

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

Speaking is so much a part of daily life that we take it for granted. We can communicate to the other persons using sign or writing, but speaking make the communication easier. David Nunan states “To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.”<sup>1</sup>

Speaking is a productive skill consisting of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning. Jo McDonough and Christopher Shaw add the purpose of speaking is to share idea or meaning, they state, “This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship.”<sup>2</sup>

Speaking also requires some skills like pronunciation, word order, intonation, stress and structure. In order to understand speaker’s meaning. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

Jack C. Richards adds definition of speaking, he states,

“Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives us to attempt to speak fluently and correctly. There is a dynamic tension

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<sup>1</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd, 1995), p. 39.

<sup>2</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: a teacher’s guide*, (United kingdom: Blackwell publishing, 2003), 2<sup>nd</sup> Ed., p. 134.

caused by the competing needs for fluency and accuracy during natural speech”.<sup>3</sup>

Speaking is a part of integral from overall of person of personality, expressing the speaker environment, strata of social and their additional background. Speaking is the ability to speak to express articulator sound or words to expressing also submit minds, ideals and feeling. Basically, speaking has two common intention, they are:<sup>4</sup>

a) Informative speaking

Informative speaking seeks to inform. It is goal that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding.

Three types of informative speaking are:

- *Description speeches*: that describes objects or events.
- *Exploration speeches*: that clarifies ideas.
- *Demonstration speeches*: that teaches a process.

It is mean that speaking is used to convey ideas, minds or to inform anything to the listener.

b) Actuating Speaking

Actuation speaking seeks to get people to act, and to perform in some way. In this way, actuation speaking can be considered to be the ultimate in persuasive speaking. Actuating speaking is used to persuade the listener in order to follow speaker's ideas or mind.

Speaking also used to communicate as well as talking, to make a request, and to make a speech. It means that we always use it in our life, because without speaking we will be a dumb and never know everybody's means.

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<sup>3</sup> Jack C. Richards, *New Ways in Teaching Speaking*, (USA: Pantagraph Printing, Bloomington, Illinois, 1994), p. 1.

<sup>4</sup>[http://changingminds.org/techniques/speaking/preparing\\_presentation/purpose\\_speaking.htm](http://changingminds.org/techniques/speaking/preparing_presentation/purpose_speaking.htm). Retrieved on 6<sup>th</sup> January 2011.

## 1. Teaching Speaking

Teaching and learning process of English in Senior High School is based on the school based curriculum. English subject has some purposes:<sup>5</sup>

- a. Improving the communication capability in the form of spoken and written to gain informational literacy level.
- b. Have the awareness about the essence and important English to improve nation competition in the global society.
- c. Developing the understanding in relation between language and culture to gain the information of culture.<sup>6</sup>

It means that students are able to communicate oral and written language which is implemented in the daily life context. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication.

A teacher of English subject has to make speaking class that gives more chance for students to communicate. Teacher can link the lesson with students' daily problems and give materials relate on how to solve the problems. It is also good if students can learn moral values from the lesson that will be used in their daily life. The important thing for the teacher is to give the students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

## 2. The Activities in Teaching Speaking

There are some activities in teaching speaking. As a teacher of English subject, we are demanded to make the students study actively. According to Jeremy Harmer in *The Practice of English Language Teaching*, there are some activities in teaching speaking. They are:

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<sup>5</sup> Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), p. 308.

<sup>6</sup> *Ibid.*

#### a. Acting from a Script

In this activity, the students have to dare to perform their dialogues. These are usually invented or scripted by a textbook writer and based on institutions or assumptions about what people say when they speak.<sup>7</sup> We can ask our students to act out scenes from plays and/or their course book, sometimes filming the results.<sup>8</sup> We ask the students to act out the dialogues they have written themselves in front of the class. In choosing who should come out to the front of class, don't choose the shyest students first and give the students time to rehearse their dialogues before performing.

#### b. Communication Games

Using games in teaching English subject can make students to be enjoyable in teaching learning and can help students to understand the materials. Some games have different purposes in teaching English subject. One of the aims is to communication. Jeremy add about communication games, he states,

“Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and raw), put things in the right order (describe and arrange), or find similarities and differences between pictures.”<sup>9</sup>

#### c. Discussion

Discussion can be held in teaching speaking, but, sometimes it fails because of the students. Many teachers would agree that discussion is the best speaking activity in classroom.<sup>10</sup> Discussion can improve speaking ability, because they have to give their arguments in order to create more alive discussion. But, not all students can be active in discussion. Jeremy has some opinions why students less active in discussion, he states,

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<sup>7</sup> Anne Burn, Hele Joyce, *Focus on Speaking*, (Sydney: Macquarie, 1997), p. 82.

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001, 3<sup>rd</sup> Ed), p 271.

<sup>9</sup> *Ibid.*, p 272.

<sup>10</sup> Scott Thornbury, *How to Teach Speaking*, (Lognman: Pearson education limited 2005), p.102.

“One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of language they might use to say it. Many students feel extremely exposed in discussion situations.”<sup>11</sup>

The buzz group is one way in which a teacher can avoid such difficulties. All it means is that the students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of class, the stress level of that eventual whole-class performance is reduced.

#### d. Prepared Talks

In this activity, the students prepare their speech first before present in front of the class. According to Jeremy Harmer adds that the students will prepare material when they present their assignment, he states, “A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more ‘writing like’.”<sup>12</sup>

#### e. Questionnaires

Students can design questionnaires on any topic that is appropriate.<sup>13</sup> The teacher acts as a resource and helps them in the design process. Questionnaires are very useful because both of questioner and respondent have something to say to each other.

#### f. Simulations and Role-play

Students simulate the real life encounter and taking on the role of a character different from themselves. For a simulation to work it must, according to Ken Jones that was adopted by Jeremy Harmer, have the following characteristic:<sup>14</sup>

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<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*, p 274.

<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*

- 1) Reality of function: the students must not think of themselves as students, but as real participants in his situation.
- 2) A simulated environment: the teacher says that the classroom is an airport check-in area, for example.
- 3) Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

Teacher can choose one of the activities to teach speaking in one meeting and choose the other activities in another meeting. These activities are hoped can improve students speaking ability.

### **3. The Role of Teacher in Speaking Class**

Teacher has to know the situation of the class, so, teacher can do their role in class. There are many roles of teacher in speaking class. They are:

- a. Teacher as a prompter,<sup>15</sup> students sometimes get lost, cannot think what to say next, or in other way lose the fluency the teacher expect to them. The teacher can leave them to struggle out of such situations on their own and indeed sometimes this may be the best opinion.
- b. Teacher as a participant<sup>16</sup>, teacher should be good animator when asking students to produce language and teacher may want to participate in discussion or role play.
- c. Teacher as a feedback provider, when students have completed an activity it is vital that the teacher allow them to assess that they have done and that the teacher tell what, in the teacher opinion, went well. The teacher will respond to the content of the activity as well as the language used.

Based on the text above, teacher have to be a prompter if the students get lost their speech or can't think what to say next. Teacher has to be

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<sup>15</sup> *Ibid.*, 60

<sup>16</sup> *Ibid.*

participants like the students do in discussion and role play. And the teacher also has to be a fade back provider after the students complete the activity.

#### 4. Kinds of Genre

Culture context created genres that every text has communicative purpose, generic structure, and characteristic of linguistics.<sup>17</sup> Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what it is.<sup>18</sup> Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre:<sup>19</sup>

##### a. Spoof

Spoof is genre which has social function to retell an event with a humorous twist.<sup>20</sup>

##### b. Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.<sup>21</sup>

##### c. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.<sup>22</sup>

##### d. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.<sup>23</sup>

##### e. News Item

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<sup>17</sup> Department Pendidikan Nasional, *op. cit.*, p. 37.

<sup>18</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 113.

<sup>19</sup> Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 192.

<sup>20</sup> *Ibid.*, p. 192.

<sup>21</sup> *Ibid.*, p.194.

<sup>22</sup> *Ibid.*, p. 196.

<sup>23</sup> *Ibid.*, p. 197.

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.<sup>24</sup>

f. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.<sup>25</sup>

g. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.<sup>26</sup>

h. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.<sup>27</sup>

i. Description

Description is a genre which has social function to describe a particular person, place or thing.<sup>28</sup>

j. Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.<sup>29</sup>

k. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.<sup>30</sup>

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<sup>24</sup> *Ibid.*, p. 200.

<sup>25</sup> *Ibid.*, p. 202.

<sup>26</sup> *Ibid.*, p. 204.

<sup>27</sup> *Ibid.*, p. 206.

<sup>28</sup> *Ibid.*, p. 208.

<sup>29</sup> *Ibid.*, p. 209.

<sup>30</sup> *Ibid.*, p. 212.



## l. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.<sup>31</sup>

## m. Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballet.<sup>32</sup>

One of the aims of speaking is giving information and understanding to the other. Consequently, we have to know the elements of speaking before speak in order to avoid misunderstanding. There are many elements in speaking kind of genre. Such as function of the text, generic structure, language competent, use of tense, etc.

## 5. Definition of Text

Text is a world of words which are put together to communicate a meaning.<sup>33</sup> When we speak or write to communicate a message, it is constructing a text. Then, constructing a text is read, listen to, or view a piece of words. We can find a text in written or spoken.

Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choice then we can communicate with others. Our choice of words will depend on our purpose and or surrounding (context).

There are two main categories of texts, literacy and factual.<sup>34</sup>

### a. Literacy Texts

Literacy text is constructed to appeal to our imagination and imagination. Literacy texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic, and dramatic.

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<sup>31</sup> *Ibid.*, p. 214.

<sup>32</sup> *Ibid.*, p. 217.

<sup>33</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 2003), p.1

<sup>34</sup> *Ibid.*,

- a) Narrative text types tell a story using spoken or written language. Narrative is usually told by a story teller. This person gives his /her point of view to the audience and determines.
  - b) Poetic text types express feelings and impression of life. Poem can have common structures such as rhyming the last word of lines or using a certain number of lines.
  - c) Dramatic text types use acting to communicate ideas and experiences. Dramas can be spoken or written.
- b. Factual texts

Factual texts include advertisement, announcements, internet web sites, current affairs shows, debates, recipes, reports and instruction. They present information or ideas and aim to show, tell or persuade the audiences. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

Here, the writer will discuss hortatory exposition text which is one kind of factual text.

## 6. Hortatory Exposition Text

An exposition is a piece of text that presents one side of an issue.<sup>35</sup> Exposition text has two kind, they are analytical exposition and hortatory exposition. Here, the writer will discuss about hortatory exposition text.

So many arguments about hortatory exposition text, Gerrot and Wignel have opinion, they state, "Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case."<sup>36</sup> According to Desmal, et all, they sate, "Hortatory exposition is to represent the attempt of the writer to have the addressee do something or act in certain way."<sup>37</sup> Then, Grace and Sudarwati, point out

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<sup>35</sup> *Ibid.*, p. 122.

<sup>36</sup> Gerrot and Wignel., *op. cit.*, p. 209.

<sup>37</sup> Drdijis, et all, *English 2 SMA/MA Natural and Soial Programme*, (Jakarta: PT. Bumi perkasa: 2008), p. 196.

hortatory exposition, they state, “Hortatory exposition is to persuade the reader or listener that something should or should not be case”.<sup>38</sup>

From the statement above we can conclude that hortatory exposition is type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

To strength the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of the text can be called as argumentation.

Grace and Sudarwati have view the social function of hortatory exposition text, they sate that, “the social function of hortatory exposition text is to persuade the reader or listener that something should or should be the case.”<sup>39</sup> Then, the purpose of hortatory exposition text is influencing and persuading the readers by presenting the supporting arguments.

Hortatory exposition text can be found in scientific books, magazines, news paper, latter or editor, advertisings, speeches, research report, etc.

Hortatory exposition is popular among science, an academic community and educated people.

#### a. Generic Structure

The structure of a text is called generic structure. One way in understanding hortatory exposition text is by identifying the generic structure of that text. The simple generic structure of hortatory exposition text is divided into the following three elements, namely thesis, argumentations, and recommendations.

##### 1). Thesis

Thesis is announcement of issue of concern.<sup>40</sup> The writer’s thought is presented as thesis which is proven with several arguments. Usually answer the following questions:

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<sup>38</sup> Sudarwati, Th. M, Grace, *Look ahead Book 2 An course for Senoir High School Students year XI Science and social study program*, (Jakarta: Erlangga, 2007), p. 204.

<sup>39</sup> Department Pendidikan Nasional, *op cit.*, p.48.

<sup>40</sup> Gerrot and Wignel, *op.ct.*, p. 210.

(1) What is the topic of the text?

(2) What is the text about?

## 2). Argumentations

The next paragraphs show the writer arguments in supporting his thesis. Arguments are reasons for concern, leading to recommendation.<sup>41</sup> In this case the writer show the reason or reasons why supporting or opposing an idea or suggestion, or a process of explaining.

## 3). Recommendation

Recommendation is statement of what ought or ought not to happen.<sup>42</sup> It will be ended with a strong recommendation or persuade the reader or listener.

## b. Significant Lexicogrammatical Features

1). Focus on generic human and non human participants, expect for speaker or writer referring to self.

Use of:

- Mental processes: to state what writer thinks or feels about issue. (e.g.: realize, feel, and appreciate).
- Material processes: to state what happens. (e.g.: is polluting, drive, travel, spend, and should be treated).
- Relational processes: to state what is or should be. (e.g.: doesn't seems to have been, is)

2). Use of simple present tense

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, the simple present express events or situation that exist, always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.<sup>43</sup>

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<sup>41</sup> *Ibid.*

<sup>42</sup> *Ibid.*

<sup>43</sup> Betty Scrampher Azar, *Understanding and Using English Grammar*, (USA: Prantice Hall Regents: 1989), p. 2.

Examples:

- (1) **Play** tennis.
- (2) She **does not play** tennis.
- (3) **Does** he **play** tennis?
- (4) The train **leaves** every morning at 8 AM.
- (5) The train **does not leave** at 9 AM.

c. The example of hortatory exposition text

Descriptive text is a text which is taught at the eleventh grade students of senior high school. This is the example of descriptive text:

#### Should Not Bring Mobile Phone to School

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the features and functions have increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot of phones are intentionally designed to teenaged market. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quickly and discreetly. The text can go unnoticed anywhere to get help on answering test, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, school should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

(Cited from <http://understandingtext.blogspot.com>)<sup>44</sup>

Based on the text above, the purpose of hortatory exposition is to persuade the reader or listener the writer's act and opinion, point forward the certain thing should or should not be done. The writer gives arguments in supporting his thesis and is completed with the writer's recommendation.

## 7. Types of Media in Language Teaching

Azhar Arsyad states that, "Media is the accessories that can send and transmits learning messages."<sup>45</sup> In teaching learning process, media is very needed. Media not only can send learning messages but also sometimes entertain students. Example, occasionally, teacher gives the students songs or shows them one of video clips in their lesson, students will be comfortable and enjoyable. According to Seels and Richey that was adopted by Azhar Arsyad, types of teaching media based on technology development are divided into two categories; they are<sup>46</sup>

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<sup>44</sup> <http://understandingtext.blogspot.com>. Retrieved on 14<sup>th</sup> January 2011

<sup>45</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 1996), p. 4.

<sup>46</sup> *Ibid*, p. 33-34.

#### a. Traditional Media

Traditional media are things that can be used to transmit a message from the sender to receiver traditionally. There are eight traditional media choice. They are as follow:

1). Silent visual that was projected

Examples: slides, filmstrips.

2). Visual that wasn't projected

Examples: poster, picture, diagram.

3). Audio

Examples: cassette, reel, cartridge.

4). Multimedia presentation

Examples: slide plus sound (tape), multi-image

5). Visual dynamic that was projected

Examples: movie, television, video.

6). Published

Examples: text book, workbook, hand-out.

7). Games

Examples: simulation, puzzle.

8). Realia

Examples: model, specimen, manipulative (map, doll)

Traditional media usually used in the elementary school, junior high school and senior high school.

#### b. ICT (Internet Communication Technology) Media

ICT (Internet Communication Technology) are the opposite of traditional media. There are two kinds of ICT (Internet Communication Technology). They are:

1). Telecommunication media

Examples: teleconference

## 2). Microprocessor media

Examples: computer-assisted instruction, computer games, compact (video) disc.

If traditional media are used in the elementary school, junior high school and senior high school, technology media usually used in university.

## 8. Video Clip in Language Learning

### a. General Concept of Video Clip

Some people have been familiar with video clip. We can find video clip easily. Today, we not only can find video clip in music or events but also we can find some learning of video clip which is provided in teaching learning. Arif BW in his book has opinion about the meaning of video clip, he states,

“Video clip is originated from two words. They are video means a set which has a function as pictures receiver (image receiver) and voice, it is mean that video is clustering of inactive pictures which is looked and read in a time sequence by specific speed. It makes a video which is known by moving pictures. The second is clip which has a meaning piece”<sup>47</sup>

Video can explain an object which is budged together with the nature voice or appropriate voice. Video capability explains the real picture and voice with can give attractive power. Today, used of video clip in have some aims, Arsyad Azhar states that “Generally, is used to entertainment, documentation, and education. Video can provide information, process, and teach some skills, etc.”<sup>48</sup>

From the explanation above, the writer conclude that video clip is short piece of video or combining of piece pictures and voices usually part of longer pieces. It can form music, event, or movie.

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<sup>47</sup> Arif BW, *Mari Mengenal Video Editing*, (Yogyakarta: Andi Offset, 2009), p. 2.

<sup>48</sup> Prof. Dr. Azhar, Arsyad, *op. cit.*, p. 48.



Video clip is one of the audio visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Video clip as aids are clearly indispensable for language teacher since they can be used in so many ways.

#### b. Types of Video

There are three basic types of video which can readily be used in class: 'off air program', 'real-world' videos, 'and language learning videos.'<sup>49</sup>

##### 1). Off-air program

Off-air program is recorded from a television channel. Off-air recording may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary in the classrooms.<sup>50</sup> The best program is ones which can be used for a range of activities including cross-cultural awareness, teaching language, or as a motivation for students' own to be creative.

##### 2). Real-world video

Real-world video is an international stock video footage library and educational visual encyclopedia containing hundreds of digital video clips from around the world.<sup>51</sup> We can get the real-world video in some websites. So many videos can be used to help teaching learning process. We have to choose the video based on the related material in order to students more understand the material.

##### 3). Language learning video

Many publishers now produce free-standing language learning videos or videos to accompany course book.<sup>52</sup> This video is an individual learning, because without teacher's role students can learn and study

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<sup>49</sup> Jeremy Harmer, *op cit.*, p. 284.

<sup>50</sup> <http://www.utc.edu/Administration/MediaResources/CopyPolicy.html>. Retrieved on 15<sup>th</sup> December 2010.

<sup>51</sup> <http://www.realworldvideo.com/>. Retrieved on 15<sup>th</sup> December 2010.

<sup>52</sup> Jeremy Harmer, *op cit*, p. 284.

by them self to understand the materials. Language learning video can help the teacher to explain the material. The teacher can create a video by his/ her self or download from some websites.

In this case, the writer tries to use video clip which is one kind of real-world videos to teaching speaking hortatory exposition text. The writer chooses video clip which is contain of describing something case. It can help students' imagination when they are speaking.

#### c. Video Clip as Media in Teaching Speaking Hortatory Exposition

As a teacher of English subject, we have to produce enjoyable impression in teaching learning process. If we can create this situation, students will have a good spirit and enjoyment in teaching learning process. They can get successful in understanding the materials. Jeremy adds that students' boredom is the greatest enemy in teaching learning, he states, "One of the greatest enemies of successful teaching is students' boredom. Students frequently know what is going to happen in class and they know this because it will be the same as what happen in the last class and whole sting of classes before."<sup>53</sup> Teacher should be creative and try some alternative ways. There are so many techniques to make students interested in studying and practicing, especially in speaking class.

One of the aims of speaking is to given the students the opportunity to express their own idea facile using the language pattern they have learned. To make it easier, the teacher should help them. One of the ways to teach speaking is by using video clip. Video clip can effectively communicate complex information to students and if used creatively, can become a powerful expressive tool. There an endless number of ways to exploit video clip in order to create motivation, memorable and inclusive learning experience.

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<sup>53</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p. 5.

Using video clip in teaching speaking hortatory exposition is actually meant to help students in achieving and expressing their idea easily, because video clip gives description about something case. It can help students to build their idea in speaking hortatory exposition text.

Without any media, when the teacher asks students to speak, they will get difficulty in speaking. By using video clip as a technical tool, it can help engage students especially to improve students' ability in speaking, especially in teaching speaking hortatory exposition text.

Using video clip as media in teaching learning process has advantages and disadvantages. They are: <sup>54</sup>

1). Advantages using video clip

- (1) When using video clip students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.
- (2) Video clip uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speaks to waiters. Video clip is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.
- (3) When students use video camera themselves they are given potential to create something memorable and enjoyable. In addition students will be enjoyable in learning activity. Video clip can help them to achieve in understanding the material.

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<sup>54</sup> Jeremy Harmer, *op. cit.*, p. 282.

- (4) For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.

## 2). Disadvantages using video clip

- (1) We have to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before.
- (2) We have to be sure that students can see and hear the video clip. If all students cannot watch and hear clearly, they will get difficult to catch information on video clip.
- (3) Some students become frustrated when teacher constantly stop and start the video clip, only showing little bits at a time.
- (4) Some people think that more than one two or three minutes of video clip sends students to sleep. It can be happen when theme of video clip is unfamiliar with them. They will get difficult to express their opinion based on video clip.

As a teacher, we have to choose the best video clip which is related with materials. Video clip has to have a good moral value in order to persuade and motivate students in doing positive something.

## **B. PREVIOUS RESEARCH**

There are two previous research related to this research:

First, the research entitled The Use of Film as a Medium to Improve Students Narrative Speaking skill (A Classroom Action Research at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010). The background of the study is the students still have difficulties in retelling the narrative story. The teacher still uses conventional methods; the teacher only delivers verbally. She doesn't use

the media, so, the students are easy to get bored. To improve retelling narrative story, teacher can use film as a teaching medium to help them in teaching learning process.

In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre-cycle, the average of the students' achievement was 48.36%. in the first cycle there was about 60% or almost majority of the students joined in the class, and the average of the students' achievement was 66.45%. In the second cycle there was about 60% or almost majority of the students joined in the class, the average of the students' achievement was 71.36%.

The result of the research shows that the students improve their retelling narrative story on film by using film as a medium in teaching speaking.<sup>55</sup>

The differences between this research and the researcher's research will be in specification of the text type that will be taught and the research method, this research used classroom action research and the researcher will do experimental research. And the objective of the study in this research to find out the improvement of students' narrative speaking skill after being taught using films at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010 and the researcher's will do the research to identify the differences of student's achievement in speaking hortatory exposition text between students who are taught using video clip and students who are taught using non video clip at the eleventh grade of MAN 1 Kebumen in the academic year of 2010/2011.

The second, Puspitasari conducted a study on "The Contribution of Video Clip to Improve Students' Ability in Narrative Writing (The Case of the Year X Students of SMAN 2 Pekalongan in the Academic Year of 2005/2006)". The thesis mainly aimed to find out the difference between the mean of experimental group and control group. Result of the research

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<sup>55</sup> Munip Riyanto (student number:053411254), *The Use of Film as a Medium to Improve Students Narrative Speaking skill ( A Classroom Action Research at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010)*, (English Education Department Program of Tarbiyah Faculty, Walisongo State ainstitute for Islamic Studies, 2010).

showed that video clip could be an effective media to develop students' writing ability in narrative writing.

It was proved with the average score at the experimental group which was 11, 48 for pre-test and 15, 19 for post-test while the average score for the control group was 11, 8 for pre-test and 13, 34 for post-test.<sup>56</sup>

Based on the previous research above, it is found that the use of video clip is effective for developing students' writing skill of narrative text. Video clip is very beneficial for the students in order to facilitate students in learning English especially in writing narrative text. Therefore, a teacher should give an interesting atmosphere in teaching-learning process to make students enjoy in learning English.

The result motivated the writer to do the research with the same media, in order to improve students' skill especially speaking on hortatory exposition text.

Because of those successful researches, I try to do another research related to this. I will do an experimental research in teaching speaking hortatory exposition text using video clip. I conduct the research with eleventh grade students of MAN 1 Kebumen. Therefore, the differences between the above mentioned the researches and my research are method of the study, subject matter, setting and participants.

### C. HYPOTHESIS

Hypothesis is from of words hypo and thesis. Hypo is under or less or weak. And thesis is theory or proposition that showed as a proof. So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth.<sup>57</sup>

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<sup>56</sup> Puspitasari, "*The Contribution of Video Clip to Improve Students' Ability in Narrative Writing (The Case of the Year X Students of SMAN 2 Pekalongan in the Academic Year of 2005/2006)*", UNNES: 2005/2006.

<sup>57</sup> Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

Based on the result of those literature review and previous research, the writer conclude that there will be significant difference (Ha) of the student's achievement in speaking hortatory exposition text between the students who taught by using video clip as a media and the students who taught without using video clip. The students who taught by video clip will get the better score. It means that "the use of video clip to improve students speaking skill in hortatory exposition text" is effective.