

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Speaking and Teaching Speaking**

##### **1. Definition of Speaking**

Speaking skill is an interactive process of constricting meaning that involve producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. (Louma, 2004, p. 2) It is to interact with participants and carry a message of some sort.

Lazaraton (2001, p.103) stated that speaking is an activity requiring the integration of many subsystems. All these factors combine to make speaking a second or foreign language formidable task for language learner, yet for many people, speaking is seen as the central skill.

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expression, but it also involves nonverbal symbol such as gestures and facial expression. From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. (Brown, 2007, pp. 184-185)

From the definitions above, the researcher conclude the speaking is particular skill that has many functions in daily life, by speaking we can share our ideas, feeling and interactions that we are able to interact with another.

## 2. Types of Speaking

There are some basic types of speaking that students are expected to carry out. According to Brown (2010. P.184), he states on his book that there are five basic types of speaking.

### a. Imitative

The first of the types of speaking performance is the ability to simply parrot back or imitate a word, a phrase, or a complete sentence. The focus of this type of speaking performance is on the pronunciation. No inferences are made to understand or convey the meaning or to participate in an interactive conversation. The speaker should retain the short stretch of language that must be imitated. Imitative can tail into habitation and risks becoming a stimulus of sharpening student interest in other language (Coldwell, 2006, p. 277)

### b. Intensive

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements- intonation, stress, rhythm, juncture (Brown, 2010. P.184). Intensive means that students are asked to practice some forms of a language intensively such as dialogue or pair work activity. Examples of intensive assessment include reading aloud, pictured-cued task, etc.

### c. Responsive

This type of speaking includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple

requests and comments, and the like (Brown, 2010. P.184). Student response to teacher questions or comments or students to students response in any form of language use.

d. Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants (Brown, 2010. P.184-185). Interactive refer to what we normally mean by “conversation” and describes interaction that serves a primarily social function (Richards, 2008. P.21). The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

1) Transactional (dialogue)

This kind of activity is an extended form a responsive. The purpose of this activity is to conveying or exchanging information (Brown, 2010. P.185). Richards explained transaction refers to the situation where the focus is on what is said, it means making oneself understood clearly and accurately (Richards, 2008. P.24)

2) Interpersonal (dialogue)

This activity is rather difficult for students because carried out more for maintaining social relationship than for the transmission of fact and information. Brown explained, in interpersonal exchanges, oral production can become

pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions (Brown, 2010. P.185).

e. Extensive (monologue)

Language style of extensive is frequently more deliberative (planning is involved) and formal (Brown, 2010. P.185). Extensive speaking includes speeches, oral presentations, give comments or summaries and storytelling. The language use in this monologue activity could be very formal and intentional.

### **3. Function of Speaking**

Richards (2008, pp. 21-28) divides the functions of speaking as follows:

a. Talk as interaction

Talk as interaction refer to what we normally mean by “conversation” and describes interaction that serves a primarily social function. What people meet, they exchange greetings, engage in small talk, recount recent experiences and so on because they wish to be friendly and establish a comfortable zone of interactions with others (2008, pp. 22).

b. Talk as transactions

Talk a transaction refers to situations where the focus is on what is said or done. The message and making oneself clearly and accurately is the central focus, rather than the participants and how they interact socially with each other (2008, pp. 24).

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk

as performance. This refers to public talk, talk that transmits information before an audience, such as classroom presentations, public, announcement and speeches (2008, pp. 27).

#### **4. Component of Speaking**

There are five components to measure of students' speaking based on Brown explained (2010. P.184):

##### **a. Pronunciation**

Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to the component of grammar made up the elements and principle that determine how sounds vary and pattern in a language. Lynda explained pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.(2002. P.1)

##### **b. Grammar**

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Harmer (2007. P.210) explained grammar is a study how language is constructed. Grammar and

pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language.

c. Vocabulary

Vocabulary is the most important part of speaking skill. Without grammar very little can be conveyed. Diamond & Gluthon (2006) in Ferreira (2007. P.21) defined vocabulary is the knowledge of words and their meaning. Ferreira add, vocabulary knowledge require not only word and meaning knowledge, but it requires the usage of the words in the appropriate context in natural way (2007. P.21). Vocabulary means the appropriate diction which is used in communication. If students have many vocabularies, it will be easier for them to express their data.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency usually refers to express oral language freely without interruption (Pollard, et al, 2008. P.16). In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. Someone can speak fluency without any hesitation even though he or she makes errors in pronunciation and grammar (Brown, 2007. P.323).

e. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. In speaking, comprehension is needed to not misunderstanding between speaker and listener and for communication will running well (Brown, 2010. P.212).

## 5. Teaching Speaking

What is meant by teaching speaking is to teach English language learners to produce the English speech sounds and sounds pattern. In the same time to use words and sentence stress, intonation patterns and the rhythm of the foreign language. Teaching speaking also selects appropriate words and sentence according to the proper social setting, audience, situation and subject matter (Sihem, 2012. P.20).

The teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become '*talking classroom*'. In other words, students will be much confident speaker and their speaking abilities will improve if this kind of speaking activation is a regular feature of lesson (Thornbury, 2005. P.8).

According to Jeremy Harmer (2007, p. 123) there are three main reason for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. And the last students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Harmer explained getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task (Harmer, 2007. P.345).

But, a problem that occurs more often found is the natural reluctance of some students to speak and to take part.

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion (Harmer, 2007. P.345). In such situation, Harmer has explains that there are a number of things teacher can do to help students:

a. Preparation

The value of planning and rehearsal for speaking success, and students, too, will perform much better if they have chance to think about what they are going to say and how to say it. Wilson (20050 in Harmer (2007. P.346) adds that may involve just giving them quiet time to think in their heads about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.

b. The value of repetition

Repetition has many beneficial effects. Each new encounter with a word or phrase helps to fix it in the student's memory. Repetition has other benefits; it allows students to improve on what they did before (Harmer, 2007. P.346). They can think about how to re-word things or just get a feel for how it sounds.

c. Big groups, small groups

Grouping students has beneficial effects for students' speaking. Fattah explained that with pair tasks, students get chance to speak and discuss the language in one-one-one (Fattah, 2006. P.59). A major reason for reluctance of



some students to take a part in speaking activities is that they find themselves having talk in front of a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups too (Harmer, 2007. P.346).

d. Mandatory participation

Make sure that students are engage in task and manage students who sit back and let everyone else do the work. Mandatory participation also lies at the heart of jigsaw reading activities and story - circle writing since both these-and other similar activities – only work when all the students take part (Harmer, 2007. P.347).

## **6. Teaching Speaking Activities**

There are some activities to practice or promote speaking. Thornbury (2005. P.96-111) mentions some activities like presentation, storytelling, jokes and anecdotes, drama, role play, simulation, discussion and debate classroom conversation and casual chat. Lazaraton in Murcia (2001. P.106-107) explained some activities to promote speaking skill, there are:

a. Discussion

Discussions are probably the most commonly used activity in the oral skill class. Typically, the students are introduced to a topic via reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with solution, a response, or the like. (Murcia, 2001. P.106)

#### b. Speeches

Topics for speeches will vary depending on the level of student and the focus of the class, but in any case, students should be given some leeway to determining the content of their talks (Murcia, 2001. P.106).

#### c. Role plays

A third major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like (Murcia, 2001. P.108). depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expression.

#### d. Conversations

Almost all ESL/EFL students can practice with informal conversation, but few students report having either the opportunity or the confidence to engage in unplanned conversation with native speakers. A conversation assignment can be helpful in this regard (Murcia, 2001. P.108).

### **7. The Problem in Teaching Speaking**

One of the most difficult aspects of language learning for the teacher is to help the students learn to talk in the foreign language. Students are usually faced by some problems in learning speaking. They are not conversant with spoken English. Based on Ur (2009, p.121) there are some problems with the speaking activities which are faced by the students.

#### a. Inhibition

Speaking involves the students' real-time exposure to the audience.

Students are often inhibited about what to say in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention from their classmates. (Ur, 2009, p.121).

b. Nothing to say

Teacher often hears students complain that they cannot think of anything to say. They cannot express anything when they feel that they should speak on the topic they are unfamiliar with it. (Ur, 2009, p.121).

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each student will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all. (Ur, 2009, p.121).

d. Mother-tongue use

Students may tend to use mother tongue where a number of students share the same mother tongue. They may tend to use it because it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less exposed if they are speaking their mother tongue. (Ur, 2009, p.121).

Different with Ur, Harmer (2007, p.345-348) just describe two problems that faced by students and teachers in teaching speaking process. There are the natural reluctance of some students to speak and the roles of the teacher.

a. Reluctant students

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they

are being asked to give personal information and opinions. Frequently too, there is a worry about speaking badly and therefore losing face in front of their classmates. (Harmer. 2007, p.345).

b. The roles of the teacher

Sometimes students fail because of teacher did not give a clear role and explanations. As with any othertype of classroom procedure, teacher need to pay a number of different roles during different speaking activities (Harmer. 2007, p.347).

## **B. Task and Type of Task**

### **1. Definition of Task**

There is a good deal of variation among experts on how to describe or define task in pedagogical nature. Sekhan (1998, pp.95) in brown (2007, pp.50) explained concept of task still captures the essentials. He defines task as ability in which:

- a. Meaning is primary;
- b. There is some communication problem to solve;
- c. There is some sort of relationship to comparable real-word activities;
- d. Task completion has some priority; and
- e. The assessment of the task is in terms of outcome.

Nunan (2004, P.4) defined a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focus on mobilizing grammatical knowledge in order to express meaning and in which the intention is to convey

meaning rather than to manipulate form. He adds that the task should have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

Another expertise defined task is an activity which requires learner to use language, with emphasis on meaning, to attain an objective. (Bygatte, Skehan & Swain, 2001, p.11). In some cases, task and technique may be synonymous. Brown (2007, p.51) explained the differentiation between task and techniques. Tasks are usually “bigger” in their ultimate ends than techniques. No small effort is demanded in designing effective task.

Brown (2007, p.52) explained there are some characteristic of task in language teaching process:

- a. Task ultimately point learners beyond the form of language alone to real-word contexts.
- b. Tasks specifically contribute to communicative goals.
- c. Their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together.
- d. Their objectives are well specified so that you can at some later point accurately determine the success of one task over another.
- e. Tasks engage learners, at some level, in genuine problem-solving activity.

## **2. Type of Task**

Research on task-based learning has attempted to identify types of tasks that enhance learning (such as open-ended, structured, teacher-fronted, small

group and pair work) to define task specific learner factors (for example, roles, proficiency levels, and styles), and to examine teacher roles and other variables that contribute to successful achievement of objectives (Brown. 2007, P.52).

Another research explained type of task that relevant to developing speaking skills, it is apparent that task can be grouped in different ways (Fattah, 2006, P. 59):

1. Pair/ group task

According to Scarcella & Oxford (1996. P.159) in Fattah (2006. P.59) Pair tasks involve students work one-on-one with other in class. On the other hand, group task involve more than two students.

2. Closed/ open task

Closed tasks have just a single correct answer. They are very structured and have very specific goals. On the other hand, open tasks are more loosely structured, with a less specific goal, for example exchanging anecdotes on a theme. (Nunan, 1999. P.53)

3. Information gap tasks

Sliminani-Rolls (2005. P.196) explained in Fattah When one conversation partner has knowledge relevant to the situation discussed, which is unknown by the other partner, an 'information gap' is said to exist. They need to acquire the information gap triggers communication between the two which bridges the 'information gap' (Fattah, 2006. P.59)

#### 4. Opinion gap/ reasoning gap task

Opinion gap tasks involve identifying and articulating a personal preference, feeling or attitude. The task may require using factual information, formulating arguments, and justifying one's opinion. A reasoning gap task involves deriving some new information from given information through the process of inference or deduction and interacting with others to deliver these inferred new information (Ellis, 2000. P.199, in Fattah, 2006. P.60).

#### 5. Information processing task

In this type of tasks, all the participants have access to the same information. However the task requires some sort of cognitive or emotional involvement. Examples of this task are listing and ordering, comparing, ranking, and problem solving task (Fattah, 2006. p.60).

#### 6. Social interactive task

These tasks are those involving a relatively detectable degree of role transparency. Examples of these tasks are role-play, drama, scenario, and interviews. (Fattah, 2006. P.60).

Shortly, another expertise divide tasks into two categories, Nunan explained in Murcia (2001, p.62-63) they are reproductive and creative task. A reproductive task is one in which the learner is reproducing the language following a model provided by the teacher, textbook, tape or other source.

Creative language task, on the other hand, are less predictable. Learners must assemble the words and structures they have acquired in new and unpredictable ways (Murcia, 2001. P.63).

## **C. Video Technique**

### **1. Definition of Video Technique**

Video technique has a great importance in teaching English, some expertise defined video technique in some ways. According to Wilson video is at best defined as the selection and sequence of messages in an audio-visual context (2000. P.319). Austin and Haley add the teacher use video in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place (Austin & Haley, 2004). Video techniques help the learners to get the information by putting them in real-life context.

The VideoAktiv Project (2004) in Sihem notes that film and video are often associated with a classic instructional or transmission pedagogic approach, though even writers from the fifties such as Hoban and van Ormer and Dale did not see the teacher as the only source of knowledge. Hoban and van Ormer (1951) even suggested that appropriate video material could be as good as the teacher in communicating facts or demonstrating procedures (2012. P.33). In other words, the learning of facts or concepts is not dealt primarily by the teacher transmitting information, but because of the interaction between the student and the moving image.

### **2. Video Types**

Video are of different types. Harmer (2001) in Sihem (2012. P.38) had mentioned that there are three basic types of video which can be used in class:

#### **a. Off-air programme**

Programs which are recorded from a television channel are called off-air programme. Some of them are extremely difficult for students to understand,



especially where different accents are used (Sihem, 2012. P.38).

b. Real-world video

According to Harmer (2001) in Sihem (2012. P.38), there is no reason why teachers and students should not separately published videotape material such as feature films or wildlife documentaries, etc.

c. Language learning video

Harmer (2001) in Sihem (2012. P.38) had remarked that the main advantage of language learning videos is that they have been designed to student with potential abilities. However, the danger of language learning video is that they fail the quality test because the production is poor, and the situation and the language are inauthentic. The teacher's choice, therefore, has to be limited to those sequences which the students will accept and enjoy.

### **3. Video Technique Learning**

Video is an important aid in the language classroom. It helps the teacher to motivate, assess his/her students and to improve their speaking skill. Harmer (2007. P.349) mentioned a number of teaching techniques which can be used in video-based lessons.

a. Viewing Techniques

All of those techniques are designed to awaken the students' curiosity, through prediction activities so that when they 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, taking only a few seconds. When it is over the teacher can ask students what the extract was all

about and whether they can guess what the characters are saying (Harmer, 2007. P. 349).

#### 2) Silent viewing (for language)

The teacher plays the video at normal speed, but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the video with sound so that they can check to see if they guessed correctly. Reyes explained that silent viewing will be a prediction technique when students are viewing for the first time and a reproduction technique when they have already seen and heard the section being used for silent viewing (2004. P.2).

#### 3) Silent viewing (for music)

The same technique can be used with music. 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 then shown again with sound, students can judge whether they chose the same word as director/composer (Harmer, 2007. P. 349).

#### 4) Freeze frame

At any stage during a video sequence the teacher can 'freeze' the picture, stopping the participants dead in their tracks. Reyes explained this is extremely useful for asking the students what they think will happen next or what the character will say next (2004. P.2)..

#### 5) Partial viewing

One way of provoking the students' curiosity is to allow them only a partial view of pictures on the screen. Yassaei defined partial viewing as an activity that covers most of the screen with a piece of paper (2012. p.13). We

can use pieces of card to cover most of the screen and remove them one-by-one so that what is happening is only gradually revealed.

A variation of partial viewing occurs when the teacher uses a large “divider”, placed at right angles to the screen so that half the class can only see one half of the screen, whilst the rest of the class can see other half. Then they have to say what they think the people on the other side have seen (Harmer, 2007. P. 349).

b. Video Making Task

Video making task can improve students’ performance, as Goodwin explained in Murcia, if students record their selves, it allows them to see the entire communicative performance, not just the sound. The teacher can also evaluate the performance in more depth than would be possible from notes taken during the performance (2001. P.128-129).

Sometimes the teacher need to give his students the chance to learn the language by putting them in real context, and he/she asks their students to do a fieldwork which is record a video in order to organize their wrong pronunciation and evaluate their speaking skill. Also learn different cultural context and body language.

There are several activities that can teacher do using video making task to students. Katchen explains some activity that can teacher and students can use by using video making, there are poetry reading, mini-play, and speech, but he suggested role plays and oral presentation (speeches) as ideal activity to be recorded and watched critically (Katchen, 1991. P.2).

### 1) Role Plays

For role plays, it is probably best to watch right after students perform, while students are still full of excitement and many teachers have found that students speak freely when they are playing role, when they are not having to be themselves (Harmer, 2007. P.181). Katchen (1991. P.3) stated the benefits of role plays in video making task for students. First of all, students enjoy themselves. Second, teacher can pick out problems with English. Teacher can watch even more critically a second time and point out grammar and vocabulary errors or concentrate on pronunciation. And next is students can improve their ability in speaking and performance also by correcting their video.

### 2) Oral Presentations

The ability to speak in public is given high value. Students may indeed have to use English in their future professions to detail a procedure, investigate the cause of a problem, or put forth solution. Ability to express and explain their ideas is a necessary skill for students to acquire (Gou, 2003. P.92). This activity is a skill that can be enhanced by the use of video camera and mostly used by the teacher.

In one way, recording speeches is easier than recording role plays because students are usually standing in one place, behind a table or lectern, while they speak, although they may write on the board and move among the students.

The most important lesson students learn from viewing their speeches concern their fluency. While some students may speak rather than well, with the pauses in the right place, others can be so influent as to impede communication (Katchen, 1991. P.4-5).

However, a little practice with video camera and attention to a few details will minimize students and teacher problems. Below are some points which are useful to use video making in the speaking class:

- 1) Preparing equipment
- 2) Explaining procedures
- 3) Videotaping or recording the video
- 4) Checking the video
- 5) Presenting the video
- 6) Having evaluation

There are some previous researches which explain about the advantages of using video making task. Wang explained that video making task can help students be more productive and improve their oral ability by exposing them to sensory input (2014. P.23). Savas find some advantages of using video making task based on her participants' perception, there are:

- a. Allowing self-evaluation and correcting mistakes
- b. Increasing self-confidence by being more prepared for micro-teaching
- c. Improving speaking skills in English
- d. Helping to analyze the lesson plan in a better way
- e. Increasing collaboration with peers and ensuring fair distribution of work load. (2012. P.110)

The video making activity can increase a level of someone's self-confidence. It can also be used to know their weaknesses in speaking. Although it has many advantages, it will cause no end of trouble if it is used without any proper preparation. Harmer explained:

“Video making can become central learning aid, as a result of which students work cooperatively together using a wide variety of language both in the process and the product of making a video or audio recording. Where sophisticated editing facilities are available and there are trained sound or film personnel on the premises, high production values can be achieved. But that is not the main point of these activities; a lot can be achieved with a just a hand-held camera and a playback monitor.” (Harmer, 2007. P.361)

Harmer (2003. P.282) explained on there are many reasons why video can add a special, extra dimension to the learning experience. These reasons are:

a. Seeing language-in-use

Video has a lot of advantages one of them is that students do not just hear language, they also see it too. So it will be easy to any learner to understand the language and learn spelling and pronunciation of that language (Harmer, 2003. P.282).

b. Cross-culture awareness

Culture is the integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group (Robin, 2012. P.2). Using video in the language classroom allows students to at the situations far beyond their classroom. For example, video can be used to give the students a chance to see such things what kinds of food people eat in other countries and what they wear (Harmer, 2003. P.282)..

c. The power of creation

When students use video cameras themselves, they are given the potential to create something memorable and enjoyable. Also the students evaluates and tests his speaking skill by hearing it in recorded video and gives him the chance to

develop speaking and listening ability more and more (Harmer, 2003. P.282).

d. Motivations

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task (Harmer, 2003. P.282).

#### **D. Previous Research**

There is some previous research related video making task or video recording that researcher found. According to Naniek Kuswardani and Retno Budi Wahyuni's study, recording students' activities in speaking English ability through a video was very effective to be used in the English learning process. As the students could see and realize their weaknesses or their mistakes not only their English but also their performance in serving their guests so they could fix those inappropriate things. In other words, the utilization of support media in a classroom was very useful for the students. It creates a self-learning and can make them have good confidence in English communication. The activity of the students which is recorded is role-play. So a group of students make a video record of role-play. They don't observe the students' responses in which the technique is implemented. And this study is conducted to overcome the problems of speaking which are faced by the students of Bandung Institute of Tourism.

Another research was conducted by Ruth X. Guo, this research talked about the effectiveness of video data on graduate students' presentation performances and their ability to learn and improve from such data including students' videotaped presentations (two per students) conducted over an interval of four weeks, students' weekly journals and their reflections on their

presentations, peer and instructor feedback on the presentations, and class observations. The results show that video recording can be a useful tool in improving students' classroom presentations. These high quality visuals have been perceived by students to improve their learning.

Savas reports the findings of a study done to investigate the perceptions of 64 pre-service foreign language teachers on their experiences with digital video recording during the preparation of their micro-teachings to practice teaching English as foreign language. Participants worked in small group to prepare their lesson plans in-class micro teachings and their group discussions were self-recorded. Findings of the study illustrate that the use of digital video-recording in the preparation stage of micro-teachings may have both advantages and challenges.

The last previous research that the researcher found is written by Yasemin Kirkgoz. She investigates designing and implementing a speaking course in which face-to-face instruction informed by the principles of Task-Based Learning is blended with the use of technology, the video, for the first-year student teachers of English in Turkish higher education. The results showed that students made noticeable improvement in their oral communication skills, and they were positive in their perceptions of integrating technology in the lesson. The study also indicated that the use of video camera, as a technological tool, had a positive impact on students' viewing and critically evaluating their speaking task.

Those studies show the same problems faced by the students in the speaking skill. To overcome the students' problem teacher needs an appropriate



technique. Those previous studies use appropriate techniques to overcome the students' problems in the speaking class. The result of the studies which implement video as the technique to teach speaking shows that there is improvement on the students' speaking skills.