CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Teaching Speaking

1. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.
In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history, the teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989: 32), successful oral communication involves:

a. the ability to articulate phonological features of the language comprehensibly
b. mastery of stress, rhythm, intonation patterns
c. an acceptable degree of fluency
d. transactional and interpersonal skills
e. skills in taking short and long speaking turns
f. skills in the management of interaction
g. skills in negotiating meaning
h. conversational listening skills (successful conversations require good listeners as well as good speakers)
i. skills in knowing about and negotiating purposes for conversations
j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the
learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very
helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert ‘instant comment’ mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as
‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will
be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

3. Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students’ speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.
c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.
4. The Nature of Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the
objectives is preferable. Another way is using visual aids to attract students’ attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students’ replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher’s role in the speaking learning is creating activities in which the students can
practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

5. Teaching Speaking in Senior High School

The subject of this research is the tenth grade students at SMA Berbudi Yogyakarta. Knowing the students’ characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

a. They can engage with abstract thought.

b. They have a whole range of life experiences to draw on.

c. They have expectations about the learning process and may already have their own set patterns of learning.

d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.

e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at SMA Berbudi. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life. The Standard of Competence and the Basic Competency are presented in the table below:
Table 1

The Standard of Competence and the Basic Competency

(Adopted from BSNP, 2006)

<table>
<thead>
<tr>
<th>Standard of Competence</th>
<th>Basic Competency</th>
</tr>
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<tbody>
<tr>
<td>9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.</td>
<td>9.1. Expressing meaning in a transactional (to get things done) and interpersonal (with social contacts) dialogue by using spoken language accurately, fluently, and appropriately in the context of daily life and including expressions of thank, compliment and congratulation.</td>
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B. Teaching Media

1. Definition of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer et al (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that
motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

2. Functions of Media in Teaching and Learning Process

The function of using media is meaningful and clear for the students. Teaching and leaning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students’ motivation. Students develop based on their interest and speed conveying direct interaction with the environment, and having the same experience.

Smaldino et al (2007: 12) explains five roles of media in learning as follows:
a. Thematic Instruction

Thematic instruction is known as the teachers’ ways on organizing their instructions around topics. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content.

These units provide a rich environment of focus within which learning takes place. A good theme must capture and hold students’ attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

b. Portfolios

A portfolio is a collection of students’ work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students’ ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

c. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.
Based on the discussion above the media serve many functions in the teaching and learning process. Media are not only able to be the teacher’s language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Therefore, it is clear that media are very useful and really needed for the teaching and learning process.

d. Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the “live’ instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

e. Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are not only able to be the teacher’s language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media
provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clear stated that media are very useful and really needed for the teaching and learning process.

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. According to Smaldino et al (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. However, the researcher chooses videos as media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher’s explanation. Besides, videos can make students motivated and attracted to the teaching and learning process. It will be discussed in details in the following section.

3. Video

a. Characteristics of Video

Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students’ attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.
They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum.

According to Solomon (2004: 349), video segments can illustrate an event or a procedure so that students feel as though they are actually there. With the help of some special equipment, videos can easily be inserted into multimedia presentations.

Smaldino et al (2007) states video versions of the moving image are recorded on tape or disc, in the forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic media format that employs “motion pictures” to present a message can be referred as video. According to them, a video has the basic characteristic of other motion that is the ability to manipulate temporal and spatial perspective. The ability does not only serve dramatic and creative ends but also has important implications for instructions. It permits the users to increase and decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm. That is at extremely close range or from vast distance.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other
visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British ‘body language’ is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Last but not least he mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

b. The Advantages of using Video in the teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts which is freely used anytime. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students’ needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students’ interest, providing realistic listening practice, stimulating language use, and heightening students’ awareness of particular language points or other aspects of communication. They can be
improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:

a) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language
not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more.

c. The Use of Video in the Teaching and Learning Process

According to Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Instead of being fun and useful, they can be demotivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students’ level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

He also states that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus. Before using it, teachers have to ask themselves about following questions:
a) Will the students understand the material?
Well enough, either because they are familiar with the language used or because the visual element makes it fairly clear?

b) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?

c) Do I have some really useful activities with which to exploit the material?

d) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino *et al* (2005: 291) states that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

a) Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

b) Demonstrations

Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

c) Virtual Field Trips

Videos can take students to places they might not be able to go otherwise. Teachers can take their students to the Amazon rain forest, the Jungles of
New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video.

d) Documentary

Video is the primary medium for documenting actual events and bringing them into classroom.

e) Dramatization

Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

f) Discussion Basics

By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

If teachers wish to use video successfully in classes, they need to be aware of a number of potential problems. Harmer (2001: 283) states there are some problems that will occur on using video in the teaching and learning process and what teachers should do to solve those problems.

a) The ‘nothing new’ syndrome

The use of video is not only switching on the monitor in the classroom and exciting for a television and internet viewing population but also giving them the video materials and the way to exploit it. Teachers have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b) Poor quality types and disks
 Teachers have to judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students’ interest. Poorly filmed and woodenly acted material will not engage students who are used to something better.

c) Poor viewing conditions

Teachers have to make sure that the students can see and hear the video. The monitor must big enough for the students who sit at the back to see the screen clearly. Teachers also need to see if they can dim the ambient light sufficiently for the picture to be clear.

d) Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It can also be extremely irritating if a teacher fails to show the class how the story ends. Sometimes this is done on purpose, that is as a spur to creativity or prediction. At other times, some teachers fail to take students’ natural curiosity into account. Teachers have to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence. The answer will guide the way they use video with others.

e) The length of extracts

Some people think that more than two or three minutes of video sends students to sleep. However, short video sequences of between one and four
minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating.

f) Fingers and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.

He adds that teachers can also use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic they are working on, to highlight language points, or to settle a class after a noisy activity.

a) Topic, teachers will be able to introduce a short two or three minutes video extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against generic modification.

b) Language, when a class is working on an area of language, whether grammatical, functional, or lexical or a mixture of all three. The lesson can be greatly enhanced by a video extract which shows that language in operation. Therefore, video extracts here can be used to introduce new language,
practice already known items, or analyze the language used in certain typical 
exchanges and genres.

c) Relaxation, video can occasionally be used for relaxation. However, teachers 
play a music video at the end of a long lesson or show a quick bit of video 
film about a place or a person as a bridge between, for example, a noisy 
activity and a quite one.

d. Video Teaching Techniques

The activities that teachers use to exploit video are usually at least as 
important as the material itself, often more important. Paul (2002: 166) states that 
there are some techniques in using video in the teaching and learning process.

a) The most obvious use of video is for listening comprehension.

Show a short section of video, put it on pause, and ask questions about what 
the people said then show another section. Teachers can also ask questions 
which are not about the script but about the scene and what is happening.

b) Ask the students to listen for a specific form of functional expressions, for 
example, an apology. Write an example of the form of function that teachers 
want the students to listen for on the board and get them to raise their hands 
when they hear one. Use the pause button to stop the video after selected forms 
of functional expressions and ask the students to repeat what the last speaker in 
the video said. This keeps the students listening attentively and focuses on the 
forms or expressions that teachers have selected.
c) Use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker will say.

Smaldino et al (2005: 289) states that there are some criteria which should be noticed by teachers about how to use video.

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

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

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

d) Vocabulary. Preview any vocabulary.

e) Short segments. Show only 8 to 12 minutes of video at any one time. Rather than showing a 30 minute video from start to finish, increase viewer learning and retention by using the following technique. 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. Show the second 10 minutes segment and repeat the procedure. Teachers may choose to show only part of a video. Teachers do not have to show it all.

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

g) Follow up. Reinforce the video with meaningful follow up activities.
According to Harmer (2001: 286), there are a number of teaching techniques which can be used in the teaching and learning process.

a) Viewing techniques

The purpose of the designed of the viewing techniques below is to awaken the students’ curiosity, through prediction activities. Therefore, when the students finally watch the video sequence in its entirety they will have some expectations about it.

1) Fast forward: the teacher presses the ‘play’ button and then fast forwards the video so that the sequence shoots pass silently and at great speed. It takes only a few seconds. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

2) Silent viewing (for language): the teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

3) Silent viewing (for music): the same technique can be used with music. The teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the director/composer.

4) Freeze frame: at any stage during a video sequence we can ‘freeze’ the picture, stopping the participants dead in their tracts. This is extremely
5) Partial viewing: one way of provoking the students’ curiosity is to allow them only a partial view of the pictures on the screen. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

b) Listening (and mixed) techniques

Listening routines, based on the same principles as those for viewing are similarly designed to provoke engagement and expectations.

1) Pictureless listening (language): the teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.

2) Pictureless listening (music): where an excerpt has a prominent music tract, students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.

3) Pictureless listening (sound effects): in a scene without dialogue students can listen to the sounds to guess the scene, for example, they hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. After that, they have to tell the story they think they have just heard.
4) Picture or speech: The teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

There are many techniques in teaching by using video. Teachers have to select the appropriate technique based on the topic of the materials that will be learnt. The use of variety of techniques in using video is also important. It can help teachers improve their quality of teaching and learning and also help students to minimize their boredom.

e. Types of Video

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

a) Off-air programmes: programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programmes and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students’ own activity.
Teachers have to remember that all television programmes have copyright restrictions which vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences.

b) Real-world video: teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to judge the length of the extract in the same way too.

c) Language learning videos: it means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students’ topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

From the explanations above, it is clear that there are many types of video. The video that is appropriate in the teaching and learning process is language learning video. This type of video is designed to accompany course books. Therefore, it is more contextualize and engage students’ interest.

C. Conceptual Framework

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to
apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they have limited vocabularies and grammar knowledge.

Teaching and learning process cannot be separated from the use of media because media are considered as teacher’s language. Media are tools that facilitate the tasks of language learning. One of the media that can be used in the teaching and learning process is video. According to Harmer (2001), videos can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. It is stated clearly that videos can support the teaching and learning process. Besides, video can combine the audio and visual elements that other media cannot do. Therefore, the students can learn a language by listening how native speakers pronounce some words and also by observing their facial expressions. These advantages can be maximally used in teaching and learning of speaking to improve the students’ speaking skill.

Considering the need of improving the students’ speaking skill, the researcher finds out that the use of videos in the teaching and learning process can produce any improvements both on the quality and ability of the students speaking skill as shown in the conceptual framework diagram. Therefore, the researcher intends to conduct action research in SMA Berbudi, Yogyakarta. She works collaboratively with the English teacher and the tenth grade students of SMA Berbudi. The collaborative work will be aimed to improve the speaking skill of the tenth grade students at SMA Berbudi Yogyakarta.
Conceptual Framework Diagram

Language

Skills

Listening
Speaking
Reading
Writing

Nature of Speaking

Teaching Speaking

Classroom Speaking Activities
a. Acting from script
b. Communication games
c. Discussion
d. Prepared talks
e. Questionnaires
f. Simulation & role play

Types of Speaking Performance
a. Imitative
b. Intensive
c. Responsive
d. Transactional
e. Interpersonal
f. Extensive

Improving students’ speaking skill is needed. Communicative activities have the big roles to achieve learning objectives. Using media and conventional ways of teaching speaking are influence the students’ speaking skill development.

Considering the need in improving students’ speaking skill, combining the communicative teaching activities of speaking and the use of videos in the teaching and learning process may result improvements on students’ speaking development.

Teaching cannot be separated from the use of media. Using video in the teaching and learning process will be helpful to achieve teaching objectives. Besides, video can combine audio and visual elements that give students more learning experiences.

Media

Characteristic of Media
Media as means of communication

Roles of Media
a. Thematic Instructions
b. Portfolios
c. Distance education
d. Instructor directed-learning
e. Learner directed-learning

Kinds of Media

Text
Audio
Visuals
Video
Manipulative
People

Characteristic of Video

Advantages of Video

How to use video in the TLP

Video Teaching Techniques

Types of video

Improving students’ speaking skill is needed. Communicative activities have the big roles to achieve learning objectives. Using media and conventional ways of teaching speaking are influence the students’ speaking skill development.