

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses several related theories research. The theories are about teaching speaking, media, and video. These theories can be used to help researcher to improve speaking skill in presentation the use TEDx Talks YouTube video as media at SMK Negeri 2 Kota Kediri. On the other hand, this chapter also explains the previous studies used by the author to support this research.

#### **A. Speaking**

##### **1. Definition of Speaking**

There are many things that experts have defined about speaking. Richards (2008:19), defines speaking as the will to get things done, exploring ideas, working on some aspects of world or just being together.

Brown (2003:140), defines that speaking is a productive skill that can be observed directly and empirically. Therefore, these observations are associated with accuracy fluency and understanding. Another additional definition speaking expressed by Brown, speaking is a product of the creative construction of linguistic sequence, the speaker makes several choices of structure, discourse, and lexicon.

According to Harmer (2007:343), if students want to speak English fluently, they must use proper stress and intonation patterns, pronounce phonemes correctly, and speak in connected speech. They can speak in different situations and genres. Students can use several conversational strategies and improve their conversation.

Based on the explanation above, it can be concluded that speaking is a productive skill whose activities involve two or more people interacting to convey messages, ideas, and information. Speaking skill was certainly related to communication. Therefore, the speaker needs to use correct grammar, correct words, fluency in speaking, and correct pronunciation of phonemes to convey meaning appropriately in context and accurately.

## **2. Types of Classroom Speaking Performance**

According to Brown (2001:271), explains six types of speaking skill. These six types are as follows:

### **1. Imitative**

This type includes the ability to train intonation and focus on certain elements of language form. It is just imitating words, phrases, or sentences. The role of the teacher here is to emphasize the teaching and learning process, which aims to use drilling and gives students the opportunity to listen and orally repeat some words.

### **2. Intensive**

The appearance of speaking in the practice of some aspects of student phonology or grammar is of this type. This type is usually used for doing assignments in pairs, such as students reading dialogues with partners orally, paragraphs, and information from graphs.

### **3. Responsive**

This type includes interaction and comprehension tests but has a limited level, for example, short conversations, greetings, and small

talk. It is a brief response to the teacher or student in the form of questions, comments, and hints that are quite meaningful.

4. Transactional (dialogue)

This type aims to convey or exchange certain information, as in, for example, conversations conducted in pairs.

5. Interpersonal (dialogue)

This type aims to maintain social relations rather than transmit facts and information; examples include interviews, discussions, role plays, conversations, and games.

6. Extensive (monologue)

This type is usually for intermediate to advanced-level students. They are asked to give a long monologue in the form of an oral report, summary, or short speech. This monologue can be impromptu or planned.

### **3. Categories of Assessment Speaking**

There are several categories of assessment in speaking. Brown (2004:172-173) states that there are several categories of speaking assessment, which include vocabulary, pronunciation, fluency, grammar, and comprehension.

1. Vocabulary: in speaking, it is necessary to master vocabulary it is the first step to speaking English. If students do not master the vocabulary, then what will be conveyed will not be understood.
2. Pronunciation: in speaking, pronunciation needs to be done. If the pronunciation is not correct, it will affect the meaning of the word.

3. Fluency: in speaking, students must be able to communicate fluently so that listeners can respond to discussion being carried out.
4. Grammar: in speaking, there is grammar that will help students speak English. Students can also arrange words in appropriate sentences and determine the tenses to be used.
5. Comprehension: in speaking, understanding is very necessary in order to understand what has been conveyed, and there are no misunderstandings in communication between the speaker and the listener.

## **B. Teaching Speaking**

Teaching is the act of transferring knowledge from the teacher to the students. This action aims to help students understand something important that provides benefits. Teaching is guiding, facilitating learning that allows students to learn, and setting conditions for learning. Another definition of teaching is explaining the principles that govern choosing certain methods and techniques (Brown, 2007:7).

According to Kayi (2006), teaching communication languages and collaborative learning serves to achieve the goal of interacting in students' learning to speak. She also revealed that teaching speaking means teaching English as a second language includes: Produce speech sounds and English sound patterns.

- a. Using word stress, sentences, intonation patterns, and English rhythm.

- b. Choose the right audience, situation, words, and sentences according to the social setting and subject matter.
- c. Organize their thoughts in a logical and meaningful order.
- d. Use language as a means to convey judgment and value.
- e. Use fast language fluently and confidently (Nunan, 2003).

In teaching oral communication, teachers need to show in detail how students convey and negotiate the meaning of language, which is always difficult to understand (Brown, 2001:271). He also states that there are seven principles for designing speaking techniques.

1. Use techniques that cover a spectrum of learning needs that focus on language accuracy, message interaction, fluency, and meaning.
2. Provide intrinsically motivating techniques. Striving to fulfill students' main goals and interest sometimes also requires telling them the benefits of the activities they have undertaken for them.
3. Encourage authentic use of language in meaningful contexts. Teachers need energy and creativity to design authentic contexts and meaningful interactions.
4. Provide appropriate corrections and input. Students need feedback from teacher to gain useful benefits.
5. Take advantage of the natural relationship between speaking and listening. The teacher may focus on the speaking objective, but simultaneously, the listening objective is also involved, and both skills can be mutually reinforcing. Because skills in producing language always start with understanding.

6. Give students the opportunity to start communicating. In the classroom, there are many typical interactions where the teacher gives questions, directions, information, and students have been conditioned to speak when asked to speak. This is part of oral communication competence, namely starting a conversation, determining the topic, asking questions, controlling the conversation, changing the topic of the conversation.
7. Encourage the development of speaking strategies. One of the concepts of strategy is developing personal strategies to achieve oral communication goals and having the opportunity to practice strategies.

From the theory above related to teaching, there is something that must be considered in the process of teaching speaking, namely the role of the teacher, who can transfer knowledge by creating activities where students can practice speaking using English and can apply it to their real lives.

### **C. Teaching Strategies of Speaking**

Teaching strategy is a term used to define activities in the classroom by teacher and students. This is to achieve the goal of teaching speaking optimally in the class.

Harmer (2001:271) states that there are several speaking activities in class that are widely used, includes: acting based on a script, communication games, discussions, prepared talks, questionnaire, simulation, and role play.

According to Kayi (2006), there are several activities to promote speaking, namely:

- **Discussion**

First, after the lesson is done, discussions can be held to reach a conclusion, share ideas about an event, or find solutions in the student discussion group. In the discussion, it is important that the purpose of the discussion activity be determined by the teacher. Thus, the subject matter of discussion can be relevant to that purpose. For example, students can engage in agree-disagree discussions that form groups of 4–5 people. Then each group worked on their topic for a predetermined time limit and presented their opinion.

- **Role Play**

Second, one way of getting students to speak is by having them role-play. Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives the learners information such as who they are and what they think or feel.

- **Simulations**

Third, Simulations are very similar to role-plays, but in simulations students can bring items to the class to create a reasonable environment. As if a student is acting as a singer, she brings a microphone to sing. Role plays and simulations have numerous benefits. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students because, in role play and simulation activities, they will have a different role and do not have to speak for

themselves, which means they do not have to take on the same responsibility.

- **Information Gap**

Fourth, in this activity, students are expected to work in pairs. One student will have information that the other pair does not, and the two pairs will share their information. Information-gap activities have goals such as solving problems or gathering information. In addition, each partner plays an important role because the task cannot be completed if the partner does not provide the information that the other party needs. This activity is very effective because everyone has the opportunity to speak broadly in the target language.

- **Brainstorming**

Fifth, on a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas, so they will be open to sharing new ones.

- **Storytelling**

Sixth, students can briefly summarize a tale, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. The students can also tell riddles or jokes.

In this way, the teacher can address the students' speaking abilities in the class.

- **Interviews**

Seventh, students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking abilities not only in class but also outside and helps them become socialized.

- **Story Completion**

Eighth, this is a very enjoyable whole-class free-speaking activity. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

- **Reporting**

Ninth, students can talk about whether they have experienced anything worth telling their friends in their daily lives before class.

- **Playing Cards**

Tenth, in this game, students should form groups of four. Each suit will represent a topic. Each student in a group will choose a card. And

then, each student will write 4-5 questions about that topic to ask the other people in the group.

- **Picture Narrating**

Eleventh, this activity is based on a series of pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

- **Picture Describing**

Twelveth, another way to use pictures in a speaking activity is to give students only one picture and ask them to describe what they see. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

- **Find the difference**

And last, for this activity students can work in pairs, and each couple is given two different pictures. Students in pairs discuss the similarities and/or differences in the pictures.

Furthermore, Ellis and Sinclair (in Tarigan, 2009:192) said about the application of models in learning speaking as follows:

- a. The strategy model used is finding opportunities for practice and leading or directing imaginary mental conversations.
- b. Risk-Taking is the use of doubt techniques that provide time to think in practice conversations and stick to one's own vocabulary.

c. The organization used is the organization of time and material resources. While the strategies used for speaking activities includes:

1. Substitution: this strategy uses the technique of paraphrasing, synonyms, and communicating meaning.
2. Cooperation: in this strategy technique working in groups to complete a task.
3. Self-evaluation: this technique is to check your ability to succeed in communication.

The researcher chose to conduct research using discussions on video because the video is an interesting and effective tool for learning in class, and students are enthusiastic to pay more attention to the material.

## **D. Media**

### **a. Definition of Media**

Currently there are many assumptions about the mention of different media, such as internet media, print media, visual media, mass media, and social media. According to Umoj, et al (2020), media is a channel for communication. Tool or shared means used to convey and store information.

Fadilah (2019:4), states that media includes material, events, people, or activities that form a situation that enables students' knowledge, attitudes, and skills.

According to Criticos (1996, in Hikmah, 2019), media is tool that can be used to transform information or messages from a source to recipient. It is also stated that the learning process is communication process.

Based on the definition above, it can be concluded that learning media is a tool that can be used to distribute material and information to students during the learning process to achieve learning goals. Therefore, it is important for researcher to use internet media in the teaching and learning process to convey or obtain information more quickly.

#### **b. Types of Media**

Hikmah (2019), states that there are several types of media, such as visual media, audio media, and audio visual media. This type of media can be used in learning and teaching as a learning aid to help students understand lessons clearly.

- a. Visual media: pictures, board, textbook, newspapers, magazines, comics, literary works, computer, augmented reality media.
- b. Audio media: tape recorder, radio, cd.
- c. Audio visual media: film, television, video.

#### **E. Video**

##### **a. Types of Video**

Harmer (2001:284), states that there are three basic types of videos that can be used in the classroom.

1. Off-air program: off-air is a student-attractive program that is recorded on a television channel and is of reasonable duration. Teacher can use this program to demonstrate several activities that includes language teaching, cross-cultural, prediction or stimulating students' own creativity.

2. Real-world video: these real-world video show students real life outside the classroom, such as wildlife documentaries, how- to videos, and feature film. The use of this video helps students understand lifestyles in the real world, and teacher must choose video according to the material studied by students.
3. Language learning videos: now many publishers publish videos about language learning for free to complement textbooks. The advantage is that it has been designed with a particular level of student in mind. The material is likely to be understood by students because it is designed to interest them in topic and is used for language learning or other activities.

#### **b. YouTube Video**

There is an internet service that contains information about the whole world using video services. One of the video website is YouTube. YouTube is a website that provides a lot of video sharing for all groups in society.

Prakoso (2009, in Muna 2011), stated that YouTube is a video sharing website where people can share their language learning videos with others. He also stated that YouTube has professional accounts available, such as teachers for teacher who want to share knowledge in teaching, musicians, directors, comedians, politicians, reporters, and so on.

According Leona (2010 in Muna, 2011:14), YouTube is a site that shares videos in worldwide. From the definition above, it means that YouTube is a website that contains videos so that people can share them with other people.

YouTube can also be used for studying, looking for entertainment, information and news.

Furthermore, YouTube media is a tool in the form of video that provides various information that can be convey to the audience. Therefore, YouTube media is used as a learning media. YouTube is available for everyone to search for the required videos.

The aim of using YouTube media is to create an interesting, active, and fun learning atmosphere that can be understood by students in class and make it easier for students to access the learning process via internet using existing cellphones or laptops. Moreover, YouTube media can also be used for an interactive learning process and students can also observe how native speakers speak through these videos.

#### **F. YouTube Videos to Teach Speaking**

The internet can be used as a media for the teaching and learning. According to Sanaky (2000:186), using the internet makes the teaching and learning process more effective. Teachers not only use books as teaching materials but can also create materials from the internet. Moreover, students will not fell bored during the learning and teaching process in class.

Sanaky (2000:187), also stated that there are characteristics in the learning and teaching process that includes:

1. As an interpersonal and mass media that can communicate one to one or one to several.
2. Is interactive and capable of communication.

According to Teeler and Gray (2003:35), the internet also has several advantages as teaching material which includes: 1). Personalization: the internet helps students find difficult topics to discuss. 2). Topics: the internet has new publications every day. 3). Scope: the internet has unlimited information, but students can also create a scope that is appropriate to the required material.

There are websites that can be used for teaching speaking materials, one of which is YouTube. According to Stempleski and Tomalin (1990:3-4), the use of YouTube videos has several goals to improve student quality, namely: motivating student interest, communicating so that students are ready to use the target language, studying aspects of non-verbal communication in detail and knowing cross-cultural comparisons. Apart from that, they also stated the aim of using YouTube videos in teaching and learning process as follows: to make students active in watching the material with the video and introduce the contents of the series to them.

Therefore, YouTube videos can be used to teach speaking comprehension by watching. For speaking skills, teacher can use YouTube videos as viewing comprehension that focus on visual elements and attention to structured presentations related to discussion material. Moreover, by using YouTube videos students can carry out discussions and practice based on examples of the videos they have watched.

## **G. Previous Study**

There are some previous study first is Jauhari (2016), entitled Improving Students' Speaking Ability By Using Video Media. This research used qualitative and quantitative data. Data collection technique use assessment and cycles. The researcher analyzed the data by evaluating and comparing the research from each cycles. The research subject consisted in the classroom at SMPN 36 Muko-Muko. The collaborator would conduct as the observer who would observe the effectiveness and conducted two cycles. The purpose of this research is find out implement video media to solve students' problems and improve their speaking ability at 7<sup>th</sup> grade students' of SMPN 36 Muko-Muko in academic year 2015/2016. This researcher applies video by displaying animated images along with audio containing the material. With this, students capture material by listening and watching. Students are more likely to acquire material by watching and listening rather than verbally from the teacher. With this video media, students will be more interested in paying attention to the lesson. Because with this video media, students can pay attention to the speaker's lips and understand their expressions and speech, it will be easier for them to pronounce the words. This can help students know how to pronounce words correctly. Therefore, video media is an effective medium for teaching English.

Sari (2015), the title is The Use of Videos to Improve The Students' Speaking Skill at Class VII B of SMPN 2 Patuk in The Academic Years of 2014/2015. This study used qualitative and quantitative method. The collection techniques used two cycles. The qualitative data where gained

through observing, interviewing the English teacher and students, and taking photographs. While the quantitative data were obtained by conducting a pre-test and posttest and the data were in the forms of the students' speaking scores. The research subject consisted of class VII B of SMPN 2 Patuk. The purpose of this research is improving the students' speaking skill and to implement five criteria at class VII B of SMPN 2 Patuk. The media that will be used by the researcher is video. The use of laptop, speaker and LCD in the classroom. This researcher provides audiovisual media, namely video, to present speaking material to students. The video is presented as input for speaking material, which is combined with activities such as dialogue and expression based on Basic Competencies and Core Competencies, Curriculum 2013. With this, students will have the opportunity to pronounce the word or dialogue well that are presented in the video. Furthermore, students have the opportunity to be actively involved in discussing the material and several expressions from the video.

The last previous study is Silva (2013), entitled *Improving Students' Speaking Skills Through the use of Video Clips of the Eight Grade Students' of SMP IT Abu Bakar Yogyakarta in the Academic Year of 2012/2013*. This research used qualitative and quantitative method. The qualitative data obtained by observing the teaching and learning process of speaking, interviewing the students of class VIII G and English teacher, holding discussions with the collaborator and taking pictures and video recording. Meanwhile, the quantitative data were acquired through pre-test, posttest and speaking tasks. The research subjects were teachers and students of the class

VIII G at SMP IT Abu Bakar Yogyakarta. The purpose of this study was to improve the students' speaking skills of the eight grade students of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013 through the use of video clips. Researchers help teachers add variety to learning by using video clips in class so that students are motivated to understand interesting and communicative learning. Video clips allow students to learn the use of English in real-life contexts and develop their listening, speaking, and pronunciation skills through exposure to speech from native speakers. The use of video clips can provide visual clues to students, provide appropriate models in realistic situations, and be combined with speaking activities so that students can enjoy and understand the material easily.

Based on the result of three previous studies, this research will be different from the three studies mentioned previously. The difference between those previous studies is variable and videos used of the study. In this study, the research variable was the vocational high school (SMK) and the video used is a YouTube video with the TEDx Talks channel. The data collection techniques used are observation, test 1, test 2 and documentation.