

CHAPTER 2

LITERATURE REVIEW

The researcher provides brief explanation related to the aspect of the research. The quotation and ideas of some theories made the explanation clear. The researcher provides some theories and information about speaking, recount text, video blog and YouTube.

2.1 Teaching and Learning Approach in Twenty-first Century

Technology has permeated every aspect of life in the twenty-first century, including education. Using technology to build an efficient teaching technique can be extremely beneficial to the teacher. A smart, imaginative and creative learning environment must be created by the teacher. Technological Pedagogical Content Knowledge (TPACK) and Science, Technology, Engineering, Art and Mathematic (STEAM) will assist the teacher in achieving their aim.

2.1.1 Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) is a teacher's knowledge of how to coordinate the use of subject-specific activities (A_S) or topic-specific activities (A_T) with topic-specific representations (R_T) using emerging technologies to facilitate student learning (Cox & Graham, 2009). Furthermore, Koehler et al., (2013) describe TPACK represents a necessary and important aspect of teaching.

Researcher and educators may use TPACK as a theory and definition to assess teacher candidates' and teachers' readiness to teach effectively with technology. Since technology already become a part of daily life, TPACK can be helpful and valuable for teacher in creating the design for teaching-learning activity in the classroom.

The implementation of technology in the classroom was addressed to help the teacher in facilitate the learning process in the classroom. In this case, the used of smart phone, laptop, and projector were used for assisting the teacher in creating an enjoyable and attractive teaching learning activity. In this part, the teacher showed video blogs related to spoken recount text material, then laptop and projector were applied to presented the material in front of the class.

2.1.2 Science, Technology, Engineering, Arts and Math (STEAM)

According to Allina (cited in Perigant & Katz-Buonincontro, 2018) STEAM (science, technology, engineering, arts, and mathematics) education emerged as a new pedagogy during the Americans for the Arts-National Policy Roundtable discussion in 2007, in response to the need to increase student interest and skill in science, technology, engineering, and mathematics (STEM) fields. STEAM can be a powerful model for teaching and learning science in a more imaginative and artistic way.

The addition of the arts component allows this approach to be applied to varieties of art fields, such as literature. Aside from that, social media is

including in art field which be able to be used for teaching and learning purposes in this era. It can create an exciting activity for teachers and students.

One of the social media that most visited is YouTube. It also a social media that easy to access by everyone. The teacher used it to assist the teacher to explained and showed the example of video blog of spoken recount text. By using YouTube, the student could easily access it anytime, anywhere, also they could repeat it for helping their learning practice. In other hand, the students made their own video blogs and posted it to YouTube to support their speaking activity.

2.2 Speaking

2.2.1 Speaking Definition

Speaking is a useful skill that has the ability to create sentences to definite thoughts, feelings, ideas or opinions to other people orally. Other than that, language is learnt by speaking it first after a lot of listening to the sounds, words, phrases and sentences from the surroundings (Anuradha, Raman, & Hemamalini, cited in Hussain, 2017).

People use speaking in their daily life in order to communicate with other people. This statement is strengthened by Thornbury (2005) states speaking is so much a part of daily life that we take it for granted. The average person produces tens to thousands of words a day, although some people – like auctioneers or politicians – may produce more than that. Speaking is the ability to generate not only sounds and sentences, but also the way people interact with others in everyday activity.

2.2.2 Speaking for EFL

Speaking for English as a Foreign Language or known as Speaking for EFL means that the language is not the main language in a country but the learner in the country can learn the English for academic or non-academic purposes. Speaking is an important aspect in language learning, it is one of the measurement aspect to know the students' language proficiency. Shteivi and Hamuda (2016) state "Speaking is the main of the language because it shows people's language measurement." Besides that, speaking also important to master by students to help them communicate easily and avoid misunderstanding in receiving and giving information.

2.2.3 Aspects of speaking

2.2.3.1 Fluency

Fluency is the ability of someone in speaking well without any pauses or errors. In speaking class, fluency become one of the common problems that students have to deal with. If the speakers sound natural and flowy, the fluency is said to be successful. Richards (2006 p. 14) also states fluency is natural language use occurring when a speaker engages in meaningful interaction and maintaining comprehensible and ongoing communication despite limitations in his or her communicative competence. It means when a speaker speaks fluently, she or he would be sounds like a native speaker.

2.2.3.2 Accuracy

In accuracy, the speakers known speak accurately if they use the correct vocabulary, grammar and pronunciation. Richards (2006) differentiate fluency

and accuracy by the task that given in the classroom. Which in accuracy practice more focus on grammar, pronunciation, and the correct or incorrect information.

2.2.3.3 Pronunciation

The act or outcome of making speech sounds is known as pronunciation. Articulation, tension, and intonation are all part of it. Pronunciation refers to the candidate's ability to produce comprehensible utterance to fulfil the task requirements (Thornbury, 2005, pp. 128-129). Harmer (2007) discuss pronunciation issues in his book, there are pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important in speaking, because the meaning can be delivered well by the correct pronunciation. The wrong pronunciation may affect the meaning and cause misunderstanding.

2.2.3.4 Grammar

Grammar can be understood as a rule of a language. The word 'grammar' can also refer to what native or proficient speakers of a language possess in their minds that enables them not only to use a language grammatically, but also to recognize when others are using it grammatically and when they aren't (Depraetere & Langford, 2020). Thornbury (2005, p. 20) describes about the differences of written and spoken grammar as seen in Table 2.1 in Appendix 1.

2.3 Recount text

2.3.1 Definition of Recount Text

Recount text is a text that tells the readers about a single story, movement, or occurrence with the intent of entertaining or educating the reader. This is

one of the text types that taught at the senior high school level. According to Miner and Zitnay (2012) a recount text tells about a specific person or events. It is organized as a series through the time. Recounts contain a series of events that pertain to the person or event that the text focuses on. It is also known as the most basic text form in the narrating genre, because this text usually a short text that tell the writer's experience in chronological sequence.

2.3.2 Structure of Recount Text

There are three structure of recount text according to Kistono, Adiantari, and Andayani (2007) as follow:

a. Orientation

Orientation is the first part which introduces who were the participants and also provides the information of the setting like where the events happened and the time when the events happened.

b. Events

The events of recount text describe what occurred in the past, and in the order in which they occurred.

c. Re-orientation

Re-orientation is an optional, it depends on the writer of text. It also known as the closing of the events.

2.3.3 Language Features of Recount Text

Every kind of text has different language features. The features of recount text state by Kistono et al., (2007), as follow:

- a. It focuses on the specific participants which means that includes the main character of the text.
- b. The use of material process like linking verb and action verb.
- c. The circumstances of time when the events happened and the place where the events happened.
- d. The use of past tense because the text itself is retelling the past story, means that the writer must write it in past form.
- e. It focuses on temporal sequence. It means that the text is written in chronological order. For instance: on Monday, on Tuesday, first, second, after that, then.

2.3.4 Purpose of recount text

Gerot and Wignel state recount text is a text that purposes to retell the writer's past experience to informing or entertaining the audience of the text cited in Mulya (2007)

2.3.5 Types of recount text

According to Hardy and Klarwein cited in Mulya (2007), the types of recount text are stated as:

- a. Personal recount

In this type of text, usually the writers retell about past event or experience of individual or specific persons.

- b. Factual recount

This type of recount usually records past based on the facts, like science experiments, police reports, biography.

2.4 YouTube

YouTube is a social media platform that used to post video online. It was officially launched in June 2005 with little public fanfare. As a media company, YouTube is a platform for, and an aggregator, of content, but it is not a content producer itself (Burgess & Green, 2009, p. 4). Besides, it also makes the users can access the websites easily, upload, publish and stream videos online.

YouTube can be a valuable tool through which multiple foreign language skills can be taught (Watkins & Wilkins, 2011, p. 113). This means YouTube is also useful in teaching English.

YouTube is a media platform that give many advantages to their users. Watkins & Wilkins (2011, pp. 114 - 115) explain some of the advantages of YouTube in EFL class. First, the students can choose to watch their own YouTube videos in English, then comprehend the video. Secondly, they can roughly decide which pronunciation and conversation skills they have based on the videos that they watched. Thirdly, they can browse the videos by themselves without the teacher or peer help. Fourthly, they can investigate the clip that interesting or useful in language learning. Lastly, youtube video could be conducted to support what they need by the educational institution. Besides that, the videos of YouTube can be rewatched, so the students can comprehend the informations in the videos.

2.5 Video Blog

2.5.1 Definition of Video Blog

Video or short term for visual-audio is a media-based on hearing and

visual sensation. Video blog – or known as vlog in short – is a video that tells about many things, such as the daily life of the creators, important information, tutorials, parodies, music videos or even short movies. Then the creators of vlog called as “vlogger” short term for video blogger. Usually vlog is posted online in some social media platform like YouTube. According to Bryant (2006, p. 9) in her book “Video blogging for Dummies”, a video blog is a collection of video files posted to the internet using a method that makes it easy to update content quickly – combining the usability of blog with video files. It means that vlog can be watched easily anytime and anywhere they want through their laptops and phones. The use of video assignment is also effective to use, because the students can tape the video, edit and upload it by themselves. Gale and Kung (2009) also state video technology makes it easy to assess student expressive skill, because it can be done in anytime and anywhere.

2.5.2 The Advantages of Video Blog

The use of vlog gives some advantages for the students, as Anggareni & Wulanjani (2017) state, the video blog media contributed positive roles in the students’ speaking skill, the role was; Vlog could improve students’ creativity; can improve students’ speaking skills; an interesting media to be used in speaking class; can improve vocabulary, critical thinking and confidence of the students.

By using video blog in teaching speaking also gives the students more chance to improve their ability in speaking. Watkins (2012) explain the

benefits of vlog, there are it increase students talk time. If the students do speaking practice more, it will help the students to master new vocabulary and grammar, boost their confidence in speaking, and improve their articulacy and fluency. It also can assist them to push their capability in self-monitored speaking, because they need to listen to the video themselves before submit it to the teacher. Vlog also relates to how the teacher and peer providing feedback.

2.6 Video Blog in Teaching Spoken Recount Text

The vlog creators usually retell about their daily activities which is in line with the purpose of recount text. As the researcher has explained before, a recount text tells about a specific person or events (Miner & Zitnay, 2012). It is organized as a series through time. Recounts contain a series of events that pertain to the person or event that the text focuses on. So, it would be suitable if vlog used as a medium to teach spoken recount text.

Vlogging is a regular spoken activity that can be performed by any student who has achieved even the lowest degree of conversational proficiency. Vlogging is a regular spoken activity that may be conducted by any learner with even the most basic level of conversational proficiency. Besides that, video is a fantastic platform for language learning because it is both enjoyable and valuable to the students. By the vlog, the students get the opportunity to share their thoughts, experience and idea in group or individual.

In teaching spoken recount text using video blog, the teacher can use it as a classroom activity or as a homework for the students. It can be a vlog of

their daily activities or the activities that they did during holiday. By the use of video blog in teaching spoken recount text, there some aspects that need to be considered, such as; the accessible of the technology, hardware that will be used as computer or smartphone that equipped with a camera and internet capability, software that will be used to edit the video and have a video player to play the video, then the video hosting website to submit the video, the teacher could use YouTube to submit the video blog of the students, and the content that related to spoken recount text material.

By using vlog, it anticipates to give positive impact for students. Aside from getting more opportunity to share their thought, it also is expected to boost their confidence in speaking English. The students also enjoy the learning process because it is a fun activity. There some researches that has been done by using video blog and it shows positive results. One of the research has been done by Yulianti in 2018 entitled *The Use of Video Blog to Teach Speaking of Recount Text* was the example. This research was aimed to find the effectiveness of using video blog to teach speaking of recount text. The result shows a significant difference between pre-test and post-test of students' achievement. In the pre-test, students mostly could not pronounce word correctly and spoke with hesitation, but after giving a treatment, in the post-test the students showed great improvements because they interested to learn because the use of video blog. The video blog serves as a helpful tool that facilitate the students to learn effectively.

Moreover, a research by using vlog for teaching spoken recount text also

has been done by Erikana, Musyarofah, Merris, and Sari in 2020 entitled Teaching Speaking Recount Text by Creating Vlog for the Tenth Grade Students of SMA Islam Sidoarjo. In the first meeting, the students showed good attitude during the class, then they enjoyed and exited to study recount text using video blog. Then in the second meeting, the students also showed their excitement in learning spoken recount text. Based on the questioners' result by the researcher, it shows that more of the students are like creating vlog. They also interested, enjoy the study and felt challenging to create the vlog.

Based on the explanation above, video blog is proven to be able to give positive impact for students learning activity. It is enjoyable and attract students' attention. Video blog also an effective media to teach spoken recount text since it is related to technology that closely to students' daily life.

2.7 Procedure of Teaching Spoken Recount Text by Video Blog

The researcher prepared everything needed in teaching spoken recount text by using the video blog in order to perform the application of the medium in the form of research in the teaching and learning process in the classroom. The preparation process had begun from preparation application.

2.7.1 Preparation

The researcher prepared four video blogs with different source and speakers. Referred to the Deakin Learning Futures Teaching Development Team (2014) as a guideline in making video blog. The procedures can be seen below:

a. Planning

In this step, the researcher set the style of the video blog. The researcher chose the video from YouTube and create her own video blog. The researcher wrote the script that told her own experience during quarantine days. After that, the researcher decided the location to record the video blog.

b. Production

To begin the production, the researcher referred to the concept plan and made sure the shot set up properly before the camera was rolling. Then the researcher also practiced the script multiple times before the shot to prevent the mistakes while filming.

c. Publishing

This was the final part of producing a video blog. It was made up of two elements, editing and distribution. In editing steps, the researcher adjusted the clip in videos, inserted relevant pictures, adjusted the lighting and made sure the video was running smoothly. After the editing step, the researcher uploaded the video to her YouTube account.

2.7.2 Application

In this step, the researcher applied the use video blog in classroom activity or as a homework for the students in teaching spoken recount. Students learnt how to determine the social function, generic structure, and features of language of recount text through demonstration at this stage. The teacher should then organize the classroom activities in precise ways to fulfill the purpose of teaching recount text speaking. Referred to Greenberg and Zanetis

(2012, p.30), the table below shown the outcome of the video.

Step 1 – Prepare	Step 2 – Participate	Step 3 – Connect
<ul style="list-style-type: none"> • Check the program to ensure that it is compatible with the teaching methods and learning objectives of the class. • Set clear expectations for the students: be direct about the intended outcomes of viewing a particular video the follow up activities that will take place. 	<ul style="list-style-type: none"> • Begin the screening by asking a few important questions and/or stating a learning objective. • Pause video to highlight key points and allow for questions. • Considered a second viewing, if it necessary. 	<ul style="list-style-type: none"> • Choose follow-up activities that connect to hands-on experience.

Then the researcher also applied a procedure to make the students

interested in learning spoken of recount text:

- a. The researcher started with motivating the students by asking some questions related to their experience during quarantine days or PSBB.
- b. The researcher showed the video blogs of people's experience during quarantine days or PSBB.
- c. The researcher explained the aspects of the vlog and the relation to spoken recount text.
- d. Then the researcher replayed the video blog to make sure the students understand the aspects that contain in the video blogs.
- e. The researcher paused the vlog in certain parts to identify and explain about orientation, event, re-orientation and language features.
- f. Then the researcher asked the students to retell their experience during quarantine days or PSBB.