CHAPTER II
LITERATURE REVIEW

A. Speaking Skill

According to (Mandasari & Aminatun, 2020) , speaking is the ability to utter sounds or words effectively to communicate thoughts, ideas, and feelings. In general, speaking can be defined as a way for someone to convey their purpose (ideas, thoughts, and emotions) to others through spoken language (Pratiwi & Ayu, 2020) and (Suprayogi & Pranoto, 2020). Based on the pre-observation data, speaking appears to be the most difficult language skill for students. English is an international language, and mastery of it, particularly in its spoken form, is critical for future success.

Based on initial observations, among the four language skills, speaking skills seem to be the most difficult for students. According to first observations, of the four language abilities, speaking appears to be the most difficult for students. Two variables contribute to the difficulty of speaking activities. One cause of insufficient English learning is students' lack of enthusiasm. The other problem is that teachers utilize inefficient approaches to teach speaking abilities. Effective teaching of English as a foreign language requires the application of appropriate methodologies, strategies, language games or activities to improve speaking skills (Bhatti, 2021).

Students must have this speaking skill since the success of speaking learning is judged by their ability to communicate their ideas orally. When students communicate, they will convey themselves and their feelings for the audience to understand (Kardiansyah & Qodriani, 2018). Learning to speak involves a lot of effort and attention; when students can communicate effectively, they have fulfilled their aim of acquiring speaking abilities.

B. Video Learning Media

1. Definition of Video Learning Media

Media is a form of communication technology that can be utilized in education. Learning media is an important element in the teaching and learning process and has a major contribution to the success of learning. Media in learning refers to everything that is used to convey messages from the sender to the receiver with the aim of stimulating students' ideas, emotions and attention in order to facilitate the achievement of learning objectives (Aryanti et al., 2022). According to (Rohman et al., 2020), Media has a very important role in the learning process because it can improve learning efficiency through proper media utilization. With technology, students can maximize the use of new and interesting learning tools. (Puspitarini & Hanif, 2019) stated that if learning media is used appropriately in the learning process, it can be a more effective and efficient tool for achieving learning objectives.

Learning media is used as a tool to support the learning process so that learning objectives can be achieved. Learning media can be defined as a tool, both physical and non-physical, used by teachers to convey learning materials to students in an effective and efficient way. Thus, teaching materials become more easily understood by students and can trigger their interest in learning further. In addition, learning media also plays a role in increasing students' learning motivation.

Learning media in the form of videos is a very effective tool to support the learning process, both in group learning, individual, and collective learning. According to (Darmaini, 2019) videos are information-rich and complete non-printed teaching materials because they reach students directly. In addition, video adds a new dimension to learning because of the characteristics of video technology that allow the presentation of moving images as well as sound to students. The use of video in education aims to maximally engage all of the student's senses, whether through sound, images, or a combination of both (Puspitarini & Hanif, 2019).Meanwhile, according to

(Hadi, 2017) Video is one of the audiovisual learning media that can be used to deliver learning materials. It stimulates students' sense of sight and hearing. (Hadi, 2017) also states that learning videos are media that combine audio (sound) and visual elements in the form of moving images.

Learning materials have several purposes, including creating an effective learning environment, connecting with other elements to achieve the desired learning outcomes, abstracting information to reduce the risk of verbalism, and stimulating students during learning activities. The functions of an English class for students include minimizing misconceptions resulting from teacher explanations, helping students overcome their lack of experience, facilitating direct engagement between students and the environment, providing consistent observations, and inspiring and encouraging students to learn. Additionally, multimedia products should be created to support these functions. Activities, learning resources, and tasks should be interconnected. However, it is important to make educational materials available that help young students learn new things. These materials should be designed to grab students' interest and provide opportunities for young learners to engage with one another, taking into account their unique learning characteristic. An effective teaching tool should inspire students to create and utilize language inadvertently.

Educational video media can be divided into two categories, namely: Audio Visual Aids (AVA) and materials that can be seen or heard. Audio Motion Visual (AVA) media is media that has elements of sound, movement, and visual display. This media conveys complete information through moving images to convey messages. The form is a document that can be viewed on a screen or projected onto a large screen through a projector, with audible sound and visible movement (such as video or animation). Video is a type of audiovisual media that can depict the movement of objects with natural or relevant sound. Videos can be used to convey information, explain difficult procedures or concepts, teach skills, manage time duration, and change attitudes.

The teacher's role as a designer is to encourage students to gain experience. Because learning is a process of mastering skills and forming attitudes, changes in students must occur through experience, whether obtained directly or indirectly. Direct experience makes it easier for students to understand the material being taught because they experience it or witness it directly, in visual form. However, there are also experiences that are artificial or artificial.

This approach revel in received via gadgets or occasions which are manipulated to resemble the real state of affairs, that is wherein the function of gaining knowledge of media in stimulating the contemplating college students, the whole lot associated with fabric that isn't always viable to be skilled immediately with the aid of using college students, for example, fabric approximately Bengkulu tabot way of life, how college students can apprehend the state of affairs for the duration of the tabot festival, and what are the collection of occasions whilst the tabot cultural event. So, on this case, it isn't always viable to ship college students in my view to witness the tabot cultural event, however we gift snap shots and films, and researchers create gaining knowledge of media withinside the shape of films that mimic the authentic so that scholars may also apprehend even though they have got now no longer skilled it immediately. Hand puppets are used to assist kids apprehend tabot way of life and offer visible pictures.

According to (Diah et al., 2016) dolls are objects that are favoured by children, so the selection of hand puppets is very suitable because it can attract students' attention. (Wardono & Kurniawati, 2022) argues that with the application of hand puppet media, teachers easily help students in showing abstract things, processing feelings, stimulating creativity, finding views, and explaining concepts/designs in order to arouse students' enjoyment of learning.

Puppets function an powerful conversation device among instructors and college students, in addition to amongst college students themselves. Of the various competencies college students want to achieve academics, reading, oral language and conversation are the maximum important (Maharani,

2016).By playing with puppets, students can increase their motivation to learn new material. Students can become bored easily in the classroom, therefore puppets can be used to increase their engagement. (Prabhakaran & Yamat, 2017) also identified another benefit of using puppets in the classroom, which is that it can reduce students' anxiety while speaking and positively affect their perception towards speaking English. In vocabulary learning, the use of puppets can change students' perception of the learning process, the use of puppets is considered to promote positive attitudes towards vocabulary learning, puppets can be used for several activities such as:

- Role play

- Singing songs

- Playing vocabulary games

- Storytelling, etc.

There are many types of hand puppets, namely:

a. Hand Puppet, one hand plays one puppet

With finger puppets, we can use each fingertip to play a different character, similar to how hand puppets are used. Finger puppets, like hand puppets, allow us to play one character using each fingertip.

b. Finger puppets, played with fingers.

These puppets are built with inexpensive items such as bottle caps, ping pong balls, and little bamboo for the puppet's head

c. Rod Dolls/Stick

Rod puppets/sticks. Puppets are supported by sticks, one for the body and another for the hands.

d. Shadow puppetry, played by showing shadow movements

Shadow puppetry is a kind of puppetry in which the puppets make shadow motions. In Indonesia, particularly in Java, it is referred to as "Wayang kulit".

e. Ventriloquist puppets

Ventriloquist puppets are about half the size of a normal adult. Sit on the ventriloquist's knee, arm, table or chair.

f. Rope puppet (marionette), the way it moves is through a rope that connects the head, hands, and feet.

String puppets or "marionettes" are widely used in western countries. The head, hands, and feet of rope puppets can be moved at whim, which distinguishes them from other types of puppetry.

Based on the preceding review of several forms of puppets, the researcher selected hand puppets as the medium for this study. Hand puppets were chosen as a learning media because they may capture students' attention, interest, and provide an excellent stimulus in learning activities.

Hand puppets were chosen as media because they are communicative and suitable for visualising characters and characteristics in a way that kids can easily understand. This is why it is important to use media in the learning process, because students cannot experience all learning elements directly.

2. Purpose of Utilisation of Video Learning Media

Learning media is used to increase or enhance the quality of teaching and learning. As a result, the principles of employing educational media must be examined.The advantage of video media in education is that it can pique students' interest in learning even when done independently at home.Students can view or listen to the sights and sounds in the video.Students can also repeat the video if they feel they still don't understand.The following are the benefits of media in the learning process according to (Hasan et al., 2021):

The benefits of learning media for teachers are:

1. Provide guidance, direction to achieve goals.
2. Explains the structure and sequence of teaching well.
3. Helps accuracy, accuracy in the presentation of subject matter.
4. Improves the quality of teaching

The benefits of learning media for students:

1. Increase students' learning motivation

2. Clarify and make it easier for students to learn.

3. Provide the structure of learning materials and make it easier for students to learn.

4. Provides systematic points of information that make it easier for students to learn.

5. Stimulates students to think and analyse.

6. Creates learning conditions and situations that are not boring and without pressure.

7. Learning media can draw the focus of students' attention to the teaching material, thus fostering motivation to learn in the classroom. teaching material, thus fostering motivation to learn in students.

From the above perspectives, it can be concluded that one of the benefits of learning media is its ability to make the learning process more engaging. The use of media in education is increasingly varied, expanding communication beyond just verbal interactions, as media can also be utilized. Furthermore, the use of engaging learning media enhances students' motivation to actively participate in class activities. However, learning media offer more than just one advantage; they provide numerous benefits that contribute to making the learning process more successful and efficient.

3. **Advantages and disadvantages of video media**

Advantages and disadvantages of video media have advantages, among others:

a. Videos (with or without sound) allow us to recreate specific actions or movements.

b. By applying certain effects, both the learning experience and the entertainment aspect of the presentation can be enhanced.

c. Videos enable information to be delivered simultaneously across various locations (such as different classrooms) to an unlimited number of viewers or participants by setting up monitors in each room.

d. Videos offer students the opportunity to learn independently.

Meanwhile, the limitations of using video media include:

a. The expense of producing videos is quite high, and only a few can afford to produce them.

b. A small monitor screen restricts the number of viewers, unless the network of monitors or video projection systems is extended.

c. Video equipment must be available at the location where it is going to be used.

d. Communication via video is one-way, and it is important to complement it with other forms of feedback.

Learning videos are audio and visual media that convey good learning messages, such as concepts, principles, methods, and knowledge application theories, to assist students understand learning materials. Video is an audio-visual learning resource that can be used to transmit learning information and messages.

C. Local Culture

Local culture refers to the values and traditions cultivated by the people of a specific area; it is unique to the community and differs from the culture of people in other locations. This culture evolves over time and is recognized and embraced by the local community. It is essential for the next generation to preserve and maintain this culture, as failure to do so could lead to its extinction. With the advancement of time, the disappearance of local culture is further accelerated by various challenges, one of which is the influence of foreign cultures entering Indonesia. As local people become more

exposed to foreign cultures, their own cultural heritage is often neglected and forgotten.

Culture includes a set of values, concepts, beliefs and attitudes. Culture builds relationships between individuals, as well as between the living and the dead (Jessop & Adams, 2016). Indonesia boasts incredible wealth, including a diverse range of unique civilizations, one of which is Tabot. The term "tabot" comes from the Arabic word "At-tabutu," meaning a wooden chest. In the context of Bengkulu City, Tabot refers to a small structure resembling a pagoda or mosque tower, typically made of wood and bamboo, often with a terrace. These structures sometimes feature additional shapes and decorations, such as human-headed birds, fish, and traditional houses, all adorned with colorful paper and various ornaments. In Bengkulu, for instance, tabot celebrations are held to mark the Islamic New Year on 1 Muharram, with offerings made to honor the death of Hussein bin Ali bin Abi Talib, the grandson of Prophet Muhammad (Megayanti & Elcaputera, 2019).

Based on pre-observation of English textbooks used by students at SMPN 15 Bengkulu City, no Bengkulu folktales were identified. It is possible that the teaching materials used are not contextualised, as educators tend to rely on existing resources.

Local culture is important to educate since it contains values that may be utilized as a learning tool to guide children to behave effectively in accordance with societal norms and to understand the culture of their area. In accordance with the concerns stated, instructors' ability to choose or construct teaching materials based on Bengkulu folklore is required.

In this study, researchers will use one of Bengkulu's local cultures. The culture taken for this research is the Bengkulu ark culture. The reason the researcher took the ark culture is because based on previous preobservation, there are still many grade 7 students at SMPN 15 Bengkulu City who do not know the meaning and purpose of the tradition. Therefore, the researcher felt the need to introduce the culture of the ark to the younger generation.

The development of this learning video media will discuss the tabot culture in Bengkulu and will use hand puppets as characters in the video later. Hand puppets were chosen because of limited time and figures in the research. Puppet dolls are dolls with heads that can be people or animals. and has a cloth body, and can be manipulated with the puppeteer's fingers. So, dolls can be played with hands. Dolls can also be a good medium for teachers to teach creatively in class.

D. Previous Study

Research studies that are considered relevant by researchers are research related to the development of learning media that will be produced by researchers. Learning media developed by several researchers who will be studied have different types and also different functions from one development to another.

Table 2. 1 Previous Study

NO	Researcher and Research title	Research result	Differences and Similarities
1.	(Fitriani et al., 2022) about Development of learning media. "Double Character Hand Puppet" helps children develop their expressive speaking skills. Gender Equality Journal of Child and Gender Studies, 8(2), 204–215	This study employed a research design based on Borg and Gall's Research and Development (R&D) model, consisting of six stages of investigation. The results of the study indicate that the media is 94.5% viable, while the content is 93.7% practical, both falling into the "very feasible" category for use. Media testing to evaluate	**Similarities:** Both use puppet doll media and use the type of R&D research. **Differences:** This research is only to determine children's responses to media and the feasibility of puppet media in

		children's responses showed results of 87.5% and 85%, placing them in the "feasible" category for use.	stimulating expressive language development in children, research does not include local cultural stories and this research only uses six stages of research while researchers will use 7 stages of research
2.	(Rochimah, 2019). Pengembangan media pembelajaran berbentuk video animasi pada pokok bahasan keliling dan luas segitiga untuk meningkatkan minat belajar siswa di kelas IV SD Sumberagung Peterongan Jombang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim)	The research results on the development of animated video learning media for teaching the perimeter and area of triangles in fourth grade show that the media meets the good/valid criteria. The validity scores were 80% from media design experts, 71% from material experts, and 88% from learning experts. Therefore, it can be concluded that there is an increase in student interest in learning, as observed from the questionnaire results	**Similarities:**This research discusses the development of learning media using video media. **Differences:** This research only discusses mathematics subject matter, not local culture.

		before and after using the animated video learning media in the classroom.	
3.	(Tambunan et al., 2019) about Development of hand puppet media based on the surrounding environment in learning children's storytelling in TK Negeri Pembina Padang Hilir District Tebing Tinggi City. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 2(2), 204-214	The results indicated that the researcher developed an environment-based hand puppet media for kindergarten, which features an appealing design and effectively motivates students to learn. The average assessment score from media experts was 84.72%, categorized as good, while the assessment score from material experts was 75%, falling into the very good category.	**Similarities:**this research also uses puppet doll-based learning media and is also the same type of research development (R&D). **Differences:** This research discusses the development of hand puppet media based on the surrounding environment while researchers are based on local culture and this research does not make development learning media into video learning media.
4.	(Gentala & Dasar, 2019) on the Development of	This research focuses on the content of Civics for fourth-grade students,	**Similarities:**both use the type of R&D research and

	Pop-Up Book Media Based on Local Cultural Diversity of My Nation's Culture for Grade IV Elementary School Students.	specifically the subtheme of the diversity of the cultures of my nation. The ADDIE development model (analysis, design, development,implementation, evaluation) was used in this study. The subjects of the research were fourth-grade elementary school students. The results of the validation of the local culture-based Pop-Up Book media for fourth-grade students are as follows: (1) The Pop-Up media based on local culture contains teaching materials with movable parts and two-dimensional elements. (2) It meets the valid criteria, with the material expert test yielding a validity score of 97%, categorized as "very good," and the media expert test yielding a validity score of 91%, also categorized as "very good" and deemed suitable for testing. After obtaining	are based on local culture.

Differences: In the study used pop-up book media while researchers used puppet doll media packaged into video learning media. As well as the above research focuses on the content of ppkn class IV while researchers will focus on English subjects, especially in speaking skills for junior high school students grade VII. |

		validation results, small group trials and interviews were conducted to assess the practicality of the local culture-based Pop-Up media for fourth-grade students. Based on the trials, it can be concluded that the developed Pop-Up media has a high level of validity, making it suitable for use in learning.	
5.	(Atikah et al., 2020) Pengaruh Model Realistic Mathematics Education Berbasis Etnomatematika Tabut terhadap Kemampuan Komunikasi Matematika Siswa Kelas IV SDN di Kota Bengkulu. JURIDIK DAS: Jurnal Riset Pendidikan Dasar, 3(1), 25-32	This study employs the RME model based on Ark ethnomathematics within the psychomotor or skills domain, aiming to investigate the use of ethnomathematics-based RME models in the Bengkulu province to enhance the mathematical communication skills of elementary school students. The research focuses on applying the Ark ethnomathematics-based RME model in mathematics instruction, particularly in teaching the perimeter and area of	**Similarities:**researchers both use the culture of the ark in their research. **Differences:** in this study the researcher aims to use the ark as one of the domains to improve the ability of skills in understanding the construction of the ark building, especially the perimeter and area of the building.

		square and rectangular shapes, to improve communication skills. This includes indicators such as drawing pictures, expressing ideas, and solving problems related to mathematical geometry.	
6.	Agustina, L., & Harahap, A. (2018). Developing reading material based-on local culture for junior high school in Kabupaten Rejang Lebong. JOALL (Journal of Applied Linguistics and Literature), 3(1),115-128	The objectives of this study are to examine the folktales currently included in students' books, identify local folktales that are suitable for inclusion in the English textbooks for ninth-grade students, and explore ways to incorporate these local folktales into the curriculum at Rejang Lebong Junior High School. This study adapted the R&D model proposed by Borg and Gall (1983). Data was collected through questionnaires and interviews with students and teachers from SMP Negeri 1 Rejang Lebong, SMP Negeri 2 Rejang Lebong, and SMP Negeri	**Similarities:**both use the type of R&D research and are based on local culture for junior high school. **Differences:**both use the type of R&D research and are based on local culture for junior high school.

| | | 5 Rejang Lebong. The first finding indicates that students enjoy the folktales in their books, though they sometimes have difficulty interpreting them. The second finding identifies three local folktales that are appropriate for inclusion in the students' books: *Legenda Batu Menangis* (62.4%), *Lalan Belek* (66.7%), and *Muning Raib* (66.7%). The third finding shows that the developed material can serve as supplementary reading material. | |