

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical basis and previous research. The theoretical foundations described include: Language Teaching and Learning, Teaching and Learning to Improve Speaking Skills, Contributing Factor in Speaking Skills, and Students' Experience in Improving English Speaking Skills, as well as explaining seven studies related to this research.

A. Language Teaching and Learning

Language teaching is a complicated subject that involves sociocultural linguistics, psycholinguistics, as well as curriculum and instructional aspects (Richards, 1985:11). Some experts define foreign language teaching as any activity carried out by a person with the intention of assisting others in acquiring a language that is not his or her native tongue. According to Cameron (2001: 11-12) In the teaching of foreign languages, teachers have a responsibility to give students exposure to the language and learning chances through classroom activities. Teachers must develop appropriate learning activities that can enhance the teaching and learning process in addition to creating a positive learning environment in the classroom.

Language learning takes time and effort. Language learning is not a series of simple tasks that can be written into a rapid device. To succeed in the learning process, consistent practice is required. In terms of learning, Brown defines teaching as "the process of guiding and facilitating learning" (2000: 7). The two

concepts have a connection, and a teacher's understanding of learning will inform their understanding of teaching. To put it another way, the definition of teaching is the same as the definition of learning.

Teaching language skills can be the primary objective or component of language teaching (Marlina, 2018). Language skills teaching approaches are classified into two types: receptive and productive. Reading and listening are indications of receptive skills, while speaking and writing are indications of productive skills. Teachers must master receptive and productive skills in English language teaching in order to help their existing and future students in learning English, because English is a dynamic language, as are the concepts and methods of teaching language skills.

B. Teaching and Learning to Improve Speaking Skills

Speaking is an essential component of teaching and learning a second language. According to Brown (2004, p.142) “Speaking is an interactive process of meaning construction in which information is produced, received, and processed verbally”. The purpose of teaching speaking is to help students communicate more effectively so they may learn how to utilize language and express themselves. Effective speaking activities need the use of numerous key components, which include vocabulary, grammatical structure, pronunciation, and fluency (David dan Pearse, 2000, p.34). Teachers' strategies can be the key to language learning success (William and Burden, 2003).

Teacher strategies for speaking skills are highly significant in overcoming students' difficulties in speaking because the objective of teaching speaking is to

offer students the ability to convey language in order to overcome basic interactive abilities (Brown & Yule, 2000). The term "teaching strategies" refers to a variety of methods or approaches employed by a teacher during the teaching-learning process. Teachers have a variety of strategies at their options to utilize while teaching speaking skills. Strategies that can be used in teaching speaking proposed by some experts are like using videos.

C. Contributing Factors in Speaking Skills

Students to speak is influenced by several factors and these factors can affect the success of students in demonstrating speaking skills over time. The first factor is in vocabulary, according to Hamad et al (2019) the nonnative speaker faces significant challenges due to a lack of vocabulary as well as an inability to pick up on tone and intonation. Therefore, for students who do not live in the majority of English, they do not find new vocabulary around them so they have to study on their own or learn from school. The second factor is anxiety, anxiety can affect speaking (AlSobhi & Preece, 2018). Anxiety makes it difficult for students to control themselves when dealing with speaking to others. Speaking skills are feared by many students because they have a lack of confidence so that it affects students' speaking skills. The main reason for the emergence of anxiety is because of anxiety itself (Anandari, 2015). The third factor is in grammar, many students are afraid to speak English because they feel they are not good at grammar, they are afraid when speaking they will use the wrong grammar. Sometimes students feel confused when speaking what tenses to use. These difficulties may give the impression that students who are concerned because they are afraid of using grammar incorrectly

make them unable to communicate in the second language since it impairs the learner's fluency in expressing the spoken word (Daly, 1991:296). It's because they're aware of the issue, and every time they see it pop up while speaking, they become terrified. The fourth factor is in pronunciation. Pronunciation is an important issue in speaking because it directly affects interaction. A slight mispronunciation in speaking English can lead to a misinterpretation of meaning. This causes students to be afraid of speaking in English for fear of mispronunciation (Hidayat, 2021).

In addition to the above factors, technology has an impact on kids' speaking skills. According to Gomez (2019) Technology is regarded as a potent instrument for conducting teaching and learning. Teachers as educators, can help pupils improve their speaking skills in the classroom. As a result, the teacher, as a facilitator, must be aware of ways to uncover innovations or overcome issues that frequently occur in enhancing pupils' speaking skills at school.

1. Media in Teaching Speaking

Teaching speaking is the process of guiding students' to use proper grammar, vocabulary, and pronunciation correctly which has the goal of helping students' speak English communicatively. However, a lot of students believe that English is challenging, especially when speaking it (Hosni, 2014). The students' have difficulty in expressing themselves in learning English speaking and tend to stay silent just listening to the teacher's explanation and not understanding (Leong & Ahmadi, 2017). Teachers are also like that, sometimes teachers also find it difficult to create a comfortable situation for students so that students are not awkward to

speak English (Leong & Ahmadi, 2017).

Media or technology can be a connecting tool between teachers and students (Leong & Ahmadi, 2017). However, many teachers have not been able to maximize technology in their classrooms (Puspitarini & Hanif, 2019). All of this is usually caused by a lack of facilities for the school (Simamora, 2020). Audiovisual media, such as YouTube, is one type of media that can be used in the classroom (Kafila, 2018). Even using audio-visual media cannot guarantee successful learning, especially in speaking class (Puspitarini & Hanif, 2019). As it is not as simple as it may seem to improve one's speaking abilities (Hadiyansah, 2020). Therefore, it can be concluded that to facilitate the teaching of speaking, it is recommended that teachers use media as an aid to teaching English speaking.

1. TED Talk

TED (Technology, Entertainment, Design) Talks in this era is now one of the famous and talked about learning media in social media. TED Talk are video conferences where the speaker delivers a message by way of presentation in less than 18 minutes. TED Talk have covered a variety of topics over the years, including business, global challenges, education, and science, that's why TED Talk is well known today as a video translated into many languages, so there's no doubt that teachers can apply English learning using TED Talk media in the classroom (Gheorghiu et al., 2019).

Videos from the TED Talk channel are helpful for teaching English because they include multilingual transcripts (Taibi et al., 2015). Therefore, Tafazoli et al (2016) recommend videos using TED Talk by teachers as a tool to aid students

learning. Watching the TED Talk video has a positive impact on students. Speaking lessons can benefit greatly from using TED Talk as a medium because sharing personal experiences with audiences is one of the biggest advantages of video in TED Talk (Choirunnisa and Sari, 2021).

2. The use of TED Talk in improving Speaking skills

TED (Technology, Entertainment, Design) Talks educates students' about educational materials related to the experts' fields of expertise, particularly in speaking. According to Vasilevich (2016). TED speakers are picked for their abilities to clearly explain ideas (Romanelli et al., 2014). These speakers act as role models for students' looking to develop their speaking skills. Students' can learn how to capture and hold people's attention by watching TED Talk (Sugimoto et al., 2013). Students' can improve their speaking skills and become more engaging speakers (Romanelli et al., 2014). The TED website features the best speeches on a wide range of topics. When students' see presentations that interest them, they pay greater attention and enhance their speaking skills more successfully. TED talk videos spark curiosity, increase students' focus, and facilitate learning (Romanelli et al., 2014). Especially in speaking.

TED Talk raise the bar for speaking skills. TED speakers ideas are perceived as more successful and popular (Sagimoto et al., 2013). Studies have concluded that TED Talk can improve speaking skills and students' can learn how to engage with audiences, raise standards in speaking, and increase students' numbers increase motivation to learn, promote and enhance self-development improve the quality of learning and concentration of students'.

D. Students' Experiences in Improving English Speaking Skills

The experience gained by the students in improving their English speaking skills was extraordinary. Speaking is a means of communication, and those who hear students talk will be able to judge their skills (Ihsan et al., 2018). The students, particularly those who are EFL students, cannot learn it quickly (Ihsan et al., 2018). The process needs to be designed and should be carried out gradually.

In improving speaking skills, students obviously have their own challenges, the first challenge that students usually face in speaking is lack of vocabulary. Dewi and Jimmi (2018) stated that Students who have a limited vocabulary struggle to construct conversational sentences. Additionally, it will affect how learners interact with one another. The next challenge that students experience is a lack of confidence when performing speaking skills. Juhana (2018) stated that students are less confident because they feel their English is poor, and teachers must encourage students positively to increase their confidence. The last challenge that students usually face is lack of motivation. Students' motivation is crucial for language learning. For students learning a language, motivation is crucial particularly for speaking classes (Jin, 2014). Juhana (2018) stated that a lack of motivation among students contributes to their lack of confidence.

E. Previous Studies

Several previous studies have been undertaken to investigate the use of TED Talk in teaching and learning to improve speaking skills. Previous studies include the following:

The first study was conducted by Nursafira (2020), with title “TED Talk in EFL Context: An Alternative Way for Teaching and Improving Students’ Speaking Skills”. The purpose of this study is to investigate how TED Talk might be used as an alternative medium to help students develop their speaking abilities and to lessen the barriers that might otherwise prevent them from speaking English. This study uses qualitative methodology and systematic literature review (SLR). The result of this study is to show that TED Talk videos have an effect in improving EFL students' speaking skills and also to motivate teachers and students to be more inspiring and insightful. In addition, this study has a new finding that TED Talk videos change students' views or perspectives for the better, because they witness people of all countries and ethnicities speaking English fluently in public.

The second study was conducted by Coirunnisa and Sari (2021), with title “TED Talk Use in Speaking Class for Undergraduate Students”. The purpose of this study is to explore the reactions of the students to the use of TED Talk videos in English classes. The method used in this research is descriptive qualitative and the instrument used is a questionnaire with close-ended questions. The result of this study shows students' positive response in using TED Talk video in learning speaking class. The TED Talk video can improve students' speaking skills but it also has several benefits that are felt by students including they can convey ideas well, express their critical thinking, use good and correct accents, etc. It can therefore be concluded that most students expressed positive responses to the TED Talk video.

The thirdly study was conducted by Kusumastuty et al (2019), with title “Student’s Perceptions of Using TED Talk to Improve EFL Speaking Skills”. This study aims to explore students' perceptions of the use of TED Talk in improving students' speaking skills. This study used a quantitative design using a questionnaire instrument. The results of this study were 94% of students showed a positive perspective and the results showed no difference in students' perceptions of the use of TED Talk to improve speaking in terms of gender or age.

The fourth study was conducted by Djihane (2019), with title “Exploring the Role of TED Talk Videos in Improving Students' Public Speaking Skills”. The purpose of this study is to suggest using TED Talk videos to help students develop their public speaking abilities and to show how teachers may use them to enhance their learning in the classroom. This study used a mixed methods approach, using two questionnaires and a focus group discussion (FGD). The results of this study demonstrate that using TED Talk as a speaking technique can be effective. Additionally, both students and teachers viewed the use of the video to enhance students' speaking abilities positively.

The fifth study was conducted by Hidayati and Cahyani (2022), with title “Students' perception of the use of TED Talk videos in public speaking class”. This study aimed to investigate students' perception of the use of TED Talk videos in public speaking class. This study used research instruments, namely: questionnaires and interviews. The findings of this study show that involving TED Talk videos into public speaking lessons can help students have a better understanding of English as well as speak more fluently.

The sixth study was conducted by Farid (2019), with title “The Effectiveness of Using TED Talk Video in Improving Students Public Speaking Skills in Senior High School”. The purpose of the study is to find out how TED Talk videos might help students become more effective public speakers. This research uses mixed methods to obtain data, namely quantitative and qualitative. The result of this study is a positive response to students' perceptions in using TED Talk videos can improve public speaking skills, therefore it can be concluded that using TED Talk videos for learning or learning English can improve students' speaking skills.

The seventh study was conducted by Rohmah (2022), with title “Using TED Talk Videos for Public Speaking Learning by English Language Department Students” on the use of TED Talk in learning English. This study purposes to investigate the experiences of English department students' on how they utilize TED Talk videos for public speaking, as well as what aspects students' learn in utilizing them. This study used 2 research instruments, namely: questionnaire and interview. The results of this study indicate that presenters in TED Talk videos can be helpful in teaching students' how to improve their speaking abilities in a variety of ways, including eye contact, body language, and other crucial traits that make for engaging speaking. TED Talk videos offer a variety of topics that can be selected based on interest to improve verbal and non-verbal aspects of public speaking, and it can be inferred from this research that learning using TED Talk videos is considered an interesting and effective learning resource related to speaking skills.

Based on the are seven previous related studies, this study has similarities in terms of the usefulness of TED Talk videos in improving speaking skills. However, there are some differences between the current study and the previous studies. The difference lies in the research method. The previous studies on average used mixed methods, while this study will use qualitative methods. The last difference is in the place and time of the research. The previous studies on average examined university level English students, while this study will examine junior high school students in speaking classes. Therefore, this research refers to all previous studies as a guide to conducting this research, regardless of the differences and discrepancies in conducting of this research.