

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In relation to the background of the research, this chapter presents some related concepts that serve as a guide to review the theory to discuss. They are speaking, definition of speaking, teaching speaking, video, definition of video, function of video, and using video in teaching.

2.1 Speaking

2.1.1 Definition of Speaking

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speakers as psychological, physiological (articulator) and physical (acoustic) stages”.¹

According to Chaney, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.”²

While another expert, Theodore Huebner said “Language is essentially speech, and speech is basically communication by sounds”. In addition, according to him, speaking is a skill used by someone in daily life communication whether at school or outside. Much repetition, it primarily neuromuscular and not an intellectual process acquire the skill. It consists of competence in sending and receiving messages.³

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in

order to inform, to persuade, and to entertain that can be others by using some teaching-learning methodologies.

2.1.2 Teaching Speaking

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 has just as a repetition of drills memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Nation and Newton (2009:131) propose that learning vocabulary and grammar aim to make the students understand and have the skill in speaking. Besides, Nation and Newton (2009:75) state that pronunciation is one of factors to produce spoken language. The explanations are elaborated below:

2.1.2.1 Vocabulary

While teaching a topic, the teacher makes sure that the vocabularies learned by the students have many opportunities to be used, and to be used fluently (Nation and Newton, 2009:134). In the instruction, Nation and Newton (ibid) state that the teacher should give the lists of the words, which will be used in task activities. It can be done by writing the lists of the words on the board. Moreover, Stahl and Vancil (1986) as cited in Nation and Newton (ibid) suggest that the teacher can discuss the meanings of the words with the students.

2.1.2.2 Grammar

The teacher can teach grammar in speaking skill through direct explanation, giving grammar exercises, consciousness-raising activities, and feedback. In directing explanation, the teacher gives the description of rules or patterns then the students analyze the examples. The students can learn grammar through conscious-raising activities, such as being given examples and having to construct a rule, having to classify examples into categories like countable/uncountable, using a rule to construct a sentence. And the teacher can correct students' grammatical errors to give feedback to them (Nation and Newton, 2009:138-141).

2.1.2.3 Pronunciation

The students have to have long-term memory if they want to have a stable pronunciation (Nation and Newton, 2009:75). Furthermore, Nation and Newton (2009) also explain the important mechanism involved in working memory, which is called phonological loop. It defines "the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory" (ibid). In giving examples of pronouncing the word, the teacher can say several times and the students listen to her and then repeat. This is in line with George (1972, cited in Nation and Newton, 2009:88) who proposes that the teacher not only says the words but also explains the students how to make the sound, shows the written form to the students, and forces them to repeat saying. Those techniques help the students to produce correct pronunciation (ibid). The teacher can also correct mistakes of the students' pronunciation when they are

practicing by doing the following things as proposed by Nation and Newton (2009:89-90).

- The teacher repeats the word correctly several times until the learner, they correct it by copying the teacher.
- The teacher compares the mistake and the correct form, for example: “Not fan but fun”.
- The teacher writes the word on the blackboard correctly and underlines the part where the student made a mistake. The teacher also says the word correctly.
- The teacher just says “No” and lets the student find the mistake without help.

2.2 Video

2.2.1 Definition of Video

Video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a video without even challenging them to be actively involved.

A technology that allows users in different locations to hold face-to-face meetings without having to move to a single location. This technology is particularly convenient for business users in different cities or even different countries because it saves the time, expense and hassle associated with business travel. Uses for video conferencing include holding routine meetings, negotiating business deals and interviewing job candidates.

2.2.2 Function of Video

2.2.2.1 Observe and Write

Students view a scene (this always works better if there is a lot of happening) then write a newspaper article on what they have witnessed. This lesson is based on the fight scene from Bridget Jones's Diary, students work for a local newspaper and have to write an article on a fight between two men over a beautiful, young girl. Pre-viewing and while-viewing tasks allow them to work on new vocabulary, while the post-viewing task gives them plenty of practice.

2.2.2.2 Watch and Observe

This is a good lesson for lower levels because students only have to focus on a minimum of spoken dialogue. Students watch a scene from a video, which has many things that they can see and therefore write in their vocabulary books. You can teach and test your students' vocabulary by asking a series of true/ false questions and asking them to put a series of events in order. This lesson is based on the kitchen scene from Unbreakable where his son holds David Dunn (Bruce Willis) at gunpoint.

2.2.3 Using Video in Teaching

2.2.3.1 Reasons of Using Video in Teaching

The educators have used video as teaching media many years ago. Lever-Duffy and McDonald (2011:308) state that it is a challenge for educators using video in teaching learning process. It means the teacher should design an interesting task related to video. It can be boring situation while the students are

watching motion video (ibid). The students can lose their focus because there is no participation during watching it (Harmer, 2001:287). Therefore, Harmer explains that before showing video, the teacher can start by the discussion and check their vocabulary. Then when the students watch and listen to the video, they will have a general understanding of what they are watching (ibid). There are some reasons why video can give different atmosphere to the students' learning experience. Harmer (2001:282) elaborates some reasons in using video in language learning below:

- Seeing language-in-use

The students not only listen to the language used by the speakers but also see the use of it. Video shows the speakers use expression, gesture, and other visual clues when they are talking. So, they can see the speakers' intention and their facial expression are matched (ibid).

- Cross cultural awareness

The students can see many things outside their classroom through video, for example, kinds of food people eat in other countries, various outfits they wear, and how Americans speak to waiters or typical British 'body language' when inviting someone out (ibid).

- Motivation

When the teacher gives task as shown in video, most students are interested in doing this. Since they can see and listen to the language used, their interest is increased (ibid). Besides, Lever-Duffy and McDonald (2011:308) also state some reasons in using video in teaching and learning. They are "video can

appear to alter both time and space as it captures events” and “video has the potential to shift the viewers’ location as well as the time frame they experience”.

2.2.3.2 Implementation of Video in Teaching

Watching video will be a passive activity and the teacher is to make sure the students will have great experience during their learning by watching video (Lever-Duffy and Mc Donald, 2011:311). Therefore, before the lesson begins, the teacher should test the video in the classroom. According to Lever-Duffy and McDonald (ibid), the teacher can take some steps in implementing video in instruction.

First, the teacher should test sound volume and quality, arrange the seating, and adjust the lighting in the classroom in order the students can watch the video clearly. Besides, Thornburry (2006:42) suggests that the teacher can ask the students to work in a small group. If the students get lost of their focus when the teacher shows the video or explains the material, the students can ask the content of the video to their friends. Working in a group work also allows the students to discuss the task that they are asked to do. To know the students’ understanding, the teacher can control each group then ask them to practice in front of the class (ibid).

The next step is preparing the students for viewing by reviewing the concepts and discussing the objectives and the key point of video. Other steps for making students active are by doing the following things. The teacher has the students discuss the content of video in a group work. Besides, the teacher can ask the students to make a sequel to the video or a role-play they have just watched.

The students may not understand the content of the video if it is played once (Stempleski 1990, cited in Richards and Renandya, 2002:365). Since they are non-native English speaker, it will be hard for them to guess what the speakers say in the video (ibid). In order to make the students understand about the video such as the situation, identify the characters, and observe and recall the language and other facts of the video in detail, it will be good to play the video more than once (ibid). Stempleski (ibid) also states that the students will be happy and really want to see the video again when the teacher provides many kinds of viewing activities which makes them focus on different aspects of the video, for example cultural differences, body language, vocabulary, or language models.

2.2.3.3 Using Video in Teaching Speaking

Some techniques can be applied to use video in teaching speaking. Stempleski (1990, cited in Richards and Renandya, 2002:367) proposes three main activities in the instruction by using video; they are previewing, viewing, and post viewing. The explanations are below in detail:

(1) Previewing activities

In this stage, the teacher makes the students relate their background knowledge to the video will be viewed, stimulate interest in the topic, and less their fear of unfamiliar vocabulary (ibid).

(2) Viewing activities

These are viewing of the video activities which make them focus on important aspects such as factual information, plot development, or the language used in a particular situation (Stempleski1990, cited in Richards and Renandya,

2002:367). Harmer (2001:286-287), on the other hand, elaborates video teaching techniques into two kinds: viewing techniques and listening (and mixed) techniques. It can be used in the viewing activities. The explanations are elaborated below:

- Viewing techniques

In these techniques, the students' curiosity is awakened. The prediction activities will make students have some expectations about the video.

- Fast forward

The teacher presses the "play" button and then fast-forwards the video so that the sequence plays silently and in fast speed, which takes only a few minute. After that, the teacher can ask students what the video was about or they can guess what the people are saying (ibid).

- Silent viewing (for language)

The teacher plays the video at normal speed but without sound. The students have to guess what the people are saying. Then, the teacher can play the video with sound so the students can check whether what they guessed is correct or not (ibid).

- Silent viewing (for music)

The teacher shows the sequence without sound and asks the students to say what kind of music they would put behind it. When the sequence is playing with the sound, the students can check whether their choice is same as the director or not (ibid).

- Freeze frame

The teacher can “freeze” or pause the video in any sequence. This can be used to ask the students what they think will happen next or what the character will say next (ibid).

- Partial viewing

The teacher covers a half of the screen to make the students curious. While the students are thinking what are happening in the video, the teacher can remove the covers slowly to reveal the sequence of the video (ibid).

- Listening (and mixed) techniques picture less listening (language).

The teacher covers the screen and let the students listen to the speakers. The students have to guess, for example where the speakers are taking place, which the speakers are, what they think the speakers look like (ibid).

- Picture less listening (music)

When the students are listening to music, they have to say what kind of scene it might be and where it is taking place (ibid).

- Picture less listening (sound effect)

The students can tell what is happening in the scene without dialogue, for example the sound of the lighting of the gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in (ibid).

- Picture or speech

The teacher can divide the students into two groups. One group is watching the video and the other is facing back. The group who watches video has to tell what are happening to the students who cannot watch. It makes them practice their speaking skill. On the other hand, the group who cannot watch has to listen to the story and try to understand about the

video. This makes them practice their listening skill. The teacher then can ask the group to change the round (ibid).

(3) Post viewing activities

In this stage, the students practice some particular language point in the video. There are many post-viewing activities that can be done, for example discussion, role-play, writing activities, debate, or related reading (Stempleski 1990, cited in Richards and Renandya, 2002:367). As video is the motion picture, it has some benefits, as stated earlier, to be used in teaching speaking. Dobson (2005:81) states that the teacher can use motion pictures to teach pronunciation, vocabulary, and grammatical structures, which have 17 Sefrina Mulyati, 2012 one of advantages in presenting a realistic image of the culture correlated to the language. In addition, the motion, sound, and color from the video make the culture more interesting and exciting to be viewed. Dobson (ibid) suggests some procedures and techniques to use motion pictures in the instruction. Dobson (ibid) uses videos in teaching speaking; however, it can be adapted to be used in teaching speaking by using video. The descriptions are below:

- Preview the videos. The teacher can choose the video, which is appropriate for the age, interests, and English proficiency level of the students; and understand the content of the video so that the teacher can prepare the class for showing.
- Try to arrange the class setting. The room should be darkened and the seats should be arranged in order all the students can see the screen.
- Prepare the students for the video. The teacher can stimulate the students' interest, discuss the background, think about grammar and vocabulary

difficulties, tell what is to be found, and give some questions to the students after watching the video.

- Let the students write any information in the video, which is being shown.
- While the video is being shown, the teacher can show the whole video, turn off the sound to let the students only focus on the visual image, or give them dialogue or narration according to the video (Dobson, 2005:81). This technique is same as Harmer (2001:82) who suggests for viewing or listening (mixed) technique.
- The teacher can ask the questions after the students have watched the video. After that, the teacher can discuss the content of the video with the students or ask them to make small groups to discuss what they have just viewed (Dobson, 2005:81).
- The teacher can show the video again after the discussion or in the next meeting (Dobson, 2005:81).
- In addition, a research of Canning-Wilson (2000) conveys that the students can understand the meaning of vocabulary because a video presents the image contextualized. Moreover, the result of her research suggests that “visuals can be used to help enhance the meanings of the message trying to be conveyed by the speakers through the use of paralinguistic cues” (Canning-Wilson 2000).

Research by Heron, Hanley, and Cole (1995, cited in Canning-Wilson, 2000) shows that English speaking students had the improvement in their comprehension scores while learning French by using video as the video provides the visual image in the term of descriptive pet animals.