

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review to related literature. There are three sub-chapters are covered. They are theoretical study, previous studies, and the last is the theoretical framework.

A. Theoretical Study

The writer carries out some underlying studies as guidance. This chapter shows the review of some theoretical studies based on many experts. The review is divided into 2 parts; they are speaking and vlog.

1. Speaking

In this part the writer explain about the definition of speaking, types of speaking, and the concept of teaching speaking.

a. The Definition of Speaking

According to Brown (2004: 140-141), Speaking is a producing skill that can be directly and objectively observed; nevertheless, these observations are invariably influenced by how well a test-taker can listen, which inevitably undermines the validity and reliability of an oral production test. Speaking is one of the four language skills (listening, reading, writing and speaking). Speaking creates several challenges, including those for children who lack the vocabulary necessary to initiate and joining the conversations in English.

Zhang (2009: 93) claims that speaking is still the most difficult skill for most English learners to learn, and that they are still unable to communicate verbally in English. Therefore, Hinkel (2005: 485) states that communication problems arise when a learner comes across a word they do not comprehend, a word form they are unfamiliar with, or discovers they are unable to articulate their intended meaning. From some of the statements above, it can be interpreted that there are many factors that influence a person in improving their speaking ability. However, to master speaking skills fluently, one must master several components in English.

Harris (1974: 84) states that speaking skill can be subdivided into at least five different parts, including fluency, pronunciation, grammar, comprehensibility and vocabulary. to master the components above requires quite a long time by getting used to speaking in English. Learning speaking skills in English requires great motivation, this will make it easier for someone because through strong motivation will make someone more enthusiastic and serious about getting something they want. The central aim of the majority of language learners' attendance at language class is to become fluent in oral communication (Richards & Renandya, 2002: 204). Mastering the ability to speak fluently is an extraordinary achievement, and in this process, of course, someone needs a tutor or

teacher from various aspects such as in the classroom or via the internet.

According to Harmer (2008: 123), the learners should and can be very engaged in effective speaking activities. They will feel a sense of fulfillment from it if they are all participating actively and the teacher has set up the activity effectively and is able to provide understanding and helpful feedback.

b. Types of Speaking

There are five basic types of speaking. Brown (2003: 141-142) describes five types of speaking as clarified in the following:

1) Imitative

This type of speaking involves the test taker to simply copy words, phrases, or sentences like a parrot back (imitate); grammar is also used as an assessment standard, but pronunciation is the most important. Students need to get some information and recreate it verbally without having to add any additional interpretation and all they resemble is the only information they had heard.

2) Intensive

Intensive speaking involves producing short stretches of speech with little interaction between teacher and student. Understanding of meaning is required to respond to certain tasks,

such as answer tasks, reading aloud, limited picture tasks, and so on.

3) Responsive

Responsive assessment involves an understanding test with standard salutations and very short conversations. As a result, the speaker is encouraged to speak quickly in order to maintain authenticity.

4) Interactive

The main distinction between interactive and responsive speaking is the length and variability of the interaction. The number of participants is also important because some conversations require more than two people. Transactional communication and interpersonal exchange are two types of interaction.

5) Extensive (monologue)

Extensive speaking requires a wide range of spoken production, and it is an important speaking skill that necessitates a strong language element. Extensive speaking assignments include speeches, presentation skills, and storytelling.

However, speaking is the fundamental skill of communication. In real-life situations, spoken language presupposes communication skills to express ideas.

c. The Concept of Teaching Speaking

In this part, the writer present two concepts of teaching speaking as follows:

1) Teaching Speaking Strategies

From the discussion above, we can see that speaking skill is very important for human life in this era, through the right approaches and strategies can support the process of learning speaking skill in English. According to Brown & Abeywickrama (2010: 14), an approach is a principled foundation from which the teacher can choose specific designs and strategies for teaching a foreign language in a specific context. Thus, learning speaking skills is very effective when done in the classroom through interaction between the teacher and students using various learning strategies that make students comfortable and easy to understand the material being taught.

Brown, Gillian and Yule (1983: 25) declare that learners can learn spoken language in a variety of ways, the majority of which are written, and thus they provide some task-based strategies:

a) Description Task

The students are required to be able to explain things through identify and distinguish objects in pictures, which

could be contributed by providing list of noun or adjective and nouns to enhance the learners' speaking production.

b) Instruction/Description Task

The students are asked to explain and gives orders by using diagram or series of cards to their partner. The task can be done by two or more students working in a group.

c) Storytelling

In which students are asked to tell a story using a series of pictures, in which students are motivated to tell a story and interact with their audience.

d) The Eye-Witness Account

The students should complete this task with a partner. The students must be able to convey meaning in a picture when the other students guess the same picture in another location simply by listening and interacting with their classmates.

e) Opinion-Expressing

The learners are encouraged to use spoken language by presenting them with various topics through the use of a movie, reading news, or even looking at a photograph, so that the learners can describe their opinion.

From the statements above, there are many approaches and strategies that can be used in learning to improve students'

speaking skills. With an increasingly sophisticated era, learning strategies can continue to develop and become more varied.

2) The Importance of Teaching Speaking

Teaching speaking is a situation where a person (speaker) aims to improve the speaking skills of other people (hearers) through the media, direct interaction and communication. According to Brown (2010: 7), teaching is guiding and facilitating learning, allowing the student to learn, setting the conditions for learning. Teaching must be viewed as a process that includes the teacher, the student, the material, and the setting. To achieve what is referred to as effective teaching, all of the components required in teaching must be maximized. According to the statement above, teaching speaking is usually carried out in educational institutions which aim to facilitate students to be able to improve their speaking skills. speaking skills fluently are needed in various companies due to the ever-growing influence of technology and communication.

Usmonov (2020: 1-5) declares that students and the general public must learn these foreign language skills to achieve high competence in speaking and writing so that they can use English as communication, especially in the study and work activities. In addition, English is an international language for communicating between countries. Because its mastery is limited

to linguistic skills, English as the world's social language is not only an academic requirement, but it is also a medium of international communication. (Hu & McKay, 2012: 345-362) declare that to get good speaking skills, one must study seriously, namely by getting used to saying English sentences in everyday communication. Thus, someone who has good speaking skills will be more confident in expressing his opinion. Fauria & Zellner (2015: 90-99) state that because of the importance speaking skills in the form of work, academic and social life in society, every participant must understand and be able to apply thoughtful and skillful ways of speaking so that they are easy to communicate and achieve the goal of communicating well and pleasantly. Therefore, teaching speaking in English is very important to provide knowledge that will be useful in this modern era.

2. Vlog

In this part the writer will present about the definition of vlog and application of using vlog as learning media in this below:

a. The Definition of Vlog

The development of the world of technology is very influential for our lives, such as the emergence of the term vlog which is very popular in the internet world. Vlog is a combination of video and blog, which means a combination of audio and video that is

made by someone and then shared through a website or application with the aim of providing information to the audience.

According to Watkins & Wilkins (2011: 113-119), Vlogs are personal diaries in the form of video and audio that are shared on social media. Whereas, Biel and Gatica-Perez (2010: 211-214) state that Vlog can be defined as a form of media for communication that consists of online broadcasts which is created and posted. Nowadays, vlogs are in great demand among content creators to earn income through internet media, such as YouTube, Tiktok, Instagram, Facebook and others.

According to a recent study, you should post the results of your Vlog on various internet-connected media platforms such as YouTube, Dropbox, WhatsApp, email, and Facebook, among others (Anil, 2016: 244-259). While recording videos can be referred to as vlogging, vlogging habits can improve speaking skills such as being more confident and easy to interact with others.

Watkins & Wilkins (2011: 113-119) declare that it analyzes Vloggers' three-time Vlogs, and the results show that it helps them practice speaking in front of the camera and build their confidence. Thus vlogs are very useful for creators and viewers because they benefit from each other. This means that vlogs can be useful in the world of education by becoming a medium for learning to improve students' abilities.

b. Application of Using Vlog as Learning Media

With the easy use of the internet today, vlogs can be a medium for learning. Mutmainna (2016: 27-35) claims that integrating technology in the classroom environment is one of the most recent approaches to teaching and learning English in the English classroom. Furthermore, according to Aydin (2014: 244-259), Research shows that the use of blogs is important in developing interactions among students and between teachers and students in the target language.

The use of vlog media will be very interesting and make you more focused because you can see directly through the video that is displayed so that students can easily understand the material conveyed in the lesson. The application of vlogs as learning media is very commonly used at this time, but the role of the teacher is very important, in which a teacher must be able to choose the right vlog and according to the material to be conveyed.

According to Smaldino et al (2007: 289), there are some criteria that teachers should consider when using video.

1) The Sightlines

To ensure that everyone can see and hear the video, check the lighting, seating, and volume control.

2) Mental Preparation

Prepare students mentally by briefly reviewing previous related research and posing questions about the current topic.

3) Organizer in Advance

Make a list of the main points to be covered in the video on the chalkboard.

4) Vocabulary

Any vocabulary can be previewed.

5) Short Sections

Display only 8 to 12 minutes of video at a time. Introduce the first segment and play approximately 10 minutes of the video before stopping at a logical break point. Discuss the segment before introducing the second segment and comparing it to the first. Teachers are not required to show everything.

6) A Good Example

Most importantly, participate in the video. When the teacher asks for a response, the students pay close attention and respond.

7) Following Up

Follow up on the video with meaningful activities. This is a fantastic feature to use because it displays the events in great

detail. Accuracy and precision in media selection will support the effectiveness of learning activities, and the use of video media requires the skills of a teacher to be accomplished well.

B. Previous Studies

In this study the writer uses two previous studies. The first previous study is journal from Harahap, et. al. The research was published in 2023, the researchers from the Faculty of Languages and Arts, Yogyakarta State University and Makassar State University. The title was "Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang". The purpose of this action research project was to examine whether or not students' usage of TikTok apps led to an increase in their ability to articulate and deliver a narrative text orally.

The data in this research consist of qualitative and quantitative data. This study used a number of instruments to collect data, including: a teacher interview guideline, a student interview guideline, a student observation checklist, a pre test, and a post test. The quantitative data were obtained through the mean score of the students. The researcher also used Kemmis model as a theory.

The result of the research showed that the use of the TikTok Application is able to improve students' speaking skills. Based on the qualitative data, the TikTok app has given them more confidence in speaking English by encouraging them to narrate stories through video. Based on the

quantitative data, the students' speaking scores and the number of students who performed each indicator increased. In the second cycle, the average was 69.11. Scores and averages improved in the second cycle compared to the first. Students with a score of 56 or above also increased as a percentage of the student body. The percentage of students who scored 56 or above on the pretest was 4% (16.0%). The percentage of cycle I students who scored 64 or above on the final exam was 32.0%, with 8 students reaching that mark. Ten students (40.0%) in Cycle II achieved a score of 76 or above on the final exam. Specifically, from the first to second meeting, the students showed substantial improvement in their oral communication skills. It can be concluded that the students' speaking skills improved.

Further, the difference of previous research with this study that we both use different media and technique of data collection, the writer uses Video Blog (Vlog) media with qualitative data, meanwhile the previous research used Video Tiktok Application with qualitative and quantitative data. The the similarity this study and the previous research is improving students' speaking skill by using kemmis and mc taggart model. Then, to collect the data by observation, interviews and test.

The second previous studies from journal created by Dina Syarifah Nasution in 2023, the researchers from STAIN Mandailing Natal. The title was "Improving Students' Speaking Ability Through Movie-Based Classroom Activity. The research aims to measure the implementation of movie-based classroom activity on improving students' speaking ability of grade XI akl at

SMK N 1 Panyabungan. The data of this research was analyzed two method of data analysis. Quantitative data analyzed was used to examining and interpreting data from implementation of movie and speaking test. The data taken from observation and interview was used qualitative data analysis.

The result showed that the implementation of movie-based classroom activity better improves students' speaking ability. This can be evidence from the students' mean which better gradually improved in first cycle and second cycles that there was significance value on students' mark on speaking test through the implementation of movie-based classroom activity. The result of the first cycle, slow students' speaking mean score increased from 7.4 to 9.9. It means the students speaking ability increased for 34.4%. Meanwhile, bright students' speaking mean score increased from 11.6 to 13.3. It means the students speaking ability increased for 15.4%. Next, the result of the second cycle, slow students' speaking mean score increased from 9.9 to 12.4. It means the students speaking ability increased for 24.8%. Meanwhile, bright students' speaking mean score increased from 13.3 to 14.8. It means the students speaking ability increased for 10.8%. From the result of the two cycles, it can be concluded that watching movie activities is a good activity for speaking class.

Further, we both uses difference way in improving students' speaking skill where this research focuses improving through Video Blog (Vlog) media with qualitative data, meanwhile the previous research used Movie in improving students' speaking skill with qualitative and quantitative data. Then,

the similarity this study and the previous research is improving students' speaking skill and as well as the isuses in technique of data collections which are observation, interviews, and tests.

C. Theoretical Framework

The writer applied descriptive qualitative method in this research. Descriptive qualitative research is a method in which the writer has no influence over the variables; we can only report that is happening (Kothari, 2004: 3).

This research applied the principles of action research. The design of this kind of this research based on Kemmis and McTaggart in Burns (2010: 8). Further, Kemmis and McTaggart in Burns (2010: 8) states that classroom action research begins with planning, applying action, observing and reflecting. Planning is the preparations for the implementation of classroom action research, such as: Preparing a learning implementation plan and making learning media.

Acting is a description of the action to be carried out, the work scenario of the corrective action to be carried out and the action procedure to be implement.

Observing this observation is doing to see the implementation of all the plans properly, there are no deviations that can give less than optimal results in improving student learning outcomes.

Reflecting is an evaluation activity about the changes that occur, so the results obtain for those collect as a form of the impact of the actions will be designed. Starting from this reflection, an action improvement in the form of re-planning can be carried out.

This research conducted in two cycles. They were first and second cycle. The result and weakness in cycle I will continue and repairing in cycle 2. Steps of the class action research can be seen in this following picture:

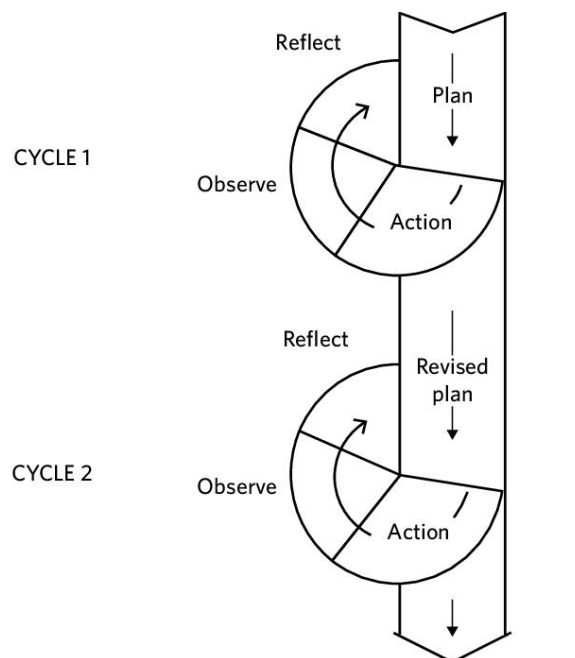


Figure. 1. The model of action research of Kemmis and McTaggart in Burns

1. Planning

- a. The researcher prepares the material that will give to the students in this section.
- b. Making teaching plan based on the curriculum, and prepare the material of teaching process to communicative tasks. Making all of

the data collection instruments to gather information, such as an observation list and an interview questionnaire list.

2. Acting

- a. Explanation of the purpose of the learning process, particularly the use of communicative tasks to improve speaking skills.
- b. Motivating and encouraging students to participate in class.
- c. Explaining to students what needs to be done in the learning process in relation to the use of communicative tasks in the teaching process.
- d. Giving material based on the lesson plan and gives tasks to the students while doing the tasks the researcher can observe the class and students or interrupt to give some suggestions or advise.

3. Observing

- a. The researcher identifies and records all problems, situations, and conditions encountered during the teaching and learning process.
- b. Performing some evaluations that use the study's findings to determine the level of students' speaking skill.
- c. Giving students the opportunity to make suggestions in action research.

4. Reflecting

The data will continue and discuss with a partner or teacher in order to plan in the next cycle.