

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a literature review, review of relevant studies, and conceptual framework. In the literature review and review of relevant studies, the researcher examines some theories that become the frames of thoughts of the study. In the conceptual framework, the research relates the theories to the study.

A. Literature Review

2.1 Teaching Speaking

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

There are four things that students need to do with new "language": be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it (Harmer, 2007).

In the classroom, a major part of the teacher's job is to expose students to language so that they can use it later. Foreign language learners need opportunities to develop the skills especially speaking skill, by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible. The use of English is limited only in the classroom. The lack of exposure to real English speaking setting can limit the quantity and quality of the input. Therefore, in EFL classroom, teachers need to set the situations like ESL situation. When EFL teachers use only English, the EFL students can get the exposure. Students can be exposed to the language besides from the teacher utterances; they can also

listen to tapes, read texts and look at computer printouts. In each case, the students are given chances to see or hear the language before they are asked to produce it themselves. Context of learning is known as language exposure and context of teaching is known as instruction. Context of learning provides learners with natural input from interaction in community and context of teaching is a situation in which learners receive input from instruction. Exposure seems to be the main source of success in foreign language acquisition (Huda, 1999) in (Fallis, 2013).

Krashen (1982) in (Krashen, Mack, Momenah, Alberta Education, & Wagner, 2016) stated that the goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition. Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English-speaking environment. The goal is not to produce fluent English speakers but to produce learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Language learning can take place only through natural process, which operates when a person involved in using the language for communication. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process.

Kayi (2006) in (Derakhshan, Khalili, & Beheshti, 2016) presents some basics of teaching speaking in EFL setting. In the teaching and learning process of speaking, the learners should be able to:

- 1) Use word and sentence stress, intonation patterns and the rhythm of the target language
- 2) Select appropriate words and sentences based on particular social setting, audience and situation
- 3) Organize their thought in meaningful and logical sequence, and
- 4) Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom. In addition, Harmer (1998) in (Harmer, n.d.) mentions three basic reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them a chance to rehearse having a discussion outside the classroom. Second, speaking tasks provides feedback for both students and teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process. If teacher sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

(Brown, 2001) proposes six types of classroom speaking performance: imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, and extensive or monologue. In imitative, instead of carrying out meaningful conversations, students are drilled to focus on some particular elements of language forms in a controlled activity. For example, they practice intonation patterns, pronounce words correctly, or try to point out a certain vowel sound accurately. Intensive speaking is more complex than imitative. It includes any speaking performances that are designated to practice some phonological or grammatical aspect of language. Responsive speaking deals with short replies to teacher's or students' questions and comments. These replies are usually sufficient and do not extend into dialogues. The extended responsive speaking is dialogues which are classified into transactional and interpersonal dialogues. In transactional dialogue, students convey or exchange specific information. Unlike transactional dialogues, interpersonal dialogues are

carried out to maintain social relationship among the participants. Meanwhile, monologues usually are in the form of oral reports, summaries, or short speeches. The registers used in monologues are more formal and deliberative.

Because the goal of teaching speaking should improve students' communicative skills, a major part of the teacher's job is to expose students to language so that they can use it later. Foreign language learners need opportunities to develop the skills especially speaking skill, by being exposed to situations where the emphasis is on using the language for communicating. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process. To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

2.2 Problems of Speaking Faced by the Students

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007), language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems. Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. Khan (2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students performance in speaking.

According to Ur (1996) in (Al Hosni, 2014), one of the problems is that the students are inhibited to speak. This means that the students are afraid of speaking or practicing their target language because they are inhibited to make mistakes while practicing English. The other problems are nothing to say, low or uneven participation, and mother-tongue use. Nothing to say means that the students cannot think and express what actually they have in mind to speak. Students' low participation in involving the speaking activities might become the problem in speaking class. It happens because some students dominate talking time while others speak very little or not all. The use of mother tongue is also a problem in speaking class. The students tend to use their mother tongue even in speaking class.

In line with Ur, (Brown, 2001) views that the problem in speaking classes from affective factor of the students. This means that as the students are learning to speak they feel anxious; this anxiety of course might generate over the risks of blurting things out wrong, stupid, or incomprehensible. In addition to that, the students frequently lack of confidence and tend to keep silent to use their English in speaking class.

According to Thornbury (2005) the problems in speaking of second or (other) language covers two main areas that learners-speaker have. The first is knowledge factors, this means the learners do not yet have aspects of the language that enable production and it is related to knowledge of communication strategies. The second is skills factors means the learners' knowledge is not sufficiently automated to ensure fluency and this factor is closely related to discourse strategies. From these factors, He also concludes that two factors might emerge students' affective problem, such as lack of confidence or self-consciousness which might inhibit fluency.

Related to the problems in speaking class above, Nation and Newton (2009) see a bit different with Thornbury; they conclude that some EFL learners are reluctant to speak because of two conditions. In terms of linguistic, they feel that they do not have enough mastery of the language such as inadequate vocabulary and control of grammar, and lack of fluency as

speaking in the class. While, in term of personality problems, the students have less encouragement or motivation, and the shyness to use their English also hinders the students to improve their speaking skill.

From the explanation above, we can draw a conclusion that students face difficulties in speaking that are related to such non linguistic problems as worry, fear, shyness, no motivation, and low participation in class, etc. The purpose of this study was to overcome the difficulties by encouraging and motivating to fight the difficulties of speaking English.

2.3 Strategies of Teaching Speaking

According to (Ur, 1999) there are some characteristics of successful speaking, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Success in speaking is the purpose of teacher in teaching speaking. It can occur if the strategies used by teacher are highly effective. Students' success in speaking depends on the teacher's way in teaching speaking. To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not.

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Nation & Newton, 2008). Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011) in (Design, 2013). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long

term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005) in (Design, 2013). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose (Thornbury, 2005) in (Design, 2013). Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001) in (Design, 2013). Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards and Rodgers, 2002) in (Design, 2013). Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008) in (Design, 2013).

The importance of the study springs out of the fact that cooperative learning plays a major role in language learning contexts. Current research seems to validate this view that cooperative learning increases the social interaction among students and consequently leads to improving communication skills among them. English language classroom should no longer be dominated by the teacher but should be more student-oriented with the teacher adopting the role of facilitator. By doing so, it adds variety to teaching and learning context and making it fun for the students to improve their speaking skills.

2.4 Students' Motivation

Motivation is an internal state that arouses the students to action, pushes the students in a particular direction and keeps them engaged in certain activities (Elliott, Kratochwill, Cook, & Travers, 2000; Wiseman and Hunt, 2014). According to Wiseman and Hunt (2014), students who are having the high level of motivation will be able to make a better performance in the learning process or even tend to be the highest achiever in class.

The successful learning is influenced by the students' motivation in the classroom, especially in language classroom. Dornyei (2001) said that "In my view correct belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learners' enthusiasm, commitment and persistence are the key determinants of success and failure". It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather than the students who have low motivation or not at all.

Motivation in the language classroom is achieved in two ways. The first way involves choosing content, activities, and the materials that meet the needs of the learners. Learners are more motivated to learn the language if they think it is interesting and useful. The second way involves creating a classroom atmosphere that instills confidence in learners. Adults, especially, have the tendency to feel uncomfortable and insecure in attempt to learn a language. The best way in adult learners is to encourage them to work together towards a common goal. Through cooperative group work, the learners gain their achievement goals by their personal efforts and develop their communicative skills by working with others.

Kinds of motivation. According to Schunk (2008) in (Antoni & Rasyidah, 2016) classified that motivation divided into two part, they are intrinsic and extrinsic motivation.

1. Intrinsic motivation.

According to Schunk (2008) in (Antoni & Rasyidah, 2016), Intrinsic motivation refers to motivation concerned in activities for its own sake.

Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer (2001) states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher' role to create intrinsic motivation in the classroom inorder to maintain students' learning. Intrinsic motivation is appeared personal such as their comfort, happiness, interest. Researchers often contrast intrinsic motivation with extrinsic motivation. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they was easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

2. Extrinsic motivation.

According to Wikipedia explain that extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation is motivation which come from not from inside of ourselves but from outside, it means that extrinsic motivation is motivation that caused by outside factors of situation. According to Marsh (2010) in (Antoni & Rasyidah, 2016) extrinsic motivation is "Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior." Based on statement above, it is assumed that extrinsic motivation is caused by factors from outside of

students. It can be from teachers, parents, friends, environment, etc. Actually, that factor can influence upon students' extrinsic motivation in teaching and learning process as follow:

1. Teacher

That a teacher also called a school teacher is a person who provides education for students. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the students to learn hard. The teacher action success and its reward, failure and its penalties, authoritative demands, test, and competition.

a. Success and its reward.

This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success; the message can be conveyed by a nod, a tick, even significant lack of response.

b. Failure and its penalties.

Failure is not just a matter of wrong answer; learners should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, where success is something to be sought.

c. Authoritative demands.

Learners are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because you have told them to,

recognizing your authority and right to make this demand, and trusting your judgment.

d. Tests.

The motivating power of tests appears clear: learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e. Competition.

Learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively learners' willingness to cooperate and help each other.

2. Parent.

Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3. Environment.

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable.

2.5 Cooperative Learning

Cooperative Learning is a teaching strategy in which small teams of students use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an environment of achievement and practice is required. In this sense, all members of a team work together to produce a common product and even if the members are of different levels of abilities. When students interact in cooperative learning groups, they learn to give and take information, develop new concepts and perspectives in language, and communicate in a socially acceptable manner. Through interacting with each other in reciprocal discussions students learn to use language differently to explain new experiences. It is important to realize how Cooperative Learning Activities can contribute to attaining better learning results in foreign language learning regarding the speaking competence. Kagan and Miguel (2009) in (Alrayah, 2018) say “Students are more communicative in the cooperative classroom and develop their communication skills so they are more capable of talking out and peacefully resolving conflicts.” That is to say, the students who study the language using cooperative learning manage to train many different components of communicative competence. Strategic competence is used in the negotiation of meaning that takes place in the endeavor to be understood by others; pragmatic competence concerns the use of speech-acts that otherwise do not occur all that frequently in teaching situations such as praising, giving advice, asking clarifying questions. Discourse competence is at the very center of inside and outside-circle, both when they are listening to the structure of the presentation and when giving feedback to it, and when discussing the structure in teams. All aspects of at least the oral side of communicative competence are involved when one works through cooperative learning. Cooperative learning has special activities that can foster peer interaction, which on the other hand, helps the development of communicative language and the learning of notions and content. Wendy Joliffe (2007) in (Alrayah,

2018) asserts that: “Providing cooperative learning opportunities for learners in pairs and small groups can ensure that learners talk meaningfully and in relation the task.”

Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group (Johnson, Johnson, & Smith, 2014). It can be formal or informal, but often involves specific instructor intervention to maximize student interaction and learning. It is infinitely adaptable, working in small and large classes and across disciplines, and can be one of the most effective teaching approaches.

2.5.1 The Generalization of Cooperative Learning

Several researches had been carried out to investigate the effectiveness of cooperative language learning to teach a language in foreign language context. Generally, the results of the research are positive. Flynn and Hill (2006) outline three generalizations from those researchers and summarized them as follows:

1. Organizing groups by ability level should be done sparingly. Although homogeneous grouping in general is more effective than no grouping, research has shown that students of lower ability perform worse in homogeneous groups, while students of high ability perform only slightly better. Only students of medium ability show a significant increase in achievement when placed in groups with students of similar ability.
2. Cooperative groups should be small—three to four members per group is ideal.
3. Cooperative learning techniques are most effective when used consistently and systematically; they work best when used at least once a week. Teachers should ensure, however, that students still have time to practice skills independently.

Those generalizations can play as consideration points to design a cooperative language learning class.

2.5.2 The Goal of Cooperative Learning

The class definitely has goals that combine the goal of language teaching and cooperative language learning. Specifically, Richards and Rodgers (2001) point out four goals of cooperative language learning in language teaching:

1. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming)
2. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
3. To provide opportunities for learners to develop successful learning and communication strategies
4. To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

Cooperative learning is the systematic and carefully planned use of group-based procedures in teaching.

2.5.3 The Principles of Cooperative Learning

Many principles have been proposed for cooperative learning. Below are some principles of cooperative learning proposed by different experts (Jacobs, 2005):

1) Heterogeneous Grouping.

This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.

2) Collaborative Skills.

Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time.

3) Group Autonomy.

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class. We may sometimes want to resist this temptation, because as Roger Johnson writes, “Teachers must trust the peer interaction to do many of the things they have felt responsible for themselves”

4) Simultaneous Interaction.

In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time – usually the teacher – speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students divided into 4 students per group = 10 students (1 per group) speaking at the same time.

5) Equal Participation.

A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members.

6) Individual Accountability.

When we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others.

7) Positive Interdependence.

This principle lies at the heart of cooperative learning. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It is this “All for one, one for all” feeling that leads group members to want to help each other, to see that they share a common goal.

8) Cooperation as a Value.

This principle means that rather than cooperation being only a way to learn, i.e., the how of learning, cooperation also becomes part of the content to be learned, i.e., what of learning. This flows naturally from the most crucial cooperative learning principle, positive interdependence. Cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate.

2.5.4 The Advantages of Cooperative Learning

Language experts and researchers do not only explore the principles of cooperative learning, but also find the advantages of it. A good deal of research has revealed a number of advantages in cooperative learning such as increasing student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increasing amount of comprehensible input (Liang, Mohan and Early, 1998; Olsen and Kagan, 1992). Other advantages of cooperative learning are described as follows:

- 1) Promote students learning and academic achievement
- 2) Increase students retention
- 3) Enhance students satisfaction with their learning experience
- 4) Help students develop skills in oral communication

- 5) Promote students self- esteem
- 6) Provide a shared cognitive set of information between students
- 7) Motivate students to learn the material
- 8) Provide formative feedback
- 9) Develop social and group skills necessary for success outside the classroom
- 10) Promote positive interaction between members of different cultural and socio- economic groups (Slavin, 1995; Kagan, 1994)

2.5.5 Methods of Cooperative Learning

Cooperative learning methods strive to enable students to assume a high degree of responsibility for their own learning rather than perceiving learning as imposed by others (Sharan, 1994) in (Bedri, 2018). This indicates that students are more likely to accomplish this when they are provided with opportunities to practise their learning activities with other teammates.

2.5.5.1 Students' Team-achievement Division (STAD)

It is a cooperative teaching and learning method in which students work in pairs on a topic or an activity to express and exchange each other's knowledge and viewpoints orally. In this method, students are divided into groups of five or six that are mixed according to their level of performance, sex, and ethnicity (Sharan, 1994) in (Bedri, 2018). The major goal of each team is to make sure that their teammates have learned the material. After a period of team practice, students will take individual quizzes. Although, students study together, they are not allowed to help each other with the quizzes. Such individual accountability motivates students to do a good job by explaining and clarifying concepts to each other. This way, teachers will guarantee and ensure the team's success in mastering the information and skills being learnt. According to Slavin (1995) in (Bedri, 2018), the

main idea behind this method is to motivate students and encourage them to help each other to achieve desired skills and outcomes.

2.5.5.2 Group Investigation Method

In this method, group composition is based on students' interest, and it is heterogeneous. Slavin (1970) in (Bedri, 2018) believes that interaction and effective communication are best achieved when students work in small groups where exchange among peers and cooperative inquiry can be sustained. Therefore, teachers and their students need to experience a variety of communicative and social skills that establish norms of appropriate cooperative behavior in the classroom. This method develops the classroom into a social system in which students are going to have chance to decide what they will study. Students who are involved in this method are divided into groups of four or six members; each one chooses a topic of interest and investigates it.

2.5.5.3 The Learning Together Method

This method comprises an important concepts; namely students work face to face in groups of four or five, finding interdependence to achieve group goals and showing that they all mastered the material. According to Johnson and Johnson (1994) in (Bedri, 2018) this method includes advice on decision making, problem solving, and also teaching mutual respect. Also, students are evaluated on the basis of two aspects: a) the work completed and; b) students' interaction observed by the teacher during the lesson.

2.5.5.4 The Discussion and Dialogue Method

From its name, it is clear that discussion and dialogue are the cornerstones of this method. Students in groups are going to negotiate, discuss and exchange the ideas and information with each other. As for example Ments (1990) in (Bedri, 2018) claims that discussion and dialogue can be considered as a process of teaching that involves interaction between the teacher and his students to exchange information so that to achieve their goals of learning. Similarly, Brookfield and Preskill (1999) in (Bedri, 2018) believe that discussion and dialogue provide students with an opportunity to exchange their thoughts and feelings in order to develop their understanding of the subject they are learning.

Cooperative learning is designed to be implemented in English teaching and learning process including speaking. The concept of cooperative learning which gives priority to students' involvement and cooperation during the teaching and learning process gives benefits for them to improve their learning motivation, independence, and social skills. In a group, the students work together and have discussion in order to solve the problem. Therefore, through cooperative learning, the interaction between the teacher and the students and among the students can be improved too.

Cooperative learning also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. In teaching and learning process of speaking, cooperative learning can arouse students' involvement. It encourages the students to actively involve in classroom activities. It creates a learning atmosphere which is full of encouragement and positive relation among the group as well. During the learning process, students are led to help each other in group. They also motivate and encourage each other to make maximum effort in

performing their tasks. This way, students share responsibility to do the best both for themselves and their group. They will have their own responsibility for the success of their group. It hopefully improves the students' ability to speak English.

2.6 Instructional Video

An instructional video is any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something. Active learning theory suggests that students have better learning outcomes when they actively join the learning process (Weeks & Horan, 2013) in (Beheshti et al., 2018). Learning activities supported by instructional videos allow active learning. While it is known that technology supports learning, in some research it is stated that the videos can be used as an effective tool in education (Allen & Smith, 2012; Hsin & Cigas, 2013; Kanbul & Uzunboylu, 2017; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Uzunboylu & Karagozlu, 2017) in (Beheshti et al., 2018). Furthermore, instructional videos can facilitate problem solving and thinking by providing students with creative using of images along with sound in order to communicate the topic truly, and so it enable learners to obtain the skills in research and organization and knowledge for problem solving and cooperative working. In addition, instructional videos can be helpful to the mastery of studying. In some cases, video can be useful as instructor in representing the procedure or interactive facts in order to help in mastery of studying, where learners can see complicated mechanical or clinical procedures many times when they are needed (Beheshti et al., 2018). Studies conducted on instructional videos have shown that they potentially can be more efficient in conveying information to students than the traditional lecture counterpart. Regardless of which methods (such as flipped, blended, etc.) are used to implement instructional videos in education (Seery, 2015; Wells et al., 2012; Zhang, 2005) in (Hew, 2017)

Today, video plays a significant role in education in terms of its integration into traditional classes, and be the principal delivery system of information in classes particularly in online courses as well as serving as a foundation for many blended classes. Many research analysis have presented that technology is a vital tool that can improve the learning skills of learners (Allen & Smith, 2012; ElSenousy & Alquda, 2017; Hsin & Cigas, 2013; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Schmid et al., 2014; Uzunboylu, Baglama, Ozer, Kucuktamer & Kuimova, 2017; Uzunboylu, Hursen, Ozuturk & Demirok, 2015) in (Beheshti et al., 2018). Studies conducted on e-learning using instructional videos generally shows positive results for student learning of the subjects (He, Swenson, & Lents, 2012; Schultz, Duffield, Rasmussen, & Wageman, 2014; Shattuck, 2016; Wells et al., 2012) in (Hew, 2017). And that students are mostly positive in their reactions to the use of instructional videos (Schultz et al., 2014; Shattuck, 2016; H. van der Meij & van der Meij, 2016) in (Hew, 2017). Therefore, the use of instructional videos has increased in recent years (Gold & Holodynski, 2017) in (Beheshti et al., 2018).

2.6.1 Advantages of Instructional Video

- **Increase social interaction**

Researchers believe that it is easier to solve social interaction problems through visual media rather than text media. So, the educational videos shared through YouTube and other platforms, increase social interaction among individuals. Interaction between students is growing with interpretations which make for uploaded videos. In addition, social interaction is increasing by discussions after the videos that are watched on the classroom environment or online education platform (Galbraith, 2004) in (Beheshti et al., 2018).

- **Unlimited accessibility**

Instructional video is user-friendly. Learners are able to access by any kind of mobile devices such as smartphone, tablet, laptop and desktop.

Besides, easy accessibility allows videos to be retrieved on demand. Furthermore, videos can be designed in different format based on the type of the platforms, hence, they are accessible for all, particularly, for remote work-forces and employees who use their personal devices. However, some devices like iPad or any other type of mobile devices may not support some format to be played; therefore, there are some applications such as iSpring Pro that provides solution to this issue. This application makes video lectures in format of both HTML5 and Flash; consequently, you are able to play your video lecture in all browsers and mobile devices (Distasio, 2016) in (Beheshti et al., 2018).

- **Provide individual learning environment**

With the instructional videos, learners gain information about the course whenever they want. So, it offers students the opportunity to learn by themselves. Furthermore, instructional video provides student with an individual pace which greatly enhances the result of learning. Hence, learners will enjoy the process of innovative learning which encourages them to be engaged (Stanic, 2014) in (Beheshti et al., 2018).

- **Simple deliver**

Learners can be provided with unlimited access to all the instructional materials by simply uploading video lectures through the learning management systems (LMS) or websites. Besides, instructional materials can be delivered by CD or send via an email (iSpring Support Team [IST], 2015) in (Beheshti et al., 2018)

- **Improves motivation and concentration levels**

Lately, a scientist presented that there is a strong evidence that instructional video can engage and inspire learners when integrated into learner centred classroom activities. As a consequence, learner's motivation mark and learning experience will be increased, learner's autonomy as well as staff opportunity will be developed, learner's communication and team working skills will be improved, and

instructional videos will be remained as a resource for learner's future cohort to use (Willmot, Bramhall & Radley, 2012) in (Beheshti et al., 2018). Moreover, El-Sayed Hassan El-Sayed and El-Hoseiny Abd El-Raouf Al-Sayed (2013) in (Beheshti et al., 2018) gave video-aided anatomy training to students during a period. And the results of the study showed that the students' understanding of the subject facilitated their motivation and their concentration levels increased positively.

- **Constant messaging**

Utilisation of the instructional video lectures ensures that the employees are getting the same message. For instance, if we share a video but periodically we ask different instructors to teach the same lecture, the videos verifies that the same message with the same content is presented in spite of the distinct style of the instructor (Distasio, 2016) in (Beheshti et al., 2018).

- **Self-testing chance**

Video lectures can also be useful for teachers, by recording his/her own lectures in order to take a look and improving the presentation skills (IST, 2015) in (Beheshti et al., 2018).

- **Portability of video**

By developing technology along with the availability of broadband internet, video lectures can be watched anywhere and at any place on the planet. Hence, this allows learners not to be isolated at a particular place in order to learn a subject, and eliminate the need of learners to be available in their class or university that may be located far away (Giannakos, Jaccheri & Krogstie, 2014) in (Beheshti et al., 2018).

- **Rewinding and pausing videos**

The most significant benefits of instructional videos are that learners can stop, rewind, pause and then manipulate the timeline of studying. Moreover, learners who study by video based learning will not miss their lecture, as they have time to watch and recheck the videos when

they need at anytime against the traditional classroom approach (Brainscape Team, 2015) in (Beheshti et al., 2018).

- **Period of training**

Instructional videos can make a considerable impact in a short period. Short video lectures involve a shorter amount of attention, hence, there is fewer load of cognitive on students, and the information can be recall, retain and absorb more conveniently. This is more appropriate for youth workers. Based on Software Advice research, 50% of 385 participants who were full employee specified that they would be more interested to study via online video lecture if the video would be splitted into shorter periods (Distasio, 2016) in (Beheshti et al., 2018).

- **More effective education**

If learners miss a lecture, he/she can either get the video via link or LMS system in order to keep up with the curriculum (Stanic, 2014) in (Beheshti et al., 2018).

- **Video-based learning is powerful**

The instructional videos are basically visual. The combination of educational audio and images allow users to obtain information easily particularly, the knowledge that is fundamentally visual. So, if the subject cannot be presented graphically, the video is greater than a podcast or an audio as it can get fine distinction of body language, meaning and context that can't be carried in other way (Kelly, 2015) in (Beheshti et al., 2018).

Numerous scholars have studies the use of video and they concluded that using video in teaching language in comparison with text-based learning, is more motivating, challenging and useful (Yang, Huang, Tsai, Chung & Wu, 2009; Berk, 2009; Flynn, 1998; Gruba, 1997) in (Shahani, Tahriri, & Divsar, 2014). Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task. A video can be effective way to get students' attraction and increase their motivation.

2.7 Motivation and Speaking

Success and failure in language learning especially in speaking seems largely depends on student' motivation to learn English. In particular, students' motivation is important in the development of speaking skill. Motivation is term for explaining the success and failure of virtually any complex task (Brown, 2008, p.183). So, in language learning a learner will be more successful with the proper motivation. Teaching speaking through motivation could improve students' speaking ability.

The speaking skill is an anxiety-provoking skill. When individuals speak in the target language, they often experience a high level of anxiety and thus become more unwilling to take part in conversational activities (Horwitz, Horwitz, & Cope, 1986) in (Yalçın & İnceçay, 2014). In modern language teaching approaches, teachers take on different roles, such as facilitator, adviser and participant in the classroom in order to facilitate language learning among the students and encourage them to communicate in the target language (Larsen-Freeman & Anderson, 2013) in (Dincer, 2017). Language learning motivation is often perceived by teachers and students alike and has a very significant role in explaining failure and success in language learning contexts (Dörnyei, 2001; Dörnyei & Csizér, 1998) in (Dincer, 2017). Some experts of motivation said that motivation is one of the successful factors that influence students in speaking skill. In other words, if the motivation is higher, the students speaking skill will be better.

The more motivated the learners the better their learning process will be. So, the more motivated the learner the better their speaking ability will be. Based on this idea, we can conclude that when students have good motivation in learning English, they will do anything that can improve their speaking achievement. They will try to finish speaking assignment. They also will try to practice their speaking with their friends without being afraid to make mistakes. The more practice in speaking, the better their English will be. Because the teacher is one of the factors that can influence students' extrinsic motivation in teaching and learning process, the teachers should rely on tricks

approaches in their attempt to manage their classroom and motivate their learners.

2.8 Cooperative Learning and Speaking Ability

Many researchers have conducted studies to find out how better to use cooperative learning in developing students' speaking skills. Pattanpichet (2011) in (Mardani, 2015) found that the improvement of the students' speaking performance and positive feedback from the students on the use of collaborative learning activities. Ning (2011) in (M. Al-Tamimi & Attamimi, 2014) showed students' English competence in skills and vocabulary in cooperative learning classes was superior to whole-class instruction, particularly in speaking, listening, and reading. Cooperative teaching acts as an alternative method for teaching by promoting speech and social interaction (Hernández & Boero, 2018; Russell, 2018). The use of cooperative learning in teaching speaking has been the subject of extensive research (Al-Tamimi, & Attamimi, 2014; Bagheri, Dabaghmanesh, Zamanian, 2013; Kandasamy, & Habil, 2018; Nasri & Biria, 2017). A huge number of studies indicated that the utilization of cooperative learning techniques can result in positive attitudes towards cooperative learning and increased speaking skills (Alharby, 2015; Nasri & Biria, 2017; Suhendan & Bengu, 2014).

Some of the studies above prove that cooperative learning has positive impact on students' speaking ability. Cooperative learning activities are effective to improve the students' speaking skills. The implementation of cooperative learning can help the students learn the materials and the language functions easier. They worked in groups so that they have companions to discuss the materials and to practice the language functions in some contexts. They also became more active to participate in the teaching and learning process. It implies that these activities are necessary to be used so that the students' speaking skills can be improved.

2.9 Instructional Video and Speaking Ability

The pros of using video based learning teaching approach is that, it can engage and inspire students when combined into learners-centre educating activities via improve experience in study, raise learners motivation, better marks, students autonomy enhancement, improve communication skills and team working, learning cohorts for future use, staff opportunity development and expand potential for deeper understanding of the subject concepts (Galbraith, 2004) in (Beheshti et al., 2018). Videos can be obtained from Youtube, Teachertube, etc, to be shown in the lectures (Jandan, Farooq & Khan, 2015) in (Beheshti et al., 2018). Or, videos can be designed by teachers to match the course content.

Studies conducted on e-learning using instructional videos generally shows positive results for student learning of the subjects (He, Swenson, & Lents, 2012; Schultz, Duffield, Rasmussen, & Wageman, 2014; Shattuck, 2016; Wells et al., 2012) in (Hew, 2017). And the students are mostly positive in their reactions to the use of instructional videos (Schultz et al., 2014; Shattuck, 2016; H. van der Meij & van der Meij, 2016) in (Hew, 2017). Instructional videos can be helpful to the mastery of studying in (Beheshti et al., 2018). Instructional videos can promote active learning among students if used correctly, regardless of which methods for implementing instructional videos are used (Merkt & Schwan, 2014; Seery, 2015; J. van der Meij & de Jong, 2006; Zhang, 2005) in (Hew, 2017). Studies conducted on instructional videos have shown that they potentially can be more efficient in conveying information to students than the traditional lecture counterpart. Instructional video is considered by the researchers as an alternative media to enhance students' speaking skill. After watching instructional videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance. Students can also get new vocabulary and the examples of pronunciation that give them the opportunity to do the improvement. Speaking

skill will be better if it is supported by the real environment or authentic material as the students' schemata. This strategy is expected to help the students solve the problems and improve the students' speaking achievement

Speaking is about the process rather than just a product. The use of media in the process of speaking will be helpful in determining the product of speaking. During the process of speaking, the students' should be stimulated and motivated by the use of appropriate media. The use of instructional video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed, then, that the use of instructional video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher chooses instructional video as an effective media to help students improve their speaking skill.

Considering the need of improving students' speaking skills, the use of instructional video as learning media combining with the speaking activities can produce improvement both on quality of the teaching and learning process and the students' speaking skills.

B. Review of Relevant Studies

Some studies have provided evidence that English learning motivation influences toward students' speaking ability. For example, Degang (2010) who claimed that students are relatively high English learning motivated, close to equally motivated to speak English. Huang (2010) also reported that student's self-confidence and intrinsic motivation as significantly factors affecting students' English speaking frequencies outside the classroom. Moreover, Tuan & Mai (2015) disclosed that English speaking motivation is believed as one of the factors affecting the students' speaking performance. Then Ghanbarpour (2016) reported that one's motive facilitates to communicate toward interlocutor. It is deemed to be essential to learners' language learning success.

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There are also some studies related to the application of cooperative strategy and an instructional video as media in the teaching speaking. Some

researchers have done some implementations of cooperative learning strategies and instructional videos in the class. Ehsan Namaziandost, Vida Shatalebi, and Mehdi Nasri in (Namaziandost, Shatalebi, & Nasri, 2019) conducted the effectiveness of cooperative learning in English language classrooms to enhance Iranian students' speaking skills and motivations. A pre-test–post-test control group design was employed to compare the impact of the cooperative learning approach with that of traditional whole-class instruction on speaking skills and six aspects of learning motivation. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample's speaking skills and motivations. In practical terms, the sample's speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. Next, a seven-point Likert scale-questionnaire was administered to the sample before and at the end of the course to check students' motivation towards the use of cooperative learning in English classes. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, independent and paired sample t-tests, one-way ANCOVA, and effect size. The findings showed remarkable development in the students' speaking skills after the introduction of cooperative learning techniques. Moreover, the findings suggested significant differences in favor of cooperative learning for improving intrinsic motivation, but no differences were found on other aspects of motivation. In light of the findings, the researchers recommend that teachers could benefit from applying cooperative learning in English classes, which may in turn develop students' speaking skills and motivation speaking.

Subahi Abdalgadir Elimam Ahmed and Dr. Aman Mohammed Bedri in (Bedri, 2018) conducted the importance of implementing cooperative learning strategy for developing English language learners students' speaking skills. The researchers have implemented the test which consisted of six questions and has taken place with the students of second year, University level at

Khartoum State. Pre and post-test were used as a research instrument for data collection. The sample of the study consisted of (50) students from both sexes. The research's data has been entered and processed by using the (IBM SPSS). The study has found out that: firstly, students of second year can develop better communication and speaking skills through the implementation of cooperative learning in the learning process. Secondly, students' performance improved significantly and they developed better attitudes towards learning English via cooperative learning. Thirdly, in cooperative learning, students are motivated and less reluctant. Therefore, the study recommends that cooperative learning should be adopted in English learning and English speaking in particular.

Hassan Alrayah in (Alrayah, 2018) examining the effectiveness of cooperative learning activities in enhancing EFL learners' fluency. The researcher has used the descriptive approach, recorded interviews for testing fluency as tools of data collection and the software program SPSS as a tool for the statistical treatment of data. Research sample consists of (48) first year-students, studying English language in the Faculty of Education at Omdurman Islamic University-Sudan. The students were divided into experimental and control groups for the requirement of the research-paper. The program of the experimental group lasted for a whole month in which much practice was conducted through the cooperative learning activities for enhancing the experimental group's fluency. The most important result indicates a statistically significant correlation between the cooperative learning activities and the improvement of EFL learners' oral fluency of speaking. The most important recommendation addresses the concerned authorities to train EFL teachers in the use of cooperative learning activities in the teaching/learning process for the purpose of furnishing to generalize their use in the various institutions where English language is studied.

Jako Olivier in (Olivier, 2019) conducted how student teachers perceive the creation and use of short instructional videos as multimodal open educational resources in an Afrikaans language (a Germanic language spoken

in South Africa) classroom at university level. In this regard, videos can be used as a means to motivate students to critically interact with content and to engage collaboratively with new technologies. Furthermore, it is important to consider the duration of videos and as such, short instructional videos were employed for this study. This research reports on how student teachers perceived the creation and use of short instructional videos as multimodal open educational resources in an Afrikaans language classroom at university level. Short instructional videos boast many advantages that correspond with literature and the perceptions of students. In this article, a qualitative research approach was followed, which involved reflections by the participants submitted by means of a questionnaire with closed and open-ended questions. From this analysis, the following themes were identified: Challenges encountered by students, advantages of using short instructional videos, aspects enjoyed about creating the short instructional videos, and affordances of creating short instructional videos. From the analysis, it was clear that students are positive about the production and use of videos. It was also evident that variables, such as social interaction, knowledge of multimodalities, technical ability, device limitations and the topic of videos, all influence the nature of short videos in this context and that support in classes is necessary in this regard.

Mobina Beheshti, Ata Taspolat, Omer Sami Kaya, Hamza Fatih Sapanca in (Beheshti et al., 2018) conducted that video plays a significant role in education in terms of its integration into traditional classes, and be the principal delivery system of information in classes particularly in online courses as well as serving as a foundation for many blended classes. Hence, education is adopting a modern approach of instruction with the target of moving away from the traditional instructional approach to video-based learning (VBL). VBL is a powerful approach used in education in order to enhance learning results as well as the learners' satisfaction. The aim of this study is to explain advantages, disadvantages and design tips of instructional videos according to new trends in education. This paper would be useful for

anyone interested in designing, preparing and implementing instructional videos.

A. Conceptual Framework

Based on the review of relevant studies above the success and failure in language learning especially in speaking seem largely depend on students' motivation to learn English. In particular, students' motivation is important in the development of speaking skill. Teaching speaking through motivation could improve students' speaking ability. The more motivated the learners the better their learning process will be. So, the more motivated the learner the better their speaking ability will be. Based on this idea, we can conclude that when students have good motivation in learning English, they will do anything that can improve their speaking achievement. They will try to finish speaking assignment. They also will try to practice their speaking with their friends without being afraid to make mistakes. The more practice in speaking, the better their English will be. Because the teacher is one of the factors that can influence students' extrinsic motivation in teaching and learning process, the teachers should rely on tricks approaches in their attempt to manage their classroom and motivate their learners. In order to make students interested and motivated, the teacher should implement a good technique and provide interesting learning media. They can implement cooperative learning strategy and instructional videos in the class. The use of cooperative-instructional video can give students visual clues and provide appropriate learning in realistic situations so that students easily in the teaching and learning process with enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. Considering the need of improving students' speaking skills, the use of cooperative-instructional video with the speaking activities can produce improvement both on quality of the teaching and learning process and the students' speaking skills.