CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 English-Speaking Learning

2.1.1.1 Speaking

The term 'Speaking', according to Brown (2001), is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. There are five components in speaking skills including vocabulary, grammar, fluency, comprehension, and pronunciation (Brown, 2004: p.172-173). Vocabulary is a number of words used to form language in speaking by combining them (Bohari, 2019). Grammar is a description of a language system that shows how to order words in sentences, how to combine and how to change the form of words to change their meaning (Hadfield, 2008). Fluency is when students can speak spontaneously and fluently without pauses and hesitation. Fluency also refers to several aspects, such as responding coherently in conversational changes, using connecting words and phrases, and remembering complete pronunciation and adequate intonation without hesitation (Richards, 2006). Comprehension in speaking is a good understanding between the speaker and the listener so that the conversation gets a response that is appropriate to the subject (Bohari, 2019). Pronunciation is "the production and perception of the significant sounds of a particular language to achieve meaning in the context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and the speech melody or intonation" (Carter & Nunan, 2004, p.56).

2.1.1.2 Speaking Learning

In English-speaking learning, students are required to have speaking competencies. Nunan (2003) states there are at least three reasons that make the teaching of speaking a must in EFL classrooms. Firstly, speaking activities provide practical opportunities to be used authentically and use the target language quickly

and confidently without unnatural pauses, called fluency. Secondly, speaking tasks during which students try to use any or all the language could provide feedback about their learning level in oral communication. Finally, the more students have opportunities to activate the various elements of the language stored in their brains, the more automatic and proficient use of these elements becomes.

2.1.2 Zoom-based Webinar

A Zoom-based webinar allows users to share videos and screens with up to 100 people or more. It is also a learning medium using video and audio that can be used in various mobile devices, laptops, and netbooks. From this application, lecturers can ensure their students take part in learning simultaneously, even in different places. The simple definition of a webinar is a seminar that is conducted online via the Internet rather than offline in a traditional classroom.

The use of webinars in improving speaking skills can be seen from the necessity for students to speak to the audience in delivering the webinar material they have prepared beforehand. Students are required to pay attention to grammar and pronunciation, enrich vocabulary, and convey material smoothly so that the audience can understand the material presented. Therefore, webinars can facilitate students to be able to learn and practice to improve their speaking skills interactively, as stated by Gegenfurtner & Ebner, 2019 that communication among webinar participants is technologically mediated through web cameras and IP voice-over. They can interact online virtually anywhere worldwide and don't need to travel to a physical seminar room.

2.1.3 English-speaking Learning through Zoom-based Webinar Series in ALS course

In the ALS course, students are required to be able to develop their speaking and communicative competence in line with the learning activities carried out. This course explains preparing and giving presentations for prospective teachers who have never presented at a conference, then will be tested with the task of extensive listening, creating conducive conditions, democratizing how to conceptualize, formulate systematically, and articulate ideas in academic presentations to reflect on to retain students as reflective practitioners. This course also provides students

with a mini-conference which can be a means to imagine them as prospective research students for the dissemination of scientific work.

English-speaking learning activities in the ALS course carried out by student is conducting Zoom-based webinars requiring them to speak to an audience in delivering webinar material that they have prepared beforehand. Students are required to pay attention to grammar and pronunciation, enrich vocabulary, and convey material fluently so that the material presented can be understood by the audience (Brown, 2007).

2.1.4 English-speaking Practices in the Digital Era

Punar & Uzun (2019) conducted research examines the effect of Skype on foreign language learners' speaking anxiety levels and tries to find out the differences in foreign language speaking anxiety levels between the traditional speaking lesson and the Skype Conference Call lesson. The findings indicated that Skype had an impact on foreign language learners' speaking anxiety because it reduced the anxiety levels of leaners. Azlan et al. (2019) conducted action research to discover the potential use of integrating Instagram features and task-based learning activities to develop speaking skills and identify the level of pupils' motivation and the findings indicated that incorporating of Instagram and task-based learning activities are aligned with the needs of 21st Century learning and teaching strategies together with the potential to engage and motivate pupils in developing their speaking skills. Nehe (2021) investigate students' perception while teaching learning process in 16 meeting by having Google Meet video conferencing, the findings showed that the usage of Google Meet video conferencing in the speaking class showed positive response that students' perception on Google Meet showed mostly perceive the advantages rather than disadvantages of Google Meet video conferencing provided. Putri & Suryaman (2022) examines students' perception of using Zoom Meeting for online in teaching English speaking skills, the result showed that the use of Zoom Meeting for online learning in teaching English speaking skills give positive and negative impacts. Zoom Meeting applications make them understand some speaking class learning material easily. However, in the other case, most of the students were bored with

implementing online classes and lost motivation to study during the COVID-19 pandemic only.

Thus, the use of media or technology in speaking learning including Skype, Instagram, Google Meet, and Zoom Meeting, has an impact on English-speaking practices in the digital era.

2.2 Study of the Relevant Research

Alshahrani (2019) conducted research by discussing the experiences of lecturers and students in conducting online teaching through webinars, and the findings reported that their experiences in holding webinars were smooth, flawless, encouraging, and sufficiently attended by faculty members, although with little response from students. They received positive feedback from the audience and gained some advantages from webinars.

Another study conducted by Hidayati et al. (2021) reported on a study of 30 students' first learning experiences when using Skype in a series of English Language Teaching (ELT) webinars. The findings revealed that Skype-based webinars provide an opportunity to stimulate student motivation, broaden their horizons, and offer a fun learning atmosphere. Despite the opportunities, there are also some downsides regarding a lack of clarity which causes learning anxiety and technical issues regarding signal stability.

Another recent study conducted by Novita et al. (2022) explains how students engage in the online learning of the Academic Listening and Speaking course and focuses on the factors influencing student engagement in the online course. The findings reveal that students engage cognitively by understanding the teaching materials and activities in online ALS courses, engage emotionally by enjoying in-class learning activities, and engage by participating in discussions, developing problem-solving skills, and applying online learning norms in the classroom. In addition, factors that influence student engagement include social engagement, collaborative engagement, and interest in learning for the Academic Listening and Speaking course.

It seems that previous research remains under-researched, especially in exploring students' experiences of English-speaking learning through Zoom-based

webinar series in the ALS course. Thus, this present study aims to fill this investigative gap.