

CHAPTER II

THEORITICAL REVIEW

This chapter describes about review of related literature. It includes speaking skill, teaching speaking, and vlogging technique.

A. Speaking Skill

Speaking skill is ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling. Speaking is also productive skill in the oral mode. It is not like the other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words.

1. Definition of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context (Chaney, 1998: 13). Speaking is an ability that need to be learned. It helps children to interact with peer group. Speaking is also to interact with the adult to express message. It means that the speaking is a natural thing which is done by everyone including children (Dhieni, Hapidin & Ningtias. 2017: 223). Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and

have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Brown (2001: 1) states that speaking is generating and receiving information, which has a certain meaning that can be understood, that is called the process of interaction. This information can be from personal experience, the environment or from what purpose will be discussed. In the other hand speaking is a verbal language for communicating with others, with the aim that message of meaning can be conveyed both in writing and orally (Fulcher, 2003: 2). Speaking is a real language tool for communicating and sharing ideas among people. This communication is called the interaction process. The process of interaction is the activity of producing meaning, receiving and processing information (Finocchiaro in Sukrianto, 2005: 22; Burn and Joyce, 1997: 63; Clark and Clark in Goga, 2004: 27; Burn and Joyce, 1997: 63).

According to Manser (1995: 398), speaking is divided into two parts, they are speaking performance and speaking competency. Speaking performance is the way of playing or the person's application. Performance speaking is to use talk directly to someone. Those objectives may be classified in term of several types of speaking performance, they are imitative, intensive, responsive. Then, speaking competency is when someone has knowledge, and the ability to speak according to structure. In speaking competency someone can be said to be complete. Because, someone has knowledge and ability in speaking. Different from speaking performance, someone can only talk but does not have more knowledge about speaking.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

2. The Elements of Speaking

In order to respond to an expression that is spoken, must know and understand what elements are the main focus. According to Harris (1974: 84) he states that there are five elements in speaking, those are:

a. Pronunciation

Not only students but almost all the people say that they are very difficult to learn English, especially in speaking. Understanding pronounce in every word is the most important element in speaking. If in learning, students must focus and understand the pronounce spoken

by the teacher in each word. Because, the teacher will use a mixed language between Indonesian and English in the classroom (Nurhayati, 2015). The concept of "pronunciation or sound of language" can be said to include: pitch, intonation, sound, spelling and stress.

b. Vocabulary

According to Siska (2014: 8) vocabulary is a small part of something that will form a sentence that will be talkd about, and which will be part of understanding in speaking, reading or writing.

c. Grammar

Grammar is the way or formula used in a sentence and the words in it can change according to the grammar used in the sentence (Harmer, 2001: 12).

d. Comprehensibility

According to Hornby (2014: 37) that comprehensibility is the ability to understand, know or get speaker points to others (Hornby, 2014: 37).

e. Fluency

According to Hornby (2014: 37), fluency is where someone has a good quality in speaking, so fluent in speaking.

B. Teaching Speaking

Students are expected to be able to communicate in a second language fluently in order to support their success in school and success in every phase of life. Nowadays, learning a second language is very important especially in learning speaking. Therefore, it is very important

for teachers to pay more attention to student learning and to teach students' speaking to the maximum, so students can develop their ideas in communication.

1. The Nature of Teaching Speaking

According to Brown (2001: 271) states that teaching is to provide guidance to students, set conditions for learning, provide instructions that are not yet known to students, tell it to do something and provide facilities that are owned by educators for students. So, it can be interpreted that teaching is the process of transferring everything that is owned by the teacher can be in the form of material, knowledge, experience, etc., and must be prepared before the learning process.

Therefore it is very important for teachers to focus and pay more attention to teaching speaking. So, the teacher must have a good environment, which is suitable for learning speaking in order to be absorbed and understood by students, and when the teacher asks students to memorize learning speaking students will easily remember.

2. Principles of Teaching Speaking

There are also principles that should be known by the teacher. According to Nunan (2003: 54-56) states that there are five principles of teaching speaking, they are like in the context of language learning must be able to distinguish the second language and the foreign language used, the teacher must provide

opportunities for students to always learn to speak so that they can speak well and fluently, asking students to make small group work or pairs work and give students the opportunity to practice speaking with their group or partners, the plan is speaking task that involves negotiation of meaning, and the last make a plan that includes guidance, practice and interaction in speaking.

Based on this goal, to develop students' basic speaking skills in interacting, the teacher can make several interesting activities so that students are enthusiastic in learning. The teacher must be able to present various activities that can encourage students to learn to speak in their second language. According to Brown (2001: 275-276) he classifies some principle for designing speaking techniques that can make students interested as follow:

- a. The techniques used must be appropriate with the student needs, such as the language used must be accurate and appropriate to the level of students, what is needed in interacting, meaning in interacting and fluency in interacting.
- b. The technique used must motivate students to learn.
- c. The technique used must use authentic language.
- d. Provide appropriate feedback and correction to the students in learning.
- e. Utilize the knowledge that the teacher has to provide corrective feedback but with the techniques that appropriate for now.

- d. Take advantage of the natural connection between talking and listening.
- e. Asks the students to imitate oral communication and give them opportunity to practice repeatedly.

Based on the explanation above, it can be conclude that teaching speaking is giving instruction, direction, and explanation to students about how to develop their ideas, express their feelings and so on while still using existing principlpes.

C. Vlogging

1. Definition of Vlog

Vlog comes from two words, namely "video" and "blog". "Video" is a technology for capturing, recording, processing and transmitting moving image. "Blog" is a personal online record that shared on social media to be read by the general public. From the two words above, vlog has the meaning of personal notes in the form of videos that are distributed in general. Vlogs can also be referred to as a form of blogging activities using visual audio and video (Asadi, 2005).

Vlogging is brief for "video blog," and web journal is brief for "web log." In substance, a vlog is a web journal in video frame. A number of outstanding vlogs have risen on YouTube, and understudies can be coordinated to them for broad tuning in hone or for any other tuning in lesson in which true English realia is required (Watkins & Wilkins, 2011).

Vlog characterizes as the video component that give a arrangement of online broadcasts which is permitting everybody to form and post substance and consider it as video collections that serve both an as a varying media life narrative and as a vehicle for communication (Maulidah, 2018). Vlog is one of the popular websites in this century. There are numerous capacities of utilizing Vlog, for occasion individuals utilize it to share their individual encounters, to allow comments or supposition around certain points, indeed to be a media in supporting the instructing and learning prepare (Anggraeni & Wulanjani, 2017:113-116). Learning that uses multimedia it has been proven to be more effective and efficient in improving student learning outcomes. There are several reasons that make vlogs as a contemporary medium, those are 1) easier to make, 2) concise, 3) interesting, and 4) keep up with the times (Musfiqon, 2012:187).

2. Types of Vlog

There is a lot of variety in video blogging. According to Christopher Bingham (2005:14) cited in (Izzatussariroh, 2019:37-40) conducted seven types of Vlog. There are :

a. Personal Vlog

Numerous vloggers conversation around their lives. Personal substance vlogs conversation around issues, or unused problems that others experience. In quintessence, the attraction of this sort of individual vlog is to cultivate a close bond with vlogger. they can express their lives with the life they have, grant

life lessons, or basically entertain watchers after the awful occasions experienced. The level of get to given by vloggers to a near audience, a few well-known vloggers record domestic life, past traumatic encounters and indeed sexy habits.

b. Humour

YouTube is an extraordinary social media platform for comedians, and a few others apply vlogging like being stand-up. Substance in humor vlogs encompasses a wide extend, for case accounts, trending subjects or fair bullshit. A few vloggers comedy depict 'in character' as anecdotal or overstated forms of their possess, and explore with other routine vlogging components.

c. Fashion and Beauty

On YouTube, beauticians and fashionistas, ranging from novices to experts (best-selling magazines, mold writers, and bloggers) get very numerous watchers. The scale and arrange of vlog modes can extend from straightforward verbal surveys to shoots that demonstrate modern costs, and frequently utilize editing and generation methods that take after those seen in impressive, promoting, or music videos.

d. Travel

A few of the foremost curiously trips in this decade are happening on the web. Travel by creating a vlog with somebody whereas investigating the world and advertising modern openings or things to travel. Modern pioneers do not got to travel by

carrying a part of gear and group to make a vlog. The camera has been coordinates into the smartphone.

e. Science and Education

Schools, charities and teach have difficulty coming to youthful Web clients, but YouTuber does not, and a few vloggers utilize Vlog to lead the instructive insurgency by making it accessible. Vloggers total this by breaking it down into easy-to-digest video learners, energizing discussions, making video movies an amazing phenomenon, or fair appear excitement. Within the field of education, vlog can be used as a device to assist succeed learning within the classroom. Course structures that are not always alluring make instructive vloggers make the gap by being themselves: energized, included in recordings and engaging.

f. News and Commentary

A few vloggers conversation almost current wonders, art or culture. Their recordings can be broader, such as show or excitement magazines, innovation audits, criticism movies or modern discharge charts. A few of the biggest channels on YouTube utilize the web such as news location aggregators that will make news fun, interesting and processed. Vloggers can share on issues they consider imperative, or go into more detail than certain stories. Without standard rules in print or television news, they can talk concurring to their minds.

g. Experimental

It is critical to keep in mind that one of the good things almost the web is that there's no limit to what you'll do or do. When vloggers have no plans to create a video, they test with organize, length, fashion, and substance concurring to what they experience. Thousands of imaginative vloggers combine actualities with fiction without making a script first, or vloggers as of now has substance from different fields each week. Most vloggers do not have supervisors, producers, or directors who tell them what to do, so they make what they need to create.

D. The Previous of the Study

The first previous research was done by John Watkins from Kwansai Gakuin University, Japan and Michael Wilkins from Kansai University of International Studies, Japan (2011) conducted their research entitled "Using YouTube in EFL Classroom" The objectives of the research was give teachers a few starting points on how the site could be used, as well as to suggest a loose framework for online video used and descriptions of potential YouTube applications that have been implemented with a discussion of potential limitations that might come with using online video technology. The findings of this research were first, youTube is limited to what copyright restrictions allow, secondly, given the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher might be necessary in order to prevent students from spending unproductive hours perusing the site. A third

consideration teachers might need to take into account is the nature of much of the material on YouTube.

The second previous research was done by Izzah Maulidah (2017) from Muhammadiyah University of Gresik. The researcher conducted the research entitled “ Vlog: The Mean to Improve Students’ Speaking Ability” The objectives of the research was to exploring the three terms, of vlog and it’s tools, Vlogging stages, and the significants of vlog to improve students’ speaking ability. The findings of the research were, Vlog significantly improves students’ speaking ability. It can boost students’ encouragement by providing fun and accessable learning process, practical concept such approach used in vlog or techniques implemented can be interesting for the students, and content analysis on vlog project result in terms of language used by the students which errors or pattern may be found is also brilliant.

The third previous study was from University of Prof. Dr. Hazairin, SH. ,Bengkulu. The study is about “The Effectiveness of Video Blogging in Teaching Speaking Viewed from Students’ Learning Motivation”, it conducted by Lisa Rakhmanina and Dian Kusumaningrum (2017). The study is aim to find out the difference between video blogging strategy and expository strategy for teaching speaking, the difference between students who have high and low motivation in speaking ability and the interaction between teaching strategies and motivation in teaching speaking. The result of data analysis are learning speaking through video blogging is more effective than expository strategy, the students who have

high learning motivation have higher speaking ability than those who have low, and there is an interaction between teaching strategies and motivation for the teaching of speaking.