

CHAPTER II

LITERATURE OF RELATED REVIEW

This chapter review of the related relevant literature brings out a further explanation regarding the theories. This chapter will explain several materials, such as; theory of speaking, teaching speaking, definition of animated video, definition of flashcard as media, and previous studies.

A. Speaking

This part presents definition of speaking, the elements of speaking and the term of speaking ability.

a) Definition of Speaking

Speaking is one of the language skills that students need to master in order to communicate well. Speaking - verbal use of language to communicate with others Fulchers (2003). It is about making decisions. Students must decide how to communicate, express themselves through language, and create social relationships.

According to Wahyuni (2016), speaking is the ability to speak freely and not only language features, but also the ability to process information. He also defines speech as language that is used boldly and with small unnatural pauses, called fluency. In addition, Harmer (2007) also points out that speech is a spontaneous and real-time act. When people talk, they say a few words at this point, and the people they are talking to immediately respond. It can be concluded that speech is the process of making some words understandable and giving a clear meaning.

As a developing country, Indonesia recognizes the importance of being able to communicate in English. As a result, English lessons are included in the Indonesian curriculum. The goal of speaking English is difficult, but it is not impossible. Students should have considerable difficulty learning to talk. Inside the classroom, there is a lull in activity. The teacher's method is too boring. The instructor is in charge of the majority of the activities. It denotes that the problem is concentrated on the teacher.

b) The Elements of Speaking

Harmer (2003) asserts that the ability to speak English presupposes the following elements necessary for speaking:

1) Linguistic characteristics; The elements required for production are as follows:

a. Connected Speech: In connected speech, sounds are modified (assimilated), omitted (removed), added (bound) or weakened (due to contraction and stress patterns). It is for this reason that we should involve students in activities specifically designed to improve their associative speaking b. Expressive Media:

Native English speakers vary the pitch and tone of specific parts of speech, change volume and speed, and express themselves by physical and non-verbal means paralinguistics as they perceive them (especially in face-to-face interactions). The use of these devices contributes to the ability to convey meaning. BC. Vocabulary and grammar: therefore, teachers have to provide many types of n such as agree or disagree, express surprise, shock or approval. d.

Negotiation Language: Effective speech benefits from the language of negotiators that we use to ask for clarification and dictate the structure of what we are saying. We often need to ask for clarification when we hear others speak and this is very important for students.

2) Mental/Social Processing Speaker productivity success also depends on the rapid processing skills that speech requires, such as: a. Language Processing: Language processing involves retrieving words and assembling them into a syntactically and propositionally suitable sequence. BC. Interacting with others: Effective speaking also includes listening a lot, understanding how other participants are feeling, and knowing how to take turns or allow others to take turns verbally. BC. Information processing (on the spot): In addition to our reactions to the emotions of others, we also need to be able to process the information they give us as soon as we receive it.

The term speaking refers to a skill related to language teaching and learning. According to Harmer (2004) there are several elements of speaking ability.

a. Accuracy

Accuracy is undoubtedly one of the most important criteria for measuring one's language ability and protecting language users from communication errors. Accuracy is about "the ability to produce a grammatically correct sentence". In other words, language correctness only means grammatical correctness. However, the term "accuracy" in (Thornbury, 2000) seems to encompass more than that. Actually speaking English correctly means not only in grammar but also in vocabulary and pronunciation. He also established a clear standard of fairness for judges.

b. Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

c. Vocabulary

Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

d. Pronunciation

Students speak and most people understand. Even broader than that, Liao (2009) defined accuracy as “the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language.”

e. Fluency

Fluency is also used as a criterion to measure one speaking competence. Speaking fluently means being able to communicate one ideas without having to stop and think too much about what one is saying.

B. Teaching Speaking

Speaking instruction begins by teaching students how to speak English as a foreign language, then asks students to pronounce the new language correctly. It then proceeds to guide students to a point where they can begin to evaluate whether their audio product is correct. At this stage, the teacher is no longer primarily responsible for correcting mistakes, but should encourage students to practice speaking the target language. During this time, teachers can encourage students to pronounce certain sounds, repeat and imitate them. Finally, students are asked to familiarize themselves with the practice and practice of spoken language.

According to Nunan (2013), teaching speaking is sometimes seen as a simple process. Although speaking is completely natural, speaking in a language other than our own is not simple, which means that while speaking is natural, teachers should simplify the way they teach. speak, because it is not our mother tongue. . Teaching speaking by asking students to repeat phrases and recite dialogues from textbooks has been practiced for many years. And teaching speaking also involves giving students the elements of language, hoping that eventually they will put them together and speak. So, students can repeat many times according to the teacher, learn grammar rules, recite dialogues and learn vocabulary

C. Problems in Teaching and Learning Speaking

Students are required to take English classes at all levels of education in Indonesia, including university, senior high school, junior high school, and elementary school. This is the case as if English is the country's official language. Students need to have an understanding of the four skills that exist in English, including listening, reading, speaking, and writing, before attempting to study a foreign language. Speaking ability is one of those qualities that comes in handy rather often in social situations. This is due to the fact that the people are able to interact directly with one another via their capacity to speak. While Tarigan (2008) argued that listening is the first step in developing a child's language abilities, the capacity to talk or speak is learnt later in a child's development.

Due to the fact that the large majority of students in Indonesia are not native speakers, they apparently have a great deal of difficulty while attempting to acquire English language skills. For instance, they never stop using Indonesian in

their day-to-day activities, which would have a negative impact on their ability to communicate verbally. The majority of students do not have any interest in studying English, and as a result, they are unable to comprehend and acquire knowledge about the English language, particularly while speaking it. As a result, the improvement of their ability to communicate orally might have an impact on their other talents.

Despite the fact that they are taught to the English language in the classroom, the students in Indonesia still have not acquired the art of speaking English, according to the study conducted by Noprival (2016). Students' lack of competence in English verbal communication might be attributed to a number of different factors. To begin, there is a very restricted amount of time available for English study. Second, while teaching students in English, the teacher should always speak in Indonesian. Third, other topics do not use the usage of English as a medium of teaching. Because of this, the level of English use in education is not nearly as common as it should be.

There are still difficulties for Indonesian students who are studying the English language. Their lack of motivation is one of the issues that has a significant impact on the quality of their public speaking (Fahmi, 2022). When it comes to their English studies, the majority of students in Indonesia rarely showed any motivation. This is due to the fact that they maintain the position that English is not their native language. They only attend the class in order to make up for those that are missing. During the speaking exercises, only a limited few students had the courage to speak, while the other participants sat still and mute in their chairs. They are embarrassed while speaking in front of the class because

they are worried of having poor word choices when speaking and they are afraid that other people will laugh at them. As a result, they feel embarrassed about their performance. The large majority of students at this school do not want to practice their English either within the classroom or outdoors on the school. They just study English with the goal of improving their grades in English classes. They do not give any consideration to the advantages that they will have as a result of improving their English speaking ability since the achievement of a grade is the primary concern for them.

Another issue, as Heriansyah (2012) found out in his study, is that the students in the English department at Syiah Kuala often struggle when it comes to learning how to speak the language. To begin, the students are at a lack of words since they have no concept of what it is that they want to communicate; as a result, they choose to remain mute. Second, the students have feelings of nervousness when they practice speaking in front of others, and they often lack self-confidence if they make a mistake. Thirdly, the students were worried that their peers would make fun of them if they choose the wrong word because they feared that their classmates would laugh at them. In conclusion, the students do not wish to enhance their speaking skills since they have poor pronunciation and have only learned a limited number of vocabulary words.

D. Animation Video

This part presents of definition of animation video, the advantages and disadvantages of animation video and techniques in using animation video.

a) Definition of Animation Video

There are several definitions related to animated video. Animation is a form of dynamic representation that displays processes that change over time by Ainsworth (2008). According to Heinich, Molenda and Russell (1982), animation is a technique in which filmmakers animate inanimate objects. Video is becoming an increasingly popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom.

b) The Advantages of Using Animation Video

The main advantage of using animated video is that animation can help learners understand complex ideas, according to Ainsworth (2008). In addition, Oddone (2011) states that the use of videos in language teaching offers the following advantages: (1). They provide authentic language samples and can be used fully under the supervision of the teacher. (2). Videos provide access to people's things, places, behaviors and events. (3). Authentic material tends to be particularly stimulating because people find it interesting to understand the "real stuff".

c) The Disadvantages of Using Animation Video

On the contrary to the advantages mentioned above, Arsyad (2011) also stated some disadvantages of using video:

1. Particularly, using film and video need much time and money.
2. When the film is being shown, the pictures are moving continuously that make some students cannot get the information from the film.
3. Film and video sometimes do not meet the need of the learning goal, unless the film and video are designed and produced specifically for certain need. From the explanation above, it can be concluded that using animation video in the language

classroom has some advantages and disadvantages too. It depends on how the teacher uses it as the media in teaching. When the video is used appropriately, by choosing the suitable ones and use them at the right time and the right place, the video can give some contributions or advantages to the language learning.

d) Techniques in Using Video

According to Cakir (2006) there are some practical techniques for video implication in the classroom:

a. Active viewing

In active viewing activity, the teacher shows the video and let the students watch it from the beginning to the end. This activity helps the teacher know how far the students understanding of the video shown.

b. Freeze framing and prediction

Freeze framing and prediction activity, while the video is being played, the teacher stops the video which showing the pictures of characters body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

c. Silent viewing

Silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about. This activity needs the students to remember the dialogues in the video.

d. Sound on and vision off activity

The sound on and vision off activity, the students only can hear the dialogue but unable to see the action. This activity helps the students to improve their listening skill.

e. Repetition and role play

Repetition and role play activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember.

f. Reproduction activity

Reproduction activity, the students are showed a section in the video and are asked to retell what is happening. This activity can improve the students' speaking skill.

g. Dubbing activity

In dubbing activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off

h. Follow-up activity

Follow-up activity, the teacher make a discussion with the students about the content of the video in order the students understand what is the video about. By applying those techniques, will help the teachers enable to teach English by using animation videos easily.

E. Flash Card

Flashcards are playing cards on which phrases and/or photographs are revealed or drawn. Flashcards are beneficial to assist the trainer in the English getting to know process. The trainer is simpler to give an explanation for of fabric and provide examples clearly. Because the scholars can see a photograph that

suitable with the topic so the students are simpler to obtain the reason of trainer. In Teaching getting to know activities, it's far important to apply media to inspire the pupil to learn. Chesla (2002, p. 12) says that flashcards are easy however very powerful take a look at tool. They are teaching aids which might be composed small portions of paper.

Flashcards are the one of the media education. According to Ashcroft (2014, p. 640) Flashcards are concept to be a in particular powerful planned mastering device for reading vocabulary. It incorporates of image and phrases. It is classed primarily based totally on type and the magnificence along with the flashcards of food, fruits, vegetable, animal, household, transportation and clothes. Flashcards method small playing cards include image, textual content or image to remind and to stimulate the scholars on positive something. Haycraft (1978,p. 102) defines flashcards as a card on which phrases and/or pics as revealed or drawn. Based at the image, flashcards generally have 8 x12 cm or it could be adapt via way of means of large or small magnificence along with alphabet may be used to exercise spelling (in Arabic or English). According to Harmer (2002, p. 134), flashcards are smallishcards which we are able to maintain up for our college students to see. Flashcards are card with phrases of pics which are flashed to a category via way of means of the teacher.

Flashcards are a form of look at useful resource this is designed to provide an character with a unmarried specific query or hassle that pertains to a selected topic. According to Phillips (2001, p. 69), Flashcards are photo playing cards which aninvaluable manner of introducing and revising vocabulary and it may used to drill easy shape and function.

From a few definition above, flashcards are card bearing photo and phrase given with the aid of using the academics while they're explaining the cloth to their students. It facilitates the trainer to deal with and train the cloth to the scholars easily. Flashcards have numerous sizes primarily based totally on student's precise need. They are colourful that's used to memorize and recognize new vocabulary. Beside it, flashcards are the visible aids which can be used to make the scholars extra hobby and revel in in coaching studying system and to enhance student's information at the cloth given with the aid of using the trainer.

According to Harmer (2002, p. 136) Flashcards also can be used for innovative language use. Students are requested to put in writing an outline of flashcards, and they're requested to invent the communicate taking area among topeople in a image or in a specific function play activity, then as overseas language, English isn't used each day in society, English is taken into consideration hard concern studied for the scholars. So it wishes method attention and strategy. Instudying English as a way to be smooth and interested. English trainer need to use a number of coaching aids to provide an explanation for the fabric. The instructors need to use an powerful strategy, innovative and capable of adapt whilst they're coaching pupil in coaching and getting to know process. If the lecturers use one method, college students are bored the concern. flashcards are playing cards that generally use skinny paper and stiff. Flashcards display image or words. Usually flashcards consist of of institution with type or classes. Edwards (2006, p.98) says "Flashcards are a effective reminiscence device write questions about one facet of the playing cards and the solution on the alternative facet". It assist the scholars apprehend the fabric is given with the aid of using the

trainer. Based on many definitions above approximately flashcards, the researcher can finish that flashcards are the quality equipment for memorizing information. The flashcards need to constantly be brief, large, neat and clean in order that it may be visible from the rear of the room. Capital letters are desired print need to be used because it is straightforward to study at a distance.

F. Previous Related Research

Several previous studies are relevant to this study. The researcher compares previous research with this study. The first study was done by Farizawati (2017). His research aimed to determine whether the application of animated video results in better students' speaking ability. And the results show that animated videos are a useful medium in the teaching and learning process, motivating and actively participating in students' speaking activities.

The second study was carried out by Sari (2014). She showed that using video in teaching and learning oral expression improved students' speaking skills in 5 aspects: vocabulary, pronunciation, grammar, fluency and comprehension. Students are more excited in learning to speak. They can take an active part in the learning to speak process. In addition, students were more confident and comfortable in speaking practice.

A recent study was conducted by Amalia (2012). The aim of his research was to provide the necessary information about the benefits of animated videos and their use in English language teaching and learning. She found that animated videos can help students learn more because they provide contextual visual aids that help students understand and improve their learning skills. Based on the

reviews of previous studies, the researcher concluded that the use of animated videos is indeed useful for learning speech.

Animated videos have been shown to improve students' speaking skills in vocabulary, pronunciation, and grammar. As we know from some of the above findings, there is a significant improvement in the students' speaking ability. Furthermore, by using animated videos, this strategy can make students more enthusiastic and interested in the learning process.

Based on the above definition, the similarity of the study with previous results is that this study also aimed to find out if the use of animated videos in English improves students' speaking ability. . Although the difference is in the study, the researcher who further studied the students' vocabulary and pronunciation using multimedia animated videos was different from previous research involving the . And The material to be presented is a recount text.