CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter covers the following sections: theoretical description, previous studies, conceptual framework.

2.1 Theoretical Description

In this part, there are some elaboration of theories related to the research. They are the nature of speaking, the nature of teaching speaking, aspects of speaking skill, classroom speaking activities, speaking assessment, definition of media, function of media in teaching and learning process, the use of video blog in teaching and learning process, the advantages of using vlog in teaching and learning process.

2.1.1 Speaking

2.1.1.1 The Nature of Speaking

According to (Glenn, 2003), “speaking is the verbal use of language to communicate with others”. It means speaking is effective skills by speaking the words related to the messages. Thus, when we talk, we use speaking as our device to communicate. Talking and communicating cannot be separated part of speaking since it is important to share the message that we want to communicate. According to Ladouse (in Nunan, 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”. It means speaking is the necessary thing in people life. Thus, people should master in speaking for having a good communication.

Some experts propose definitions of speaking. (Brown, 2001: 267) stated that, “when someone can speak a language it means that he or she can carry on a conversation”. It means when people talk with his or her friends can talk in one dialogue they are able to get the message. Thus, these skills are the most necessary because it is related to other people. (Harmer, 2001: 46) said that, “speaking happens when two people are communicating each other”. It means
speaking can be successful if more than one people can chit-chat together. According to (Tolin, 2017) “They’re making friendly noises at each other to see if they can find something to talk about”. It means the people need different information if they want to talk. Besides, (Richard and Renandya, 2002) wrote in their book that “speaking is one of the central communication”. It means speaking is the core aspects of doing interaction to other people. Since speaking becomes the core aspects thus, the learners want to learn to know how to produce it correctly.

It is clear that speaking is one of the four skill which is very helpful for learners. So, speaking is important because it helps learners to communicate with their friends. It means learners can share everything without limitation. The learners also can express their idea easily when they are speaking, if they know what they want to speak. So learners’ can learn and also using English for their interaction on their communication activities in daily life.

2.1.1.2 The Nature of Teaching Speaking

(Nunan, 2003) said that, “use the language quickly and confidently with few unnatural pauses, which is called as fluency”. It means the learners use the language if he or she talks without pause and can be say well in communication. Thus, the learner should be able to talk without pause too long, because it will bring impact to their speaking. Besides, teachers also should create a classroom scene where students have real-life dialogue, true activities, and meaningful tasks that help learners practice their speaking skill. The purpose is to make the learners familiar and usually talk in English. In nowadays need that the goal is the teacher could improve students’ speaking skills. Because it help the students to express themselves and they know how to apply it correctly.

2.1.1.3 Aspects of Speaking Skill

Speaking becomes powerful part because speaking is a skill that can make people easily understand what the speaker wants to give. Junior High School students’ speaking ability is expected to be good because they have learned English since some years before but unfortunately they still did not well speak English even though they have many performances related to oral skill in interview and universities as a real life. Based on my observation in SMP N 2
Godean, the learners’ speaking ability is still low and they need more extra attention from the teachers. There are some aspects of speaking performance:

a. Fluency

(Thurnbury) said, “Fluency is an impression a speaker creates, and may only accidentally correlate with accuracy, speech rate, grammatical complexity, etc”. It means fluency is when people able to talk directly to the point about what she or he wants to tell without getting difficulties in speaking to amaze the listener. Thus, the learners should to fluently speak English when doing a conversation, and the learner should reduce such as ‘em a’ words to make fluence.

b. Pronunciation

(Harmer, 2001: 28-33) “provides more issues related to pronunciation”. He suggests pitch, intonation, individual sounds, spelling, and also stress. It means that when the learners want to talk should put attention to the way of pronouncing if the learners wrong in pronunciation it can get wrong meaning also. Thus, the learners able to differentiate how to say it correctly.

c. Grammar

(Coghill, 2003) said, “the grammar of a language is a set of rules that hovern its structure”. It means grammar is the learners have to know the formula and need to check it when they want to deliver a right message. Besides, the learners have to know who is the speaker when she or he wants to communicate. Thus, the learners use polite and formal language such as “might I suggest you try this new model?”. The other side if it is her friends can use informal language such as “can I suggest you try this new model?”.

d. Vocabulary

(Cameron, 2001), “Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language”. It means vocabulary is the first thing that learners must to know before making a sentence. The learners need to memorizing and know the meaning of that words. So, the more vocabulary learners have, it is can help the learners to communicate easily because she or he already knows the words that want to order.
e. Interactive Communication

(Lin, 2009), “keeps connected individuals in society”. It means that the learners have to know to react and respond the question to hold the conversation with other people. For example, the learners can not able to answer a strangers’ question.

f. Appropriateness

(Harmer, 2001: 24), “the term of appropriatineess is related to some variables”. It means the term appropriateness is related when the learners want to communicate they have to put attention such as setting, participants, gender, and topic it is appropriate or not.

2.1.1.4 Teaching Learning Speaking

The teaching and learning of speaking is difficult but it is challenging for the teacher itself. Learners use about three until four years to learn English but they still keep silent and can not use speak fluently. In the classroom they just following the instruction from the teacher without give their own opinions. They find difficulties to answer the question from other people. Here teacher should teach learners to learn how to speak effectively and success to give the information.

2.1.1.5 Teaching Speaking in Junior High School

According to Ladouse (in Nunan, 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”. Speaking is the necessary thing in people life. Students are expected to show their feelings in each situation.

Teaching speaking in junior high school is an challenging for teachers. The other side, junior high school students who are interested in many new things such as a foreign language, English. Junior high school enthusiast in learning, if we can use interesting media. They would like the material that we teach and they become motivated to learn English. It is important to keep their enthusiasm from the beginning they learn.
2.1.1.6 Classroom Speaking Activities

According to (Byrne, 1984), “speaking is oral communication”. It means speaking is someone express their opinions directly and also the speaker must know the aspect of speaking, with a purpose that the message is understandable to the listener or not. Vlog will be very much involved in the activity with record and then will give learners feedback. The other side, (Nunan, 1999) said, “teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking skills through large and small group discussions”. It means teachers should create some kind of media to help the learners succeed in their learning process. It is very necessary for the learners to make them interested, happy, and motivated in the teaching-learning process. It is one of the teachers’ homework. The learners need appropriate condition and also the situation to make they want to focus on the teachers’ explanation. Besides, there are some Jigsaw activities:

a. Short Speeches

The learners given some easy topic, the learners prepare in verbal or written form then they come to the stage to deliver a speech in front of the class.

b. Gap Activity

One person has some information which the other person does not have like an interview or self-introduction.

c. Role Play

Students may be asked to play different roles like a drama. This exercise give opportunity the learners to speak in real life with any situation.

d. Discussions

Discussions started when the teacher give some topics or pictures, and then give the instructions how to proceed it. So, learners discuss the topic after that the leader of the group ask the questions and discussions it.
From the theories above it can be concluded that the language is used to express oneself to be understood by others. Each of that activities is very useful to help students improve their speaking skill.

2.1.1.7 Speaking Assessment

Speaking is the necessary thing in people life, thus learners should learn and use English in their daily life. Thus, when learners learn to speak they should put attention, how to produce the sentence or only say a word in correct pronunciation. Besides, the learners should be able to talk every day in English because it makes them more confident, not nervous, also they not feel confused how to answer the question from other people. Becomes a candidate teacher, especially we need such assessment for speaking skill to find out what learners learn and what exactly they need. The learners’ speaking performances were assessed using a scoring rubric proposed by David P. Harris as it is cited in (Arini, 2014: 25). The rubric is shown in the following table.
Table 2.1 The Speaking Assessment Rubric

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Scores</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5</td>
<td>Has few traces of foreign language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Always intelligible, thought one is conscious of a definite accent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Very hard to understand because of pronunciation problem, most frequently be asked to repeat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Pronunciation problem to serve as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5</td>
<td>Make few (if any) noticeable errors of grammar and word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical and or word orders that do not, however obscure meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Make frequent errors of grammar and word order, which occasionally obscure meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Grammar and word order errors make comprehension difficult, must often rephrases sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors in grammar and word order, so, severe as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>5</td>
<td>Use of vocabulary and idioms is virtually that of native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>5</td>
<td>Speech as fluent and efforts less as that of native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Speed of speech seems to be slightly affected by language problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Speed any fluency are rather strongly affected by language problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Usually hesitant, often forced into silence by language limitation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension</td>
<td>5</td>
<td>Appears to understand everything without difficulty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Understand nearly everything at normal speed although occasionally repetition may be necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Understand most of what is said at slower than normal speed without repetition.</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
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<tr>
<td></td>
<td></td>
<td>1</td>
<td>Cannot be said to understand even simple conversationn.</td>
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</tbody>
</table>
2.1.2 Definition of Media

Media can be said as devices that help the teacher to make material be easy to understand. It means media can help the teacher to teach more effectively and also efficient. Besides, media can be used effectively where the teacher is not available or not in her/his place. For example, if the teacher can not come into the class, the teacher can give material through media. In teaching and learning process, media is the teacher’s ways to communicate with the students. Thus, teachers should know what kind of media which are appropriate to the students in teaching and learning process. However, the researcher chooses vlog as the media in teaching and learning process. The use of vlog in teaching and learning process can be more communicative than long explanation from the teacher. Besides, vlog can make students enjoy and interested in teaching and learning process.

(Arsyad, 2005: 15-16) explained that, “use of teaching media in the orientation phase of teaching will help the learning process and effectiveness of delivery and content of the subject at the time, as it also raised the motivation”. It means the function of media in teaching and learning process is students more motivated, they will interest and put extra attention with the material, the teachers can get easy and simple to get the file also the teachers not wasting time, it is very effective to the teachers. So many benefits we can get from media. The teacher also has to see this advantages. It means that media can be the tool to catch students’ attention.

2.1.3 Vlog

2.1.3.1 The Essence of Video Blog in Teaching and Learning Process

There are a lot of types of media that can be used to teach speaking. According to (Saric, 2018), “as a vlogger (video blogger) you record videos of your life, thoughts, experiences and opinions, and share them with the world. It means video blog can be useful to support all the activities in teaching and learning process. To support theory about video itself (Harmer, 2001: 290) states that, “video could be supplied simulations, not only because it could give feedback when students could be watched themselves and evaluate their performances, but also because the presence of the video helped to make students feel more realistic”. It means video in nowadays today is teachers can use a video because it is short or
simple and also easy support in teaching and learning process. Is it not big different because video is an application while vlog is the person who talk in the video. In this research video blog can consist of some minutes not too long but useful to practice students’ learning process. These video blog can be accessed to the gadget and computer. It is easy to access.

It is clear that short segments of video blog are more effective in the teaching-learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students. At least, they can be easily to use a gadget to record their video. Not only record but the learners also can check how far the progress their speaking skill.

2.1.3.2 The Advantages of Using Vlog in Teaching and Learning Process

According to (Saric, 2018), “as a vlogger (video blogger) you record videos of your life, thoughts, experiences and opinions, and share them with the world. It means by using vlog students could express their feeling and also they can practice their speaking ability into this media. Besides, using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many times as they want. According to (Flynn, 1998), video helps the students to understand the instruction more then use a textbook because: “video bring language in the context of life in realistic settings to the classroom”. It means video can help learners to face the real world. Besides, video can be an effective way to get students’ attraction and increase their motivation. The other side, with video the teaching-learning process is more flexible accessible and memorable and video can bring the new information, the last video can make students improve their speaking outside the classroom. According to (DU) “YouTube is a website designed for sharing video. Millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch. Every minute of every day, more than 35 hours of video is uploaded to YouTube”. It means Youtube is the place to the learners upload the video free. Video blog is consist of some minutes. Learners can make video than after that she or he can uploaded into Youtube.

From the explanation above, it can be concluded that video blog brings many advantages to teaching and learning to speak. Using video blog in teaching speaking gives an authentic of English. It is interesting and motivating for the
students to learn. However, the teacher should also manage the use of video blog and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

2.1.3.3 The Classroom Activity Using Vlog

Activity in the classroom is very important to make learners active, here teachers should choose the right methods to make learners can get more opportunity to speak up and to make them chance deliver their opinions. (Siegchrist, 2012) states that, “the students are able to see their teacher demonstrate that topic though a vlog”. Teacher can also vlog class lectures for students to refer to as needed. Students can get benefit from other professionals or their peers, they can also be the ones to upload vlogs to share with others.

Teachers need media to make learners more active, in purpose to know that the learners already understood about the material or not. Sometimes learners get difficult to show their sentence, they just keep silent in front of the people, or because they feel shy unconfident and the other aspects that make them to be the listener. Teacher can choose vlog in to the classroom acivity. Learners can choose a vlog in the classroom to support their progress of speaking. From vlog learners can practice how to say a word even the sentence.

2.1.3.4 Vlog Selecting Criteria

Learners can make vlog without spent much money because they can use their handphone. They can use the camera to record it. But to make real vlog learners need to speak more clearly and have one topic to make vlog. When, learners want to make vlog, the first thing that she or he have to know is decide the topic. The learners prepare the topic about what they want to tell in to the vlog. Learners prepare the gesture when they want to deliver the topic. So the learners need to combine topic between gesture before record the video. Here, learners pay attention before take vlog.

According to (Petter, 2018), first “you need to talk to people on your level and then everybody grows at the same time together”. It means the students could collaborate. Second “right now on Youtube there is a trend of drama”. It means the students be honest. Third “the students has to be consistent in its message”.

If learners are not confident about the record, she or he can repeat again as long she or he believe that the video is satisfied. When the students finish make the video, they can show to their parents and also friends. They can also ask opinion from the other person. From that learners also learn how to know their lack of without get angry from other opinion.

2.1.3.5 Vlog Teaching Technique

The use of technology in the classroom has simply given education a new chance to approach old methods in new ways. According to (Siegchrist, 2012), “students learn best when teachers vary their instructional delivery and teach using as many senses as possible to give the student the ability to master the information that they are being given in a way that is most tangible for them”. The class becomes interesting in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next meeting, they can be give any topic that they already know. This technique allow learners explore their imagination. The learners will try to give their own opinions.

In purpose to let learners focus on exploring a topic which interests them and learn about themselves.
2.2 Previous Studies

In doing this research, it is necessary to enclose review of previous studies to avoid replication. Some similar studies have been conducted to find out the implementation of Video blog to improve speaking skill. There are three previous studies that related to this research.

The first, (Ernawati, 2012) on her research entitled “Video Clips to Improve the Speaking Skills”. In this research, it discussed the use of Video Clips will give contribution as valuable media to the language teaching and learning process. The objectives of this study were to improve speaking skills of the fourth-grade students. The findings of this study show that the use of video clips in teaching of speaking improves the students’ confidence, motivation, involvement, and aspects of speaking skills.

The second, from (Purnawan, 2016) on his research entitled “Improving Students’ Speaking Participation Through Video Recording Method”. This research focused on improving students speaking skill in the teaching and learning process. The results showed that the students were more active in the speaking activities.

The third, the research from (Mandasari, 2014) on her research entitled “Improving Students’ Speaking Skill Through Video Dubbing”. This research is discussed students to improve speaking skill using video dubbing in the teaching and learning progress. The results of this research (1) students were more active in speaking activities; (2) students were more enthusiastic in doing activities; (3) the students were more motivated to speak English.

From the study above, the researcher compares her research with those of Ernawati, Purnawan, and Mandasari. There are the similarity and differences between her study and those; (1) the instrument used by action classroom research, (2) the video was used for teaching speaking skill in classroom. The differences are the location of the research and the subject of the research. The result of Ernawati’s thesis is teaching students speaking skill through video clips was possible classroom techniques to the fourth grade of Sengon. The result of Purnawan’s thesis is improving students’ speaking participation through video recording
method was comfortable to the seventh graders of SMPN 8 Yogyakarta. The result of Mandasari’s thesis using video dubbing was to help students easily improve students speaking skill to the Senior High School of Kebakkramat Karanganyar.
2.3 Conceptual Framework

In learning English, there are four basic skills such as listening, speaking, reading, and writing. As stated earlier, speaking is one of the language skills that should be achieved by Junior High School students. This skill is the most challenging and students cannot speak fluently because of many influences; they lack motivation or they feel afraid of making mistakes. Actually, it is important for students to improve speaking skill in purpose to communicate directly by showing their ideas in real life.

Figure 2.1 Conceptual Framework
To solve this problem, the teacher should be able to use another method on improve students speaking skill. It is believed, that the use of vlog activity in the students speaking class will give positive impact to their speaking skill. Vlog it self is a short video or story created for posted on the Internet for public viewing. Besides that, vlog can make the students remember something memorable and also enjoyable. It can get their enthusiasm. Video blog very benefits to the learners. By using this media, students may be able to speak up and practice. That why the researcher chooses vlog as an effective media to help students to improve their speaking skill.

From the explanations above, it is clear that students have to be given a right method to face with their difficulties in mastering speaking skill. Thus, Video is a tool that can help the teacher to create a fun learning so the goal to master speaking skill can be reached. Video blogging offers students to think creatively and improve themselves to build speaking skill and also confidence.

In teaching speaking, the teacher takes the materials from the course book. The speaking activities in the class are reading monologue activity and more activities taken from the book. The teacher will give clear explanation about the monologue. After that, the teacher asks students work in pairs to make the dialogue. Then the students will present it in front of the class.