

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. This chapter presents speaking skills, types of speaking performance, aspect of speaking, youtube, advantages and disadvantages of speaking study by using youtube, procedure text, previous study.

A. Speaking Skills

1. Speaking Skills

Speaking skill is a skill of using language to communicate orally using verbal symbols in different contexts, which can be improved in a verbal non-verbal way through language learning. As a skill, speaking is part of language skills and is also known as a skill where the main point of speaking skill is communicating orally. The definition of speaking skills should never be separated from the definition of speaking. "Speaking is a productive RU aural/oral skill that consists of producing systematic verbal utterances to convey meaning," writes Bailey in Puspitasari (2011). It means that speaking is a useful talent for communicating meaning through utterances. Furthermore, speaking, according to Chaney (1998) in Rahimy, R., and Safarpour, S (2012), is the process of creating and sharing meaning through the use of verbal and nonverbal symbols, which is important in language learning and teaching because learners must learn to speak in a variety of communicative situations. It means that speaking is a process, whereas speaking talent is an important capacity that can be enhanced through language education and learning.

Similarly, Theodore Huebner states in Mevada S, & Gurjar, C. (2015), "Language is essentially speech, and speech is essentially communication by sounds." So, based on the preceding criteria, speaking may be defined as a productive ability of creating and communicating meaning through verbal and nonverbal symbols employing sounds.

2. Types of Speaking Performance

Every teacher has a unique approach to enhancing students' speaking abilities when it comes to studying speaking skills. Teachers have their unique methods for teaching English speaking skills to English foreign language learners so that their students can practice in front of the class. This is determined by the material that the teacher will teach. Short conversations, monologues, dialogues, theater, and other forms can be used. According to Brown (2007:327), there are several styles of speaking performance, as detailed below.

a. Imitative

According to Darjowijojo (2005:1), in psycholinguistic theory, people generally do not perceive language use to be challenging. Language usage is simple since it is a habit that is repeated. A baby of one and a half years old will imitate the word he hears without understanding the meaning. Imitated utterances of one word grow into utterances of two words, and subsequently into complex phrases.

Furthermore, learners should frequently listen to native speaker speeches via a tape recorder, videos, or other means and then practice them. This is done to experiment with an intonation counter or to isolate a certain vowel sound. The goal of imitating is not to focus on

meaningful conversation, but rather to focus on a specific element of language form. According to Brown (2007:328), learners should be given the opportunity to listen to and verbally repeat particular strings of language that may cause some linguistic challenge, either phonological or grammatical.

b. Intensive

Intensive is not the same as imitative. Imitative focuses on pronunciation or phonological aspects, whereas intense focuses on learners' understanding of the word in order to react to specific activities. Brown (2007:329) defines intensive speaking as any speaking performance that is aimed to develop some phonological or grammatical component of language.

c. Responsive

Responsiveness is vital in communication because it teaches students how to reply effectively and correctly when someone asks a question or makes a comment. For instance, when the teacher asks, "How are you today?" Learners can react with "pretty good, very well, fine, or other" and can question the interlocutor again, such as "how about you?" As a result, speakers are encouraged to speak quickly. This is usually done in reaction to a brief dialogue, making a small request statement, and so on.

d. Interactive

The terms interactive and responsive are nearly synonymous. Both of these styles of speaking have the goal of responding to the interlocutor's discussion, whether a question or a comment. The number

of persons in the chat distinguishes responsive from interactive. According to Rahmawati and Ertin (2014:201), the number of speakers in an interactive conversation is important since it sometimes requires more than two persons in conversation.

e. Extensive

Extensive speaking entails a wide range of speech production techniques. Extensive is the greatest level of speaking or one of the most difficult sorts of speaking performance since it is a process of widening one's ability to speak. It is not simply like answering in a short chat, but the speaker should improve his speaking skills in the long run. Typically, extensive is accomplished through monologue through activities such as oral report, speech, summary, narrative, and others. Furthermore, comprehensive speaking can be described as the ultimate speaking talent that necessitates a good command of the language (Rahmawati and Ertin, 2014:201).

3. Aspect of Speaking

There are certain factors that the teacher must consider when teaching speaking. Fluency, accuracy, pronunciation, and vocabulary are the four characteristics of speaking skills proposed by Brown (2001: 268-269). They become the primary needs for the teacher to construct speaking activities for his or her students. As a result, a good speaking activity must encompass all four of the following criteria.

a. Fluency

A fluent speaker is one who can use the language swiftly and confidently, with few hesitations or awkward pauses, false starts, word

searches, and so on (Noonan, 2003: 55). Speakers must understand where they must halt and where they must cease speaking. Furthermore, a speaker is considered to speak fluently if he or she does not produce word by word in his or her speaking. As a result, a competent speaker must be able to organize words in his or her speech into meaningful units (clauses or groups of words).

b. Gramatical Accurary

According to Noonan (2003: 55), accuracy occurs when students' speech reflects what individuals actually say when they use the target language. Accuracy is concerned with grammatical structures, which include aspects such as part of speech, tense, phrase, sentence, and so on. Thus, in order to obtain the required degree of correctness, students must apply the proper grammatical structures in their speech.

c. Pronunciation

The purpose of teaching pronunciation at the introductory level is to focus on clean and intelligible pronunciation. Furthermore, at the advanced level, the pronunciation goals can concentrate on characteristics that improve communication, such as stress pattern, intonation, voice quality, and so on.

d. Vocabulary

Vocabulary becomes an essential component of language learning and can be used to assess students' English speaking fluency. They can only form sentences by utilizing words, hence speaking smoothly is difficult without a large vocabulary. In fact, because some kids have a

restricted vocabulary, they have difficulty speaking. As a result, the English teacher must exert some effort in order to broaden the students' vocabulary. Noonan (2003) suggests four principles for vocabulary instruction:

1) Start with the most useful vocabulary.

The most common 1000 word families of English are the most valuable vocabulary that every language student requires, whether they use the language for hearing, speaking, reading, or writing, or whether they use the language in formal and informal circumstances.

2) Pay attention to the vocabulary in the most acceptable method.

Teachers must clearly distinguish between how they treat high frequency words and how they treat low frequency terms.

3) Pay close attention to the words that appear frequently across the four strands of a course.

High frequency vocabulary should be taught and studied so that it may be met and used in communicating messages while listening, speaking, reading, and writing.

4) Encourage learners to reflect on and take ownership of their learning.

Learners must understand that they are responsible for their own learning.

B. Youtube

1. Youtube

YouTube is an interesting internet source for language learning (Binmahboob, T. 2020). This can motivate students to improve their English

skills. One way to develop students' abilities to be more interested in learning English is to implement YouTube as a channel for collecting students' speaking assignments, for example recordings of students telling their experiences, recordings of students having dialogue with other people, or recordings to describe an object. Apart from that, students can also watch English videos that have been shared on the YouTube application, then the teacher can ask students to repeat and memorize some of the vocabulary that has been determined by the teacher. Therefore, using YouTube videos or uploading videos of students' speaking assignments via YouTube is an effective way to improve students' English speaking skills.

YouTube is an audiovisual media for students to improve their speaking skills. YouTube is an interactive, engaging and motivating platform for students to learn languages. Apart from being easy to access and use, teachers can teach their students through videos. Videos can be used by teachers to encourage students to improve their skills. Students are invited to watch, listen, and role-play the video to learn the activity. Teachers can use video-based learning to motivate their students. YouTube is also very suitable for students to improve their speaking skills, there is a lot of content that teaches how to speak well, not only teaching about speaking but including listening, reading, writing, native pronunciation and grammar.

2. How to use YouTube to Learn

There are many changes in the mechanisms and media used in the learning process in the current 4.0 era. Along with technological

developments, the learning process is also influenced by the increasingly sophisticated use of digital media. One of the digital media that is currently being used as a learning medium is YouTube. Using YouTube is considered to facilitate learning, especially when the Covid-19 pandemic era emerged. YouTube, which was discovered in 2005, has features that can be used for distance learning. Even though YouTube may still be known as a platform for entertainment, YouTube can actually also be used as a platform to support student learning.

Here's how to use YouTube for learning:

a. Direct students to subscribe to relevant learning channels

Currently, YouTube does not only contain entertainment videos. However, various learning videos are also available on YouTube. There are two options for providing learning videos for students.

First, teachers can create their own YouTube channel that specifically discusses learning material for students. Second, if you can't create a YouTube channel, the teacher can direct students to watch videos from other YouTube channels that you have previously confirmed are relevant. For example, if a teacher wants to direct students in an English subject to watch a YouTube video, make sure that the YouTube video discusses material appropriate to that subject. Because, on YouTube itself, videos that contain English do not just discuss learning material, but there are also those that discuss unique facts, pronunciation accents, or tips for fluency in the language.

- b. Make a playlist containing videos that will be used for learning

YouTube provides a playlist creation feature for its users. You can use this feature to create a list of learning videos with certain topics and materials that are tailored to the learning sub-chapters in class. So that later students will easily access the learning videos on the YouTube channel they use. For example, if you want to use YouTube to learn middle school English for class 1, then you can create English playlists for Semester 1 and Semester 2. Each playlist can be filled with learning videos that explain the material for each chapter in the semester. For example, video learning about descriptive text, recount text, and so on.

- c. Utilize the Comment Column to Interact

After watching a YouTube video for learning, if the video is uploaded directly by the teacher's YouTube channel, the teacher can ask students to enter comments in the comments column provided. The contents in the comments column can be answers to the questions you ask at the end of the video. Apart from that, these comments can also be used as proof of student attendance.

3. Steps to Use YouTube in Teaching Learning Process

- a. Pick a particular videos to provide the content or illustrate a concept or principle. In this research is grammar content.
- b. Prepare specific guidelines for students or discussion question so they have directions on what to see, hear, and look for.
- c. Introduce the YouTube video briefly to reinforce purpose
- d. Play the YouTube video on LCD

- e. Stop the YouTube video at any scene to highlight a point or replay YouTube video for specific in-class exercise
- f. Set a time for reflection on what was scene
- g. Assign an active learning activity to interact on specific question of issues or concepts in YouTube video

4. Advantages & Disadvantages of speaking study by using YouTube Video.

a. Advantages

Youtube has some advantages for teaching and learning purposes.

According to Jalaluddin (2016), those advantages are as follows:

- 1) YouTube recordings are extremely useful media which can be sign on outside and within the homeroom. This is due to the fact that YouTube videos are hosted online and accessible from anywhere with an internet connection. As a result, it makes learning more adaptable and enables teachers to assign students to watch more related videos outside of the classroom.
- 2) YouTube videos provide authentic examples of everyday English spoken by people and expose viewers to authentic English. It makes it easier for students to begin learning English from native speakers. In addition, using real-world examples will help students feel more prepared for real-world situations.
- 3) Using YouTube videos helps students learn in a way that is more independent and puts them first. The teacher will only serve as a facilitator because the students will actively participate in their learning. In addition, the ability to watch a variety of videos on

YouTube gives students a chance to learn on their own rather than being lectured to. Additionally, students become more adept at comprehending abstract ideas when they see and hear a video.

- 4) Using YouTube videos in the classroom draws students' attention in a big way, making language learning very interactive. This is because they find video fascinating to watch because it shows them how people act while speaking the language they are learning.
- 5) The students can leave comments on any YouTube video when they watch it online. Therefore, it also contributes to the students' development of additional language skills.

b. Disadvantages

There are several disadvantages of learning speaking by YouTube videos. According to Jalaluddin (2016) those disadvantages as follows.

- 1) Students can stand in front of the problems in understanding the language of videos
- 2) The kind of language level used in the videos can be confusing for the students.
- 3) There might be issues of privacy invasion.
- 4) There possibly will be copyright matters.
- 5) Some videos can occasionally be inappropriate without warning.
- 6) No control on comments
- 7) No control over-consuming it.
- 8) On occasion, tasteless and inappropriate content can bother students while looking for sources.

9) YouTube can easily sidetrack the students and disturb the topic easily.

10) There is no way to block the inappropriate content on YouTube when you are utilizing it in the classroom.

5. The function of YouTube in the English study

According to Alexa (2011) and Almurashi (2016), YouTube now ranks among the most popular websites worldwide. Additionally, Watkins and Wilkins (2011) found that students' communication and elocution skills could be improved by using YouTube both inside and outside of the classroom. Additionally, YouTube promotes genuine jargon improvement. He also said that using YouTube in the homeroom gives the students an introduction to real English and allows them to take control of their own learning (understudy focused). In addition, the results of some studies indicate that watching YouTube videos can improve students' speaking skills in terms of elocution, syntax, jargon, and familiarity. As a result, it is common knowledge that YouTube videos, as IT-based media, should be used to improve students' speaking skills (Gunada, 2017, p.2).

6. The function of YouTube for the speaking study

The past examination showed the viability of YouTube in learning. According to Guan, Song, and Li (2018), the use of multimedia technology can increase students' interest in learning, make teaching tasks much simpler, and bring back teachers' enthusiasm for their profession. Other findings indicate that using videos from YouTube to teach speaking can boost students' motivation and speaking skills (Riswandi, 2016). Students'

English speaking, skills have been improved by using YouTube. In particular, an action research study that looked at how this technique was used with seventh-grade students may have shown that the students' speaking skills improved overall after using this intervention. Riswandi (2016) found, in particular, that participants' content, grammar, pronunciation, vocabulary, and fluency improved. According to Bastos & Ramos (2009), this strategy has also been used to help 11th-grade students in Portugal improve their English language skills.

7. The Function of YouTube in English speaking and for teaching speaking skills

Additionally, Heriyanto (2015) stated that YouTube recordings are limited in length; because of this, they are reasonable for the crowded classroom time. It suggests that YouTube could be one of the educational tools used in the classroom. We considered YouTube as an elective technique to further develop students „speaking inclination. YouTube videos provide authentic models for speaking English. According to Alimemaj (2010), YouTube can help students learn about a target culture in a variety of ways and help them develop their learning independence by encouraging them to watch videos and recordings on a consistent basis. As a result, YouTube videos can be a way to get students to talk. Additionally, according to Watkins and Wilkins (2011), using YouTube both inside and outside of the classroom can improve students' communication and discussion skills. On the other hand, true vocabulary development is also

helped by YouTube. Encouragement, they said, is that using YouTube in the classroom gives students an introduction to.

C. Lecturing Method

1. Definition of Lecture Method of Teaching

Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture, combine the information and organized it. The lecture method is one of the learning methods where the teacher acts as an instructor conveying knowledge or conceptual learning material orally in front of the class. A lecture teaching method is stated as in which the instructor continuously speaks before a group of students on a particular subject or topic. One of the problems in this method is to grab the attention of students in class room. Another big problem is that many students in the class cannot follow the theme. Learning has a strong influence on method of teaching.

2. Advantages and Disadvantages of Lecture Method

- a. Advantages of Lecture Method of Teaching
- b. In this teaching method a large amount the topics can be covered in a single class period.
- c. Using of this method exclude the using of any equipment or Lab.
- d. Learning material is not required.
- e. Student listening skills developed.

- f. Logical arrangement of the material in order to present it orally
- g. Help to learn languages

3. Disadvantages of Lecture Method of Teaching

- a. Psychologically this method is acceptable because individuals are not alike. Teacher delivers the same lecture to both students without recognizing the individual differences.
- b. Learning is an active process thus study should encourage to actively participate in the class room instead of just listening the teacher.
- c. Language using in the lecture is above the standard of the students. They are not able get full advantage of the lecture.
- d. Lecture are often forgotten by the students soon after while learning is retained if activities are experienced.
- e. Attention level is not the same while student listening the lecture.
- f. Learning is not a simple process. The pouring process is educationally not perfect or recommended for secondary level students. At this level it is difficult for student to pick new concepts using lecture method of teaching. They actually are meaningful, active and interesting experiences or activity in the class.

D. Procedure Text

1. Procedure Text

Procedure Text is a text that tells how to make something or how to do something sequentially or step by step. The purpose of Procedure Text is to provide instructions on how to do something through actions or steps that are sequential. In our daily lives, we must have made something like

cooking, or finishing something. Sometimes we do not know how to make or do it, then we will need a sequential process or what we usually call a procedure.

2. Generic structure of Procedure Text

Procedure text has three generic structure parts, namely:

a. Aim/Goal

Aim is the purpose of the Procedure text. Usually in the form of a title or description of what will be made or done.

b. Materials

This section contains a list of materials and tools to complete the procedure text. However, not all procedure texts require materials.

There are types of Procedure Text that do not use materials or tools, namely:

- 1) Procedure Text that explains how to carry out an instruction manually or how something can work. For example: How to use the television, the fridge, the phone, or the rice cooker, and others.
- 2) Procedure Text that explains the rules of how to carry out certain activities. For example: flight safety rules, video game rules, and others.

c. Steps

The steps section contains a series of steps that must be carried out sequentially. These steps must be carried out so that the goals stated in the Aim/Goal section can be achieved.

3. Characteristics of Procedure Text

- a. Using imperative sentence patterns. For example, "Cut the banana into pieces", "Don't mix the coconut milk with water", "Heat the water for 5 minutes", etc.
- b. Using action verbs, for example, crack, chop, cut, heat, mix, and so on.
- c. Using sequence adverbs such as first, second, next, then, finally, while
- d. Using adverbials to state details of time and place, for example, "Cook the mixture for one hour", "Boil the water for 15 minutes", "Crack the egg into the bowl", etc.
- e. Using simple present tense.

E. Previous Study

Some previous studies related to this research were conducted by some researchers, regarding the use of YouTube videos especially to improve students' speaking skills.

The first study was conducted by Yunita (2015) conducted a pre-experimental study research on the effectiveness of using YouTube videos on students' speaking abilities. The results show that the average score. The student's speaking ability was 58.4375 before being given treatment and became 67.8125 after being given treatment. Students are given treatment which means there are significant differences students' speaking ability using YouTube videos.

The second research was conducted by Jalaluddin (2016) with the title "YouTube Utilization to Improve Speaking Skills in ESL Classes". This research uses a qualitative design. The research subjects were ESL students.

The author mentions the advantages and disadvantages, some techniques of YouTube as media. In addition, YouTube is not only useful for teaching speaking and listening skills, but also in reading and writing. So, the researcher concludes that YouTube is a very useful platform for teaching ESL language skills, especially speaking skills. There are thousands of short English videos available on YouTube that can be used for teaching and learning English. YouTube can be used in a variety of ways for effective teaching and learning.

The third study was conducted by Gunada (2018) with the title "Utilization of Youtube Videos; IT-Based Media to Improve Students' Speaking Skills". This study uses a library study method. Data were obtained from several sources such as journal articles, conference proceedings, conference papers, and theses. This study was motivated by the fact that many students still experience difficulties in speaking. This is because conventional learning media makes students feel bored. Then, the researcher concluded that. To overcome this problem, teachers can utilize modern learning media such as Youtube as IT-based media to improve students' speaking skills. Based on previous research, the researcher wants to use advertising videos as the material for this study using Youtube media.

Putrawansyah (2020). The findings presented concluded that the use of youtube videowas affective in improving students' speaking skill through asking and answer questions. From those studies, The resulting data was very consistent. Before and after applying youtube video, there is a significant comparison of speaking test scores on the speaking abilities of the students. This is due to the high frequency youtube video shown in the classroom using

youtube video media so students can watch and listen to them at any time. Students can accidentally create a learning process by displaying learning material media (unconscious learning), because students can see material at any time. Using YouTube to study English favorably as it is interesting, relevant and beneficial, it is obvious that YouTube videos also had positive effects on teaching and learning. The result is that planned learning outcomes can be successfully achieved.