

CHAPTER II

LITERATURE REVIEW

In Chapter 2, the writer presents an overview of the sources used in this chapter to support their research theories. The writer expects these materials to significantly strengthen the foundation for research since they are convinced that the abundance of background data obtained from books and current studies in language education will provide insightful data.

2.1 Speaking

Speaking requires a great deal of work to become proficient in a variety of areas, including pronunciation, tone, pitch, and intonation (Brown, 2007; Ur, 2012). Speaking is the second language ability after listening (Lado, 1961). Fundamentally, speaking is the art of successfully communicating ideas and thoughts such that the listener understands what is intended to be said (Fisher & Frey, 2007; Goh, 2007). This is an interactive process that requires a minimum of two people to actively share information. This exchange of information, punctuated by pauses, facilitates the transmission of important information and comprehension (Egan, 1986, 1997). Speaking gives people the ability to get the knowledge they need and have meaningful conversations (Harmer, 2002).

Speaking is a multifaceted skill that not only involves linguistic skills but also social awareness, adaptability, and the ability to convey thoughts with precision and impact (Horwitz et al., 1986; Tsiplakides & Keramida, 2009). It

plays a pivotal role in various aspects of life, from interpersonal relationships to academic and professional achievements (Golonka et al., 2014; Lamb, 2017).

2.2 Narrative Speaking

Storytelling facilitates language acquisition and vocabulary expansion (Polkinghorne, 1988). As students listen to or participate in storytelling activities, they are exposed to rich and varied language structures, expressions, and vocabulary. This exposure helps learners develop a broader vocabulary repertoire. Furthermore, storytelling promotes an understanding of narrative structure and organization, which is essential for effective speaking skills (Bence, 2017; Dagarin Fojkar et al., 2013). By engaging with stories, students become familiar with story elements such as characters, setting, plot, and conflict. This exposure enhances their ability to structure their narratives, ensuring coherence and logical flow in their spoken communication.

In addition, storytelling activities contribute to improved oral fluency (Daniel, 2012; Simmons, 2011). Through retelling stories or creating their narratives, students practice speaking in a supportive and creative context. This regular practice helps develop fluency, rhythm, and pacing in spoken communication, leading to improved articulation, pronunciation, and overall oral fluency.

Narrative mastery involves the ability to communicate effectively in language, enabling individuals to select words and phrases that give their stories life and make them interesting and approachable (Martins, 2021). Additionally,

comprehension is a part of narrative mastery because it enables individuals to delve into the layers of a narrative, uncovering hidden nuances, and grasping the underlying themes and messages (Cortazzi & Jin, 1999; Marzuki et al., 2016).

Narrative mastery is essentially a broad collection of abilities that enables people to successfully negotiate the complex terrain of language, emotional resonance, comprehension, and storytelling (Bekar, 2019). This allows them to craft compelling, educational, and inspirational narratives.

Narrative speaking is an important aspect of language development and human communication (Razmi et al., 2014). Walter Fisher's narrative paradigm theory posits that individuals are naturally attracted to narratives due to their persuasive, coherent, and truth-bearing qualities (Fisher, 2007). Theoretical frameworks and insights from narrative theory, narratology, cognitive theory, and socio-cultural perspectives shed light on the intricacies of narrative speaking (Peng et al., 2009).

2.3 Teaching Speaking

Teaching speaking begins with modelling clear pronunciation for students to imitate. Then, these words are built into sentences for repetition drills. The teacher must pay attention to the sounds being articulated. Next, students are guided to assess whether their pronunciation is accurate. At this stage, the teacher shifts from correcting to encouraging students to practice the target language independently.

Moreover, the teacher should motivate students to pronounce sounds that may be absent in their native language by modelling and repetition. Ultimately, students are expected to engage in language practice and repetition. Additionally, according to Ur (1996: 120), successful speaking activities exhibit the following characteristics :

1. Language learners talk a lot.
2. Every participant in the speaking exercise has the chance to.
3. The language learners are eager to communicate and are very driven.
4. The level of language provided is acceptable.

In teaching speaking skills, educators need to be conscious of the attributes characterizing effective speaking activities and those of individual students.

This awareness is crucial for facilitating an optimal teaching and learning environment. A thorough understanding of each student's distinctive qualities enables teachers to approach the class more adeptly. Within the realm of teaching speaking, various techniques are employed. Harmer (2002: 271) delineates numerous classroom speaking activities currently in use, namely:

1. Following a script

Students are encouraged to act out scenes from plays or course materials in this activity, and occasionally, the outcome is filmed. Pupils frequently perform dialogues that they have composed on their own. They

often have to do this by approaching the front of the class and speaking during their allotted time.

2. Communication games

When younger students participate, speaking exercises centred around games are frequently helpful in providing them with important practice. Practice oral communication techniques, including describing, anticipating, simplifying, and soliciting feedback through game-based activities is possible.

3. Discussion

Students' reluctance to voice their opinions in front of the class, especially when they are at a loss for words or lack confidence in their ability to articulate them, is one of the reasons why discussions fall flat. Many students experience a great deal of vulnerability during debates. Their background in the subject under discussion may be insufficient for them to know what to say. This hinders the effectiveness of the conversation.

4. Role-playing and simulation

Participating in role-playing exercises helps students learn a subject more deeply and hone their problem-solving abilities. These exercises typically involve acting out particular roles in a scenario. As an alternative, simulation is building an accurate model or representation of a system or circumstance to mimic real-world events for learning, experimentation, or

training. Speaking exercises are essential for improving students' communication abilities in the classroom.

These activities help students become more proficient and confident speakers by providing an environment for them to practice verbal expression. However, the effectiveness of these exercises depends on teachers' ability to choose appropriate tasks that match students' skill levels. Everyone can benefit from a successful and enjoyable learning experience when teachers make the proper decisions in this field.

Teaching speaking begins with modeling clear pronunciation for students to imitate (Ur, 1996). Then, these words are built into sentences for repetition drills. The teacher must pay attention to the sounds being articulated. Next, students are guided to assess whether their pronunciation is accurate. At this stage, the teacher's role shifts from primarily correcting to encouraging students to practice the target language independently. Moreover, the teacher should motivate students to pronounce sounds that may be absent in their native language by modeling and repetition (Ur, 2012).

Successful speaking activities exhibit the following characteristics (Ur, 1996):

1. Language learners speak a lot.
2. Every participant in the speaking exercise has the opportunity.
3. The language learners are eager to communicate and are highly motivated.
4. The level of language provided is appropriate.

Harmer (2002) delineates numerous classroom speaking activities,

namely:

1. Following a script
2. Communication games
3. Discussion
4. Role-playing and simulation

These activities help students practice verbal expression, become more proficient and confident speakers, and enhance their problem-solving abilities (Akhyak & Indramawan, 2013; Huang, 2008).

2.2 Flipgrid as a Video Platform

Flipgrid is a video discussion platform that facilitates video-based conversations and interactions in educational and collaborative settings. "Flipgrid is an online video discussion platform used to create and share short video recordings" (Cloonan, 2020). This statement highlights Flipgrid's video-based format, allowing students to create and share their learning narratives. It provides a user-friendly interface that enables participants, typically students and educators, to engage in discussions, share their thoughts, and respond to prompts or questions using short video clips. Here are some key features and functions of Flipgrid Cowie, N., & Sakui, K. (2021).:

a. Video Responses

Students can record video responses to prompts or questions posed by their teachers, peers, or group leaders. These video responses can be recorded using a webcam or mobile device, making it accessible across various devices.

b. Multimedia Integration

Flipgrid allows students to enhance their video responses with multimedia elements such as images, drawings, stickers, and text. This feature adds depth and creativity to the discussions.

c. Peer Engagement

Flipgrid promotes peer-to-peer interaction by allowing students to view and respond to each other's video responses and fosters collaborative learning and encourages students to learn from their peers.

d. Feedback and Assessment

Teachers can use Flipgrid to provide feedback and assess students' understanding of a topic. They can record video responses with feedback, suggestions, and assessments.

e. Accessibility

Flipgrid is designed to be accessible on various devices and platforms, ensuring that students with diverse technological resources can participate in discussions. This inclusivity is important for reaching a wide range of learners.

f. Privacy and Moderation

Flipgrid offers privacy settings, allowing educators to control who can view and respond to videos. It also provides moderation features to ensure a safe and respectful discussion environment.

g. Engagement and Self-confidence

The video format often makes discussions more engaging for students, increasing participation and self-confidence in learning activities.

h. User-Friendly Interface

Flipgrid features an intuitive and user-friendly interface, making it easy for educators and students to navigate and use effectively.

i. Community Building

Flipgrid can serve as a platform for building community within a class or group. Students can see and hear each other, creating a more personal and engaging learning experience.

j. Versatile Applications

While often used in educational contexts, Flipgrid can be applied in various settings, including professional development, team collaboration, and community engagement.

In summary, Flipgrid is a video discussion platform that enables students and educators to engage in discussions using short video responses. It promotes peer-to-peer interaction, providing a platform for students to view

and respond to each other's video responses. Flipgrid also allows teachers to give feedback and assess students' understanding. The platform is accessible on various devices, ensuring inclusivity for students with diverse technological resources. It offers privacy settings and moderation features, providing a safe discussion environment. The video format enhances engagement and self-confidence, increasing participation and self-confidence in learning activities. Flipgrid can be applied in various settings, including professional development, team collaboration, and community engagement.

2.3 Self Confidence

Sumiani, A. (2024) stated that students may comprehend their teachers' questions but lack confidence in expressing their thoughts and ideas, leading to missed possibilities for development. Flip grid is an ICT tool that helps reduce student insecurity by providing instant responses from teachers. Flipgrid enhanced students' learning experience. This project raised students' confidence, improved their grasp of the issue, provided an enjoyable learning experience, and improved their video editing abilities. The results provide insight into how Flipgrid may be utilized and benefited during the learning activity.

Self-confidence refers to an individual's conviction in their talents and judgment. It is a multidimensional notion that includes self-worth, optimism, and confidence in handling diverse situations. Several elements influence the development of self-confidence, including social support, life events, and the learning environment. Understanding these elements is

critical in developing instructional practices that boost pupils' self-confidence.

Using instructional technology, such as Flipgrid, can help boost self-confidence. Investigating how digital platforms promote student expression and communication might give insights into using technology to boost self-confidence. Hisbolloh H (2022) stated that instructional technology, such as Flipgrid, can help boost self-confidence. Investigating how digital platforms promote student expression and communication might give insights into using technology to boost self-confidence.

2.4 Previous Research

Previous research on developing students' speaking skills has explored various aspects of how students acquire, enhance, and apply their skills. Here's an overview of some key themes and findings from this body of research:

1. Amirulloh (2020) has examined the contributions of Flipgrid in online learning through various studies, offering diverse perspectives on its impact. This study revealed that students' speaking skills could be strengthened through Flipgrid, as demonstrated by improved speech performance when utilizing the platform as a forum for uploading speaking videos. The students claimed that their vocabulary, grammar, fluency, and facial expressions were improved while using Flipgrid. They also acknowledged that the platform was user-friendly and allowed them to practice more. Nevertheless, the results of this study

cannot be interpreted as a standard that all students who use Flipgrid can improve their speaking abilities.

As a result, this study suggests that more research on Flipgrid is necessary to determine the impact of Flipgrid on students' speaking.

2. Tuyet and Khang (2020) found decreased anxiety levels among EFL students after implementing Flipgrid. Keiper, White, Carlson, and Lupinek (2020) also found Flipgrid's effectiveness in business courses. However, there is limited research on its application specifically for improving speaking abilities in EFL education. Previous research has shown that students' vocabulary, grammar, fluency, and facial expressions improved with Flipgrid, but the results should not be interpreted as a standard for all students.
3. Hezbollah. (2021) entitled "The Impact of Flipgrid in Students' Learning Experience at Higher Learning Institutions", the thematic analysis conducted in this study revealed four major themes that emerged from the participants' experiences with Flipgrid. These themes are (1) boosting confidence levels, (2) improving understanding of the topic's content, (3) considering the activity as a fun learning experience, and (4) other, indicating additional noteworthy aspects that were not categorized explicitly under the first three themes.

Among these themes, the predominant and most significant theme was the positive impact on confidence levels. Many students reported that

engaging in activities through Flipgrid contributed significantly to a noticeable increase in their self-confidence. The data suggested that the platform was crucial in empowering students to feel more assured when expressing their opinions and sharing knowledge with their peers. A noteworthy quote from one of the students, Student #1, emphasized how Flipgrid played a pivotal role in fostering confidence. According to Student #1, Flipgrid was perceived as a tool that could assist individuals in building confidence, specifically in sharing opinions and knowledge with others. This sentiment reflects the idea that the platform catalyzes encouraging students to articulate their thoughts and ideas, thereby instilling a sense of self-assurance in their communicative abilities. This finding implies that Flipgrid is a technological tool for language practice and a confidence-building platform. The testimonies of the students suggest that engaging with Flipgrid activities goes beyond language proficiency improvement, extending into the realm of enhancing students' overall comfort and self-confidence in expressing themselves within an educational context.

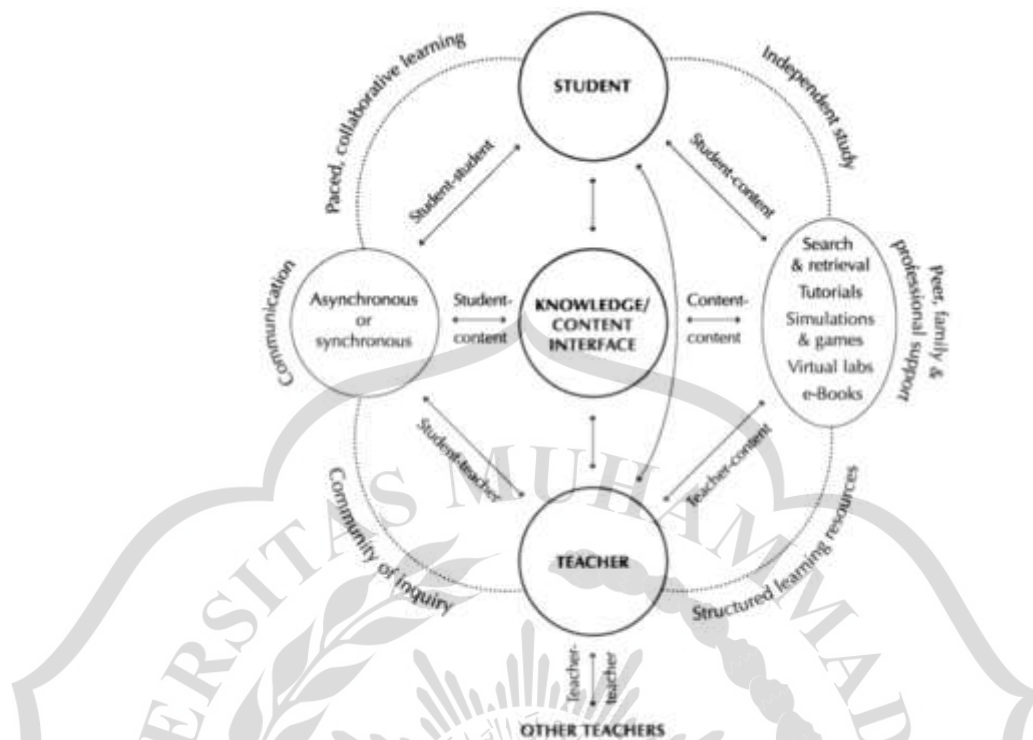


Figure 2.1: Anderson's Online Learning Model

2.5 Basic Assumption

Integrating Information and Communication Technology (ICT) into English Language Teaching (ELT) represents a transformative approach in education, with the belief that technological tools like Flipgrid can enhance language acquisition. Within this context, Flipgrid targets specific language skills, particularly in speaking and confidence-building. The fundamental premise is that Flipgrid, as an AI-powered platform, not only facilitates language practice but encourages active participation from students in speaking activities, thereby fostering improved language proficiency and confidence. Consequently, there is a positive correlation between enhanced speaking skills, driven by Flipgrid usage, and overall

proficiency in English. This underscores the potential of ICT in ELT to motivate and advance students in their language learning journey. The research aims to investigate how Flipgrid positively impacts English language learners by enhancing their speaking skills and confidence in the classroom. The basic assumption can be seen in Figure 2.2

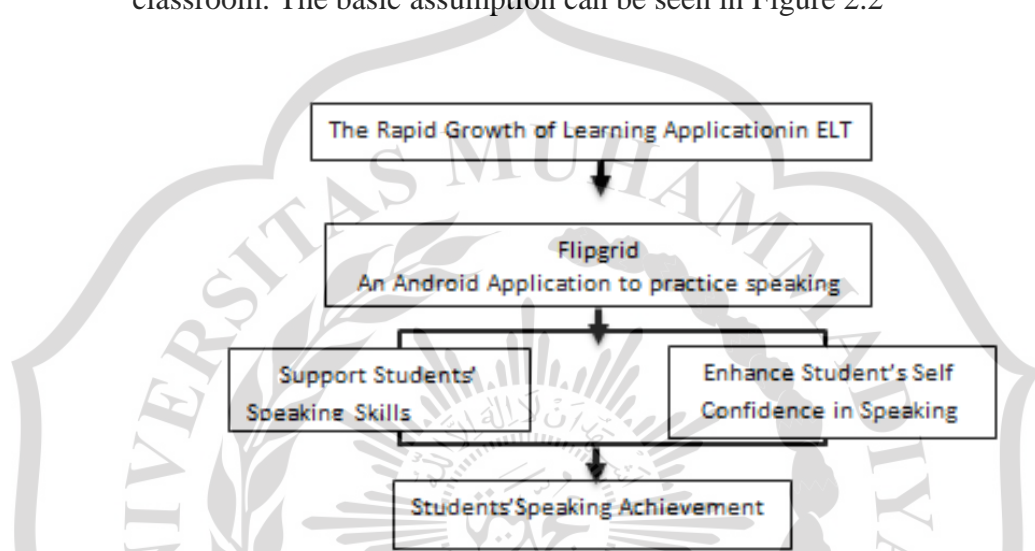


Figure 2.2. Basic Assumption of the Research

Integrating technology into English Language Teaching represents a significant shift in educational methods, with the belief that technological tools can greatly benefit students in language acquisition. Within this context, Flipgrid plays a crucial role in addressing specific language skills, particularly in narrative speaking, by encouraging active engagement from students in speaking activities. This active engagement fosters improved narrative speaking skills and boosts student confidence. Consequently, there is a positive correlation between enhanced narrative speaking skills and overall proficiency in English, highlighting the transformative potential of technology in language education.

The research initiative aims to explore how Flipgrid can positively impact English language learners by enhancing their narrative speaking skills and confidence in the classroom.

2.6 Hypothesis Formulation

The formulation of the research hypotheses is as follows:

1. H_0 = There is no difference between the Pre-Test and Post-test student speaking results, which means no effect of using Flipgrid
2. H_a = There is a difference between the speaking results of Pre-Test and Post-test students, which means that Flipgrid affects strengthening students' narrative speaking skills.