

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. The Importance of Speaking Skill

Speaking is a way to express, communicate, or show opinions, feelings, ideas by talking and it transfers the information of what the speaker wants.¹ While, according to Jones, in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.² Meanwhile, Littlewood says that speaking is communicating effectively to a partner and producing certain language forms in an acceptable way.³ So we can say that speaking is the ability of someone to communicate to the others.

Penny Ur states that speaking seems to be the most important.⁴ The goal of learning a foreign or second language is to gain the ability to communicate using the target language. The students should be made aware that the language they are studying is a tool of communication. Students do not truly realize that foreign or second language is even spoken and exist

¹Gillian Brown and George Yule, *Teaching the Spoken Language : Approach Based on the Analysis of Conversational English* (Australia : Cambridge University Press, 1999) p. 14

²Pauline Jones, *Talking to Learn : Planning an Oral Language Program* (Melbourne: PETA, 1996) p. 12

³William Littlewood, *Communicative Language Teaching : an Introduction* (Cambridge: Cambridge University Press, 2002) p. 16

⁴Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009) p. 120

outside the classroom. In speaking, the students have to learn how to speak fluently. The communication is effective if the speakers can express themselves clearly, fluently, and accurately. Therefore, learning a language is learning how to speak the language.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.⁵ Consequently, learners often evaluate their success in language learning on how much they feel they have improved in their speaking skill. Thus, it emerges many varieties of approaches to learn speaking, ranging from direct approaches focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction.

According to Jack C. Richards, taken from Brown and Yule framework, he uses three-part expanded functions of speaking to design the suitable materials for the students. There are *talk as interaction*, *talk as transaction*, and *talk as performance*.⁶ Each of these activities is different in terms of form and function and needs different teaching approaches.

a. Talk as interaction

Talk as interaction refers to the conversation that we usually do. It describes interaction that serves a primarily social function. The focus is

⁵ Jack C. Richards, *Teaching Listening and Speaking: from theory to practice* (New York: Cambridge University Press, 2008) p. 19

⁶ Jack C. Richards, *Teaching Listening and Speaking*, p. 21

more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, public announcements, and speeches.

Based on those functions of speaking, teacher needs to have appropriate approach to teach speaking to the students in terms of what function is the goal of the learning process. After the teacher decides the appropriate approach, then indicators are needed to measure the students' progress.

2. Indicators of Speaking Skill Improvement

According to Van Duzer, students' speaking skill and their speech habit have an impact on the success of any exchange. Students, as the speaker, have to be able to anticipate and then produce the expected patterns of

specific discourse situations. They must also manage other elements such as rephrasing, providing feed back, turn-taking, or redirecting. The speaker must know the usual pattern that such interaction follows and accesses the knowledge as the exchange progresses. They must also choose the correct vocabulary to describe things on that topic, rephrase or emphasize words to clarify the description, and use appropriate facial expressions. Other things which are included into indicators of good speaking skill:⁷

- a. Producing sounds, stress patterns, rhythmic structures, and intonations of the language.
- b. Using grammar and structure accurately.
- c. Selecting vocabulary which is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.
- d. Applying strategies to enhance comprehensibility, such as emphasizing keywords and rephrasing.
- e. Using gestures or body language.
- f. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar and structure to maximize listener comprehension and involvement.

⁷Mary Ann Cunningham Florez, *Improving Adult English Language Learner's Speaking Skills*, National Center for ESL Literacy Education, June 1999, P.1

3. Types of Speaking

There are some basic types of speaking. According to Brown, he states on his book that there are five basic types of speaking.⁸

a. Imitative

The first of the types of speaking performance is the ability to simply parrot back or imitate a word, a phrase, or a complete sentence. The focus of this type of speaking performance is on the pronunciation. No inferences are made to understand or convey the meaning or to participate in an interactive conversation. The speaker should retain the short stretch of language that must be imitated.

b. Intensive

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture).

c. Responsive

This type of speaking includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2004), p. 141

d. Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Extensive speaking includes speeches, oral presentations, and storytelling. The language style is frequently more deliberative or planning is involved in this type of speaking.

4. Teaching Speaking

One of the most difficult aspects of language learning for the teacher is to help the students learn to talk in the foreign language.⁹ Students are usually faced by some problems in learning speaking. They are not conversant with spoken English. These are some problems with the speaking activities which are faced by the students.

⁹Gillian Brown and George Yule, *Teaching the Spoken Language : Approach Based on the Analysis of Conversational English*,p. 25

a. Inhibition

Speaking involves the students' real-time exposure to the audience. Students are often inhibited about what to say in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention from their classmates.

b. Nothing to say

Teacher often hears students complain that they cannot think of anything to say. They cannot express anything when they feel that they should speak on the topic they are unfamiliar with it.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each student will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.

d. Mother-tongue use

Students may tend to use mother tongue where a number of students share the same mother tongue. They may tend to use it because it is easier, it feels unnatural to speak to one another in a foreign

language, and they feel less exposed if they are speaking their mother tongue.¹⁰

Based on those problems faced by the students, teacher must have and set some techniques, teaching media, and good preparation to overcome those problems and create interesting atmosphere in the class. The interesting atmosphere in the class can encourage students to speak or do the speaking tasks.

There are three basic reasons why teacher should give the students speaking tasks which provoke them to use all and any at their command.

- a. Rehearsal : getting the students to have a free discussion or take part in a role play allows them to rehearse such a real-life event. It is a way for the students to 'get the feel' of what communicating in the foreign language really feels like.
- b. Feedback : it provides feedback for both teacher and students. Teacher can see how well the students are doing and what language problems they are having. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with the teacher guidance can encourage them into further study.

¹⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory*, p. 121

c. Engagement : good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks are intrinsically enjoyable in themselves.¹¹

5. The Use of Technology: Video Camera

The use of video has been very common in education recently. Many teachers experience the power of the video in the classroom. The power is even enhanced by concentration on short sequences.¹² The moving pictures excite interests of the students in learning. Several studies show that video is very useful to encourage students' motivations. It can be used at every level of the students, both as the supplementary materials for language reinforcement and skills practice and as the main component in a teaching-learning process. It offers several positive values rather than other traditional materials such as text book.

Tools which are needed to make a video are such as handy cam, digital camera, or video camera on the smart phones or gadgets. Dealing with the increase of technology, video camera has become smaller, lighter, cheaper, and easier to be used. It makes the teacher possible to make educational videos. It can be used to record and view students' performances. Students

¹¹Jeremy Harmer, *How to Teach English*, 87

¹² Jane Sherman, *Using Authentic Video in the Language Classroom* (Cambridge: CambridgeUniversity Press, 2003), 2

can also use video camera for rehearsal. They record and then watch to see how they can improve their performance.¹³

According to Helena Ceranic, she states on her book that the activity of recording students' speaking performance using video camera or Dictaphone can become a great way. The process of recording students' performance will seem formal and professional. Students often tend to persist on their roles and do the best if they know that their performance can be replayed and evaluated.¹⁴ While the students know how good their speaking skill is by evaluating their video record, they also know which part of their performance that should be improved.

Video camera can be used to record some activities which are related to the students' speaking skill. The activities are such as presentation, storytelling, and role play. And then the video record can be presented in front of the class. Students can use it for rehearsal or discussion with their classmates.

6. Video record

In the subject area of language education, the students' activities related to the use of video and video camera are¹⁵:

¹³ Johanna E. Katchen, *Using the Video Camera to Improve Speaking and Performance Skills* (Taipei: Crane Publishing Co., Ltd., 1992), Papers from the eight conference on English language teaching and learning in the Republic of China (pp. 531-540)

¹⁴ Helena Ceranic, *Panduan Bagi Guru Bahasa Inggris* (Jakarta: Erlangga, 2011) p. 74

¹⁵ Bell, L., & Bull, G., *Digital Video And Teaching*. Contemporary Issues in Technology and Teacher Education. Vol. 10, Issue 1. 2010.

- a. Watching video clips of everyday conversations in films or television broadcasts or music that can be replayed and processed in multiple ways.
- b. Interacting with native speakers through live video conferencing.
- c. Creating video of student conversations or skits or narrations of past events that demonstrate language mastery.

The use of video record or the activity of videoing in the speaking lesson has many advantages. The videoing activity can increase a level of someone's self-confidence. It can also be used to know their weaknesses in speaking. Although it has many advantages, it will cause no end of trouble if it is used without any proper preparation. However, a little practice with your video camera and attention to a few details will minimize your problems. Below are some points which are useful to use video record in the speaking class¹⁶:

- a. Preparing equipment
- b. Explaining procedures
- c. Videotaping or recording the video
- d. Checking the video
- e. Presenting the video
- f. Having evaluation

¹⁶ Ibid

7. Narrative Text

Kinds of text which are taught to the 11th graders on the 2nd semester are narrative text, spoof, and hortatory exposition.¹⁷ For this research, the researcher chooses narrative text. Narrative text is a piece of writing which tells a story. The story can be imaginary or based on real incidents. The communicative purpose of the text is to entertain the readers with a fairy tale or actual or vicarious experience. The generic structure of the text is orientation, complication, resolution, and re-orientation:¹⁸

- a. Orientation : Sets the scene and introduction the participants, characteristics, time, and place.
- b. Complication : Tells the beginning of the problem which leads to the crisis of the main participants.
- c. Resolution : The crisis resolved for better or for worse.
- d. Re-orientation : The moral value which we get by reading such text (optional).

8. Speaking Assessment

To know the students' achievement after they are treated by the video record, their speaking skill is measured by using five point scale, or known

¹⁷ Perangkat pembelajaran: Standar Kompetensi dan Kompetensi Dasar. Bahasa Inggris SMA, KTSP.

¹⁸ Buku Program Pengayaan: Program Intensif Belajar, Bahasa Inggris kelas XI semester 2. SMA Negeri 1 Taman

as FSI levels (because they were first advocated by the Foreign Service Institute in Washington, D.C.)¹⁹.

There are five components which have rating range from 1 – 5 with different criteria (from the lowest to the highest). The components are grammar, vocabulary, comprehension, fluency, and pronunciation. The rubric for students' speaking skill is presented as follows:²⁰

Table 2.1
Rubric for Students' Speaking Skill

Category	Level	Criteria	Score
Grammar	I	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy	
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Vocabulary	I	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	
	III	Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word.	
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	

¹⁹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2004), 171

²⁰ Brown, *Language Assessment...*, 172-173

	V	Excellent: Speech on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	
Comprehension	I	Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average to Poor: Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge)	
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speech.	
	IV	Very good to good: Speaker can understand any conversation within the range of his experience.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Fluency	I	Poor to very poor: Speech is halting, very slow, and fragmentary that conversation is probably impossible.	
	II	Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words.	
	IV	Very good to good: Speech is smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Speech on all professional and general topics as smooth and effortless as a native speaker's.	
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average to Poor: Accent of the speaker is intelligible though often quite faulty.	
	III	Good to average: Errors never appear with understanding. Accent may be obviously foreign.	
	IV	Very good to good: Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	
TOTAL SCORE			

Scale of the Level

I	: 1 – 4
II	: 5 – 8
III	: 9 – 12
IV	: 13 – 16
V	: 17 – 20

Table 2.2
Conversion Table of the Total Score

Total score	Level of students' speaking
4-24	C
25-44	B
45-64	B+
65-84	A
85-100	A+

Table 2.3
Description Table of the Total Score

Level	Description
C	Unable to function in the spoken english language
B	Can innitiate and maintain predictable face-to-face conversation and satisfy limited social demands.
B+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
A	Able to speak the language with sufficient structural accuracy and

	vocabulary to participate effectively in most formal and informal conversation on practical and social topic.
A+	Able to use the language fluently and accurately on all levels

(Adapted from H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*)

B. Previous Studies

Muhammad LukmanSyafii's study shows that the students have the same problems to face in the speaking class. The problems are the students have low speaking ability, low motivation to learn English and no idea to speak up. The result of his study states that students feel enthusiastic to the lesson which uses appropriate technique to overcome their problems in the speaking class. He implements role-playing technique as an appropriate technique to overcome the students' problem. And the result shows that the students' speaking skill is improved from one cycle to the following cycle. It also shows that students' motivation is increase when the teacher uses the appropriate technique to overcome the students' problem.²¹

According to YuliKumala Sari in her research, one of the factors causing low ability in the speaking class is teaching techniques used are less attractive. By implementing videos in teaching speaking, she finds that the students' speaking appropriateness improves. And the video such as commercial break and

²¹Muhammad LukmanSyafii, *Improving the Speaking Ability of the Eleventh Graders of Madrasah Aliyah Al-Islam Kapas, Sukomoro, Nganjuk through the Role-Playing Technique*. Unpublishedthesis.State University of Malang. 2011.

documentary film makes the students be curious and stimulated in joining speaking activity. This study focuses on implementing a video in a speaking class. The teacher shows a video in the class and then the students discuss it with their friends. This study is conducted to know the improvement of students' speaking skill and students' motivation in speaking class. She uses CAR (Classroom Action Research) in her study.²²

On Nana Priajana study, he finds that the students have some problems in speaking class. The problems are the students have less motivation to speak, poor grammar and vocabulary, and some errors in pronunciation. To overcome the students' problem he implements video as teaching media in the speaking class. He uses classroom action research on his study. And the result of his study shows that there is improvement on the students' motivation to speak up and the students' speaking skill. This study uses the same technique to overcome the students' problem with the previous study. The difference is he implements the video to solve the fourth semester students of State Institute for Islamic Studies (IAIN) Cirebon. The difference between his study and the researcher's study of the effectiveness of video record on the students' speaking skill is he doesn't ask

²²YuliKumala Sari, *Improving students' speaking skill using video (a collaborative action research with vocational school teacher at the second grade of SMK Mikael Surakarta)*. Unpublished thesis.State University of Surakarta. 2007.

the students to make a video record. So he uses the available videos and shows those videos to the students.²³

According to NaniekKuswardani and Retno Budi Wahyuni's study, recording students' activities in speaking English ability through a video was very effective to be used in the English learning process. As the students could see and realize their weaknesses or their mistakes not only their English but also their performance in serving their guests so they could fix those inappropriate things. In other words, the utilization of support media in a classroom was very useful for the students. It creates a self-learning and can make them have good confidence in English communication. The activity of the students which is recorded is role-play. So a group of students make a video record of role-play. They don't observe the students' responses in which the technique is implemented. And this study is conducted to overcome the problems of speaking which are faced by the students of Bandung Institute of Tourism.²⁴

YuniAliyah has a study on implementing recorded report video in teaching speaking. The result is the students speaking skill is improved when the teacher uses recorded report video. In this study there is no videoing activity but the writer uses an available report video and shows it to the students. The students do not discuss it but they rewrite the report from the video, and then read it in front

²³ Nana Priajana, *The Use of Video to Improve the Speaking Skill of the Fourth Semester Students of State Institute for Islamic Studies (IAIN) Cirebon*. Unpublished thesis.State Institute for Islamic Studies (IAIN) Cirebon. 2010.

²⁴NaniekKuswardani and Retno Budi Wahyuni, *Encouraging Students in Speaking Through Videoing Activity*.Bandung Institute of Tourism.

of the class. She uses experimental study in her research. So this study is different with the researcher's study of the effectiveness of video record on the students' speaking skill.²⁵

Those studies show the same problems faced by the students in the speaking skill. To overcome the students' problem teacher needs an appropriate technique. Those previous studies use appropriate techniques to overcome the students' problems in the speaking class. The result of the studies which implement video as the technique to teach speaking shows that there is improvement on the students' speaking skill. The different with this study is the video used in the previous studies is not made by the students. In this study, the students are asked to make the video record and present it in front of the class. Therefore the researcher is interested in observing The Use of Video record to Improve the Students' Speaking Skill on Narrative Text of The Eleventh Grade at SMAN 1 Waru.

²⁵YuniAliyah. *The Implementation of Recorded Report Video for Teaching Speaking to Improve Students' Speaking Ability at MAN 1 Surabaya*. Unpublished thesis.State Institute for Islamic Studies (IAIN) SunanAmpel Surabaya. 2009.