

CHAPTER II

LITERATURE REVIEW

A. Video as media learning in supporting speaking skills

Richards and Renandya (2002) stated that “Video is an extremely dense medium, one that incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language” (p. 364). In the current era, the use of video in learning is not a new thing to do. Moreover, learning to use video can be easily done. Video can be used as a medium that makes it easy for students and teachers to learn, especially in language learning. According to Alessi (2001) “Video is a powerful tool for learning and instruction” (p. 538). One of them is using video to support speaking skills.

Implementing videos to support speaking skills is one way to practice speaking and to practice the ability to utilize technology. According to Katchen (1992), through using video project activities can be a great way for students to notice mistakes in their performances. Besides that, students can also review their speaking skills and learn from their classmates' comments. Further, Hafner and Miller (2011), “people can communicate with each other through video projects and provide a social context to interact”. Besides, video can combine the audio and visual elements that other media cannot do. These advantages can be maximally used in teaching and learning speaking to improve my speaking skills.

“A video project is also meaningful for the students” (Frasser & Oram, 2003). The video project is meaningful for the students, such as becoming more

active. Through a video project, students can put all their creativity to create the video and facilitate them to explore their knowledge to produce a good video. In addition, Harmer (2001) states, “creative power is an advantage in the use of video in the teaching and learning process. Furthermore, students have the potential to make something memorable and fun when using video recording” (p. 284).

B. Speaking in EFL context

There are many definitions of speaking according to experts. As mentioned by (Azadi et al, 2015) “Speaking is one of four basic skills in learning a foreign language besides listening, reading, and writing”. Then, Ismailia and Bajramia (2016) states, speaking is one of the most important means of effective communication both of the speaker and the listener. It means that speaking is a tool used by someone to communicate well and can be understood by others. As Levelt (1993) states, it is an inevitable activity in our daily lives, since we speak to chat, tell a story, discuss, and for many other similar reasons. Also, Spratt et. al (2005) state speaking is a productive skill. It involves using speech to express meaning to other people. Furthermore, Fulcher (2003) argue that “Speaking is the use of language to communicate with others”. It means that this activity is a way to interact with others.

One of the language skills that must be mastered by the students in learning English is speaking skills. In line with this, Grauberg (1997) states that the main goal for many students in learning a foreign language is to be able to speak it and apply it (p. 201). However, according to Zhang (2009) students,

who study English as a foreign language (EFL) usually, have limited opportunities to speak English outside the classroom. Further, Al Hosni (2014) states that “EFL students may face numerous problems in the way of developing their speaking skills regardless of their linguistic knowledge”. Hence, speaking skills should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language.

Moreover, Harmer (2001) mentions that “The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language on the spot”. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, the students need to have a good speaking ability to achieve the objective of learning English.

The purpose of speaking is communication. Besides that, speaking is also a skill in using language appropriately to express in giving or getting information through communicating. According to Harmer (2001), speaking occurs when two people communicate with each other by saying something or conveying messages and information. Therefore, Bailey (2000) stated that “speaking is a process of interaction in which the speaker intends to construct meaning through generating, receiving, and processing information”. From this theory, it can be concluded that speaking skills are related to communication.

Furthermore, when students have trouble in learning English, especially in speaking skills, students become unmotivated and reluctant to practice their abilities, in this case, the students are more silent than speaking. Thus, students'

skills are difficult to develop because they are not trained. This is according with the statements of several experts, Nunan states “Students face several problems learning to speak; many English students are reluctant and unmotivated” (1999), EFL students face problems such as students not wanting to speak (Gebhard, 2000), then Fauzan (2016), “Students are reluctant, hesitant, afraid to make mistakes, or lack of adequate vocabulary’, addition Sayuri (2016), students face problems in speaking English related to pronunciation, fluency, grammar, and vocabulary.

According to Ur (1996), one of the problems is that students become inhibited from speaking. This means that students are afraid to speak or practice English because they have obstacles and make mistakes when practicing English. Meanwhile, according to Thornbury (2005), “problems in speaking a second language or (other) cover two main areas that are owned by speaker-learners. The first is the knowledge factor, meaning that students do not yet have linguistic aspects that allow production. The second factor is the skill factor, which means that students' knowledge is not fluent enough so that it is difficult to apply or practice it”. From these factors, Thornbury also concluded that two factors could cause students' affective problems, namely a lack of self-confidence or self-awareness that can hinder fluency.

Regarding the phenomenon of speaking English in the EFL context above, Nation and Newton (2009) see a little difference from Thornbury; who concluded that some EFL students are reluctant to speak due to two conditions. In terms of language, they feel they do not have sufficient language mastery

such as inadequate vocabulary and grammar mastery, as well as a lack of fluency in speaking in class. Meanwhile, in personality problems, students' lack of motivation or encouragement, and shyness to use English also prevented students from improving their speaking skills.