, teacher must be pay attention to pronunciation, structure, vocabulary, grammar.

2.5.3 The Advantages of Using “Recount Text” in Teaching Speaking

“Recount text” belongs to an easy text because schematics structure provides students what to come, for examples: orientation

provides in which a starting point for the story about to be talked, event provides students which students can anticipate what is to come in next stage.

Recount text provides students authentic atmosphere on factual genre. Through recount text be hold casual conversation that mostly talk about themselves, what they did, how they feel, and what they think.

It would be good start for Junior High School students, the study genre by using recount text genre first. The beginning students of English can able to use simple form of recount and to understand the structure of other genres.

Recount text is personal. They typically comprise an activity sequence, most sequence in chronological order and use the past tense. So, it would be a great source for the students to teach pat tense without forcing students to focus on each form.

2.6 Previous Studies

Some studies related to speaking and media had been conducted by some previous researcher. The previous studies were different from the present study related to some aspect as they are presented in the Table 2.1 below:

Table 2.1. The Difference of the Previous Studies and the Present Study

No	Previous Study			Present Study	
	Name and Title	Method	Subject	Method	Subject
1	Lia Selfia Yunita (2015) entitled "The Effectiveness of Using Video YouTube Toward Students' Speaking Ability At The Second Grade Of MTs Psm Mirigambar, Tulungagung".	<ol style="list-style-type: none"> 1. Method: Pre-experimental, with One-Group Pretest- Posttest design, using quantitative approach 2. Skill: Speaking 3. Object/Sample: Class A is only one class in second grade of MTs PSM Mirigambar Tulungagung. 4. Media: YouTube video. 	The Second Grade students of MTs PSM Mirigambar, Tulungagung.	<ol style="list-style-type: none"> 1. Method: Quasi-experimental with Two-Group Pretest-Posttest design, using quantitative approach . 2. Skill: Speaking 3. Object/Sample: ClassB and Class A in second grade of MTs Assyafi'iyah Gondang Tulungagung. In this study, Class B as Experiment Class and Class A as Control Class. 4. Media: YouTube Video 5. Focus: Recount speaking 	The Second Grade students of MTs Assyafi'iyah Gondang
2	Erwin Seftiarini (2016) entitled "Improving Students' Speaking Ability By Using Short Movie At Second	<ol style="list-style-type: none"> 1. Method : Classroom Action Research (CAR) 2. Skill: speaking 3. Object/Sample: VIII-F students of MTs Al-Huda Bandung 4. Media: short movie 	Second Grade students of MTs Al Huda Bandung		

	Grade Of Mts Al Huda Bandung”				
3	Puspa Dewi (2012) entitled “Improving Students’ ability To Write Analytical Exposition Text Using YouTube’s Video (A Classroom Action Research in the Eleventh Grade Students of SMAN 9 Purworejo in the 2010/2011 Academic Year)”	1. Method : Classroom Action Research (CAR) 2. Skill: writing 3. Object/Sample: XI-A students of SMAN 9 Purworejo in the 2010/2011 Academic year. Media: YouTube vidio.	At The Eleventh Grade Students of SMAN 9 Purworejo		