CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Nature of Speaking

There are some definitions and perspectives of speaking proposed bysome experts. To start with, Cameron (2001:40) states that speaking is the activeuse of language to express meanings so that other people can make sense ofthem. She adds that attention to precise details of language is required to speaking foreign language in order to share understandings with other people. Aspeaker needs to find the most appropriate words and the correct grammar toconvey meaning accurately and precisely, and needs to organize the discourseso that the listener will understand.

Another expert, Thonburry (2005: 1) considers speaking is so much a part of daily life that people take it forgranted. The average person produces tens of thousands of words a day,although some peoples like auctioneers or politicians-may produceeven more than that. So natural and integral is speaking that peopleforget how they once struggled to achieve this ability until that is theyhave to learn how to do it all over again in a foreign language. He also says that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically take place in real time, with little time for detailed planning.

Harmer (2001:46) says that speaking happens when two people arecommunicating to each other. It is clear that the people have reasons to communicate, may be to say or express something.

Based on the definitions above, it can be concluded that speaking skill is important in communication. Speaking itself can be said as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people. It is also to deliver meaning and intention.

2.2 Purpose in Speaking

Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because only that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative situation.

Nunan in Kayi (2006) stated that teaching speaking is to teach the students to produce the English speech and sound patterns, use word and sentences stress, intonation patterns and the rhythm of the second language. After that, to select an appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Then, speaking is also to organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. Last is the language

quickly and confidently with few unnatural pauses, which are called as fluency.

Furthermore, according to CEF (Council of Europe) in Luoma (2008), there are six categories of communication function they are: (1) Giving and asking for factual information, e.g. describing, reporting, asking. (2) Expressing and asking about attitudes, e.g. agreement/disagreement, knowledge/ignorance, ability permission, (3) Situation, e.g. suggesting, requesting, warning. (4) Socialiasing, e.g. attracting, attention, addressing, greeting, introducing. (5) Structuring discourse, e.g. opening, summarizing and changing the theme, cosing (6) Communication repair, e.g. signaling non understanding, appealing for assistance, paraphrasing.

Since speaking has a lot of functions or purpose, the main objective of speaking is to communicate. However, the goal in teaching speaking skill therefore is communicative efficiency. The students should be able to make themselves understood, using their current skill. They should try to avoid confusion because of their faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

2.3　Problem in Speaking

Speaking to others is done in order to exchange information. Listeners and speakers are expected to be able to understand each other. However, normal speech contains a fair number of sips and errors such as mispronounced words, mixed sounds, and wrong words due to inattention (Luoma, 2008).

In addition, Ur discuss (1996: 121) that there are problems of speaking activity experienced by students such as (a) Inhibition, students are often inhibited about making mistakes, fearful of critics or simply shy of the attention that their speech attracts. After that, unlike reading, writing and listening activities by the students in speaking need some real time exposures to a student. Then, (b) Nothing to say, it happened in students' speaking skill, some students get the difficulties in thinking of anything to say, they have no motivation to express they ideas and they feeling that they to say. After that (c) Low participation, only one participant can speak at a timer if he or she to be heard. In a large group, it means that each student will have only very little time to speak. Last, (d)Use of mother-tounge, students may tend to use mother-tounge because it is easier, feels unnatural to speak with others in a foreign language and they feel less exposed if they are speaking their own language.

In short, the students in learning English should recognize problems and their causes in speaking. By doing so, the students are expected to avoid the problems of speaking in order to able speak fluently and correctly.

2.4   Teaching Speaking and the Importance of Speaking

According to Brown (2007:7) teaching is guiding and facilitating learning, enablinglearner to learn, setting the conditions for learning. It means that teachingspeaking is guiding and facilitating learners to speak, enabling learner to learnspeaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relieson the way teachers organize the activities and how they respond to the students'works (Harmer, 2007:275). Harmer suggests a basic methodological model forteaching productive skills which is embedded in the teaching and learningprocess done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback.

The teaching is started by leading in the students to the topic. In thisstep, the teacher may ask them some questions related to the topic to activatetheir background knowledge.The next step is setting the task. After engaging the students with thetopic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed torun the activity.

After the activity is started, the teacher monitors the process. He or shemay go around the class, listen to students working, and also help them whenthey find difficulties.

The procedure of the teaching of speaking can be seen:

```
┌─────────────────┐
│ SS have all the │
│ information they need │
└─────────────────┘
┌──────────┐   ┌─────────────┐   ┌─────────────┐   ┌─────────────┐   ┌─────────────┐
│ Lead-in  │──▶│ T sets the task │──▶│ T monitors the │──▶│ T gives task │- - -│ Task related │
└──────────┘   └─────────────┘   │     task    │   │   feedback   │     │  follow-up   │
                                 └─────────────┘   └─────────────┘     └─────────────┘
                                                          │
                                                          ▼
                                                   ┌─────────────┐
                                                   │ T sets the task │
                                                   └─────────────┘
                                                          │
                                                          ▼
                                                   ┌─────────────┐
                                                   │ T monitors the │
                                                   │     task    │
                                                   └─────────────┘
                                                          │
                                                          ▼
                                                   ┌─────────────┐
                                                   │ T gives task │- - - - - - -
                                                   │   feedback   │
                                                   └─────────────┘
```
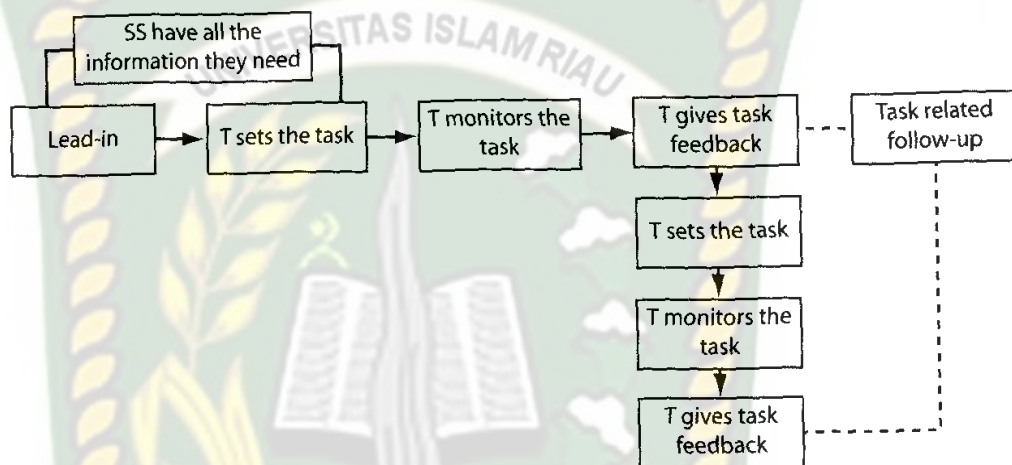
FIGURE 3: A basic model for teaching productive skills

Thus, speaking is important to support students'ability to use the language. As one of language skill, speaking has givenan important contribution to human work. The important speaking canbe seen in people daily activities and business activities.Speaking is an interactive task and it happens under real timeprocessing constraints. It means that they will be able to use words andphrases fluently without very much conscious thought.

16

As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), inother words they genuinely want to communicate something to achieve particular end (Shaw, 1993: 134).

In addition, teaching speaking teachers should have the ability to guide students in order to increase students speaking skill. Because it important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities.

2.5   Assessing Speaking

Assessment means collecting information about leaner's performance in order to make judgments about their learning (Spratt, 2005). Speaking skill is generally recognized in analysis of speech processes that are pronunciation, grammar, vocabulary, fluency and comprehension.

According to Brown (2001: 406), there is five categorizes of oral proficiency scoring. It can be seen on the tables below:

Score	Aspects				
	Grammar	**Fluency**	**Pronunciation**	**Vocabulary**	**Comprehension**
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words Choice	Understand everyday conversation at normal speech
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometime has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice	Understand nearly everything at normal speech. Although occasional repetition maybe necessary.
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice	Understand most of what is aid at slower speed with repetition
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language	Very frequent errors; often very difficult to	Ineffective words choice	Difficult to understand what is said. Able to comprehend only social conversation

18

		availabl e			spoken slowly and with frequent repetition
1	Almost unable to communicat e	Almost unable to Commu nicate	Almost unable to Communica te	Almost unable to communicat e	Almost unable to understand even simple conversation

Adapted from: Brown (2001: 406-407)

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions. To measure the students' performance, the researcher referred to the rating scale proposed by in giving score.

The scoring also can include accuracy, articulation, eye contact, expression, intonation and gesture of the speaker. The writer uses those speaking scoring rubric to collect data.

2.6   Technology in Teaching English

Using technology in learning English as a second language has become a real necessary nowadays. According toOmidvar (2014: 11), technology can stimulate the playfulness of students and raise them in variety of scenarios. It is also gives the students bring in self-directed actions, opportunities, self-esteem, and a good environment when the guilty get obtained and special feedback is given.

19

The feedback by a technology become to additional score to follow mistakes and relationship the students to exercise that focus on specific mistakes. Technology is more improve when the ways are provided to place of explanations, other way to help, and reference. This modern technology available in teaching speaking such as communication labs, speech recognition software, internet, TELL (Technology Enhanced Language Learning), podcasting, quick link pen, and quicktionary (Omidvar, 2014: 11)

In the other hand, the development technology has combined between of this medium into the process learning. Theory and practice in the second language learning can be matched together by the use of this technology because beside it is modern technical for effective learning and teaching of the speaking skill.

Furthermore, using need of equipment and laboratories for supporting the teaching process is modernize their technical instrument by educational institutions. In order, this global era modern technology tools and media are much more interesting and provide fun and enjoyable learning, motivations the students, and help them to improve their language learning process.

2.7   Smartphone Video Camera in Teaching

Gromik (2015: 64) stated that the rises of smartphone technology and uses video recording feature are faced as useful learning media. He also adds that smartphone technologies authorize owners to record something happened that make possible them to develop oneself and reaction of the environment in

20

which their activities. In the other hand, according to Gromik (2015: 65) defined that digital video recording from the smartphone's feature are suitable media for producing videos. Video can easily become lessons in which teachers switch the video on. Instead of being fun, useful and students can be motivating.

From the definition above, it can be concluded that smartphone in teaching process give students the chances to express their thought anytime and anywhere. Giving more suitable and useful of teaching in the classroom where make develop students' skill especially in speaking process. When the students record their performance, they will know and realize their fault and lack areas in learning English. In addition, smartphone video camera can be used by teachers in teaching process. It can be useful for create fun situation to students. Besides that, using smartphone video camera also can motivate students and do not make the students feel bored easily.

2.8 **The Importance of Teaching by Using Smartphone Video Camera**

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students are able to view a performance over and over again for emulation without any risk or they can observe videos of their own performance or feedback and improvement.

Paul (2000: 163) defines that the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which

21

teachers switch thevideo on. Instead of being fun and useful, they can be motivating, frustrating, orboring for the students. Simple switching the video on and letting, or making thestudents watch and listen is seldom either useful or enjoyable. However, only a littleof all the materials available will be suitable for the students and the teachingpurposes. Teachers have to select materials with clear objectives, the students' leveland interest in their mind, and get to know it well before using it.

According to Alessi (2001: 538) a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body. Video here has also been included for motivational reason.

Moreover, Harmer (2001: 284) also states that there are some advantages in using videos in the teaching and learning process:

a. Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b. Cross-cultural awareness, which is allowing students a look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. The power of creation, when students use video themselves they are given the potential to create something memorable and enjoyable.

d. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

2.8   Teaching English by Using Smartphone Video Camera

According to Nortcliffe (2012: 3) smartphones used to help learning need to be regarded in context of the books on mobile learning. Therefore, using smartphone video camera gives students opportunity to practice English freely anytime and anywhere as long as they use their smartphone. The activities of teaching speaking by using smartphone video camera can be seen as in the following:

1. Greeting

2. The teacher checks students' attendance

3. The teacher provides one topic to be talk

4. The teacher explain the material and the topic based on syllabus and lesson plan that have been prepare before in front of the class

5. The teacher gives a task where it takes at home

6. The task is recording their video from their own Smartphone

7. The topic that to record by the students is about material which have been explained by the teacher in the classroom (the duration it is about 5-7 minutes).

23

8. Next meeting before class is start, the students should already collect the task of their recording to the teacher

9. After collected the recording, every task will display in front of the class one by one (show by Projector).

The teacher evaluates the students' speaking skill from every their task consisting of fluency, pronunciation, vocabulary, grammar, and comprehension.

2.10 Relevance Studies

There are some researchers that have been done studying that relate in speaking performance. One of them was conducted by Nicolas A Gromik (2015) "The Effect of Smartphone Video Camera as a Tool to Create Digital Story for English Learning Purposes. The results indicate that students were able to produce video digital stories to express their opinion regarding the teacher-selected themes, in the target language. The implications for teaching and learning clearly indicate that smartphone-based video storytelling is a relevant task for language learners who will have to become conversant with this medium of learning.

Secondly, it was conducted by Maryam Bahardovar and Reza Omidvar (2014). They reviewed briefly how technology can be utilized in developing the speaking skill of the learners. Different methods for using technology in improving speaking skill were discussed thoroughly. The process of communication, trade and transactions, today technology is widely

24

used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill.

Based on two previous researches above, this research is different with two paper relevance studies above. The different is on the research methodology, the blue print of the test and the location and time of the research.

2.11   Hypothesis

Based on consideration of the theory and practice on field, there are hypothesis those might be drawn from the condition. The hypotheses are:

2.11.1   Null Hypothesis

There is no positive effect of students speaking skill by smartphone video camera towards the eleventh grade students' speaking skill at senior high school 1 west Rengat.

2.11.2   Alternative Hypothesis

There is a positive effect of students speaking skill by smartphone video camera towardsthe eleventh grade students' speaking skill at senior high school 1 west Rengat.

2.12 Conceptual Framework

The effect of Using Smartphone Video towards Students' Speaking Skill at Senior High School 1 West Rengat

Quantitative Research

Experimental Research

TreatmentTe

Pre-test

Post-test

Teaching by Using Technology

Teaching by Using Smartphone Video Camera

Speaking about Activities in the Future

My Dream

My Next Year Holiday

My Planning After Graduated From Senior High School