CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses the related theory of this research. They are teaching speaking, types of speaking activity, successful speaking, creativity in language use, task based learning, Vlog, new media and social networks sites, teaching speaking using Vlog, previous study.

2.1. Teaching speaking

Speaking is the important one in learning English. One of goal of learning English as foreign language is able to communicate using English. Speaking is the difficult one than others skill, students prefer to be passive in English learning, that cause of their speaking is poor. Some students with low level of English and lack of self- confident will face the difficulties when speaking. They show the difficulties with various characteristics such as: sweating, trembling when speaking, keeping silent, and also crying. The aim of teaching speaking is the development of interact successfully in that target language and it is involves comprehension as well as production (Huges, 1989: 113).

Teaching English as foreign language has relation with psycholinguistic theory. Based on Hurford in his journal (1991), Eric Lenneberg is one of linguist who makes a theory of language acquisition. *Critical Period* is the name of his theory, from the name of theory we already know what about it is. *Critical Period* same as crucial period which someone have to get and learn the language. Crucial period in his theory is around 0 years old until 13 years old. He believe that someone who get something around 0-13 years old, they will easy to accept and their brain easily to produce that. Otherwise, if someone get something when they passed that age it will difficult to accept and produce that. So, if we relates between teaching speaking which English as foreign language and the theory of Eric Lenneberg, it can find that teaching speaking is little difficult. In Indonesia English is as foreign language. Mostly we learn English on kindergarten and it just for English introduction, we learn to the high level of English in next level of

school, such as: elementary school, junior high school, senior high school, and in university. In this case we learn about the grammar, so it will hard for us to use English in our daily speaking.

Most of students answer teacher's questions using only "yes" or "no", it is cause of they are low of vocabulary, and they do quickly. Related with some reasons of student's difficulties, the teacher have to motivate the students to be more active to speak when learning process. One way to do this is establish the class atmosphere become comfort for both teacher and students don't press the students to follow what the teacher want. According to Bahrani and Rahmatollah in their journal argue that the teacher may take a type of speaking activity by look closer and capture what student's interest and need, after that create into the real communication. From that way student will be interest to involve to the learning process. Besides that, teachers have to think that they are as facilitator and member of the class not as instructor, so the teachers have to be friendly to the students.

2.2. Types of Speaking Activity

When teaching speaking the teacher should be creative to make the member of the class become active. The book from Pollard (2008:34) gives some types of speaking activities to help the teacher for teaching speaking creatively. They are:

a. Information Gap

In information gap there are some students who have some information. Every student only know the information of himself, they do not know their friend's information and what they will say to explain the information. So, they must guest what information that their friend tell about by real conversation by each students.

b. Discussion: reaching a consensus

This type aims to treat students to brainstorm about something and they must able to maintaining their things. The way in this type is ask students to work individually then choose 10 things that will be their

object. After that, ask students to work in small group, discus their object and convince each other that their objects are the most important. After the small group, try to large group for discussion, and the goal of that discussion is to make consensus.

c. Discussion: moral dilemma

This one still related with the theme of consensus. In this type the teacher give the problem which represent moral dilemma. E.g. the man who is kind man has been stealing money from the rich people. He explains, he did it to help the orphan in the orphanage. The teacher give the role that there are the policeman, orphanage staff and also give time to students for preparation. Who will be the policeman work together, orphanage staff is also. After that regroup to small group, each group consist of 1 policeman and 1 orphanage staff. They must convince each other about their argument which one is valid to solve this problem.

d. Discussion involving opinions

Let the students choose the controversial subjects and topics that they want to discuss, or the topics can also be chosen by the teacher. Give their time for preparing what they will say by gathers the students who have same opinion together. Then, regroup the students by mixing the students so in a group there is different opinion, and in it they will discuss about the topic.

e. Debates

It's also using controversial topics. Before the students perform in whole class, divide them into 2 groups, one group is as positive side (agree with the issue), the other one is as negative side (disagree with the issue). After that give time for them to discuss and practice in a group and prepare what they will say. The teacher can give the idea of the topic to the students. Then, they present it in whole class. Debates are good for high level.

f. Spontaneous conversation

This type happen spontaneously, mostly the students talk out of context with their friends when learning process. That thing can be benefit for the teacher, because it has a real communicative purpose. Although it gives benefit for the teacher, they also must think about the time allow and do not contriving to make it happen planned. Let it happen spontaneously.

g. Role play

The students have a role. Some students have a role play with the topic that has been chosen. After that they make new group to discussion.

h. Problem solving

Give the currently problem to the students. Ask them to decide the result of the problem, discuss it in group. They must convince that their opinion is the best result and make the consensus from it.

i. Discussion about job

Give students a list of jobs. Ask them to discuss those jobs in a group by following questions to limit the discussion of jobs. Let the conversation go naturally and freely.

j. Discussion based on pictures

Find and gather many pictures from magazine, newspaper, article, and from any sources. After the pictures are gather, choose some of them to given to the students. Give the pictures to the students, ask them to discuss about the picture and describe anything given on the picture using their own words.

k. Topic prompts

Make a list of topics that have been learn by the students and topics about what the students are interest in. Put all the topics in a box, bag or etc, and then ask 1 student to take one topic randomly, and read it in front of the class . Others student can ask question and give a comment about that topic.

2.3. Successful Speaking

Speaking is the important one in learning English. Because the main point when we learn about language is the ability of using that target language for communication especially on oral performance. Successful speaking is when we speak with other people and they know what we say and it will be communicative for both. Then, the purpose of this research is students get the successful of speaking. They will practice their speaking by using new media, and the goal is the students able to speak English fluently.

The explanation about successful speaking from the researcher will support by theory of characteristics successful speaking (Ur; 1996:120):

a. Learners talk a lot: As much the learners to talk in target language, it will help them to get the successful speaking.

b. Participant is even: All the participant or the members of classroom have the same chance to speak. There is no majority and minority.

c. Motivation is high: With the high motivation of student, it will be one of successful speaking. They give the contribution to the learning process because of they are interest with the topic. They want have a role and involve in it.

d. Language is of an acceptable level: learners try to speak in target language with other and it is understandable by each other, and the acceptable level of language accuracy.

Thus, from the characteristics above the researcher will relate it with this research. This research is speaking using Vlog, which are the students will talk a lot on their Vlog, all the students have the same chance that is speaking on Vlog and with the same material, next students have high motivation to participate to do the task because it is use new media that close with them, the last is they will speak fluently as the language as acceptable level.

2.4. Creativity in language use

Language use is very wide when we describe it. In this research, researcher wants to specify language use on creativity field especially on speaking skill. The main purpose of language is to communicate on written and spoken, mostly people communicate on oral way. Alan and Peachey (2010:7) stated that "the main idea to making something new is a creative act". In this case language use is a creative act with the idea to produce something from the thoughts. One of example of creativity in language use when we produce utterances and sentences that is from thoughts, which is it can be on written and spoken form. From that example can be define that process of producing the language from thoughts until able to produce it into utterances, sentences is the creativity of language use which is deal with psycholinguistic.

Based on the purpose of this research, the researcher wants to know student's creativity on their speaking. The students will give the task by the researcher to create Vlog with the topic telling their experienced when they were visiting the place. From the task that given, the researcher will know their creativity from their tasks which is each of them have different way to speaking on Vlog, and different performance. Different performance is one of creativity, because they will create their tasks by their own way.

2.5. Task Based Learning

There are some methods to teach English, they are grammar translation method, audio-lingual method, communicative approach, PPP, task-based learning, ESA, humanistic, lexical approach (pollard; 2008:19-24). This research focuses on Task-Based Learning method. Tasked-Based learning is a method which is the students learn the language target by task that given by the teacher. The teacher make a task for the students may be an activity from the English text book and or use the material from the text book then redesign the activity. In the Task- Based Learning the students must be involving in deciding the activities that they will be do. The

sequence of task based learning is the teacher creates the task and observes the students. The teacher concerns on students' target language performance. Then, the teacher takes a note about the errors that students make, but not to correct the students during their performance.

The researcher relates task based learning and Vlog. From the explanation about Task-Based Learning before, the researcher can relate that Vlog is one of method to teach using Task-Based Learning. In Task-Based Learning students get the task from the teacher which is that task is from the English text book. In this research the researcher use speaking recount with the material "take turns about the experiences of visiting the place", that task will redesign by the researcher. All the materials that the researcher uses for the task are from syllabus and English text book. The activity of the task presents by using Vlog as the media for students to perform their speaking. So, Vlog is one of method which supports the task in order to become more interest for students.

2.6. Vlog, New Media and Social Network Sites

Vlog is new phenomenon in Indonesia. Many Indonesian people make a Vlog, such as Indonesian artists, the teenagers, and recently president of Indonesia also make a Vlog. They make it for any purposes, such as tell their daily routine, share the information, entertainment, and especially for Indonesian president, he makes a Vlog purpose to replay societies' questions about anything that relate with our country, still any others Vlog from him. The researcher relates Vlog and new media. Vlog is one of new media, it is media for sharing about anything, which is usually sharing is happen on blog through written form. This one called new, now sharing also happen on Vlog through oral form that more interesting with audio visual. There are some characteristics of new media that support Vlog as new media, they are: A community of learners usually includes (Parker. 2010: 7); peer-based learning, collaboration, creativity, interest- driven practices and friendship- driven practices.

Both of Vlog and new media also support by social network sites. Social network sites are the place where the user of media can make some account to sharing with others, although it is long distance. Vlog usually attach on YouTube, which will share to the public and view by many people, it means that Vlog use social network sites. To espouse the researcher's argument about the Vlog and social network sites, there is explanation about that.

Based on Boyd and Ellison, 2007 (in Bringing Digital Media Into classroom, Grades 5-12: 15) "social networking sites are Web-based sites that allow individuals to construct a public or semipublic profile within a bounded system, articulate a list of other users with whom they share a connection, view and traverse their list of connections and those made by others within the system".

Almost all the students as teenager, students are active users of social network sites. They accept the social network sites well; they use it for share and gain the information, and interact socially. Conversely, almost of the adult accept yet the social network sites, and also some school ban the students to bring gadget, they worry if social network sites gives negative effect for the users especially teenagers. Therefore, the researcher tries to give solution of it. The researcher will use social network sites in teaching learning process and combine it with new media namely Vlog. Teaching learning process will specify only on speaking skill.

It can be conclude that Vlog is one of New Media and Social network site is as connection to the public, they have the relation by each other.

2.7. Teaching speaking using Vlog

There are some speaking activities that mention before. Some of the teachers already use some of them on their teaching speaking. The

researcher will tries new activity to teach speaking that is teaching speaking using Vlog. The researcher facilitates the students to speaking by using Vlog. The new activity and new media help the students more brave to speak, they speak freely, fluently, naturally and they more confident. It will be enjoy for students, because the students make a task with audio-visual, which is now days most people spend and enjoy their time on audio- visual form rather than printed form. Teaching speaking using Vlog also represent of authentic English spoken, as we know that Vlog is for sharing everyday routine, entertainment, sharing information which is use natural language. It means that Vlog is use natural language and real material, that's call authentic English spoken. So, Vlog is useful to teach speaking and also can be one of new method to teach speaking.

2.8. Previous studies

There are some researches about teaching speaking using media. First is from Munna (2011) with his research title "Utilizing YouTube Videos to Enhance Students' Speaking Skill". The subject of his research was eleventh grade students of SMK Negeri 3 Surakarta, academic year 2010/2011. His research aimed to identify YouTube videos uses improve the students' speaking skill, and to described the class situation during YouTube Videos are used in speaking class. He was used mix method to collect the data, qualitative method is use to describe class situation and implementing YouTube videos, while quantitative method is use to present the score between pre-test and post-test. From his study, the research's findings showed that YouTube video could improve students speaking ability, class situation, and student's score. First was about students' speaking skill, they were more fluent than in their pre-test, students used various words after the use YouTube video, they were more grammatically, their pronunciation better after using YouTube video. Second was about class situation, students gave more attention to the teacher explanation, class atmosphere was more quite, students more interest to the lesson and active during the learning process. The last was

about students' score, in the pre-test students' score was 37.225, in cycle 167.45, and the post-test 73.40 with KKM 65.00. It means that this technique can improve students' speaking skill.

The difference of his research with this research is about method, type of media. Method that he used in his research was played the video YouTube in the leaning process to know the effect of video YouTube in students' speaking skill and about class situation. Then is the type of media, his research used video YouTube for the media to teaching speaking. Meanwhile, in this research the method that researcher use is task based learning; the students get the task to make individual Vlog to know the effect of Vlog in students' speaking performance, and the type of media in this research is the new media nowadays that is Vlog. Beside the difference, there is also similarity. The similarity of his research and this research is using media in teaching speaking skill.

Second previous research is from Affan Andy Wijaya (2015) with the title "The Effectiveness of Making Short Film for Student's Speaking Ability". In his research there was a question that was as statement of the problem, his question was "Is making short film effective for students' speaking ability. The subjects of his research were eight grade students of SMP Muhammadiyah 4 Gadung Surabaya, he used two classes in his research, they were A and C class, and was held on 21 April to 28 may 2015. This research was quantitative method to know whether making short film effective or not for student's speaking ability. The result of his research showed the answer of the statement of the research that making short film was effective for students' speaking ability. The difference of his research and this research is the media. In his research the media that he used was short film, while in this research is Vlog. The similarities are about method and field of kill, method in his research and this research is task based learning used in speaking skill.

Third previous study is from Herlina Andi (2014) with the title "The Utilization of Technology to Improve English Speaking Skills". This study shows the use of different technology in speaking activities. In this study, speaking activities were combined with some technologies to measure and monitor the learner's English language. Therefore, teacher can use the technology that interesting for students, such as computer, internet and mobile phone. By using technology, speaking activity will be authentic, valid and reliable; also the teacher can connect language measurement and communication in the real situation. This study indicates that using technology can assist to improve English learners speaking skill. The difference of her research and this research is about the use of technology and media. In her research, she used several of technology to improve English speaking skill, while in this research focuses on one media that is Vlog. The similarity of both researches is on speaking skill.