

Chapter Two

Literature Review

This literature review defines significant aspects related to this research. There are some important points mentioned in this chapter. In this literature review, it discusses about speaking skill, speaking assessment, and Vlog. In the last of this chapter two, it presents about the review of related study and the conceptual framework related to this research.

Speaking Skill

In this sub-chapter, the researcher discusses about the definition of speaking and problems in speaking class.

Definition of speaking. Speaking is defined as the process of producing sounds. According to Tuan and Mai (2015), speaking is the important skill to say words orally, to communicate as by talking, to make a request and to make a speech. Within this context, speaking is the human's ability to express ideas or information themselves orally, accurately, and appropriately in order to get meaningful context. Moreover, speaking constructs people's ability to organize the message and start to say something. Hence, speaking is the most important part in communication.

As one of communication skills, speaking skill is an important part to be mastered by the students. Bashir, Azeem, and Dogar (2011) stated that speaking seems to be an essential skill in learning English because it is a tool in communication with worldwide people in social context. Related to their statement, Khan (2013) mentioned that speaking is as a process involving a true communication of ideas, information or feelings. To sum up, speaking is the way to deliver what we say to what we see, feel, and think to other people.

In language teaching and learning, speaking is a skill that should be practiced. In this context, Saputra and Subekti (2017) explained that speaking is important skills as productive oral skill to communicate that has to be mastered by students in learning English. Related to their statement, Leong and Ahmadi (2017), speaking is one of the important skill because speaking is one of the abilities that is needed to communicate with other people. Indeed, to be a good student of speaking, studying knowledge of pronunciation, intonation is not enough but the skill to use this knowledge to communicate successfully is indispensable.

In conclusion, there are different concepts of speaking, speaking as an action, a process and a skill. In this study, the term of 'speaking' will be used to refer to a skill related to language teaching and learning. Hence, the students also found some problems in speaking class.

Problems in speaking class. There are some problems commonly faced by students in speaking class. Ur (as cited in Hosni, 2014, p.23) argued that speaking in language learning have four problems; there are inhibition, nothing to say, low or uneven participation and mother tongue.

Inhibition. Unlike reading, writing, or listening activities, speaking requires real time exposure to an audience. The students are often inhibited about trying to say thing in English language in the classroom: worried about mistakes, scared of criticism or simply shy of the attention that their speech attracts.

Nothing to say. Even they are not inhibited, the students sometimes complain that they cannot think of anything to say: they have no content to express themselves beyond the shy feeling that they should be speaking.

Low or uneven participation. Only one participant can talk because of the large group in the class. This means each one will only have very little talking time. This problem is compounded of some students to dominate, while others speak very little or not at all.

Mother tongue use. It is easier for the students to use their mother tongue in the class because it looks naturally and it is easier. Therefore, most of the students are not consistent in using the target language in the learning process because the students feel confident if they are speaking their mother tongue.

In addition, based on Hadijah (2014), the students' problems in speaking skills they were pronunciation, grammar, vocabulary, fluency and comprehension. In this context, problems in speaking are not only from non-linguistic factor but also from linguistic factor.

Speaking Assessment

This sub-chapter discusses speaking assessment which consists of definition of speaking assessment, criteria of speaking test assessment, and functions of speaking assessment, and the significances of speaking assessment in language learning.

Definition of speaking assessment. Speaking assessment is an assessment to measure the speaking ability of the students. The students also can get benefit from the assessment such as they will know what should be improved based on the result that they will get from the teachers. Valkonen stated that their assessment should benefit the students by giving them something concrete and developing feedback on what they can improve in their performance (as cited in Ounis, 2017, p.97).

Types of speaking assessment. There are five basic types of speaking such as imitative, intensive, responsive, interactive, and extensive (Brown, 2003):

Imitative. In this first type, the assessment reference only how students imitate pronunciation of a word, phrase, or even complete sentence consisting of several words and phrases. Imitative also can be object of assessment such as how someone pronounces phonetic sound correctly, prosody (pressure on a word). The examples of imitative assessment are word repetition task and phone pass test.

Intensive. Students involve to produce short stretches of discourse (no more than a sentence) in oral and they demonstrate linguistic ability at a specified level of language. At this level, this is shown through achieving certain grammatical or lexical mastery. Examples include directed response task, read aloud task, sentence or dialogue completion and oral questionnaires, picture cued task and translation (of limited stretches of discourse).

Responsive. The assessment category in this type is the ability to interact of students but the interaction is only limited to simple conversations or short conversations, such as greeting, asking condition, small talk, simple request and comments. The examples of responsive assessment are question and answer, giving instructions and directions, paraphrasing and test of spoken English.

Interactive. Interactive actually has the same assessment reference category as responsive, but the level tested is different. Responsive assessment is only simple conversation or short conversation, while in Interactive the conversation is more complex and longer. This is more difficult than saying yes or no. Examples include interview, role play, discussions and conversations, games, and oral proficiency interview.

Extensive. This is assessed extensively about how students convey what they want to convey, they can rely the style of language, gesture, and communicative expression. However, with extensive communication students can speak in a comprehensible way without relying on

feedback or they cannot. Examples of extensive include oral presentations, picture cued storytelling, retelling a story or news event and translation (of extended prose).

Problems in speaking assessment. Speaking is probably one of the most difficult skills to test because it combines skills that may have little or no correlation with each other, and which do not do well to objective testing. In every speaking performance there are several challenges experienced by students (Zhang & Burry-Stockas as cited in Ounis, 2017). In the present study, some of these problems comprise the following (Ounis, 2017):

Anxiety. The ongoing assessment of their peers and teacher might can make students feel nervous. Students' level of anxiety can be increased, which might influence their oral performances negatively. Along with the current study, Brown (as cited in Ounis, 2017) argues that anxiety can make students feel wrong what they say, feel not smart, and ambiguous.

Less knowledge. Less knowledge or unfamiliar with some things can affect students in their performance and the way they are being assessed.

Performance conditions. Each student through assessment has different support and varies from one student to another; the performance conditions have an impact on the students' output (Nation & Newton, as cited in Ounis, 2017).

Difficulties in technology. The difficulties related to the assessment of the students' speaking performance though the use of technology comprise the difficulty in handling or in implementing the use of multimedia or digital devices.

Authentic Assessment

Definition of authentic assessment. According to Mustard (2015) authentic assessment is an assessment in which students are asked to perform tasks in real-world and to help students to relate their learning content to meaningful situations that are relevant to students' live. In other

words, this form of assessment determines students' learning in a manner that goes beyond multiple choice tests and quizzes. Also, authentic assessment means the students conduct to do the assessment or tasks and they can implement their skills in real world (Mueller, 2014).

Types of authentic assessment. There are some types of authentic assessment.

According to O'Malley and Pierce (2019) argued that types of authentic assessment have eight types; oral interviews, story or test retelling, writing samples, project/exhibitions, experiments/demonstrations, constructed-response items, teacher observations, portfolios.

Oral interviews. In first type, teacher asks questions to students about personal background, activities, readings, and interests. One of the advantages of oral interviews is can conduct over successive days with each student.

Story or test retelling. Second type, teacher asks students retell main ideas or choose details of text experienced through listening or reading. The advantages of story or test retelling are students can produce oral report and can be scored on content or language components.

Writing samples. Third type, teacher asks students to generate narrative, expository, persuasive, or reference paper. The advantages of writing samples are students can produce written report and can determine writing processes.

Project/exhibitions. Fourth type, teacher asks students complete project in content area, working individually or in pairs. The advantages of project/exhibitions are students can observe oral and written products and thinking skills. Vlog is one of the activity in this type.

Experiments/demonstrations. Fifth type, students have to complete experiment or demonstrate use of materials. One of the advantages of experiments/demonstrations is students make oral presentation, written report, or both.

Constructed-response items. Sixth type, teacher asks students respond in writing to open-ended questions. The advantages of Constructed-response items are student produces written report and usually scored on substantive information and thinking skills.

Teacher observations. In seventh type is different, in this type teacher observes student attention, response to instructional materials, or interactions with other students. The advantages of teacher observations are setting is classroom environment and takes little time.

Portfolios. In last type, this type focused on collection of student work to show progress over time. The advantages of portfolios are strong student involvement and commitment and calls for student self-assessment.

The examples of authentic assessment. There are some examples of authentic assessment. According to Rutherford and Slade (2018), there are thirteen examples of authentic assessment; conduct a research and writing report, character analysis, student debates, drawing and writing about a story or chapter, experiments, journal entries, discussion in pairs or groups, student self-assessment, peer assessment and evaluation, presentations, projects, portfolios, tiered learning classrooms.

Vlog

This sub-chapter discusses speaking assessment which consists of definition of Vlog, criteria of speaking test assessment, and functions of Vlog, and the significances of Vlog on speaking assessment.

Definition of vlog. A Vlog is a video blog post. The term can also refer to a blog made up entirely of video blog posts (Gunelius, 2016). Vlog posts are created by creating a video of yourself or an event, uploading it to Internet and publishing it within a post on your blog. In the early days of blogging, Vlogs were called podcasts, a term used to refer to both audio and video

blog posts. Today, the two have adopted their own distinct nomenclature. The Vlogosphere is a very democratic arena. Unlike mainstream media, such as television or commercial Web sites, Vlogs are not, for the most part, created to make money. As a result, Vloggers are free to make their content about whatever they desire, no matter how controversial the topic. Vlogging gives average citizens an audience and a chance to make their voices heard.

Vlog is a video blog. To people who made Vlog is called a Vlogger. Vlog can be a tool to learn English specially to improve speaking skill and also a tool for speaking assessment to measure the ability of the students in speaking English. Sari (2017) argued that Vlog is created by creating a video of yourself or an event, uploading the Vlog into internet and publishing it within a post on your blog or channel. In addition, Vlog it as a site in which authors posts stories and or information about a certain topic in the form of video such as to promote tourist attraction, tips, tutorial, information, and daily lives. In doing Vlog, there are a lot of benefits and challenges for the students.

A Vlog defines as the video component that provides a series of online broadcasts which is allowing everyone to create and post content and considers it as video collections that serve both as an audiovisual life documentary and as a vehicle for communication. Vlog is also known as a form of blogging which the main medium is video, short for video blogging.

In the one of islamic private university in Yogyakarta, the students will get this assessment if they take tourism subject. In this assessment, students are required to make a Vlog in pairs. The students have to record themselves in a video and describe in English about one of tourist attractions in Yogyakarta. Then, the students have to edit the video as creative as possible and upload it on YouTube. Content, pronunciation, and fluency are the components marked in this assessment.

The benefits the use of vlog to assess speaking skill. Taking into account the process of Vlogging, there are some significances that can be obtained to the students to enhance their speaking skill. Sun (as cited in Maulidah, 2017, p.14) claims several significances as impact of Vlogging. Those are;

Encouraging students to speak. Vlog can encourage students to increase their speaking skill. In daily activity, the role of Vlog is also as social media that is really common used by the students. They prefer to use it to express their ideas, feelings and activities. Moreover, the easiness in operating it also supports their willingness to use in their project, especially fulfilling speaking task. When students feel easy in finishing their project, automatically, they will be also motivated. Vlog covers those two things. Thus, it has significant impact in increasing students' encouragement.

Encouraging students to be more confident. Vlogging and social media has close relation and related to each other. It impacts psychologically to the students when they prepare their performance. The students will perform their best performance for presentation in the vlog and they are required to be more confident. Consequently, the use of vlog significantly improves the students' self-presentation especially in their speaking performance.

Giving more talking time. In the context of English as a Foreign Language (EFL), students have limited opportunity to express their speaking performance. The students can only practice their English speaking in the classroom or special event that used English as tool of communication. By providing Vlog as one of a tool as teaching media, students will get more opportunities to talk outside the class. Vlogging force them to talk and tell their ideas in English. As the result, their speaking ability will increase gradually.

Facilitating autonomous learning. Vlogging, as one of strategies in task based learning provides autonomous for students. One of benefits in autonomous learning, students will get their meaningfulness in their study. In addition, they are free to manage their ideas related to their learning process. Vlogging is one innovation to provide a better teaching learning process especially in speaking and bring the students in autonomous learning. The correlation with technology and social media makes it really fun to be implemented for students. It possible for the teachers to modify Vlogging activities and it depends on the condition of the class. The possibility of difficultness in the activities could be there, but this notion is still good to be considered as teaching media. Finally, Vlogging will increase the ability of students in speaking.

Vlog use authentic assessment. Authentic assessment can help students to relate their learning content to meaningful experiences that are relevant to students' lives and also can apply their skill in real life. Authentic assessment is a form of assessment in which students are asked to perform real-life tasks to demonstrate meaningful application of essential knowledge and skills (Mueller as cited in Sridharan, 2016, p. 3).

Review of Related Studies

In the last part of the literature review, researcher shows the review of related studies that have been done by the other researchers. There are many studies related to this research, but the researcher only took three related studies. The first research is a study conducted by Safitri and Khoiriyah (2017) entitled "Students' perceptions on the use of English Vlog (Video Blog) to enhance speaking skill". This study investigated to know how students' perception on the use of English Vlog to enhance speaking skill, and to study about what student's strategy in using English Vlog to enhance speaking skill. This study was conducted to five students (two males and three females) of English Education Department, Faculty of Psychology and Socio-cultural

Science, Universitas Islam Indonesia who learnt listening and speaking subject by using purposeful sampling. This study was adopted students' interview, observation, and document observation as method to collect the data. The results of this study it can be concluded that the use of E-Vlog as the media to help students' to enhance speaking skill is effective because its usage has many advantages compared to its disadvantages, as for the existing challenges, it could be anticipated and solved by each student. Furthermore, E-Vlog can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of culture. Thus, students can continue to practice their speaking skills by watching E-Vlog which fits their needs.

The second research is a study conducted by Rahmawati, Harmanto, and Indriastuti (2018) entitled "The use of Vlogging to improve the students' speaking skill". The purpose of this research was to find out whether vlogging improve students' speaking skill at the 11th grade of SMA Muhammadiyah 1 Ponorogo in the academic year of 2016/2017. The subject of this research was the students at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017, which consisted of 28 students. The researcher took a part as a teacher who taught English and the collaborator took a part in this research as observer. The researcher used three instruments. The instruments were observation checklist, questionnaire, and test. The result of observation checklist showed that the classroom situation more conducive. The students were active and interested in the teaching and learning process. The result of questionnaire showed that the students became more interested, confident, and enjoy practice to speaking English by using Vlogging. The result of the test showed the improvement from cycle I up to cycle II. The students' score percentage in cycle I was 53.57%. Meanwhile, the students' score percentage in cycle II was 100%. The researcher concluded that the implementation of Vlogging

to improve the students' speaking skill at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017 was successful.

The third research is a study conducted by Rakhmanina and Kusumaningrum (2017) entitled "The effectiveness of Video Blogging in teaching speaking viewed from students' learning motivation". The research is aimed at finding out: (1) the difference between video blogging strategy and expository strategy for teaching speaking; (2) the difference between students who have high and low motivation in speaking ability; and (3) the interaction between teaching strategies and motivation in teaching speaking. The population was all of the second semester in 2016/2017 academic year. Two out of four classes consisting of 25 students from each were taken as the sample by applying cluster random sampling. They were Class A as the experimental group and Class B as the control group. The instruments for collecting the data were a questionnaire on speaking motivation and a speaking test. Based on the result of data analysis, it can be concluded that: (1) Learning speaking through video blogging is more effective than expository strategy; (2) the students who have high learning motivation have higher speaking ability than those who have low one; and (3) there is an interaction between teaching strategies and motivation for the teaching of speaking. Therefore, it is recommended that: (1) teachers apply videoblogging process in teaching students speaking; (2) to promote students' learning motivation, it is important to give students chance to develop their own ideas and share the ideas in their personal videoblog (Vlog); and (3) future researchers may conduct the same kind of research with different sample and condition.

Therefore, those three studies are related with this research which discusses about the benefits of Vlog to improve students' speaking skill and the effectiveness of Vlog in teaching

speaking, the result of those three studies also can support and help the researcher to provide an overview about the impacts of Vlog towards students' speaking skill.

Conceptual Framework

Speaking is important for communication because speaking is a process to communicate with other people to share information and ideas. Speaking assessment is needed to measure the students' ability and to know the progress of the students. In order to make students aware about their weaknesses and what should be improved in their learning. In addition, there are six types of criteria in speaking assessment including grammar, vocabulary, comprehension, fluency, pronunciation, and task. Vlog is one of the ways that teacher can use for speaking assessment. Through Vlog the teacher can assess the speaking ability of students and students also can assess their speaking ability. However, there are some problems faced by the students. Considering the need of improving the students' speaking skills through speaking assessment of Vlog and to give information about the problems in speaking assessment of Vlog, the researcher tried to figure out the use speaking assessment of Vlog by the teacher based on students' point of view. Therefore, the researcher intended to conduct the research in tourism class at English Language Education Department in one of Islamic private university in Yogyakarta.

Figure 1. *Conceptual Framework*

