

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter aims at reviewing related theoretical reviews, previous studies, conceptual. Theoretical reviews that discuss the analysis of OME TV application on students' speaking skills.

#### **A. Concept of Speaking**

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

Talking is an activity used to explain a situation to someone or report something. Meanwhile, (Nunan, 2003) states that speaking is a process consisting of short utterances, often disjointed within the range of pronunciation. Considering that oral communication is the activity that we use the most, speaking skills are very necessary in communicating. (Tarigan, 2008) argues that speaking is the ability to interpretation the articulation of word sounds to express, express or convey thoughts, ideas and feelings. In addition, according to (Hendrikus, 1991), speaking means mentioning words or sentences to a person or group of people to achieve a goal (eg providing

information or providing motivation).

Today, speaking is a useful spoken language skill because it allows us to gather and express information. (Utami, 2021) Speaking as an expression of the initial language, has been shown to be a very important skill that must be taught with the right method. Likewise in learning English, speaking is also one of the most important aspects of learning English.

However, because we don't communicate in English every day, speaking English fluently is a challenge for Indonesian citizens, especially students. (Usmonova, 2020) argue that people of all ages, including students, must develop these foreign language skills in order to use English as a means of communication, especially in their studies and work.

Speaking is the most important active skill for foreign language learning, because it produces utterances to communicate messages. Starting from infancy to being developed in childhood to adulthood. Due to the importance

of speaking skills in this international language, (Usmonova, 2020) argue that people of all ages, including students, must develop these foreign language skills in order to be able to use English as a communication tool, especially in a foreign language. foreign language.

Learning English is like if you don't practice or repeat it, there's no knowledge. English as part of communication, speaking more like representing what someone wants to say. By speaking, everyone can express what is in their mind, an idea, and those thoughts can be freely or spontaneously. For most people, mastering speaking skills is one of the most important aspects of learning a second or foreign language, and speaking success can be measured in terms of the ability to have conversations in the language itself.

“Speaking is a language art that is most often used by all humans around the world. The art of speaking is very complex. It requires the simultaneous use of a pool of abilities that often advance and develop at different rates. In

general, there are five components of speaking skills related to understanding, grammar, vocabulary, pronunciation, and fluency" (Syakur, 1987). Speaking is a very productive skill and can be observed directly and empirically, so there are types of speaking assessments that can be used in assessing speaking skills. According to Brown (2003) he identified five types of judgment in speaking, the first is imitative speaking. This is the ability to speak to simply imitate (imitate) a word, phrase and a sentence. This is a purely phonetic level of spoken conversation, a number of prosodic, lexical and grammatical features of the language are included in the performance criteria.

Responsiveness includes all interactions and understanding on the test but in very short and concise conversations, standard greetings and small talk, few requests and corrections, and fabrics. Then talk interactively. There is a difference between responsive and interactive speaking, which is in the length and the complexity of the conversational interaction. Interaction

can take two forms of transactional language. The last is extensive speaking (monologue). In charge of a wide range of oral productions such as speeches, class presentations, and story telling, where opportunities for oral interaction from listeners are very limited.

In this study, researchers chose interactive speaking assessments in order to build good communication with students so that they are able to interact with other people in national and international competitions. According to Van Duzer, students' speaking skills and students' speaking habits are very important because they have an impact on students' success during any exchange. Students must be able to be speakers when they want to anticipate and then produce the expected patterns of certain discourse situations. Students must also be able to master other elements such as repetition of words which requires them to have a large vocabulary because when they discuss they will provide feedback, turn, or diversion. Students must know the usual patterns that these interactions follow and

access knowledge as the exchange takes place. Students must also be able to rearrange or emphasize words to clarify a description, and use facial expressions that match what is said.

There are researchers who believe that speaking is away from expressing what we feel, which is then represented in the form of spoken language between two or more individuals, based on the preceding explanation.

According to (Burnkart, 2004) in (Nazara, 2011) Students need to recognize that speaking involves three areas of knowledge, namely:

### **1. Mechanics**

Pronunciation, grammar, and vocabulary are all parts of mechanics. They must use the correct words in the exact order, with proper pronunciation.

### **2. Function**

Transaction and interaction are two types of functions. Knowledge when accurate understanding of the message is required (transaction or information

exchange) and when it is not (interaction or relationship building).

### **3. Socio-Cultural Rules and Norms**

Turn taking, tempo of speaking, length of gap between speakers, and participation in relational rules are real examples of socio-cultural rules and norms. They must know how to consider who is speaking, to whom, in what conditions, what problems are being discussed, and why.

## **2. Component of Speaking**

According to (Harris, 1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

### **a) Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by (Heaton, 1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of

grammar is also to learn the correct way to gain expertise in a language in oral and written form.

### **b) Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher <sup>6</sup> concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

### **c) Pronunciation**

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of



a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

#### **d) Fluency**

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small

number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

#### **e). Comprehension**

According to (Hughes, 2003), comprehension is a person who knows about everything. Someone who has good comprehension is someone who is smart in understanding any topic after which they will get a satisfactory score.

### **3. Basic Types of Speaking**

According to Brown (2004) there are five basic types of speaking:

### 1) Imitative

This type of speaking requires students to be able to copy or imitate a word, phrase or sentence that they get from some of the information they hear without additional words. So imitative emphasizes pronunciation and phonological aspects.

### 2) Intensive

This type of speaking is done in a group, interaction with the other person is needed. Likes reading dialogue or sentences aloud.

### 3) Responsive

This type of speaking is responding to short conversations and making comments. So the speakers are stimulated to speak as soon as possible.

### 4) Interactive

The purpose of this type of speaking is to maintain social relations. Two or more speakers are needed to exchange

information.

### **5) Extensive**

This type of speaking involves broad speaking skills, a strong language component, interacting with the environment and being able to answer questions during discussions such as giving a speech.

## **4. The function of speaking skills**

According to Brown and Yule there are three function of speaking, three part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."

### **a. Talk as interaction**

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about

how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

**b. Talk as transaction**

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

**c. Talk as performance**

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

## **5. Benefits of Mastering Speaking Skills**

There are various benefits to learning the skill of speaking that are immediately apparent. Some of these

advantages include:

- a. Streamlining Interpersonal Communication,
- b. Facilitating the Provision of Various Information,
- c. Increasing Confidence,
- d. Increasing Self-Authority,
- e. Enhancing Public or Community Support,
- f. Supporting Achieving Professions and Jobs, and
- g. Improving the Quality of Profession and Work.

## 6. Problems of Speaking Activities

In learning a foreign language, there are some problems when students want to speak, there are some problems with speaking activities:

### 1) **Inhibition**

Speaking requires the full attention of the listener while the students generally embarrass when observed. Most of the students do not want to speak in foreign language. They avoid making any mistakes. They fear of criticism.

### 2) **Nothing to say**

The students don't know what thing to say. They think that they do not have any reason to speak.

3) **Low or uneven participation**

There is only one participant who speaks on occasion when the goal is to be heard. While in a large group means that each person only has a little time to talk, then, there will be only a few participants who dominate in speaking. Because of that, the others will do little or even they don't speak at all.

4) **Mother tongue use**

If the students are a large group of students with the same mother tongue, so they will tend to use their mother tongue because it is easier than having to continue to speak in a foreign language. There are several ways to solve the speaking's problem, those are:

5) **Use the Group Work**

Using group work can increase the number of student speeches that occur exclusively within a limited

period of time and also lower barriers for learners who do not want to speak in front of a full class. By group work, the students can have the amount of time remaining for positive, oral practice is likely to be far more useful than a full class set up. Even though teachers cannot monitor all student speech, not all speech that would be correct, and learners can sometimes slip into their native language.

6) **Base the Activity on Easy Language**

The required level of language discussion should be lower than that used in intensive language learning activities in the same class. It should be easy to remember and produced by the participants, so that they can speak fluently with minimum hesitation. It is an idea to teach or review important vocabulary well before the event.

7) **Make a Careful Choice of Task and Topic**

Stimulate Interest. The more increasingly apparent the purpose of the discussion participants were the more



motivated they would be.

#### 8) **Give Some Training or Instructions in Discussion Skills**

If the assignment is based on the discussion group and then includes instructions about participation when introducing it.

#### 9) **Keep Students Speaking the Target Language**

The best way to make students keep speaking in the target language is just to be there alone as much as possible, and remind them to use their own modeling language.

### **B. Difficulty of Speaking Skills**

In everyday language practice, it cannot be denied that more than a portion of human time is used to speak and listen to other people's conversations in various contexts and situations (Effendi, 2007: 141). For this reason, speaking skills are really needed by humans as social creatures who need other people in their lives and must be able to portray themselves in society according to

their status (Hasan and Salladin, 1996:25). In fact, it is not uncommon for people to judge a person's thinking ability from the words they utter (Lwin and colleagues, 2008: 11). Having speaking skills is not as easy as you imagine. Many people are good at writing, but when asked to convey their writing in verbal form the results are not that good. Vice versa, many people can speak well, but encounter problems when asked to write down their ideas. In line with this, Arsjad and Mukti (1993:1) are of the opinion that sometimes the subject of the discussion conveyed by someone is quite interesting, but because the presentation is less interesting, the results are less than satisfactory. Therefore, speaking skills need to continue to be trained. Tarigan (1998:43) states that speaking skills are mechanistic skills. The more you practice speaking, the more you master your speaking skills. The assumption that everyone can speak on their own has caused the development of speaking skills to often be neglected.

Seeing the many factors that cause students'

learning difficulties in learning speaking skills and the various alternative strategies that teachers can try to overcome obstacles to improving students' speaking skills, it seems necessary to conduct research that identifies the factors that cause students' learning difficulties and the strategies that teachers try in learning. speaking skills to overcome the difficulties experienced by students in an effort to improve students' speaking skills.

### **1) Motivation**

This can be seen from the low interest of students in participating in learning speaking skills. This is in line with the opinion of Sardiman (2006:84) that learning outcomes will be optimal if there is motivation. Therefore, it is right to say that motivation is very important in learning.

### **2) Study Habits**

This is in line with the opinion of Djamarah (2002a:9; 2002b:10) that one of the factors that results

in students' failure to achieve learning achievement is irregularity in learning. Tamsin Medan (1988:143) said that to be able to speak well, one of the things you have to do is practice saying words correctly and well.

### **3) Mastery of Language Components**

The main goal of students when speaking in front of the class is to be able to quickly finish their conversation. This results in pronunciation, tone, joints and duration which are often ignored by students. The linguistic component that also influences learning difficulties in learning to speak is diction. Students often feel at a loss for words in conveying their talks.

### **4) Mental Attitude**

Students lack confidence in speaking. Students' low self-confidence is caused by a lack of preparation and lack of understanding of linguistic and non-linguistic elements that influence the learning of

speaking skills. Apart from that, lack of self-confidence is also caused by students' low understanding of content components and lack of experience appearing to speak in public.

#### **5) Interaction between Teacher and Student**

As suggested by Mulyasa (2003: 186), understand and master the material and its relationship with other materials well and connect past experiences with the material being taught. Sardiman (2006:147-150) also made suggestions related to creating good conditions between teachers and students, namely by establishing contact hours.

#### **6) Use of Teaching Methods**

The learning methods that teachers have used in learning speaking skills are lecture, assignment, question and answer and discussion methods. Of these methods, teachers admit that the lecture method is the most widely used. The reason the teacher chose this method was because the class atmosphere was

passive. No students dared to ask or answer the teacher's questions. The use of the lecture method which dominates learning seems to be one of the factors causing students' learning difficulties in learning speaking skills.

#### **7) Use of Learning Media**

From the results of interviews with students and teachers, it was found that teachers had not used media in learning. The absence of media in learning was acknowledged by students that they felt unenthusiastic about learning to speak. The lack of enthusiasm of students has an impact on learning outcomes for speaking skills which are still low. Students experience difficulties in learning speaking skills.

#### **8) Interaction between Students and Students**

Relationships/interactions between students and students are still low. This can be seen from the

attitude of students who are busy with their own work and are reluctant to discuss things with their friends. Sanjaya (2009b: 54), said that student characteristics (pupil properties) can influence a learning process.

### **C. Learning Media**

Media is a means of transferring or conveying messages. A medium is called educational media when the medium transfers messages in a learning process. The use of media is very important, it is impossible to coordinate learning activities without using media. Media is flexible because it can be used for all levels of students and in all learning activities. Learning media can also encourage students to be more responsible and in control of their own learning, and take students' long-term perspective on their learning. Learning media can be described as media that contains information or instructional messages and can be used in the learning process. Learning media is media that conveys messages or information that contains the aims or objectives of learning. Learning

media is very important to help students acquire new concepts, skills and competencies.

In the digital era, educators must not only be able to use classical learning media but also modern learning media. Several research findings also show the positive impact of media used as an integral part of classroom learning or as the main method of direct learning (Hasan et al., 2020). The impact of using media in communication and learning is:

- (1) learning delivery becomes more standardized;
- (2) the learning process can be more interesting;
- (3) the learning process becomes more interactive;
- (4) the length of time needed to study can be shortened;
- (5) the quality of learning outcomes can be improved;
- (6) the learning process can be provided whenever desired or needed;
- (7) create a positive attitude in students towards what is being learned; And
- (8) the role of educators can change in a more positive direction.



Learning media is one of the tools used by educators so that learning activities take place effectively. Media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns and interests of students in such a way that the learning process occurs. Media are all physical tools that can present messages and stimulate students to learn. In the context of communication, media is one component of a learning strategy which is a message container or distributor that is passed on to the target or recipient of the message, and the material to be conveyed is the learning message that is to be achieved is the learning process. Based on this, it can be interpreted that learning media is a tool used by educators to support the success of the learning process and stimulate students' interest in learning.

#### **D. The Concept of OME TV**

##### **1. Definition of OME TV**

According (Yonan, 2021), Ome TV is a Video call application that allows someone to make video calls with

fellow users from all over the world at random. This application is already familiar. In 2010, a similar application with relatively the same features went viral, namely Omegle. Because the developer of the Ome TV application is the same as the previous application, so the way of use and appearance of the interface is almost the same.

According (Ulya, 2021) that Ome TV is an android-based social networking application on smartphones that is used to communicate with foreigners without registering. The service randomly pairs users in a single chat session where they chat anonymously using “you” and “unknown” handles.

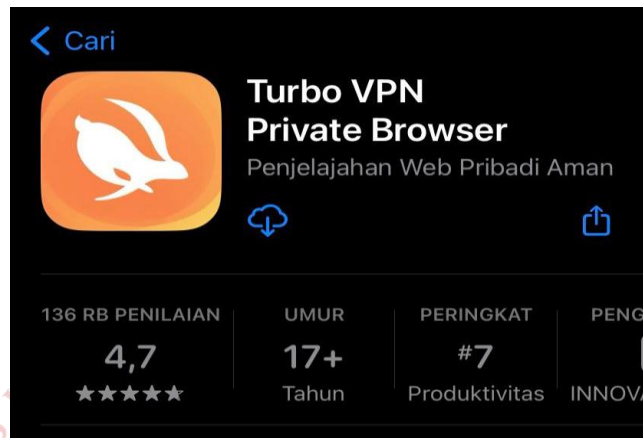
## **2. Procedure to use OME TV**

According (Ulya, 2021) state to implement the Ome TV application there are several ways, as way to use Ome TV application as follows:

### **a. Previous Study**

#### **1) How to operate on smartphone**

- a. Download VPN and Ome TV application in play store or App store.



Notes :

VPN is a application can be categorized as host-to-network or remote access by connecting one computer to a network or as site-to-site to

connect two networks and VPN is also an application that can access the network from outside, which can be used when we want to interact directly with native speakers or other users from various countries.

- b. Activate VPN and open Ome TV to find interlocutors.
- c. Log in with Facebook or sign in by VK.
- d. Fill in the country and gender.
- e. Tap star and
- f. Find the interlocutors.

## 2) How to uses Ome TV on PC

- a. Open the application with website <https://ome.tv/>
- b. Log in with facebook or sign in by VK
- c. Tap star and
- d. Fill in the country column for the country of origin and gender.
- e. Find the interlocutors.

Based on the steps of implementation

above can be conclude that Ome TV application can be implementation on smartphone and PC easily.

### **3. The Advantages of OME TV**

- a. The users can practice skills with native speakers of a language, especially in practice English speaking skill. with this application support the users will find the other people in all of country in the word according the country that chosen.
- b. Simple operational at this application.
- c. The user can implement whenever and wherever they are

### **4. The Disadvantages of OME TV**

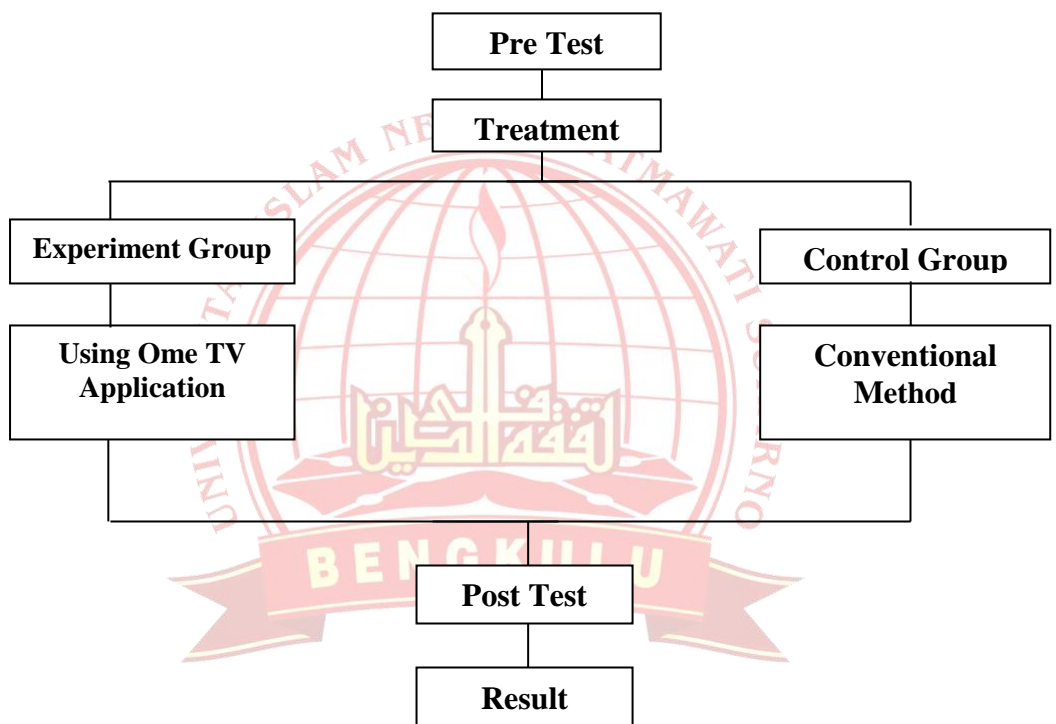
- a. Open happens Visual harassment, it is because of the many negative users.
- b. Requires internet quota during application usageIt takes a long time to find a good interlocutor.

### **E. Conceptual Framework**

In relation to teaching teaching, teaching is more important. This, through the OME TV Application, it is hope

that it can help teachers to address the speaking skills of the students in 2D semester English education. This research will be conducted, as follows

**Table 2.2 Conceptual Framework**



#### F. Previous Study

No	Researcher	Research Title	Difference	Similarity
1	Rose	The Effectiveness of OME TV as Point to Point Communication	-This research examines the effectiveness of OME	-The similarity between this research and my research is that the y

		tion in Teaching English Speaking Skills at SMKN 1 gowa.	TV, while my research examines whether there is an effect from using OME TV or not. - The difference in the level of research object is that it uses senior high school students, while my research uses student research objects. - The research methodology uses pre-experimental research with one group pre-test and post-test.	variable used is speaking. .
2.	Sharfina Sukhemi	Ome Tv Video Chat	- The difference	- The similarity

		<p>Application in Improving student Speaking Skill at SMA N 2 Pare-Pare</p>	<p>in this research is increasing the use of the Ome TV application while my research is the influence of using the Ome TV application - The difference in the level of research object is that it uses senior high school students, while my research uses student research objects. - This research is pre-experimental with one group pre-test post-test design.</p>	<p>between this research and my research is that the y variable used is speaking.</p>
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3.	Risa Fitrotun Nisa	The Use of Ome TV Application in Learning Speaking at MTS Muhammad iyah 27 Logosandan g Lamongan	<ul style="list-style-type: none"> <li>- The difference between this research and my research is that this research uses Ome TV only as a learning medium, whereas my research examines whether there is an influence from using the OME TV application .</li> <li>- Then, another difference is the use of research objects using junior high school students.</li> <li>- This research is using</li> </ul>	<ul style="list-style-type: none"> <li>- The similarity between this research and my research is that the y variable used is speaking.</li> </ul>
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			descriptive research.	
4.	Haya Fadila	The Effect of Using Ome Tv as The Online Interactive Media to Improve Students' Speaking Ability at The Tenth Grade of MAS PAB 2 Helvetia.	<p>- The difference between this research and my research is that this research uses Ome TV only as a learning medium, whereas my research examines whether there is an influence from using the OME TV application .</p> <p>- Then, another difference is the use of research objects using junior high school students.</p>	<p>- The similarity between this research and my research is that the y variable used is speaking.</p> <p>- This research uses descriptive research.</p>