CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some review of related literature that formed the basis of this study.

2.1 Video Meeting

A video meeting, sometimes referred to as a video conferencing, is a tool that enables individuals to virtually connect across distances that can only be overcome by technological and internet means. According to Smith, 2003 (as cited in Loranc-Paszylk, 2015) A system where two or more participants in distant locations may communicate while seeing and hearing each other in real time withthe aid of specialized equipment and a high-speed Internet connection is known as videoconferencing.

For social and educational objectives, videoconferencing is frequently used (Yu, 2018). In educational means, video meeting support teachers and students in learning process by make interactive activities. Students can interact and work together visually and audibly with their classmates. Likewise, teachers can do the same by enlisting the participation of students and selecting activities that are still relevant to learning goals. Yu (2018) stated that video conferencing activities could encourage group learning and conversational communication in a second language.

In educational institutions, video conferencing technology has been

in use for quite some time (Drexhage et al., 2016). Video conferences are frequently utilized for various kinds of applications. The fact that video meeting offers a number of elements that can be used to facilitate communication is one of the causes. In this study, the author will personally use *Zoom Meeting*, one of the many types of video meeting. *Zoom Meeting* provides a lot of features on its own. Raising hands, breakout rooms, chat columns, share screens, records, etc.

Furthermore, there are numerous other uses for video meeting. According to Drexhage et al. (2016), today's possible uses include collaboration between classes, bringing experts into the school and university, distance learning, and teacher-to-teacher. The following will be further discussed:

a. Collaboration between classes: Video conferencing allows collaborations between classes from different school levels, interdisciplinary cooperation with other classes and contact with schools abroad. For example, the differences between the respective schools canbe discussed, or foreign languages can be practised (Arnold, Cayle, & Griffith, 2002). Content-related projects across national borders are alsopossible (e.g. European Schoolnet).

b. Bringing experts into the school/university: Instead of Experts being physically present at the school or university, experts can be brought into lessons/seminars via video conferences. These

experts can take pupils or students on virtual field trips or the link between schools and universities can be encouraged by allowing academics to talk to pupils about their respective research fields (Arnold, Cayle, & Griffith, 2002; Anderson & Rourke, 2005; Hung & Tan, 2004; Ivey, 1999).

c. Distance learning: Students and pupils learn via video conferencing systems and need not be physically present at the university or school. Video conferencing has the advantage that students' access to the programme of study is facilitated in cases when the students would otherwise be unable to participate due to personal circumstances (Gillies, 2008). Furthermore, they can be installed in schools when children are absent due to illness (Weiss, Whiteley, Treviranus, & Fels, 2001). In remote areas video conferencing can be used for decentralizedteaching so that pupils can also participate in subjects that are not offeredat their own schools (School of Distance Learning, n.d.).

d. Teacher-to-teacher: The video conferencing system can be used as a learning and coaching tool for teachers and trainee teachers. They can consult other schools, participate in training courses or observe other teachers in action (Arnold, Cayle, & Griffith, 2002).

2.2 Online Learning

According to Wang et al., 2007 (as cited in Surayatika, 2019), The evolutionof multimedia and information technologies, as well as the usage of the internet as a new teaching technique, has resulted in significant changes in the traditional teaching process. Recently, online learning which also known as e-learning has been used since the COVID-19 pandemic occurred as a way to cope educational problem in many country such Indonesia. The use of the internet and other essential technologies to create learning materials, teach learners, and control courses in an organization is referred to as technology-based e-learning (Fry, 2001in Arkorful & Abaidoo, 2014).

Hence, if teachers and students may not meet directly at school, the learning is still conducted. The educators and students can still offer instructional materials and receive lessons without having to leave their homes. In line with that, Allen and Seaman, 2007 (as cited in Efriana, 2021) stated that online learningis a method of instruction that does not require direct contact between the teacherand the students. The internet is at the heart of the e-learning process, as are globalsharing and learning resources, information broadcasts and knowledge flow via network courses, and, finally, learning flexibility, as a computer-generated environment for learning is developed to overcome distance and time issues (Liu & Wang, 2009 in Arkorful & Abaidoo, 2014).

2.2.1 Types of Online Learning

a. Hybrid Learning

Hybrid learning is a mixture or combination of several approaches in learning. It's an interactive model that represents the processes of teaching and learning in simple English from both the learner's and the teacher's perspectives (Ross et al., 2008). The authors also stated that it is built on simple concepts and employs straightforwardlanguage to allow practitioners to simply express and share teaching andlearning practices in a general and standardized manner.

b. Blended Learning

Blended learning is a type of online teaching that combines online and in-person instruction (Graham, 2013). This learning model usually used in a higher education. However, since the COVID-19 pandemic, now it is used in all of education level including junior high school. According to Watson (2008), blended learning is likely to become the dominating paradigm of the future — and far more frequent than either type alone.

c. Synchronous

Synchronous learning is a new way of online learning that students and teachers are connected face-to-face in a video conferencing without having a meeting directly. Furthermore, Appana (2008) stated that a synchronous classroom is one in
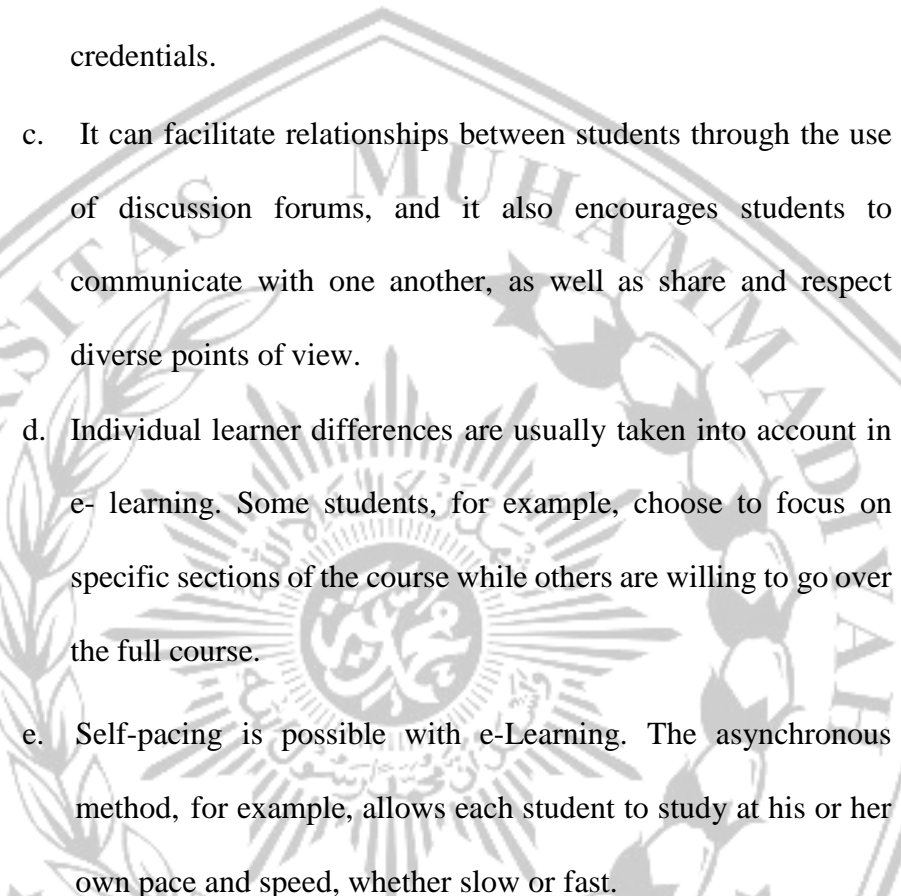
which all students access the internet at the same time and communicate with the instructor and one another via chat or audio/video links. Synchronous e-learning is aidedinstruction and learning-oriented engagement that takes place in real time

and is scheduled usually (Shahabadi & Uplane, 2015). The authors also said that the learning experiences in this type are live and real-time.

d. **Asynchronous**

Asynchronous learning network is an online learning process that provides teaching materials and assignments indirectly. This type is almost same with a conventional teaching. Teacher will give studentssome materials related to the learning process chapter and thenassignment will be given in the last. Through asynchronous online discussions, asynchronous learning uses computer-mediated communication (CMC) to deliver on the promise of learning "anytimeand anywhere." (Shahabadi & Uplane, 2015). Appana (2008) also stated that students in an asynchronous classroom can access lessons wheneverit is convenient for them by logging onto the internet.

2.2.1 Advantages of Online Learning

Below are the advantages of online learning according to Holmes and Gardner, (2006, as cited in Arkorful & Abaidoo, 2014):

a. Online learning is quite adaptive when location and time are taken into account.

b. By making it simple to access a large amount of information, e-learning improves the effectiveness of knowledge and credentials.

c. It can facilitate relationships between students through the use of discussion forums, and it also encourages students to communicate with one another, as well as share and respect diverse points of view.

d. Individual learner differences are usually taken into account in e- learning. Some students, for example, choose to focus on specific sections of the course while others are willing to go over the full course.

e. Self-pacing is possible with e-Learning. The asynchronous method, for example, allows each student to study at his or her own pace and speed, whether slow or fast.

2.2.2 Disadvantages of Online Learning

Above and beyond its advantages, online learning also has its disadvantages that may occurred unexpectedly or predictably. Disadvantages of online learning according to Arkorful & Abaidoo (2014) are presented bellows:

a. Learners who use e-learning as a means of education, experience reflection, isolation, and a lack of engagement or relationship.

b. The e-learning method may be less effective than the traditional style of learning in terms of clarifications, explanations, and interpretations.

c. Inadequate selection abilities, as well as the simplicity with which one can copy and paste, may lead to piracy and plagiarism in e-learning.

d. E-learning has the potential to damage the socialization role of institutions as well as the role of instructors as educational process directors.

e. Online learning may also cause some websites to become congested or overburdened. This could result in unplanned costs in terms of both timeand money (Collins et al., 1997; Klein and Ware, 2003; Hameed et al., 2008; Almosa, 2002; Akkoyuklu and Soylu, 2006; Lewis, 2000; Scott etal., 1999; Marc, 2002 in Arkorful & Abaidoo, 2015).

Besides, according to Wahab and Iskandar, 2001 (as cited in Efriana, 2021) related to the online learning disadvantages is that some students' parents and students do not have access to a computer or an android device. They face a lack of support infrastructure such circumstances that make it tough for individuals to face reality.

2.3 Teaching Media

While carrying out the process of teaching and learning, teaching media greatly aids teachers and other educators. According to Andriani et al.

(2022), Teaching media is a tool we use to communicate messages and help students pay attention, be interested, think critically, and feel motivated to engage in learning activities. The authors also stated that media plays a vital part in the learning process as one element of a learning system. In addition to use educational media as a medium for delivering teaching objectives, teachers themselves also play a crucial part. How does he present material, select teaching tools, customize instruction for each student, and ensure that learning is efficient and effective.

Teaching media has been separated into two categories. Namely traditional media and renewed media. The traditional teaching and learning media include a teacher, board, handouts, diagrams, slides, overheads, real objects, and videos or films and renewed media include computer technology, DVDs, CD-ROMs, the internet, and interactive video conferencing. (Scanlan: 1, 2012 in Yaumi, 2017). In line with that, the implementation of technology, which for a long time has displaced conventional media as the primary form of communication, is one of the key components of the teaching and learning process (Hikmah, 2019). The author also stated that the internet plays a significant role in reducing the amount of time that students and teachers physically contact while still producing similar or superior results in terms of language proficiency improvement (Hikmah, 2019).

Due to the ongoing pandemic and the development of the internet, educators have implemented a remote learning system using video

conferencing applications and other resources. Furthermore, Husain, 2014 (as cited in Puspitarini et al., 2019) said that the internet has an impact on method choice both within and outside of the classroom. In addition, In the learning process, using theinternet offers independence, acceleration, feedback, affordability, affectivity, andproductivity. Hence, Yaumi (2017) stated that learning media are any pieces of software or hardware that are used to transmit learning messages from the sender to the recipient of the message in order to stimulate the curiosity and interest of students and increase the efficacy and efficiency of the educational process.

2.3.1 Types of Teaching Media

There are some kinds of teaching media. Each kind of them has differences. (Ritakumari, 2019) stated that it is possible to categorize media in various ways, there are three types of media: print, non-print, electronic, and multimedia.The subsequent will be detailed in greater depth as follows:

    a. Print Media: These consist of books, journals, magazines, newspapers, workbooks, and textbooks. These are affordable, portable, and simpleto manage.

    b. Non-Print Media: These consist of projected and non-projected media.

    c. Electronic Media: These consist of audio media, visual media, audio- visual media, projected media, and non-projected media.

        1. Visual Media: These are visual media, such as television,

computers, and whiteboards, that appeal to the sense of sight(eyes).

2. Audio Media: These are the educational tools that focus on the sense of hearing. These media, such as audio cassettes, record players, and radios, can also be heard on an individual basis.

3. Audio-Visual Media: It describes teaching resources such as television, video cassettes, and closed-circuit television (CCTV) that appeal to students' hearing and vision senses simultaneously to give them auditory and visual experiences.

4. Projected Media: Projected media are educational resources that can only be accessed by utilizing a projector machine specifically made for that purpose to project their content onto a wall or screen (Gwarinda, 2002). The majority of the time, hardware and software are used to project media. Film projector slides, among other light sources, are needed for these types of projections.

5. Non-projected Media: There is no need for any screen projection for these tools. They don't need a source of light. They consistof prints, maps, models, two- and three-dimensional items, and more.

d. Multimedia: Integrates text, video, sound, graphics, and

animation—the five fundamental media types—into the learning environment to create an effective new teaching tool. Text, audio, still images, animation, video, and interactive content types are all included in the category of multimedia (Vaughan, 1993). Multimedia is typically recorded and played, shown, or accessed by information content processing devices. It can also be a part of a live performance, such as computerized and electrical gadgets.

In addition, Hikmah (2019) also describes several types of teaching media, these kinds of teaching media can be employed in instruction to help all students fully understand a subject during teaching and learning.

a. Visual Media

1. Newspapers and Magazines

In terms of its contents, newspapers and magazines can be divided into public newspapers, school newspapers, and educational magazines. Newspapers and magazines serve the following purposes: they provide engaging and authentic reading material; present the most recent information that grabs attention; teach article writing; load clippings that can be used as sticky board display material; they expand vocabulary; enhance critical reading and discussion skills.

2. Comics

    For children and adults alike, comic books tell stories that are simple to comprehend. Comics can be classified as either educational or commercial based on their purpose. The market needs commercial comics much more. On the other hand, educational comics offer useful information. Many industries, health services, and non-profit organizations publish educational comics. After all, comics can be utilized as a resource to discover new words, identify phrases that come up frequently in conversation, and identify plot points and character traits.

3. Literary works

    The term "literary work" refers to a subgenre of literature that uses words as the building components to tell a meaningful story, idea,or picture. Poetry, prose, drama, and short stories are some of the forms that literary works might take. The purpose of studying literature can be one of three things: 1) inspiring pupils; 2) providing access to cultural backgrounds; or 3) providing access to language learning. 4) Increasing language involvement among students 5) enhancing students' capacity for interpretation, 6) offering broad knowledge.

4. Computer

The most essential feature of a computer is that it can perform every task a teacher needs, including CD, audio, PowerPoint, separate or integrated modem, and more. The primary applications of computers in language instruction are as follows: a) as a word processor, where students can gather around a screen and type texts; b) as a tool for specific content intended for English speakers, such as games, interactive listening materials, workbooks on CD, and movies; and c) as massive reference resources, like electronic encyclopedias and dictionaries. The internet connection that a computer offers additionally enables students to engage with others through video meetings, *Facebook, WhatsApp, Telegram*, and *e-mail*. With the use of this resource, students can practice writing and speaking English toEnglish speakers worldwide.

b. Audio Media

In the context of education, audio media is defined as instructional content that can be given in an auditory format that may stimulate students' interest and help them learn by stimulating their ideas, feelings, and skills (Riyana, 2012: 133). A compact disk is an example. Solid discs, often known as compact discs, are optical disks used for digital data storage.

Later, solid disc technology was adopted to create the CD-ROM, a type of data storage device. The advantages of CDs include their clear, succinct shape, their excellent recording capacity (which may hold up to 700 megabytes of data), and their simple process of maintenance.

c. Audio-Visual Media

1. Film

Film is the term for the rough material onto which a sequence of still images are chemically photo imprinted; this sequence of transparent damages is seen as a moving image when projected at a pace of twenty-four images (or "frames") per second (Rokhim, et al. 2003). Furthermore, when reality is portrayed graphically, as through video segments, students themselves tend to be more enthusiastic. The teacher's materials can be used to develop the film. For example, the film segments from Pearl Harbor can be used as historical study material.

2. YouTube

By encouraging student participation and interest, YouTube has the power to completely change the way the educational system works. A wide variety of expert-produced films covering nearly every topic, from general to specialized content, are available for teachers to access. A few professional channels that teachers might use in the classroom are

CrashCourse, School of Life, Vice News, and Lesson from the Screenplay. They offer visually appealing, engaging content with lotsof charts and visuals that students may utilize to learn more in the future. It gives students the chance to learn new material and improve their language proficiency.

2.4 Speaking Skill

There are four fundamental language skills that one should be concerned with when learning English. There are speaking, listening, reading, and writing. Furthermore, each skill has different indicator of competence. One of those skill that encourage students to have a communicative and interactive learning is speaking skill. Speaking is a crucial part of learning. Additionally, speaking is the most common way for people to communicate vocally. According to Ilham, Bafadal, and Muslimin (2019), speaking is the process of creating and conveying meaning through both verbal and nonverbal symbolism.

Speaking is a skill that students should be able to master because it is one that people frequently use to communicate with one another, such as when askingfor and providing information or making suggestions, in that case speaking is a veryimportant skill. (Nunan & Bailey, 2009, p. 48 in Yuni, 2020). Thus, speaking cannot be separated from person to person, students with their mates, and studentswith their teachers. In addition, Harahap et al. (2015) stated that speaking is a language ability or method of communication that allows one to verbally communicate thoughts, feelings,

and facts to another.

2.4.1 Component of Speaking

There are various factors that need to be taken into consideration to succeed in speaking. Grammar, fluency, accuracy, vocabulary, and pronunciation, according to Astutik, 2015 (as cited in Tamala & Wulandari, 2021), these are generally the most crucial elements of speaking. The following are some components to take into while speaking English.

a. Grammar

When speaking English, grammar also becomes important. According to Harahap et al. (2015), A speaker must be proficient in grammar for the audience to understand what they are saying because they have good word organization. When someone is proficient in a language's grammar, they may converse with a wide range of individuals without difficulty and misunderstandings since the speaker's words areput together in a clear sentence that the listener can understand. It is possible to prevent misunderstandings when one speaks a language well. Grammatical proficiency consequently becomes one of the key skills to have.

b. Fluency

Another indicator for evaluating a speaker's ability is fluency. According to Kusumawardani and Mardiyani (2018), Speaking without pausing too often and with ease and spontaneity is called fluency. It indicates that the ability to talk with fluency allows one

to accurately transmit meaning. The speaker does not give careful thought to what they will say to other people clearly and concisely. As a result, improving our language proficiency is important.

c. Accuracy

One of the most crucial aspects of spoken language is accuracy. According to Firman and Ul Haq (2012), Accuracy is the capacity to talkin a way that the listener can understand with proper word choice and grammar. Therefore, there is no uncertainty about what is going on. Based on the statement above, it is simple for a listener to understand the meaning of a speaker's phrases when they use the right words. In the course of communicating, the listener will then comprehend the sentence more quickly.

d. Vocabulary

To be able to speak English, a person needs to master the vocabulary of a language. According to Alqahtani (2015), Learning vocabulary is crucial since it comprises a set of terms required for conveying messages or thoughts from one speaker to another. This means that becoming very proficient in vocabulary can help students to communicate their thoughts to others. It is understood that every vocabulary has a meaning that can help interact with lots of people.

e. Pronunciation

In a language, pronunciation is crucial, especially in English. According to Gilakjani (2016), One of the key components of a languageis its pronunciation, as it might be the primary means by which a listener draws the speaker's intended meaning. This implies that when someone can pronounce a word correctly, it will be communicated effectively and have a purposeful meaning. On the other hand, if someone pronounces a word incorrectly, the listener will not understand what they are saying. As a result, pronunciation is crucial when pronouncing words or sentences in a foreign language.

2.4.2 Teaching Speaking Techniques

A crucial component of learning a foreign language is teaching speaking. A proper teaching strategy will make it easier for students to understand and express what they have learned while teaching speaking skill. According to Mounika & Thamara (2018), speaking techniques aid in teaching speakers how to talk clearly and effectively. The authors also stated that speaking skill can be taught using a variety of techniques, according to Kayi (2006), below are those techniques in teaching speaking.

a. Discussion

In the classroom, teachers frequently employ discussion as

a teaching strategy. In this exercise, the instructor will select a subject for the students to discuss among themselves. There are two sessions: one for outlining the content and the other for discussing the ideas presented. According to Hadriana (2008), One activity that can establish a secure and dynamic learning environment for students to engage in the process of learning is a discussion. Through this exercise, students can engage in direct communication and interaction with each other.

b. Storytelling

Students can quickly summarize stories they have heard or that they have read using storytelling. Students can write original stories in their own words and share them with their friends through storytelling.According to Zuhriyah (2017), A storyteller's task is to retell a tale in his or her native tongue to other people. It is obvious to us how the narrative technique is used to encourage students to think creatively when they speak, and it could help in their word-by-word remembering of the English language.

c. Picture

A teacher needs to be creative when selecting strategies for teaching English. Using a picture or explaining an image is one of the most popular teaching techniques. When teaching speaking skills,using visuals can aid students in remembering

their lines of speech. According to Nurdini (2018), A teacher needs to be creative when selecting strategies for teaching English. Using a picture or explainingan image is one of the most popular teaching techniques. When teaching speaking skills, using visuals can aid students in rememberingtheir lines of speech.

d. Role-Play

Students engage in conversation while acting out roles in role- playing activities. Students receive knowledge from the teacher in thisgame. The teacher will guide the class in role-playing as different social roles. A strategy that can encourage students to talk is role- playing. Role play is one strategy for helping students become more proficient speakers, claims Syafitri (2018). Students will undoubtedly benefit from employing this technique if they aim to improve their speaking skill. In that case, students are more active in speaking.

e. Simulation

Role-playing and simulation are related. Role-playing is simpler than simulations. Students are asked to take the demonstration material for the simulation activities. During simulation exercises, such as whenstudents are asked to become singers, this demonstration material is used, and they have to bring a microphone to class. According to Hardianty et al.

(2013), there are benefits to this exercise such as providing entertainment and boosting students' self-confidence when speaking in front of the class. It shows that this method is highly beneficial for students learning English.

f. Drilling

According to Larosa et al. (2020), Drilling is a strategy that focuses on oral practice repetition and can show students proficiency in a foreign language. Students would repeat what they heard from the model—the teacher or a native speaker—during the drilling activity. When they find it difficult to pronounce words in English, they can use this strategy to deal with the problem by repeating it over and over again. The repetition of pronunciation that is often done in this activity will make it easier for students' tongues to pronounce words in English.

g. Conversation

A conversation is a communication activity carried out by two or more people. Romadlon (2016) stated that the practice of conversation in various contexts and situations can facilitate students` communication skills in English. In addition, students who use this strategy also learn how to interact socially with a wide range of people in a variety of settings. Therefore, having a conversation with the students might be

an additional alternative when selecting strategies for learning, particularly for developing their English speaking skill.

2.5 English Language Teaching in Junior High School

The purpose of the English language teaching in junior high school is to provide students with a basic understanding of the English language. The basic understanding of the English language means skills that is must be mastered by the English learners. Thus, the role of English in such a learning model becomes very important. Furthermore, there are several factors to take into account when teaching English in junior high schools. They are learning competence, learning objectives, media used, and learning materials that will be explained in greater detail below:
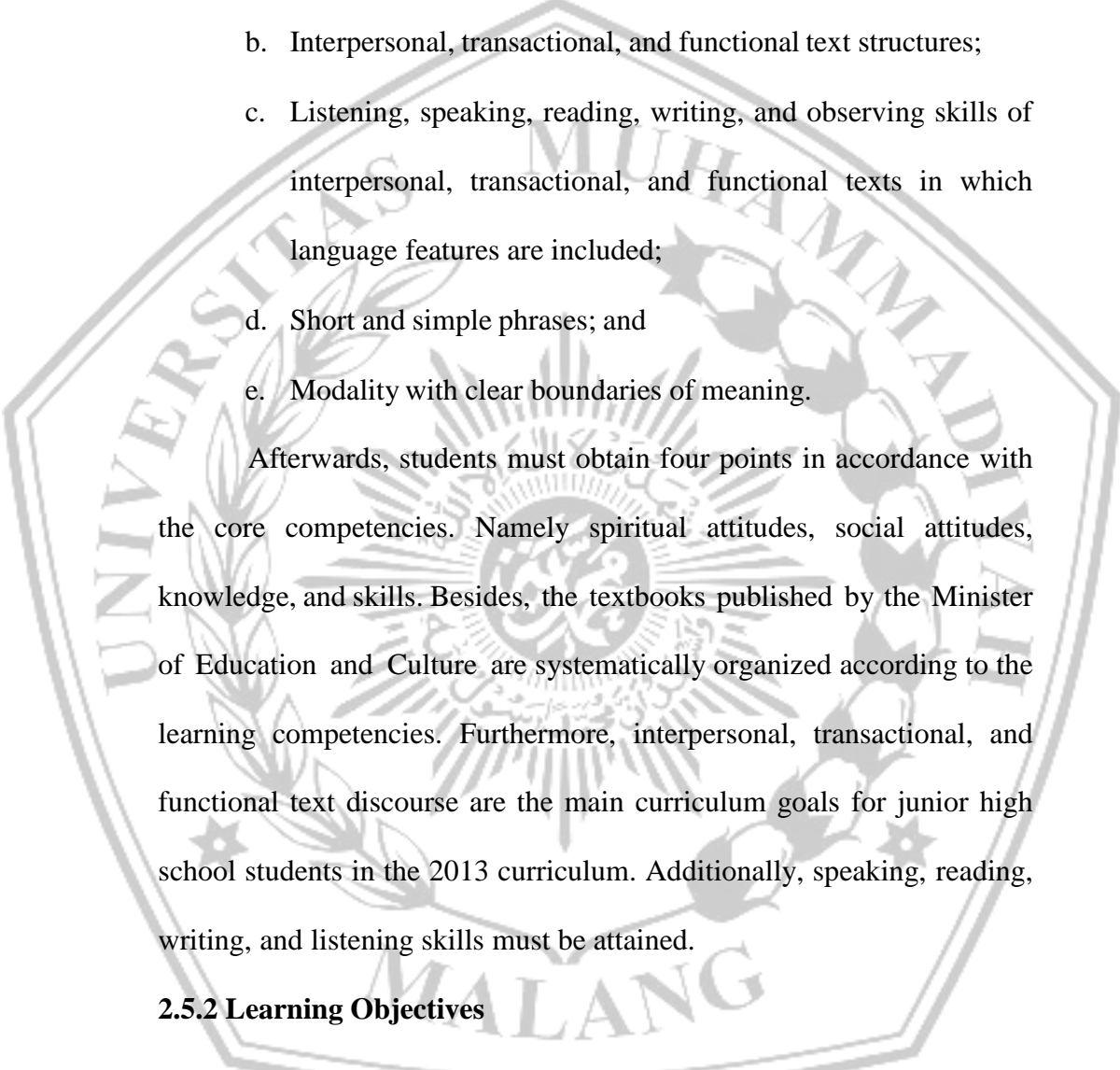
2.5.1 Learning Competence

According to Vitello, Greatorex, and Shaw (2021), competence is the capacity to integrate and use knowledge, abilities, and psychological elements in a context-appropriate manner. In other words, competence is a quality one acquiresby developing information and skills relevant to their field. Furthermore, the term "learning competence" in the context of education means a set of competencies (knowledge, skills, and attitudes) that learners must acquire, and the scope of the material which organized systematically, that learners must achieve (Minister of Education and Culture Republic of Indonesia, 2023). Thus, learning competence is a proficiency that students need to achieve while learning processes.

In addition, in the 2013 curriculum, competencies are divided into two. The first is core competencies, and the second is basic competencies. According to the Minister of Education and Culture Republic of Indonesia Regulation Number 24 of 2016 Chapter II Article 2, core competencies consist of four points, which are core competencies of spiritual attitudes, core competencies of social attitudes, core competencies of knowledge, and core competencies of skills. Therefore, the basic competencies are aimed to achieve the points in the core competencies. The basic competencies in the 2013 curriculum contain the abilities and learning materials for a subject in each education unit that refers to the core competencies (the Minister of Education and Culture Republic of Indonesia Number 24 of 2016 Chapter II Article 2).

Furthermore, the basic competencies for each subject at the junior high school level are regulated in the Minister of Education and Culture Republic of Indonesia Regulation Number 58 of 2014. Hence, the basic competencies of the 8th grade English subject have also been regulated in it. Besides, according to the Minister of Education and Culture Republic of Indonesia Regulation Number 24 of 2016 Chapter II Article 2 Point 5, core competencies and basic competencies are used as the basis for changes in textbooks in primary and secondary education. Thereby, the researcher lists the core competencies of the English textbook grade 8 "When English Rings the Bell" revision edition 2017 by the Minister of Education and Culture Republic of Indonesia as follows:

a. Texts in interpersonal, transactional, specialized, and functional discourse in the form of descriptive (grades 7 & 8), recount, narrative, procedure, and factual report (grade 9) at the functional literacy level;

b. Interpersonal, transactional, and functional text structures;

c. Listening, speaking, reading, writing, and observing skills of interpersonal, transactional, and functional texts in which language features are included;

d. Short and simple phrases; and

e. Modality with clear boundaries of meaning.

Afterwards, students must obtain four points in accordance with the core competencies. Namely spiritual attitudes, social attitudes, knowledge, and skills. Besides, the textbooks published by the Minister of Education and Culture are systematically organized according to the learning competencies. Furthermore, interpersonal, transactional, and functional text discourse are the main curriculum goals for junior high school students in the 2013 curriculum. Additionally, speaking, reading, writing, and listening skills must be attained.

2.5.2 Learning Objectives

From the discussion of core and basic competencies, there are learning objectives that are applied to each learning process. For each material that is delivered, learning objectives serve as a guide for the abilities that students will acquire in a lesson. In addition, learning

objectives are flexible and allow teachers to target and choose what they want to achieve based on students' needs. However, the Minister of Education still handles learning objectives by creating an outline for each subject and level. This is in accordance with the Minister of Education and Culture Regulation Number 58 of 2014 Article 5 which regulates the grouping of subjects, learning content, and learning references.

Besides, in English for Junior High, there are some broad points in the learning objectives. These points are based on the needs of students developed through the 2013 curriculum by the Indonesian Minister of Education. Therefore, the Indonesian Minister of Education has created books for every subject at every educational level, including English textbooks. This is supported by Rahmawati (2018) who said from elementary school through high school, the National Education Department of Indonesia has organized English study resources and textbooks that can be implemented in the classroom. Hence, the English textbook for junior high school used by the researcher's school is "When English Rings the Bell" revision edition 2017 by the Minister of Education and Culture Republic of Indonesia (Indonesia, 2017). Therefore, the English learning competence at junior high school is as follows:

a. Demonstrate acceptable behavior in personal, socio-cultural, academic, and professional environments;

b. Identify the social function, text structure, and linguistic elements of short and simple texts;

c. Communicate interpersonally, transactionally, and functionally about self, family, as well as people, animals, and objects, concrete and imaginary, that are closest to learners' daily lives and activities at home, school, and community;

d. Compose short and simple oral and written texts using sequential and coherent text structures and linguistic elements accurately, legibly, and fluently.

In summarize, learning objectives provide guidelines for the skills that students will learn from each lesson's materials. Additionally, the learning objectives that students need to achieve in English subjects are about reading, writing, listening, and speaking skills. Those skills are broken down into the more fundamental goals of demonstrating acceptable behavior, identifying linguistic elements in text, communication and communicative language, and composing short oral and written texts.

2.5.3 Learning Media

As one component of a learning system, media is essential to the process of learning. Thus, teaching media has become an inseparable part of the learning process. Furthermore, several media are employed in junior high school English language instruction as intermediaries to deliver information to students. Besides, the materials and skills that must be conveyed and acquired determine the teaching media. As a result, teachers are allowed to choose the teaching media that will be used during

the learning processes.

Therefore, numerous media can be used as intermediaries in online learning to convey learning materials and support the learning process. With online-based learning media such as YouTube, educational platforms, and other media, the learning process can take place well. However, the focus of this research is the media in learning speaking skill that will be used in junior high school students. According to Mounika & Thamara (2018), there are also many ways to teach speaking through online learning by devices and applications provided. Examples are video meeting or talk groups, speaking practices or activities such as *Podomatic*, and *Audiopal*, voice recording such as *Vocaroo* and *Audacity*, and pronunciation practices such as *Meriam Webster Perfect* (Mounika & Thamara, 2018). In otherwords, although learning is not done face-to-face, several kinds of learning and teaching media still can be implemented.

2.5.4 Learning Materials in 8th Grade

Learning material is a lesson in the curriculum that must be mastered by students to achieve several competencies. In grade 8 English lessons, the text book used may vary from school to school. In the school that the researcher occupies, the textbook used is "When English Rings the Bell" revision edition 2017 by the Minister of Education and Culture Republic of Indonesia. The materials arranged during first semester to second semester are as follows:

- Chapter I   It's English time!

- Chapter II   We can do it, and we will do it

- Chapter III   We know what to do

- Chapter IV   Come to my birthday, please!

- Chapter V   I'm so happy for you!

- Chapter VI   Our busy roads

- Chapter VII   My uncle is a zookeeper

- Chapter VIII   What are you doing?

- Chapter IX   Bigger is not always better

- Chapter X   When I was a child

- Chapter XI   Yes, we made it!

- Chapter XII   Don't forget it, please!

- Chapter XIII   We got a lot of histories

In addition, the researcher took the material in chapter VIII, namely "Whatare you doing?" that learns about what is currently happening and will also learn about simple present continuous tense. Besides, the researcher also uses learning materials that acquired from several sources on the Internet.

2.6 Speaking Skill in Junior High School

In order to teach a skill for students in a certain level, some competence need to use to measure the ability and performance of the students that to be achieved. Referring to this study that aimed to measure speaking skill through video meeting, speaking competence means a skill

that is essentially needed and often used in everyday life, including in the world of education. In that case, especially in teaching English as a foreign language, speaking is aimed to make students able to speak well and confidently. Additionally, speech is the most productive talent in the spoken form (Aydoğan & Akbarov, 2014). In line with that, Prihariyani (2018) also stated that speaking is one of the skills that students in English classes 7, 8, and 9 in junior high school must learn.

Therefore, in the learning process, it is good that activities that are interesting, fun, and still related to daily life are included so that students are able to have good and precise speaking skill. According to Sadiku (2015), through daily activities, teachers provide opportunities for students to enhance each skill (listen, speak, read, write). He also stated that as part of their speaking skill development, teachers may work on students' pronunciation, greetings, dialogue invention or recitation, songs, substitution drills, oral speed reading, and role play.

Furthermore, teaching speaking in junior high school level has different method in its implementation. For example, English teacher in some school has implemented teaching method using games to increase vocabulary and students' fluency, role play which dialog is included, storytelling, and also songs. Then, Nana Sudjana in Prihariyani (2018) supported that learning can be accomplished through a variety of methods, including lectures, question-and-answer sessions, group work, demonstrations, experiments, socio-dramas (role plays), problem-solving

activities, team teaching, drill sessions, field trips, community surveys, and simulations. However, in the online learning process, teaching English will experience changes in methods and approaches. Besides, the procedure will be different and occurs in speaking teaching.

2.7 Learning Competence in Speaking

According to the Minister of Education and Culture Republic of Indonesia (2016), learning competence in speaking skill at the junior high school is emphasized on how to communicate interpersonally, transactionally, and functionally. In that case, students are expected to be able to implement it in their home, school, and community environment. Further competence of speaking skill that is emphasized are tells about yourself, family, people, animals and object, imagination that closest to life, daily activities at home, school, and community, other subjects and the world work. Regarding those competencies, the Minister of Education and Culture Republic of Indonesia (2016) claims that the scope of speaking material includes linguistic elements which include markers, discourse, vocabulary, grammar, speech, stress words, intonation, and spelling. Besides, the researcher wants to establish a research on 8th grade students with some speaking competencies that have been presented.