

II. LITERATURE REVIEW

This chapter discusses (1) concept of speaking, (2) types of speaking (3) concept of teaching speaking, (4) concept of multimedia, (5) multimedia is an effective tool for learning (6) concept of animation video, (7) effect animation video in learning speaking (8) teaching speaking using animation video, (9) procedure of teaching speaking by using animation video, (10) advantages and disadvantages using animation video in learning speaking, (11) theoretical assumption, (12) hypothesis.

2.1 Concept of Speaking

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener involve productive and reactive skill of understanding. Richard (1986) says that speaking is the main skill in communication. Based on this idea we can understand that by speaking, someone can communicate or express what they want in order to understand one another.

When students talk about their ideas, they clarify their thinking. Matthew (2001:45) says: “speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and styles anything that adds meaning to a message”. It means that speaking is the way to deliver our intention and purpose for interacting in society.

Lado (1976: 240) defines speaking as an ability to converse or to express a sequence of ideas fluently. It means that in process of speaking there must be at least two persons, one is the speaker and the other one as the listener. In communication, the speakers must be able to deliver the ideas clearly, as the result the listener can receive and understand what the speaker means.

According to Doff (1987: 2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the purpose the people communicate with the other is to tell what people think, which they do not know, or to get information from other people.

From the literature above the researcher defined that speaking is an ability to express ideas, feelings and emotions toward the other people. The language is used to express what we want in order to be understandable by the other people. Therefore speaking is a skill in transferring the message to others in spoken language. The use of speaking is important in daily activity in which people need to communicate with others to fulfill the need of live and socialization.

2.2 Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities as follow:

2.2.1 Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2.2.2 Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language.

2.2.3 Responsive

A good deal of student speech in the classroom is responsive short replies to teacher students and initiated questions or comment. In this research students can also response the media such as animation video that would be used in this research.

Example:

A: Hi, nice to see you. How are you today?

S: I'm fine

A: I don't know you, and do you know me?

S: No

A: well. Let's know to each other, my name is Patrick. What is your name?

S: My name is Taufan

A: I was born on 1st June in 1998 at lampung city, how about you where and when you were born?

S: I was born on 7th August in 1997 at lampung.

A: I'm from Jakarta, where do you come from?

S: I'm from Lampung.

A: now I'm 14 years old, how about you?

S: I'm 14 years old too.

2.2.4 Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

2.2.5 Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for transmission of the facts and information. Interpersonal communication includes message sending and message reception between two or more individuals. It can involve one on one conversations or individuals interacting with many people within a society. It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality.

Example:

A: Hi, what is your name?

B: my name is M. Taufan and you?

A: my name is Muhammad Aminuddin, what is your hobby?

B: my hobby is playing football and you?

A: my hobby is soccer, and where do you live?

B: I live in Sukajadi, and you?

A: I live in Sukajaya.

A: nice to meet you

B: nice to meet you too

A: thank you

2.2.6 Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From all the types of speaking above, finally the researcher was chosen responsive in treatment and interpersonal dialogue in pretest and posttest. Animation video would ask the students' to take conversation by asking some question related to the topic. It meant that when treatments students would respond the animation video or taking conversation with animation as media of this research. Interpersonal dialogue used in the pretest and posttest. In this process students would take conversations with their

partner by composing their own dialogue by choosing one topic from three topics that were available in this research.

2.3 Concept of Teaching Speaking

Teaching speaking means teaching the students how to use the language for communication, for transferring idea, thought or even feeling to other people.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency (Brieger: 1990). It meant that by mastering speaking we can express the ideas transfer our feeling even emotion to the other people.

(Harmer: 1990). The aim of teaching speaking is to train students for communication. Spoken language is permitted people to communicate with the others. It was clear that spoken language is very important for communication in social life and also the main goal for EFL and ESL learners. Richards & Rodgers (1986:10) say that speaking was made the primary aim of language teaching when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs.

However, in teaching speaking teacher can not only teach what would be spoken but also based the situation what we deal with. The teacher should teach speaking by carrying out the students in certain situation when the topic was being talked about.

The topic and media must be familiar to the students, so that students would be easy

in receiving the material and teacher would be easy in giving instruction if the topic and situation in teaching learning speaking are common for the students.

From the definition above, the researcher assumed that in teaching speaking, teacher should choose good media and topics conversation in order to deliver the material to obtain the goal of learning. In learning speaking the students should not ashamed and afraid of make mistakes in communicating as long as it did not hinder communication. Based on this assumption, the researcher proposed the teaching speaking by using Animation Video as the media of learning.

2.4 Concept of Multimedia

Mayer (2001) says that multimedia is a combination of five media elements which is text, graphic, animation, sound and video. According to Anderson (2001), multimedia is a computer system that supports interactive use of at least one of the following information sources: graphic, image, voice, sound and video. It means that the multimedia is a tool which can help the people who want to utilize it to obtain their own purposes.

Mayer (1999) Multimedia can be defined in terms of sensory modalities (visual vs. auditory), representational modes (pictorial vs. verbal) or delivery media (screens vs. speakers). It is clear we can use multimedia in delivering the teaching material to make great potential for improving the way students learn.

2.5 Multimedia is an Effective Tool for Learning

Some studies in United States show that multimedia based instruction increase effectiveness at least 30% more than traditional control group instruction or any other forms of instruction. It means that by using multimedia in teaching learning process the teacher can deliver the material more effective than the traditional instruction.

Multimedia also provides more powerful dimension to deliver teaching material and by using multimedia teacher can be changed the traditional teacher-centered way of education to the student-centered. Learning with multimedia technology has introduced an important paradigm in education that will have a very important impact on educational system and the way teachers teach and students learn.

2.6 Concept of Animation Video

Paul A. Sundberg, (1998) says that Animation video is defined as all moving images whether on television, cinema, or video clips incorporated into computer applications that involve subtle changes in a sequence of stationary images presented in time, the fourth dimension, giving the illusion of connected movement. The term is normally applied, however, to moving images designed either by hand or by computer. It means that animation video is the media that can be shown audio and visual with all moving image to make it real for the viewer.

The Computer Animation Dictionary (1989) defines animation as producing the illusion of movement in a film/video by photographing or otherwise recording, a

series of single frames, each showing incremental changes in the position of the subject images which when shown in sequence at high speed in order to give the illusion of movement. Mayer, R.E and Anderson, R.B (1992) Animation video is all moving images that are recorded onto videotape, a computer disk, or other media formats. From the definition above we know that animation video is a media to make sequence moving images which is including sound record that can be used as the interesting teaching material.

2.7 Effect of Animation Video in Learning Speaking

Park & Gabrieli (1995) say that animation video is inevitably remembered better than words on task of recall and recognition. While Lorry (1971) says Animation video easier to remember when the objects are not just side by side but are shown interacting. It means that animation video can be more memorable by the students than word and also more attractive and unique than the words which can make animation video more interesting for students as the result the students' may will be more enthusiastic in teaching learning process.

In addition Gambrell & Brooke Jawitz (1993) say that videos help students remember unfamiliar words during thinking and enhance comprehension retention. It means that animation video may be more efficient than word or graphical object to represent teaching material for students.

2.8 Teaching Speaking using Animation Video

Teaching speaking means teaching the students how to use the language for communication, for transferring idea, thought or even feeling to other people. When using the animation video language as a teaching media, the teachers have to choose what type of animation videos they want to use.

Furthermore, in using animation video as the media of teaching the teacher has to use a proper approach and method for developing students' ability containing the language. The aim is that the students are able to transform the knowledge that they have achieved from animation to the spoken form in order to communicate with the others. Through animation, the students will get to know how to make conversation and also use the language for communication.

Animation video includes different types of learning processes and it is suited for process teaching speaking. Teaching speaking with animation video will include the following:

1. **Communications:** students response or communicate what the animation ask to them by spoken form. Ex:
A: In this mall, I will buy a shirt what will you buy?
S: I want to buy a book.
2. **Idea, story:** after students watched the animation video they have to retell the story by spoken form. Ex:

S: he went to the mall over there he bought a shirt and asked me what I will buy, after that he went to bookstore and bought dictionary book and I buy novel book.

3. **Synopsis:** the students can tell the synopsis the animation story in front of class by spoken form. Ex:

S: First he went to the mall, after he got a shirt he went to bookstore and bough English dictionary then, he went to his home.

4. **Character:** the students understand and can describe all of the characters in the story by spoken form. Ex:

S: from animation video we know that the character was really friendly.

5. **Telling:** the student tell what happen in the animation video by spoken form.

Ex:

S: he bought shirt in the mall, he bought English dictionary, and he went to his home by driving car.

In using animation video as the media of teaching, the teacher should provide with the basic knowledge in making animation video and how to use it. As the result, the teacher would feel comfortable and secure about using animation video in the teaching learning process.

2.9 Procedures of Teaching Speaking by using Animation Video

Previewing

Any pre viewing activity would be associated with developing learner's comprehension strategies or stimulating student's background. Teacher told to the students that they were going to watch an animation video then the animations would ask them and the teacher command students to response what the animation ask to them by spoken form.

While viewing

In this step, animation played more than once. The aims for watching the video in the first time and further time would be different.

First viewing was global understanding. Playing the animation once and asked the students to response together. In this step, the teacher asked the students to respond animation video conversation by their own answer. Ex: animation said "my name is Patrick, what is your name?" then the students answered by their own name together. Besides of that, the teacher asked them about the topic and content that animation said.

Second viewing was presentation of language. After the students watched the animation for the second times and also had responded the animation one by one. The teacher asked them to coming front in pairs to take conversation like the animation video (one student become such as animation that asks the student and the other one

respond what his friend asks). Then, the teacher asked all students in pairs to come in front of class to perform their dialogue that relating to the topic.

Post viewing

Post viewing activities were connected the way of using language that came from the animation video. The teacher explained why in question form there were differentiations of grammar (Do you, Are you etc.) and teacher explained to the students about how to respond it correctly.

2.10 Advantages and Disadvantages Using Animation in Learning Speaking

2.10.1 Advantages

Animation is one type of the moving videos and animation has the following advantages:

1. Animation makes teaching learning process fun and enjoyable.
2. Animation is popular among students.
3. Animation makes it possible to be in control of the video, because the teacher and students can reflect and analyze every question from animation by pausing the video.
4. Animation and imagination are closely connected which makes it possible to use animation for any students.
5. Animation makes “moving in time” easy.
6. An animation production can combine the physical and the virtual worlds.

7. Animation strengthens the students' creative mind.

2.10.2 Disadvantages

Animation is one type of the moving videos and animation has the following disadvantages:

1. Animation is relatively difficult to make by the teacher.
2. Animation can not conduct in the schools that have not been facilitated with language laboratory or computer laboratory.
3. It is difficult to write script conversation.
4. Class preparation is too long.

(Adapted and translated from: Sujana and Rival (1997:71-95))

2.11 Theoretical Assumption

In teaching speaking, there were some media that could help the teacher to reach the aim of teaching learning process. There were many kinds of media in teaching speaking and teacher should have the ability to choose the appropriate media and implement it in the teaching learning process to obtain the goal. The use of interesting aid is necessary for teaching speaking. Animation video was used in teaching speaking because it made students enthusiastic and active in the teaching learning process. Many senior high school students familiar and like animation. Animation video could attract the students and also get their understanding about language via

entertainment. Therefore, animation video could be an effective and interesting media in teaching speaking.

Animation Video was chosen as the media in teaching speaking. Speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style that add meaning to give a message. The objective of teaching speaking is to make students use it for communication. The students have to understand the meaning, mastery the grammar, vocabulary and also how to pronounce and how to use it in communication in daily activities.

Furthermore, the researcher believed that teaching speaking using animation video created good atmosphere in the classroom, so that the students not got bored in teaching learning process and this condition was expected to help students improve their speaking ability.

2.12 Hypothesis

The researcher proposed the following hypothesis:

“Animation Videos have positive effect in improving students’ speaking ability.”