

CHAPTER II

LITERATURE REVIEW

This second chapter discusses the reviews of related literature used in this particular study. This chapter aims to provide some information concerned with the key terms of the study and presents supported previous studies. It covers overview of speaking, learning media, digital audiobook, and as well as the relevant study.

A. Speaking

Speaking is the one of the four language skills that should be learned. It is globally called as a productive skill.

1. Definition of Speaking

A large percentage of the world's language learners study English in order to develop proficiency in speaking. Learning a language is not far from speaking skill, it cannot be separated. Speaking is regarded as a comprehensive indicator of language proficiency. Ur, Penny (1991) stated that speaking seems logically the most crucial of the four skills in learning English because speaking is what is meant when someone refers to themselves as a language's "speaker," as if speaking included all other forms of knowing; speaking is also the primary goal of many, if not most, foreign language learners. If a student can speak a language fluently, they are said as a skilled language student. The ability to speak a second or foreign language well is a very complex task if we try to

understand the nature of what appears to be involved (Richards & Renandya, 2002). Speaking is another productive ability that requires continual development in order to feel competent and fluent in the language. According to Brown (1980), one of the language skills that students learn is this one. Because it requires so many various components, including pronunciation, grammar, vocabulary, fluency, and comprehension, it is regarded as one of the most challenging talents. Speaking is the act of orally expressing the ideas and feelings as well as transferring information. It can be stated that speaking is a tool to express our ideas and feelings. Speaking is an interactive activity that includes the production, reception, and processing of information (Brown, 1994; Burns & Joyce., 1997).

Based on the definition above, it can be stated that speaking is a way to communicate with one person to others.

2. Teaching Speaking

Speaking is one of the key abilities that English language learners should master it, hence it is also taught during the teaching and learning process. Given that speaking is a useful ability, teaching it can be difficult. The development of the ability to produce some words in English is emphasized during the teaching and learning process of speaking. To ensure that the process of learning speaking goes smoothly, teachers should always maintain control of the classroom environment and carry out a number of engaging activities (Erfiani,

2017). It implies that the teacher is crucial to help students improve their speaking skills when learning English.

Teaching speaking should follow two basic concepts, according to Thi Tuyet Anh (2015). These fundamental ideas are expected to improve the student's aptitude. The first rule is to make sure the teacher's activity has the potential to inspire the students to learn how to speak. The second rule is to give the students to speak as many opportunities as possible. The teacher should offer the students the chance to speak when they are sufficiently motivated, placing an emphasis on accuracy before fluency.

In Indonesia, in the formal education, the objective of teaching speaking is based on the basic competency that the Ministry of Education and Culture has established. In this case, the objective of it is that the students are expected to use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewarding, the students can comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. The students can engage in discussion such as giving opinions, making comparisons, and stating preferences. The students can explain and clarify their answers using basic sentence structure and verb tenses.

Speaking ability can be measured in a number of ways. Both teachers and students should pay attention to these points. Accent, grammar, vocabulary, and fluency are those areas (Wijaya, 2018). Vowel, elemental characteristic, and note indication are all parts of accent. The rule for creating sentences, whether spoken or written, is grammar. The speaker's or writer's vocabulary is what they use to apply the knowledge. Without vocabulary, communication is impossible. The speaker is regarded as having high speaking abilities in terms of fluency. However, the majority of speaking teachers prioritize the fluency rather than on the students' speaking accuracy.

3. Types of Classroom Speaking Performance

The types of oral production that students are required to engage in the classroom can be divided into a few categories.

a) Imitative

A very small percentage of speaking time in the classroom may legitimately be dedicated to producing "human tape recorder" speech, in which, for instance, students practice an intonation contour or attempt to isolate a specific vowel sound. Such imitation is done to emphasize a certain aspect of language form rather than to engage in meaningful conversation. In this kind, the teachers usually use drills. Drills give students the chance to listen to and verbally repeat certain language string that may present grammatical or phonological difficulties.

b) Intensive

Beyond imitation, intensive speaking encompasses any speaking performance intended to develop a specific phonological or grammatical component of language. Intensive speaking can be self-initiated or even included in a pair work exercise when students are “going over” particular linguistic constructions.

c) Responsive

The majority of student communication in the classroom is responsive: brief responses to questions or comments raised by the teacher or another student. Typically, these responses are adequate and do not continue into conversations.

d) Transactional (Dialogue)

An expanded variant of responsive language is transactional language, which is used to transmit or exchange specific information. For instance, conversations could have a more negotiating feel to them than does responsive speech. These discussions might easily be included into a collaborative project.

e) Interpersonal (Dialogue)

The other type of communication outlined in the chapter before was interpersonal discourse, which was more about preserving social connections than it was about sharing

knowledge. These interactions can include some or all of the qualities mentioned above, such as a casual tone, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”, making them more challenging for learners. Learners would need to understand how linguistic coding affects aspects of this dialogue such the interlocutors’ relationship, informal attitude, and sarcasm.

f) Extensive (Monologue)

Finally, advanced students are required to deliver lengthy monologues in the form of oral reports, summaries, or perhaps brief speeches. The register in this instance is more formal and deliberate. These monologues may be prepared or spontaneous.

B. Learning Media

In teaching and learning process, the teachers need a media to gain the students’ motivation and overcome the difficulties faced by students in learning.

1. Definition of Learning Media

The two main factors that affect learning success are the teaching method and the learning media. Media in this section is media as a part of educational materials that can motivate students to learn. Media is any form of way that may be played with, seen, heard, or read using tools to make the process of teaching and learning effective.

Consequently, it may have an impact on the learning program's effectiveness. A media is broadly defined by Gerlach and Ely (1971) as a person, thing, or even anything that produces circumstances that permit learners to develop knowledge, skills, and attitudes. According to Puspitarini and Hanif (2019) In order to attain learning objectives, learning media is applied to support the learning process. Learning media is defined as a tool, both physical and virtual, used by teachers to deliver content to the students more effectively and efficiently. In order to encourage students to learn more by making the teaching materials more readily accepted by the students.

Based on the preceding premises, the researcher describes the media as a source in the teaching and learning process that can contribute in achieving the learning objectives. Nowadays, with the presence of technology in education, learning media can be accessed either electrically or printed.

Learning media could be one of the students' main resources. Additionally, in order to support their knowledge, students frequently require secondary resources, also known as extra materials.

2. The Function of Using Learning Media

Learning media plays a significant role in the teaching-learning process because they can be used to help students understand unclearly conveyed material. The media can be used to simplify the difficulty of teaching things. Learning media can represent information that is more

difficult for lecturers to communicate in words. Learning media can also aid in concretizing abstract content. Consequently, students are more likely to retain information when using media than without not using it (Mediawati, 2011 cited in Ramadhani & Muhammadiyah, 2015). Since it is generally recognized that the interaction between students who are using resources to study can affect the learning process, employing a tool is a highly effective way to actively support the learning process whether in the classroom or outside, particularly to boost learning attainment. In contrast, there are two elements that affect how the media works: internal and external factors.

Internal factors including character, way of life, emotions, preferences, skills, and experiences, it will be challenging to follow the learning process if students lack enthusiasm in the subject, while the external factors stimulate students from the outside. Media can be used to increase students' learning efficiency since it has the potential and capability to stimulate the learning process, particularly in hearing and seeing.

The benefits by using learning media, according to Sanaky (2009), are the learning process will be more interesting, which can motivate student learning; can clarify learning materials, so that students can easily understand the material and encourage students to master the learning objectives; and students will be effectively able to master the learning objectives. Students listen to the information offered by the teacher while engaging in other learning activities such as observing,

doing, exhibiting, and others, in order to avoid boredom and acquire the content more effectively and efficiently.

The use of media in learning is very beneficial to the learning process, according to the hypothesis presented above. Students will gain a lot of experience and improve their ability to precisely encourage others by employing media.

3. Kinds of Learning Media

All tools and aids that a teacher and student may employ to accomplish certain educational goals are referred to as instructional media. After that, the teaching materials can be categorized. According to Mahajan (2012), there are seven categories for media, including:

- a. **Graphic Media:** any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. **Display Media:** a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. **Three Dimensional Media:** A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. **Projected Media:** a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- e. **Audio Media:** media that just can be heard. Such as, radio, audio cassettes, gramophones, records, audiobook.

- f. Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- g. Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

C. Digital Audiobook

Several teaching materials can substitute for books that students can make or use in the learning process, such as audiobook.

1. Definition of Digital Audiobook

In learning teaching process, the use of learning media is always needed. A book is viewed as being crucial to the learning process. Many people believed that book is a source of knowledge. In order to exchange and maintain knowledge, many books are created in every field of study. Nowadays, books are developed to be accessible in a variety of digital technologies in addition to being printed. Digital books, often known as electronic books, are this type of book. A digital book is made to be accessed as easily as possible wherever and whenever it is needed, according to Hardiyanto (2020). All students, teachers, researchers, and others are encouraged to use electronic books because they are so useful in their use. Both a PC and a smartphone can be used to operate an e-book. The concept of the digital book was inspired by the reality that many people still require books as resources but do not want to carry around heavy items. As a result, the digital book offers a solution to this issue.

There are many various types of books with their own design, function, and goal. Encyclopedia, dictionary, novel, booklet, comic book, audiobook, and other books are among it. The following explanation is about audiobook since this study specifically focuses on audiobook. According to Fajry (2016), an audiobook is a book that has been narrated by a professional using the most advanced technologies. Although the speed at which the narrative speaker talks presents a challenge for the students, audiobooks can aid them in translating spoken language into written form (Chang & Read, 2006). According to Anwas (2015), audiobooks are a different type of textbook that can be heard. An audio book is a CD or cassette recording of a book being read aloud—typically a novel. An audio book is a sound recording that has the author or a trained narrator reading a book, according to Have & Pedersen (2016). A book that has been recorded using the best audio technology and narrated by a professional is simply referred to as an audio book or recorded book. Wilson (2008) claims that audiobooks have all the advantages listed for them, including engaging and interesting elements, cultural accessibility, language level, speech acts, quality, density, and accent. Based on that, an audiobook may assist in better understanding. Some people can learn English by reading, while others can do it by listening. Therefore, the audiobook can offer both while also assisting students in simultaneously learning English. So, audiobook is one of types of book that can be used both reading and listening.

2. The History of Audiobook

In the 1870s, Thomas Edison began to record stories onto phonographs because he envisioned democratizing literature by placing storytelling tools in every home (Rubery, 2016 as cited in Best, E., 2020). Edison's goals were curtailed by practical considerations, but the recorded original concept endured. The majority of the early experiments took place in the US, but Britain got involved when Captain Ian Fraser, who was injured and went blind in the First World War, thought of recording a book. He was given leadership of a group at the Royal National Institute of the Blind (RNIB) to create this technology, and as an initial test, he recorded some poems. The RNIB established its own recording studio in 1934 to record volumes onto shellac discs after several failed attempts to build equipment that could read the books. The first audiobook publication, known as a "talking book", was called "Books for the Adult Blind Project".

The popularity and accessibility of the media increased along with technological advancement in both the US and the UK. In 1975, Duvall Hecht founded Books on Tape Inc., the first distributor of its sort. By the 1990s, new technology had made it possible to download MP3s and other digital formats.

When children's book *The Bubble Book* by Harper Columbia was published in 1917, the publishing industry noticed the first real book-plus-recording combination. The National Recording Preservation Act

of 2000 established the Library of Congress National Recording Registry, whose mission is to “maintain and preserve sound recordings and collections of sound recordings that are culturally, historically, or aesthetically significant”. This production was the twenty-sixth recording to be recognized by the Registry. According to the National Recording Registry citation, the first collection of books and records created specifically for kids was the Bubble Books, which Harper Columbia produced between 1917 and 1922 (Burkey, 2013).

Today, audiobooks are more popular, especially the application of audiobook in the classroom. Everyone has been forced to give up certain traditional elements of the way that teaching and learning materials are delivered in this day and age due to the expansion of digital media.

3. Kinds of Audiobook

Audiobooks connect traditional cultural forms, printed literature, and cutting-edge digital technology. Based on Best (2020) stated that a narrative layout (as opposed to, say, a poetry or dramatic screenplay) and works that were initially published in print or online are the two criteria used to characterize audiobooks. They could be either fiction or nonfiction. The audio productions itself can consist of a single reader (often an actor or the author, though teachers and parents who record their lessons will also be taken into consideration) or many readers, possibly with actors voicing various characters. The format of

audiobook is a range of media types, including CD, cassette, and vinyl. However, the majority of the data and studies mentioned here relate to digital recordings.

4. Strengths and Weaknesses of Audiobook

In using audiobook as a learning media, audiobook cannot be separated of the strengths and weaknesses as well as other learning media. Due of its simplicity and ease of use for both of teachers and students, audiobooks are starting to play an increasingly significant role in EFL classrooms. Numerous studies or experiments have been conducted to determine the positive impacts of audiobooks in EFL courses. Brown (2002) also found that by putting the topics being discussed in a circumstance or setting, audiobooks help teachers better understand how to help students understand the topic they are exploring into. It is safe to say that both teachers and students greatly benefit from audiobooks. It demonstrates that audiobooks might be the essential resources that students in an EFL classroom should use.

Additionally, according to O'Day (2002), "audiobooks help students find the confidence to actively read on their own". Since the use of audiobooks does not require a live speaker, several of their properties make them advantageous for students, such as developing independence. Many print materials that are published and used in EFL classrooms are attached with cassettes to supplement the written content in the print materials, according to Brumfit, Flevell, Hill, and Pincas

(1978). They are equally as helpful as printed materials because they help foreign teachers comprehend the materials much better in addition to assisting students. Students who struggle with pronunciation can also get assistance from the audio that are included with printed materials like books.

However, this audiobook also has weaknesses as a learning media. The practice of listening is less enticing to people who do not consider themselves to be auditory learners, according to some critics, who have raised possible concerns with learning styles. Jean Brown (2002), for instance, argued that visual and tactile learners can find extended listening activities difficult and might be “put off” using audiobooks as a result.

D. Previous Study

In conducting this research, the researcher also has references from some researchers who had already conducted the following studies on a related topic, those are:

The first related study is study by Ayunda (2013), under the title “The Effect of Audiobook Use on EFL Students’ Fluency Development”, this study examined how learners were better able to maintain fluency in their second language speech when they used audiobooks to get understandable input on their output. And the findings of this study demonstrated that speaking competency levels between students who were taught using audiobooks and those who were taught using traditional teaching materials

varied significantly. In this study, audiobooks seemed to be a success because they significantly increased oral performance fluency and vocabulary capacity consistency. It has been demonstrated that using audiobooks to teach and study English helps students improve their speaking abilities. They can learn the correct pronunciation of English and enhance their listening comprehension if they regularly listen to sounds from the actual world, such as conversations.

Still in line, the related study about audiobook conducted by Susilowati, et. al (2021), with the title “Developing an Audiobook for Listening Courseware”. The goal of this study is to fulfill the students’ needs. According to their preliminary review, students require creative teaching tools to boost their interest in the listening subject. Students also require learning tools that they can use independently. So, they made audiobook as a solution. And the findings of this study showed that the products produced were in line with the needs of the students and had the ability to increase their independence. The findings of validation tests and trials showed that the developed product is practicable for implementation with an average percentage of evaluation results of 90.71%.

Another related study conducted by Warsihna (2021), namely “The Urgency of Using Audiobook in General Course Learning”. According to the respondent, audiobooks are another alternative form of media that teachers may use to deliver educational materials. This study demonstrated that materials, particularly those for general education courses, can be produced as audiobooks. It is backed up by a number of other research that concur that

using audiobooks to study foundational content may help students connect with one another and more thoroughly explore the subject. This study showed that the majority of respondents thought that using audiobooks in the classroom was a beneficial innovation that may stimulate their curiosity and encourage them to participate actively in their education.

The researcher of this study discovered while exploring for earlier research that using an audiobook is still an unusual option for teaching English speaking. Numerous English-related textbooks, module books, and even e-books are produced. In order to introduce a fresh innovation to the process of learning English, particularly in speaking, the researcher made a digital audiobook as English-speaking supplementary book for the reasons previously indicated.