CHAPTER II

LITERATURE 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 picture as media, and previous studies.

A. Speaking

Oral communication represents a crucial linguistic competency that students must cultivate to become effective communicators. Verbal communication through language is articulated when one engages in speaking with others (Fulcher, 2003). Articulation involves the selection of options. Students are required to deliberate on their modes of interaction as they articulate their thoughts and cultivate social relationships through verbal communication.

As noted by Wahyuni (2016), speaking encompasses the ability to articulate fluently, which entails not only the linguistic characteristics but also the capacity for information processing. She also articulates that speaking is the language employed with courage, characterized by minimal unnatural pauses, which is referred to as fluency. Moreover, Harmer (2007) asserts that speaking is an act that occurs spontaneously in real-time. During conversations, individuals articulate their thoughts, prompting immediate responses from their interlocutors. It can be inferred that speaking constitutes a process of articulating words in a manner that conveys clarity and comprehension.

As a developing country, Indonesia recognizes the strategic importance of English as a global lingua franca, especially in the context of international trade, education, and technology. Therefore, English is included in the national curriculum from early levels of education (Renandya, 2004). However, achieving communicative competence in English particularly in speaking is a significant challenge for many Indonesian learners. Research shows that students often face difficulties due to limited vocabulary, poor grammar, and lack of confidence (Astuti, 2013).

Moreover, the traditional teacher-centered approach that dominates many Indonesian classrooms contributes to passive learning environments. Teachers often control most of the activities, with little opportunity for students to interact or practice speaking (Suryati, 2015). Classroom observations reveal that a lack of interactive teaching methods often leads to low student participation and engagement (Husin & Nurbayani, 2017). When learning becomes monotonous and overly controlled by the instructor, students are less motivated to speak, suggesting that the core issue lies in the pedagogical strategies used.

B. Teaching Speaking

In Indonesia, the objective of English education is to cultivate communicative competencies encompassing listening, reading, speaking, and writing. Therefore, it is imperative for the educator to assign a task to the students that focuses on the development of their speaking skills. For instance, the educator may provide avenues for students to engage in spoken English, either in front of their peers or in conversation with their classmates. As noted by Al – Sibai (2004),

the utilization of English as either a second or foreign language is unequivocal. This is due to the fact that the English language serves as a global lingua franca. In the realm of English instruction, it is essential to engage in direct communication throughout the teaching and learning process.

It is because we live where the ability to speak English is required to be perfect, especially those who want to increase in certain fields. A study by (Intang et al., 2023) demonstrated that incorporating social interaction in the classroom led to notable improvements in students' speaking skills, including pronunciation and vocabulary usage. Similarly, (Purnamu & Priyana, 2014) found that integrating games or media into speaking lessons effectively increased student participation and confidence, as a result boosting speaking proficiency. These findings underscore the importance of direct communication in the teaching and learning process, particularly in a globalized world where proficiency in English is essential for academic and professional advancement.

Among the four essential skills listening, reading, speaking, and writing—speaking emerges as the most pivotal. Those who possess knowledge of a language are recognized as its speakers. The implication is that the practical application of a language holds greater significance than mere knowledge of it. The reason is that if individuals merely comprehend the language without applying it in their daily lives, then such proficiency serves no practical purpose for themselves or others. Consequently, the educator ought to concentrate on instructing speaking skills to improve students' verbal proficiency. The language instruction activities within the

knowledge driven by an inquisitive nature towards science, technology, arts, and culture in relation to observable phenomena and events. Fundamental Proficiency 4 (Abilities): Engaging in efforts to process and present information within both tangible and intangible realms encompassing activities such as utilization, analysis, assembly, modification, and creation, alongside writing, reading, calculation, drawing, and composition aligned with knowledge acquired through formal education and other comparable resources, viewed through diverse perspectives or theoretical frameworks.

C. Problem in Teaching Learning Speaking

In Indonesia, the study of English is a requisite component of the curriculum across various educational tiers, including universities, senior high schools, junior high schools, and elementary schools. In the pursuit of acquiring a foreign language, it is essential for students to engage with the four fundamental skills inherent in English: listening, reading, speaking, and writing. A fundamental competency frequently employed in social interactions is the ability to articulate effectively. This is due to the capacity of individuals to engage in direct communication through their ability to articulate thoughts verbally. Tarigan (2008) posited that speaking is a language skill that emerges in a child's development, following the acquisition of listening skills, during which the capacity to articulate thoughts is cultivated.

Many Indonesian students face challenges in learning English, especially in speaking. Since they primarily use Indonesian in daily communication, their exposure to English is limited, which affects their speaking proficiency (Putra, Ramli, & Setyawan, 2023). Additionally, a lack of interest and confidence in using

functional level, students can use the language to fulfill their daily needs like reading newspapers and manuals.

Meanwhile, at the informational level, students utilize their language abilities to access and comprehend knowledge. At the epistemic level, they can articulate and share this knowledge in the target language. These levels are integral to the scope of speaking instruction in Senior High Schools (Gablasova et al., 2015) :

a) Textual Ability

The ability to understand and produce spoken texts, helping students develop informational literacy.

b) Comprehension and Creation

Students are expected to comprehend and create various text genres, such as procedures, narratives, reports, and public speaking, using appropriate vocabulary, grammar, and structure.

c) Supportive Competence

This includes linguistic, socio-cultural, strategic, and media-based skills that support effective communication and text creation.

To assist teachers in delivering English instruction, teaching guides in the form of Basic Competency (Kompetensi Dasar/KD) are provided. These guides outline the competencies that students are expected to achieve at each grade level, serving as a framework for effective teaching and learning (Kusumayasa, 2022). The fundamental competencies for eighth grade are outlined as follows: Core Competency 3 (Knowledge): Comprehending factual, conceptual, and procedural

classroom ought to facilitate the students' ability to articulate in English with greater ease.

Speaking is one of the key productive skills in English. Goh (2007) emphasizes that speaking lessons should offer more than just opportunities for verbal practice, they should also support meaningful language learning in the classroom. Teaching speaking is not as simple as it may seem, but also not as complicated as what teachers might face later. Teaching speaking requires patience to run it because there are several components that must be considered in teaching speaking, such as; pronunciation, articulation, and students' courage in performing their speaking.

Referring to, Hedge (2000) teaching approach, speaking skills may be taught through a variety of activities such as information gaps, jigsaw puzzles, open conversation, and role acting. Language exercises are also an essential component of language training for communication. Communicative activities have the potential to positively influence students and foster strong teacher-student relationships. These activities aim to create a conducive atmosphere for language acquisition (Aminah, 2021)

Based on Standard of Competences and Basic Competence *(Standar Kompetensi dan Kompetensi Dasar)* of English teaching and learning for Senior High Schools KTSP 2006, teaching English to senior high schools is directed to develop students' communication ability in a certain literacy level. Those literacy levels are performative, functional, informational and epistemic. In performativee level, students are able to read, write, listen, and speak with symbols used. In

Students watch a short part of the video and then retell what happened in their own words. This is a good way to practice speaking.

g. Dubbing

The video is played without sound, and students try to say the missing dialogues out loud. This helps with creativity and speaking fluency.

h. Follow-up Discussion

After watching the video, the teacher leads a discussion to help students understand the story and share their thoughts.

Using these techniques makes it easier for teachers to teach English using animated videos, and it helps students become more engaged and confident in speaking.

F. Picture

Using pictures is a useful method for teaching English speaking skills. Visual aids like picture strip stories and storytelling can enhance vocabulary, boost confidence, and encourage active participation (Akhmad, 2022). At first, students may make mistakes with grammar, vocabulary, or pronunciation, but these mistakes are a normal part of learning and should not stop them from trying (Brown , 2007).

Pictures are easy to find. Teachers can use pictures from books, newspapers, magazines, or the internet. These pictures help students understand ideas better and make it easier for them to speak and share their thoughts (Wright, 2010). Using pictures in class also makes learning more fun and interesting. Students who are shy often feel more comfortable talking when they have a picture to help them.

in full sentences (Almurashi, 2009). It also makes learning more fun and exciting. Suheri (2006) explains that animation is a set of pictures shown fast to look like they are alive and moving. According to Cakir (2006), there are several useful ways to use video in the classroom:

a. Active Viewing

In this activity, students watch the entire video from start to finish. It helps the teacher see how well the students understand the content.

b. Freeze Frame and Prediction

The teacher pauses the video during important scenes, like when characters show emotions or body language. Students try to guess what the characters might say or feel. This helps them learn how to express emotions in English.

c. Silent Viewing

The video is played without sound. Students have to guess what the characters are saying. This activity improves their memory and understanding of the dialogue.

d. Sound On, Vision Off

Only the audio is played while the screen is hidden. Students listen carefully to the conversation. This helps them improve their listening skills.

e. Repetition and Role Play

A short scene is replayed with pauses. After watching, students try to act out the scene based on what they remember. This improves speaking and confidence.

f. Reproduction

In the realm of multimedia education, the engagement of visual perception, auditory reception, verbal articulation, manual expression, and cognitive retention significantly enhances students' enthusiasm for learning, ultimately resulting in increased classroom efficacy (Li, 2009). Li's perspective is corroborated by analogous research undertaken by Dong (2011), which indicates that multimedia instruction enhances the English classroom experience, rendering it more vibrant, engaging, and dynamic, multimedia instruction has the potential to foster a vibrant and cohesive linguistic atmosphere, and multimedia instruction can establish a pragmatic context for utilizing English.

Teaching through media, particularly in its contemporary form as multimedia, holds significant prominence and utility within the realm of education. The utilisation of media in teaching can enhance student enjoyment, foster exploration of their intellect, encourage the unleashing of their potential, stimulate interest in learning, improve classroom efficiency, and lead to more gratifying educational outcomes (Arsyad, 2011). The utilisation of various media forms such as images, audio, animations, PowerPoint presentations, and written texts can convey a wealth of implicit information pertinent to communication. This approach not only fosters practice across the four fundamental skills of listening, reading, writing, and speaking but also augments learners' proficiency in English (Sadiman et al., 2011).

The acquisition of the English language encompasses both its verbal and written forms. It is evident that both parties require the media's influence to engage students in the pursuit of knowledge. The utilization of media, encompassing audio,

in their speaking proficiency. Initially, the students lack clarity regarding their thoughts, resulting in a prolonged silence. Secondly, students experience a sense of shyness when engaging in speaking practice, often lacking confidence in the face of potential errors. Third, the students experienced apprehension regarding their word choices, fearing that their peers might ridicule them for any missteps. Ultimately, the students exhibit a reluctance to engage in speaking practice due to their inadequate pronunciation skills and a limited vocabulary that relies heavily on memorization.

it can be concluded that most Indonesian students commonly face challenges in speaking classes, including inhibition, lack of ideas, reliance on their mother tongue, and uneven participation.

D. Teaching Media

Using media in the teaching and learning process helps make the material clearer, more engaging, and easier for students to understand compared to teaching without any media.

(Arsyad, 2011) explain that one characteristic of teaching media is ability to convey messages or information to learners. Certain types of media can also facilitate interaction by both presenting content and allowing for student responses, which is why they are referred to as interactive media. The most important things is media should be provided to meet the needs of students' ability and hence students can actively participate in teaching learning process. Sudjana and Rivai (2001) emphasized that teaching media can support and enrich the learning process, potentially leading to better student achievement.

English often leads to poor understanding and weak speaking skills (Maysaroh, Fitriyah, & Suharjito, 2022). These issues highlight the importance of developing students' speaking abilities to improve overall English competence (Fachrunnisa & Nuraeni, 2022).

Research conducted by Noprival in 2016 indicates that students in Indonesia have yet to achieve proficiency in English speaking skills, despite their formal education in the language. Numerous factors contribute to the challenges students face in achieving proficiency in spoken English. The opportunity to acquire proficiency in English is quite constrained. Secondly, when the instructor conducts English lessons, they consistently utilize Indonesian. Furthermore, English is not employed as a medium of instruction in other disciplines. The infrequency of English usage in educational contexts can be attributed to this reason.

Indonesian students often face difficulties in learning English speaking skills, with low motivation being a major factor. Many students show little interest in learning English, primarily because it is not their mother tongue (Aminatun & Oktaviani, 2019). They attend classes mainly for attendance and rarely participate in speaking activities. Only a few students are willing to speak, while others remain silent due to fear of making mistakes and being ridiculed by peers (Suryani, 2015). As a result, students tend to view English merely as a school subject rather than a valuable communication skill, focusing only on passing grades rather than real language use (Yanti & Wulansari, 2022).

Another issue, as elucidated by Heriansyah (2012) in his research, is that students in the English department of Syiah Kuala frequently encounter challenges

visual, and video formats, will prove to be exceedingly beneficial (Harmer, 2007). Based on the prior discussion, images as a medium are frequently employed by educators because they offer several benefits that enhance the effectiveness and efficiency of the teaching and learning experience (Çakir, 2006). The advantages in question undoubtedly enhance students' comprehension, as visual aids elucidate meaning, bolster memory retention, and render abstract concepts more tangible.

E. Animated Video

Animated videos are a fun and useful way to show how things move or change. According to Heinich et al. (2002), animation makes still objects look like they are moving. Today, many teachers use videos to help students learn English, especially speaking. Videos, movies, and cartoons can help students practice speaking by watching and copying how people talk, act, and show emotions. Johnson (2012) says that videos are helpful for learning to speak because students can see and hear real examples.

Sherman (2003) adds that animation can give students ideas to talk about and help them speak better by watching real-life situations. These videos help students speak more fluently and with more confidence. Animation means a group of pictures shown quickly to look like movement. The Oxford Dictionary (in Berk, 2009) says animation is made by using computers to create moving pictures.

In schools, animation helps explain hard ideas and supports learning a new language (Mayer & Moreno, 2002). Watching videos on YouTube or animated cartoons can help students improve their pronunciation, learn new words, and speak

Pictures can also help students tell stories or explain events. (Harmer, 2001) explains that pictures can help students use their imagination and talk about real-life situations. This helps them enjoy learning English more and become better speakers.

Teachers often use picture or graphics, whether drawn taken from books, newspaper and magazines or photograph, to facilitate learning, picture can be in the form of flash card, large wall picture, printed picture, photograph or illustration.

Pictures are a great media in English classes. They help students practice speaking, make learning more exciting, and support language development in a simple and useful way. The use of pictures as media in teaching vocabulary can be divided into three groups. Wright (2010) categorizes these types as follows::

1) Individual Pictures.

These are single images that depict one person, object, or action. They are useful for introducing new vocabulary, as they help students focus on one idea at a time and form clear connections between words and visuals.

2) Pictures Series.

This type consists of multiple images arranged in a sequence to show a story or process. They are especially helpful in teaching speaking and writing, as students can describe events step by step, improving their ability to organize thoughts and use appropriate language structures.

3) Composite pictures.

These are large, detailed illustrations showing various activities in one setting, such as a busy street or a classroom. They are ideal for group discussions, allowing students to identify and describe different elements, thereby practicing vocabulary and developing speaking fluency.

G. Recount Text

1. Definition of Recount Text

As explained by Anderson (2003), a recount text is a type of writing that narrates past events, typically following the sequence in which they occurred. Anderson also emphasizes that when people share experiences like talking about our weekend or something that happened on campus the day before they are essentially recounting past events. Thus, recounting involves speaking or writing about something that has already taken place.

Meanwhile based on Shinoda (2008) that recount text is telling what happened, and recount text serves a unique purpose because it contains a story involving other people. This means that a recount text can go into great detail on what happened, who was involved, where it occurred, when it occurred, and why. From those explanation about the definition of recount text, the word "recount text" means to a text that describes an event that happened in the past and is related to speaking, writing, or reliving past experiences to other people about the details of what happened, when they happened, and in what chronological order.

2. The Purpose of Recount Text

In the act of writing, it is imperative that we possess a clear intention to convey. According to Shinoda (2008), the social function of a recount is to narrate

an event with the aim of either enlightening or amusing the audience. In crafting a recount narrative, the author is tasked with the dual objective of engaging the reader's interest while meticulously outlining the sequence of events and their timing.

In another assertion regarding the function of recount text, Blake (2013) articulated that the purpose of recount text is to remind and recreate events, experiences, and achievements from the past in a chronological manner. Furthermore, as expressed by Wardiman (2008), the purpose of a recount text in society is to inform and engage readers by elaborating on the context of past events, encompassing the time, location, and occurrences that transpired. It posits that recount texts fulfil a role that transcends the mere documentation of past events; they also illuminate the reader about current affairs. Moreover, the purpose of recount text is to provide amusement, indicating that it is crafted to elicit laughter from the audience through its written form (Shinoda, 2008).

3. The Types of Recount Text

According to (Blake, 2013) there are several types of recount text: personal, factual recount, imaginative recount, procedural recount, and critical recount. The further explanation as follows:

a) Personal recount: Retells personal experiences to inform or entertain, such as diaries or autobiographies.

b) Factual recount: Records real events, like reports or eyewitness accounts.

c) Imaginative recount: Fictional retelling based on real-life context.

d) Procedural recount: Describes steps taken in a completed process.

e) Critical recount: Analyzes events by highlighting strengths and weaknesses.

f) Literary recount: Reflects on real or imagined experiences to entertain, as in novels or dramas.

4. Generic Structure of Recount Text

The generic structure of recount text consists of three parts, there are: orientation, event, and re-orientation (Sulistianti et al., 2024). The explanation is as follows:

A. Orientation

The initial section of the orientation delineates the contextual information, encompassing the connection, setting, and the entities involved in the proceedings. It elucidates the individuals involved, the temporal context of the events, the nature of the occurrences, their geographical settings, and, on occasion, the underlying motivations behind them.

B. Event

The events section follows the orientation and describes the sequence of actions in chronological order. It provides specific details about what happened, who was involved, where and when the events occurred, and how the characters responded to situations. This part can appear in personal, factual, or imaginative recounts and includes both the characters' actions and feelings. Conjunctions such as first, next, then, and finally are used to link events smoothly and help the reader follow the narrative. The narrator's perspective is also reflected throughout this section

C. Re-orientation

The concluding section of the book serves as a synthesis, where the authors encapsulate the entirety of their discourse. This section is designated as "re-orientation," as it generally revisits certain details presented in the orientation paragraph.

The recount text is composed of an orientation that delineates the time and setting of the narrative, a sequence of events that articulates the chronological progression of the story, and a re-orientation that concludes the narrative effectively.

H. Previous Studies

The researcher provide some researches that have similarities with this study. The first previous study was conducted by (Murni, 2018), the purpose of this research is to find out whether or not there is a significant difference in the speaking ability between the eighth-grade students of the junior high school who were taught by using video and those who were not. The finding of this research presents the results of the speaking skills between the eighth-grade students of SMP N 1 Manisrenggo who are taught using video and those who are not differed significantly. The investigation revealed that if the computed significance (2-tailed) of (0.000) is less than 0.05, Ho is rejected and Ha is accepted. Therefore, the claim that there is a significant difference in the speaking ability between the eighth-grade junior high school students who are taught by using video and those who are not is true and accepted.

The second previous study conducted by (Giardis, 2020). The purpose of this research is to figure out whether there is any significant effect of using short

research compared to others is focuses on comparing the effectiveness of animated

video and printed picture media in teaching speaking skills through recount text

Islamic video towards students' speaking ability at the second grade on SMP Daarul Ma'arif Jakarta Utara. This research finding is that employing quasi-experimental methods, the eighth-grade students of SMP Daarul Maarif's speaking abilities have improved by using Islamic short movies.

The third previous study is conducted by (Hardianti, 2020). The purpose of this study is to test whether there is any significant differences of students' speaking skill before and after being taught by using animation video at SMK PGRI Pekanbaru the result of the research is students' speaking skills were better after using animated video. This can be seen from the difference in the effects of the pre-test (before using animated videos) and post-test (after using animated videos). Their mean score on the pre-test was 58.70 which are categorized in the Sufficient Level. Then the average value on the post-test is 67.68 which are categorized as Good Level. It is clear that there is a significant effect on the students' speaking skill scores before and after using the animated video.

Many studies have shown that animated videos can help students improve their speaking skills, especially in vocabulary, pronunciation, and grammar. These videos also make students more excited and interested in learning. This means animated videos are useful not only for learning to speak better but also for making the class more fun and engaging.

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. However, the distinctive part of this