CHAPTER II
REVIEW OF RELATED LITERATURE

2.1   The Nature of Speaking

2.1.1   English Speaking

Scott Thornbury (2005. P: 1) Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. No wonder speaking represents a real challenge to most language learners. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.

Brown, 1994; Burns & Joyce (1997) Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Furthermore, Webster cited in Hasibuan (2007:1) defines "to speak" as to give oral expression to thought, opinions, and feelings, engaged in talk or conversation". In developing speaking skill the students need to fill their oral expressions with the bright thoughts, opinion, and feeling in their talk or conversation.

Gert and Hans (2008: 207) stated that speaking is a speech processing that involves the speaker and receiver to recognize what speech's contents. Furthermore, Depdiknas (2006:30) speaking is one of the four language skills that should be taught at high schools. The students should be able to express meaning in transactional and interpersonal conversation (to get things done), functional spoken texts, and monologue texts in daily life contexts.

Based on explanation above, the researcher can conclude that speaking is one of the four skills to give information to other people. In this class activity, the students can interaction with their friends well.

2.2   Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Gebhard (2000) states that besides conversation and pronunciation concerns, the teaching of speaking should focus on teaching students to comprehend spoken English. In additional, Nunan and Carter (2001:21) argue, one of the measurements in successful English speaking ability is to carry out conversation in English language itself.

Based on the explanation above, the researcher can conclude that teaching speaking is more to invite and improve students' pronunciation while at the same time to help students' understanding of spoken English. In this research, the delivery of this knowledge is by using videos to improve students' speaking skill.

2.3 Video

Roger, Diane and Steve, (1995: 75) stated that video has several advantages such as helps the students to deliver the story. The students can see as well as hear what is being said, the video is much closer to real life. It is also much easier to understand (the facial expressions, the gestures and the physical background).

According to (Anzaku, 2011) "the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language".

Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programmes on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching.

Based on explanation above, the researcher can conclude that video is one of media to make students enjoy to the lesson. Class activities after watching videos may require the students to focus watching the video, to plan/find the word or sentence in video about transactional and interpersonal dialogues.

2.4   Advantages of Video

Reddy (2008:27-28) states that there are twelve advantages of audio visual (Video) aids:

1. The student becomes more active due to the involvement of more than one sense organ,

2. It allows more freedom to students,

3. The student's attention becomes intensive,

4. It provides students with opportunities to handle and manipulate certain things and articles,

5. Students can be more motivated,

6. It provides first hand experiences where students can view a demonstration and get direct experience,

7. It is relatively easy to understand,

8. It reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning,

9. It can provide opportunities to include scientific attitudes and to give training in scientific methods,

10. It can stimulate students to ask more questions and lead them to make further investigations,

11. Teaching is more effective and learning is easier,

12. AVM can help the teacher to teach lessons more effectively and also to create more interest from students.

Based on explanation above, in this research, the advantages of video is to make students easy to understand and enjoy to following English class.

2.5   Teaching Procedure by Using Video

Generally, there are three main steps of integrating videos into classroom instruction for learning speaking effectively. They are pre-viewing, viewing, and post-viewing (Stoller, 1988: 9). From each step above, teachers can choose the most appropriate activities for their students and classes

1) Pre-viewing

Stoller in Koksal (2004: 65) states that any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video by means of activating schema, that is, tapping students' background knowledge or trying newly introduced information to materials previously introduced.

2) Viewing (While-viewing)

The primary purpose of viewing activities is to facilitate viewing of the film/videotape (Stoller, 1988: 13). Koksal (2004: 65) add that the teacher can have students watch the video more than once.

3) Post-viewing

Stoller in Koksal (2004: 66) suggests such post viewing activities as class surveys, video summaries, alternate endings, comparisons, discussion, agree/disagree/unsure activity, ranking group consensus, organization in writing, speed writing, role-plays, simulation, and debates.

Based on explanation above, the researcher can concluded teaching procedure by using video; first, in pre-viewing, the activity is planning to watch video. In viewing, the activity is students watching video. In post viewing, the activity is give summarize after they watched video.

2.6 Standardized of Video

There are criteria to be followed in their selection (Arcario,1992; Johnston, 1999; and Stempleski, 1992, cited in Burt, 1999). He concluded some criteria that need to be taken into consideration of selecting video and the teachers asks himself the following questions before choosing a video or video series:

1. Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn?

2. Content: Does the content match my instructional goals? Is it culturally appropriate for my learners?

3. Clarity of message: Is the instructional message clear to my students?

4. Pacing: Is the rate of the language or instruction too fast for my students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.

5. Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner?

6. Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient.

7. Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it's worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.

8. Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying textbooks, resource books, and workbooks need to be examined carefully to see if they meet the instructional needs of the learners.

9. Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more complex and in which the story line and characters are more ambiguous.

Smaldino et al (2007: 289) mentions that there are some criteria which should be noticed by teachers about how to use video.

1. Sightlines. Check lighting, seating and volume control to be sure that everyone can see and hear the video.

2. Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.

3. Advance Organizer. List on the chalkboard the main points to be covered in the video.

4. Vocabulary. Preview any vocabulary.

5. Short segments. Show only 8 to 12 minutes of video at any one time. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Teachers do not have to show it all.

6. Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.

7. Follow up. Reinforce the video with meaningful follow up activities.

In this research, the researcher will show 2 video, each video 2 to 3 minutes. And the teacher will using video appropriate with the technique of video.

2.7 Teaching Speaking by Using Video

Cakir (2006) adds that in recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Films have an important role in teaching. In addition, Cakir (2006:69) mentions that steps in teaching using video are as follows:

1. Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.

2. Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses.

3. Silent viewing. As video is an audiovisual medium, the sound and the vision are separate components.

4. Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action.

5. Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises.

6. Reproducing/repeating or mimicking activities. After students have seen a section, students are asked to repeat what has just been said, to describe verbally what has happened, or to write down what has happened.

7. Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode.

8. Follow-up activities. It is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice.

Discussion stimulates communication among students, and it helps to achieve communication practice.

In this activity, the researcher used step active viewing to improve their speaking by using video.

2.8   Transactional and Interpersonal Dialogues

Brown (1994: 267) says that transactional dialogue is extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific information. While interpersonal dialogue is designed to purpose of maintaining social relationship for transmission. In additional, Nunan (1991.p.42) states that "Transactional encounters of a fairly restricted kind will usually contain highly predictable patterns. Transactional uses of language are those in which language is being used primarily for communicating.

Richards (2008: p. 22-24) transactional dialogue refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. While interpersonal refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

Based on explanation above, the researcher can conclude if transactional is the formal dialogue such as doctor and patient or teacher and pupil. While interpersonal is the informal dialogue such as chatting on the phone.

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2.9 Example of Transactional and Interpersonal Dialogue

2.9.1 Example of Transactional Dialogue

example from a literature lesson illustrates this kind of talk in aclassroom setting (T = Teacher, S = Student):

T: The other day we were talking about figures of speech. And we have already in the past talked about three kinds of figures of speech. Does anybody remember those three types? Mary?

S: Personification, simile, and metaphor.

T: Good. Let me write those on the board. – Now can anybody tell me what personification is all about again? Juan?

S: Making a nonliving thing act like a person.

T: Yes. OK. Good enough. Now what about simile? . . .OK. – Cecelia?

S: Comparing two things by making use of the words "like" or "as."

T: OK. Good. I'll write that on the board. The other one – metaphor. Paul?

S: It's when we make a comparison between two things, but we compare them without using the words "like" or "as."

T: All right. Good. So it's more direct than simile. Now we had a poem a few weeks ago about personification. Do you remember? Can you recall one line from that poem where a nonliving thing acts like a human person?

S: "The moon walks the night."

***T*:** Good. "The moon walks the night." Does the moon have feet to walk?

***S*:** No.

***T*:** No. So this is a figure of speech. All right. Now our lesson today has something to do with metaphor. Now we're going to see what they have in common . . .

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(Richards and Lockhart 1994: 116–117)

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2.9.2 Example of Interpersonal Dialogue

We can see some of these features illustrated in the following authentic example of a segment of conversational discourse (from Thornbury and Slade 2006:132–133). Two women are asking a third woman about her husband and how they first met.

***Jessie*:** Right. Right, and so when did you – actually meet him?

***Brenda*:** So we didn't actually meet until that night.

***Judy*:** Oh, hysterical. [*laughs*]

***Brenda*:** Well, I met him that night. We were all, we all went out to dinner. So I had champagne and strawberries at the airport.

***Jessie*:** And what was it like when you first saw him? Were you really – nervous?

***Brenda*:** – Well, I was hanging out of a window watching him in his car, and I thought "oh God what about this!"[*laughs*]

***Brenda*:** And he'd combed his hair and shaved his eyebrows – and

***Jessie*:** Had you seen a photo of him?

***Brenda*:** Oh, yeah, I had photos of him, photos, and I'd spoken to him on the

phone.

***Jessie*:** Did you get on well straight away?

***Brenda*:** Uh, well sort of. I'm a sort of nervy person when I first meet people, so it

was sort of . . . you know . . . just nice to him.

***Jessie*:** – [*laughs*]

2.10   Past Studies

The Use of Audio Visual Media in Teaching Speaking, by FeriKurniawan.
The data were analyzed, and the results showed that the average score from the
pre-test was 58, while the post-test score was 67, an improvement of 9 points.
There was an improvement in four aspects of speaking: Pronunciation improved
from 12 to 16, grammar from 12 to 14, vocabulary from 12 to 15, whilst fluency
hardly increased at all and comprehension did not improve. Based on the data,
pronunciation was the most improved by the AVM method. There was an
improvement of the students in speaking after the students were taught by using
the AVM method. The results indicate that the students had a positive response to
using the AVM as 92% of the responses were positive towards the use of the
AVM method for teaching speaking.

Video Making project to Improve Students' Autonomy and Ability in
Transactional and Interpersonal Conversation, by RikoArfiyantama. The result of
the research showed that the average score percentage of autonomy in pre-test was
68%, cycle I result was 87% and cycle II result was 89%. While the result also
showed that the average of students" speaking achievements in pre-test was 60,

cycle I was 68, and Cycle II was 73.It can be concluded that using Video Making project in teaching transactional and interpersonal conversations can improve the students" speaking competence as well as autonomy.

Teaching Speaking Skill by using Video "Check in Hotel" by Yunita Sari, Sudarsono, Zainalarifin. The interval mean score of posttest and pretest is 4.68. It means that students gained better speaking skill using video "checking in hotel" score in posttest than that in pretest significantly.
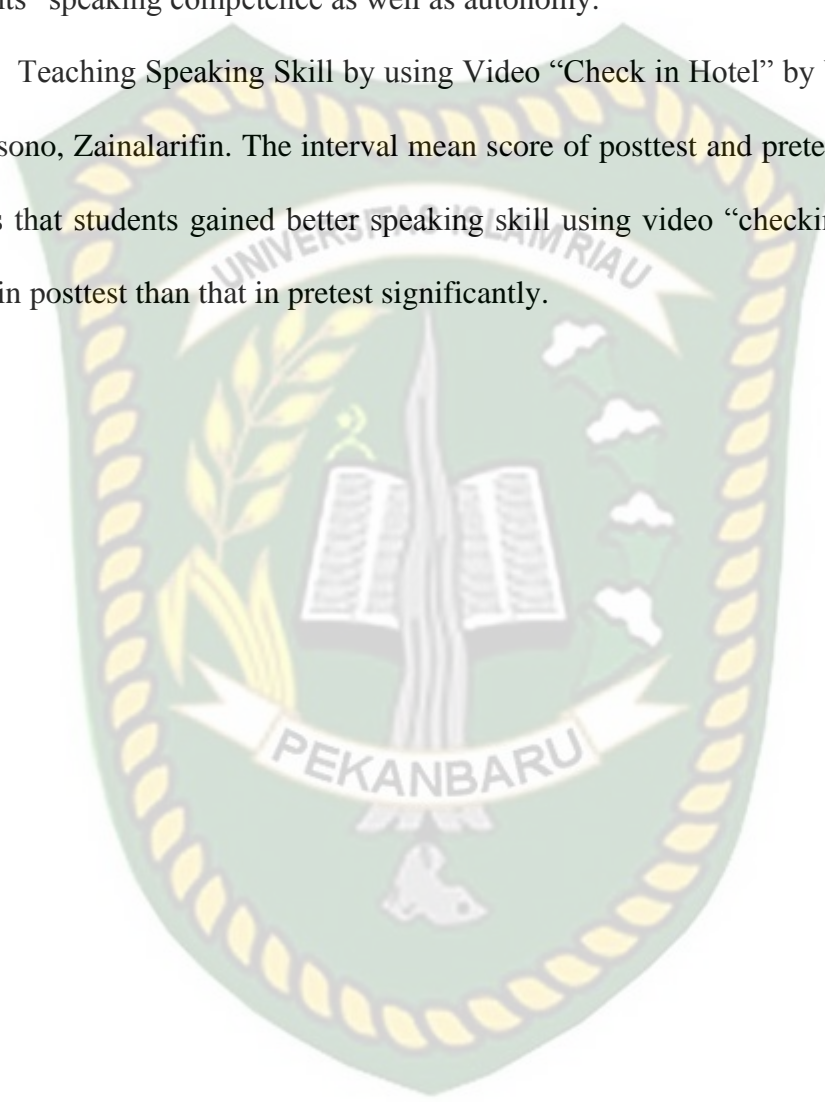
Figure 2.1: Conceptual Framework