CHAPTER II

LITERATURE RIVIEW

This chapter discusses literature related to creating video content process in speaking classroom at English club extracurricular including the definition of speaking, teaching speaking, the component of speaking, the definition of video, the product of English club extracurricular, the definition of English club extracurricular, the goal of Extracurricular, and the activities of English club extracurricular which this study is grounded.

A. Speaking

1. The definition of speaking

Speaking is a fundamental method of verbal communication that involves two parties: the speaker, who conveys the message, and the listener, who receives it. Widowson (1985) argued that effective communication requires both the receptive skill of listening and the productive skill of speaking. He emphasized that speaking typically occurs in face-to-face interactions during communication activities. According to Syafei (2013), speaking is a crucial skill and one of the four essential skills that students must master. These skills are interdependent; for instance, writing proficiency relies on reading comprehension, while speaking proficiency necessitates listening ability. Furthermore, speaking is inherently a social interaction activity. Jansen (2015) asserted that individuals use communication skills to exchange ideas, information, and opinions. He maintained that speakers can effectively convey their ideas through speech, enabling listeners to comprehend the message. Mendes et al. (2014) highlighted that speaking is an essential oral communication skill required for daily interactions. They noted that maintaining relationships often necessitates effective communication, which can be challenging, particularly when conversing in a non-native language. Thus, mastering speaking skills is particularly challenging for students learning English.

In order to learn English as a second language, speaking is an essential skill. The act of speaking involves conveying knowledge or a concept from the speaker to the audience. Speaking with peers and instructors promotes emotional expression, linguistic exploration, and interpersonal communication, claim Scott and Ytreberg (2010). Students who speak up actively engage in the learning process because of their direct interactions with teachers and peers. Speaking is a crucial component of teaching and learning English as a second language. The instructor must therefore help the students pronounce the new language correctly when teaching speaking. Speaking instruction is essential for assisting students in developing their communicative skills. Educating students on the different aspects of speaking in order to in order to enhance their ability to use the language when interacting with their teacher and friends.

Supporting students in developing their communication skills is the aim of speaking instruction. Helping students become proficient communicators in the target language is the aim of teaching speaking, according to Isnawati (2014). They must be able to articulate themselves, acquire speaking-related concepts, and develop appropriate communication skills in order for the other person to comprehend what the students are saying. When pupils learn a language by conversing with their educators and peers, it is deemed that the instructor has effectively taught speaking. Speaking involves several different processes, according to Harmer (2001). Language processing, social interaction, and information processing are these. Language processing comes first. This is necessary for speech to appear in a way that is both comprehension and communicates the intended meaning, speakers need to be able to organize language logically and internally. Furthermore, Jansen (2015), speaking is an activity that involves social interaction. This communication ability is used by people to share thoughts, knowledge, and viewpoints. Speaking allows speakers to communicate their ideas. At that point, the listener can comprehend what the speakers are saying. Mendes et al. (2014) state that speaking is an oral communication skill in the interim. In everyday life, communication is necessary for everyone. Speaking to someone in a language other than your mother tongue can be challenging. As such, it's a difficult

skill, especially for English language learners. It's a challenging skill, particularly for English language learners.

Language processing is the process of pulling words and phrases from memory and putting them together in propositionally and syntactically correct sequences. Second, interacting socially: speaking typically involves interacting socially with one or more people. This implies that in addition to paying close attention to what others are saying, speaking effectively requires awareness of others' feelings and knowing when to give space to others in conversation. The last ability is information processing: we must be able to process information as soon as it is given to us, in addition to responding to the feelings of others. These suggest that speaking is a mental process that yields meaningful language suitable for communication in social situations. The participant will then supply information, and we can make use of the information process. It is clear from the above explanation that speaking is crucial to learning English that involves in social interactin, Jansen (2015). It can be used to talk to people in everyday situations. In addition, people think through ideas before sharing them. Due to their ability to inform others, it can help people become more socialized in society. Speaking is therefore an essential component of communication and a daily necessity.

2. Teaching speaking

Speaking is the ability to speak for anyone studying English as a second language. Speaking is the act of conveying knowledge or a concept from the speaker to the audience. Speaking with peers and teachers helps students express their feelings, learn language, and communicate with others (Scott and Ytreberg, 2010). Students who speak actively contribute to the learning process because of the personal conversations they have with teachers and friends. Speaking is crucial for both teaching and learning English as a foreign language. As a result, the teacher must help the students pronounce the new language correctly when teaching speaking. Speaking instruction is required to support students in developing their communicative abilities. The process of teaching pupils about the different aspects of speaking in an effort to improve their speaking abilities.

The primary objective of instruction in speaking is to help students become more proficient those who communicate. The goal of teaching speaking, according to Isnawati (2014), is to help students grow skilled communicators in the target language. In order for the other person to understand what the students say, they must be able to express themselves, understand speaking-related concepts, and learn how to communicate appropriately. If students are able to acquire the language within interactions with their teachers and friends, then the teacher is considered to have succeeded in teaching speaking. According to Brown (2004), describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This consists of being capable to focus on intonation and focusing on particular language form components. That is just a speaking of a word, phrase, or sentence. It's necessary to focus on pronunciation in this circumstance. Teachers use drilling as a tool to help their students learn. Drilling allows students to listen and repeat some words aloud, which is the a defense.

b. Intensive

Students are honing their phonological and grammatical skills in this speaking exercise. The majority of the time, students work in groups of a few in order to complete tasks like reading aloud paragraph-long passages, sharing dialogue with a partner, and reading data from charts.

c. Responsive

Reactive performance encompasses interaction and test comprehension, but only to the extent of casual conversations, small talk, and typical requests and remarks. In response to inquiries or observations made by teachers or students, this kind of succinct response offers direction and instructions. Most of the time, these answers are insightful and sufficient.

d. Transactional (dialogue)

The intention of doing this is to exchange or transmit specific information. An example of a pair work conversation is provided here.

e. Interpersonal (dialogue)

It is done more for the preservation of social bonds than for the dissemination of knowledge and facts. Interpersonal speaking performances can take the following forms: role-playing, games, interviews, and discussions.

f. Prolonged (monologue)

In the form of oral reports, the teacher assigns students lengthy monologues about topics like speech, news reporter, foreign interview, and public stories.

There are six categories of speaking, based on the above concept. Imitative, intense, responsive, transactional, interpersonal, and extensive are some of them. This study covers a wide range of speaking genres. Teachers of speaking at the English Club extracurricular program assign students lengthy monologues to use as oral reports, including news reporter, speech, interview with a foreigner, and stories from public spaces. When teaching speaking, the instructor covered a few topics, the ask them to practice as monolog in front of the class, after practice the teacher check and the last is create video content.

3. The components of speaking

The components of a successful speech Vander Kevent (1990) determined four components to speaking first, the speakers is the persons who create sound are known as speakers. They are helpful as a means for conveying ideas or feelings to the listener. Thus, the opinion, sentiment, or feeling won't be expressed while there are no speakers. Second, the listeners those who hear or understand the speaker's viewpoint or emotion are known as listeners. In the event that no one is listening, speakers will write down their opinions. Third , the utterances where listeners are people create the words or sentences known as utterances in order to express their opinions. Both the listeners and the speakers will use signs if there is no utterance.

Speaking ability is composed of five parts, according to Harris (1974), which include first comprehension, its means It is undoubtedly necessary for a subject to both initiate and respond to speech in oral communication and in the grammar that is required in order for students to construct a proper sentence in discourse. Grammar is

useful for learning how to become proficient in a language both orally and in writing. Next vocabulary, which refers to a person's capacity to speak with appropriate language. Without a large vocabulary, one cannot effectively communicate or convey their ideas, either orally or in writing. Another obstacle that keeps language learners from learning a language is having a small vocabulary. Nothing can be communicated without vocabulary, and very little can be communicated without grammar. Thus, the researcher came to the conclusion that English learners would not be able to write or speak English correctly if they did not sufficiently master vocabulary. The last is pronunciation, when students speak they can produce clearer language by using proper pronunciation. It deals with the phonological process, which is the part of grammar consisting of the constituents and principles that establish the patterns and variations in sounds in a language. Pronunciation has two components: supra segmental features and phonemes. The researcher deduced from the aforementioned statement that pronunciation is the study of how words in a given language are produced clearly when people speak. Pronunciation is essential when speaking in order to facilitate understanding of the other person.

B. Video

1. The definition of video

A media is considered a learning medium when it conveys information or instructional messages with the intention of teaching. According to Heinchi et al. (2002), a medium is a person who acts as a bridge or introduction between the sender and the recipient of a communication. One element of communication that serves as a conduit between the communicator and the communicant is the media Criticos, (1996). It is possible to argue that learning is a communication process by definition. The word "restrictions on the media" has a very broad definition, but it originates from the Latin word "media," which means "the plural of medium." Educational media, on the other hand, are restricted because they are used to teach and facilitate learning. Heinchi (1982) proposes that the media term functions as a mediator in the transmission of information between the sender and the recipient. Thus, media such as television, movies, radio, photos, and

the like are communication mediums. According to Hamidjojo (1993), there are boundaries because all media are human to human intermediaries that transmit ideas or opinions; it all depends on who the intended audience is up to the intended recipient.

Edgar Dale's description of the cone experience in terms of students' knowledge acquisition states that information can only be more abstracted if it is communicated verbally. This makes it possible for verbal communication to occur, which means that students are only aware of and comprehend the words themselves, not their meaning. Students should have more tangible experiences that demonstrate the message can truly accomplish its goals and objectives because this kind of thing will cause misconceptions in their minds. Generally speaking, media serve a purpose such as let children to learn independently according to their aptitude and capabilities of their visual, auditory, and kinesthetic feels; overcome the limitations of space, time, energy, and power sense; and clarify the message in a way that is not insist verbalistic.

One type of media is audio visual media that is video, as they allow us to view images and hear audio. There are many ways to get better at speaking, and one that keeps up with technology advancements is to learn English by video. Thus, using video to teach English is a creative way to learn which will help with improving English Language. Video is a kind of entertainment where a story is told through a series of images and sounds that create the impression of continuous movement. One resource for language learning is video. Because it can increase students' interest in studying, it is very beneficial. Students occasionally get bored in English class, so they need something to pass the time. One appropriate form of entertainment in the modern era is make video content creating. According to Stempleski and Tomalin (1990), there are a few purposes for using videos. First, to increase motivation in the sense that students' interest piques when language is presented in a lively manner via video. Students can experience real life through the use of videos in the classroom. Second, using videos helps students become more proficient communicators by preparing them to speak in the target language. Third, to enhance nonverbal communication, where video captures the moment to examine nonverbal communication in depth and observe it in action. target language Third, to improve non verbal aspects of communication where video

allows to see this in action and to freeze any moment to study the non-verbal communication in detail. Forth, to improve ross-cultural comparison where the students learn about cultural differences in behavior through videos. In addition, they state that videos can be used in the teaching and learning process for the following reasons (1990): Students who actively watch videos become engaged viewers and are introduced to the material of each segment. They use their vocabulary for vocabulary review and development. Grammar exercises can be used for grammar review, which involves activities that reinforce grammar rules, or grammar presentation, which involves activities that highlight specific grammatical structures. Videos demonstrate pronunciation by emphasizing intonation, stress, and sounds.

The videos can serve as additional resources for language practice and reinforcement when paired with appropriate content. When it comes to speaking and listening skills, teachers can use video to help students with oral composition exercises, viewing comprehension exercises that emphasize the visual component, listening exercises that concentrate on the spoken word, and speaking exercises that emphasize organized presentations linked to the topic of discussion. It can also be used to enhance writing and reading comprehension in the following areas: note-taking, written composition (using for summarizing and or creative writing), reading comprehension based on reading material, and testing. According to Stempleski and Tomalin (1990), videos can be used with students at all skill levels. Watching videos that are pertinent to the material can help students study. They can watch real-life videos in the classroom. After that, the students can use the video to narrate stories. It can also be utilized for discussions pertaining to videos. Additionally, students can practice creating an activity based on the video they have watched. Therefore, speaking can be taught through viewing comprehension using video.

C. The product of English club extracurricular

Brown, (2007) described English Club is a program where students can get better at English in a welcoming and encouraging setting. The regular instructional work has been supplemented and motivated by English Club. An English language researcher

who doubles as a teacher oversees English Club and plans a variety of engaging language-based activities for students to participate in. The purpose of using English Club techniques in the teaching and learning process is to increase students' enthusiasm for learning the language. In addition to increasing students' interest in learning English, Engish Club will keep them from getting bored.

The followings are product produced at English club extracurricular:

a. Speech

Speech is the act of putting concepts into words to communicate with a large audience (Depdikbud, 1990: 681). According to Syam (2006), speech is a technique for using language or words effectively, which entails skill or proficiency in word choice that can affect communication. Delivering a speech involves introducing the speaker's ideas, opinions, and knowledge to the ideas from the speaker to the general public and with the aim of convincing the listener, Arsjad (1988). Speech can be concluded as an activity of speaking in public to convey something in certain situations. So, in a speech there is a speech presenter as the source of the speech, and there is also the listener or audience. The speaker hopes that what is conveyed can be understood by the listener.

b. News reporter

According to (Wahyudi, 1991:105) Darwan Sastro Subroto: A reporter is an electronic or print media journalist who is tasked with finding facts or data and compiling them in news writing format for the media in which he works. Simply, a reporter is a person who collects and reports news to the public through the media. It could be print media, online media, radio or TV. For print media reporters, they report news in written form, while TV reporters usually broadcast live, live reports.

c. Asking opinion

Linguistically, asking means asking, while opinion means opinion. If these two words are combined, asking opinion means "asking for an opinion" or

"asking for an opinion". Asking opinion is used when you want to ask or need an opinion from someone else.

d. Public places story

Public places stories is a vlogging form of blogging activity that uses video as a medium over the use of text or audio as a media source. Devices such as camera phones, digital cameras that can record video, or cheap cameras equipped with microphones are easy capital for carrying out vlogging activities, where the content is record public places which are places where there are generally many people who gather to carry out an activity either temporarily or continuously and whether paying or not paying.

D. English club extracurricular

1. The definition of English club extracurricular

Extracurricular activities are programs that students participate in outside of their classes; different schools may offer different extracurricular offerings. The primary goal of extracurricular programs is to provide students with the opportunity to pursue their interests and talents. Since it is not required, students are free to choose whether or not to enroll in it. Since students do not receive extra time in regular class, the purpose of the extracurricular activities offered by the school is to provide them with opportunities to enhance their English and increase their exposure to the language.

The English Club's activities can also assist students in developing their speaking English skills. Brown, (2007) described English Club is a program where students can get better at English in a welcoming and encouraging setting. The regular instructional work has been supplemented and motivated by English Club. An English language researcher who doubles as a teacher oversees English Club and plans a variety of engaging language-based activities for students to participate in. The purpose of using English Club techniques in the teaching and learning process is to increase students' enthusiasm for learning the language. In addition to increasing students' interest in learning English, Engish Club will keep them from getting bored. Generally speaking, English Club refers to any of the many exercises, pursuits, or assignments

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that are utilized in language classes to achieve for lesson objectives, Brown (2007).

Based on the Decree of the Minister of Education and Culture No. 060/U/1993 and Number 080/U/1993, extracurricular activities are activities held outside class hours listed in the program composition in accordance with school conditions and needs, and specifically designed to suit students' interests and talents. Meanwhile, according to the Regulation of the Minister of National Education of the Republic of Indonesia No. 39 of 2008 concerning Student Development, extracurricular activities are one route for student development. Extracurricular activities that students participate in and carry out both at school and outside of school, aim to enable students to enrich and expand themselves. According to Brown (2007), an extracurricular program is a particular activity held outside of regular school hours with the goal of assisting and enhancing students' academic performance. The study aims to provide an overview of the English Club's operations as an extracurricular activity.

The advantages and disadvantages of group work, including English Club, are as follows, according to Harmer (2001) it significantly increases students' talking time; it fosters broader cooperation and negotiation skills; it promotes students' autonomy by letting them make decisions in the group without having the researcher act as a teacher; the learning process can be noisy if students are not under the teacher's control; the teacher has control over all clubs to ensure that discussions take place; and students who are not participating can annoy their peers if they are not assigned tasks., learning process can be noisy if teacher is not control the students, teacher has control all of clubs to know the discussions process, student who is not active can annoy their friend if not given activity. It is fun and interesting way to make students interested in learning process, understanding of student interest, with around the room, teacher sees easily where the confusion and uncertainty arise. This activity offers an informal formative assessment.

2. Functions, goals and types of extracurricular

The purpose of extracurricular activities is to foster potential skills and a sense of accountability while giving students the chance to broaden their social horizons and

increase their capacity, which will help them prepare for the workforce. Extracurricular activities serve four purposes in educational units, according to development, social, recreational, and career preparation , Aqip and Sujak (2011). Development function: By encouraging new interests, realizing potential, and providing opportunities for character development and leadership training, extracurricular activities assist students in their personal growth getting ready.

Development function: extracurricular activities serve as a means of fostering students' personal growth by fostering their interests, maximizing their potential, and offering chances for character development and leadership training and providing opportunities for character formation and leadership training. Extracurricular activities serve a social function, allowing students to expand their social experiences, hone their social skills, and internalize moral and social values. They also help to develop abilities and a sense of responsibility. Recreational function: to support the process of student development, extracurricular activities are conducted in a laid-back, supportive, and joyful environment the student development process. Extracurricular activities need to be able to provide students with a more engaging and challenging learning environment. The purpose of extracurricular activities is to develop students' career readiness through capacity building, which is the function of career preparation.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia No.39 of 2008 concerning student development, extracurricular activities have the following objectives. First, developing students' potential optimally and integratedly which includes talents, interests and creativity. Second, strengthening students' personalities to realize school resilience as an educational environment so as to avoid efforts from negative influences that conflict with educational goals. Third, actualizing students' potential in achieving superior potential according to their talents and interests. Forth preparing students to become citizens of society with noble, democratic character, respecting human rights in order to create an independent society (civil society. There are 9 extracurricular activities that students choose to improve and develop their potential or talents through these extracurricular activities, these are 9 extracurricular activities include: pramuka, paskibra, futsal, pencak silat, marching

band, dancing club, Japan club and English club. One way to improve students' speaking skills is to take part in one of the types of extracurricular activities held at school, one of which is join in the English Club.

Communication plays an important role in achieving success in any field. Language is used as a tool to communicate. Perfect communication is impossible for people without using language. Therefore, a language is needed to communicate with other people living all over the world. English is considered an international language and is used all over the world, English serves to communicate with people living in the world. One of the appropriate extracurricular activities to improve students' speaking skills, especially speaking English, is English extracurricular activities. Through activities held in English extracurricular which include speeches, news presenters, presentations and interviews with foreign tourists.

D. Previous studies

Related to learning speaking at English club extracurricular, there are several previous studies.

1. My study is related to research conduct by Indra Asri Jufri (2018), entitle "Improving Students' Speaking Fluency trough English Club". This research aimed to find out the improving of student's speaking fluency through English Club in teaching speaking especially about fluency. It was conducted a Class VIII 4 as exprimental of SMPN 3 Pinrang in academic year 2017/2018 as the sample of the research. The researcher used Pre Exprimental Research with one group pre-test and post test design, and collected the data by giving oral test, where the exprimental class was treated by applying English Club. The reseacher did treatments consisted of four trements. The data was gained by analyzing the students' pre test and post test.The findings of this research showed that there was a significant improvement on the students speaking fluency. It could be seen from the mean score of pre-test and post-test where the mean score of pre-test was 6.4 then the mean sore of post-test was 8.41. The improvement percentage was 31% and it is significant. Related to the results of

gained data above, it can be concluded applying English Club in teaching. English speaking has significant effect in improving the skill, especially about its fluency.

2. The second related study of my research is conducted by Desmiyanti (2022), with the title "English Club to Improve Students' Speaking Skills". This research aimed to investigate the role of English Club toward successful students. This was qualitative research in the form of a case study. It took place at an Islamic Senior High School in Sungai Penuh, Jambi Province, Indonesia. It involved 4 participants: 1 teacher and 3 students. It employed an interview, observation checklist, and audiovisual recording. The findings of this research revealed that: first, the students did not maximize their chances to speak English. It was caused by the function of English Club itself which was a preparation to face debate and speech competition. However, the students got their self-confidence and speaking skills: vocabulary and fluency. Second, the teacher applied a student-centered approach. In content selection, she selected content related to national values, students' experiences, and appropriate to the level of learning. But, she ignored local values. In teaching, she used six strategies: setting goals, providing tasks that stimulate thinking, giving responsibility, working in a group, managing time in flexible ways, and refined understanding by using critical thinking. In helping to speak English, she polished and corrected students" language. Further, she applied peer learning. Third, the learning environments in English Club were good enough. But, cultivating responsibility in the learner was not catered. Based on the findings, it can be concluded that the role of English Club was preparation to face competitions however it also improved the students" speaking skills which increased their vocabulary, self-confidence, and fluency.

3. The next related study of my research is cinducted by Buyung Novan Eka Prabowo (2020), with the title "The Implementation of English Speaking Club in Junior Highschool to Enhance the Students' Speaking Ability". This research aimed to describe out the implementation of speaking community in

encouraging the students' to encourage their speaking ability, then describe the students' response about speaking community regarding to their speaking English. This study was descriptive qualitative study. The data was obtained by observation and interview. Based on the result, it can be concluded that first, the implementation of English speaking community are divided into three steps those are pre, whilst and post activity. Where the pre activity as the time to warm up the students for the further activities. Mostly in pre activities the advisor used game or simple chat, while the whilst activity mostly the advisor gave several interesting topic related to their live. The post activities was used to evaluate the students' performance. Second, the students' opinion regarding to the implementation was really interested because during the activity the advisor provide very interesting topic and activity that made the students enthusiastic.

4. The last previous research is conducted by Widuri Dwi Jayanti et al (202), with the title "Student's Perceptoion Towards English Speaks Up Club To Improve Speaking Skill". This study aims to identify whether or not the speaking club helps students improve their speaking skills. The subjects of this study were the students who joined the Sixta Speaks Up as an English speaking club in the Vocational High School by a group of forty students. The qualitative descriptive research design was adopted in this study. The author employed questionnaires delivered to students through a Google form to gather information. The findings of this study, the majority of students who participate in speaking clubs make significant improvements in their English speaking skills, including enhancements in pronunciation, vocabulary, and fluency in speaking English in general. The speaking activities also increase their confidence to exchange their ideas.