

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teacher role in online learning

Learning and teaching in an online setting are similar to teaching and learning in any other formal education. Online learning processes in the same ways as face-to-face learning. Learners' needs are assessed, material is negotiated or mandated, learning activities are organized, and learning is measured (Paulsen, 2004).

However, the online medium's pervasiveness offers a one-of-a-kind learning and teaching environment, the ability to change the time and location of the educational experience is the most appealing aspect of this context. Online learning provides for access from anywhere and at any time—basically, it allows users to compress time and space (Rababah, 2021).

Online learning can have an impact on students' motivation to learn, because they are unable to communicate with other teachers and students. Students only interact with their peers online and never see them in person, thus real-time exchange of ideas, knowledge, and information is limited in the digital learning world (Bestiantono et al., 2020).

As a result, the teacher's involvement in the learning process is critical, three essential functions that a teacher plays in the process of developing an effective teaching presence have been identified Anderson (2000), are as follows:

- a) The responsibilities is the design and organization of the learning experience, which occurs both before and during the development of the learning community.
- b) Teaching entails developing and executing activities that promote communication between and among students, as well as between the instructor and the student, as well as between individual students and groups of students and material.

- c) When the teacher provides subject matter knowledge through a variety of modes of direct instruction, the teaching function extends beyond that of regulating learning experiences.

The role and functions of "e-moderator" are described by Ralston (2007). In this concept, the teacher's function in online learning is that of a facilitator of learning. According to her description, the e-moderator does not need substantial specialist knowledge; Berge (2013) states, They must have a qualification that is at least at the same level and in the same field as the course they are moderating.

Finally, the instructor may be expected to offer direct instruction on technical issues such as access to Net-based resources, networking software manipulation, the operation of other tools or resources, and other technical issues concerning the appropriate use of subject-related resources.

2.1.2 Video recording performance

Video is one of the methods used by teachers to help students improve their English of Speaking skills. Video is a technology that electronically captures, records, processes, stores, transmits, and reproduces a sequence of still images representing moving scenes (Pratiwi & Triprihatmini, 2018).

Videos and films have played a role in the growth of social research in sociology, anthropology, education, and psychology (Resta & Laferrière, 2007). Videos have become an important element of education, providing an essential tool in many flipped, combined, and online classrooms.

The use of video recording in public speaking classes must be authorized. The usage of video recording in public speaking class must be capable of engaging students' ideas in the learning process. Students who are actively invested with the video and its subject matter will learn more easily and achieve the desired competencies. In terms of cognitive learning, video may be applied to teach students about their knowledge and intellectual abilities. Video programs may be used to develop the affective qualities of feeling, empathy, and appreciation for an activity or circumstance. Students in the class can use video

recording to produce their educational and compelling speeches. The video recording chosen for use in the online class is a video that each individual student created to showcase their speech.

In this case, video recording assignment as a technique for achieving learning goals. Video recording assignments are projects and tasks that teachers/lecturers might offer to students in terms of improving their speaking skills, it is a kind of project based learning to develop and support learning language. They will know the quality of their language through the video recording, and otherwise their weaknesses and strengths for review. There are several advantages to employing video recording; video cameras might be a helpful language learning resource. Harmer (2004) argued that “As a result, through this task, the student can work cooperatively by using a wide variety of language both in the process and the product of making audio or video recording”

2.1.3 Students perceptions

Student motivation and perceptions of interpersonal teacher behavior are related to a sense of well-being at the student level. Student perceptions usually contribute to substantial diversity in the assessment of learning outcomes, in excess of what can be attributed to underlying student characteristics. Students' perceptions are crucial aspects and crucial indicators of the classroom atmosphere (Petegem et al., 2007).

The perception of the school and classroom environment should be viewed as a moderator for students' overall well-being. Students' perceptions can support positive behavior and promote a positive outlook on life in general (Kaplan & Maehr, 1999).

The organizational climate has four dimensions: (1) the physical environment, (2) the characteristics of individuals and groups engaging in the organization, (3) culture, or beliefs and values, and (4) connections between individuals and groups in the company (Forte, 2011). This research will focus on

the third dimension of the classroom, the culture, beliefs and values of using video recording to improve students' speaking skills.

2.1.4 English speaking assignment

Students will be able to communicate with native English speakers as well as learners who speak English in other countries. However, they have difficulty communicating in English. Unless the speaker is talking about something the learner is observing, or the language being learnt is closely related to another language the learner knows, the student will struggle to understand anything (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2016).

The student can learn some linguistic structures through comprehension activities, which will help the learner understand more in stage two. When they know enough to communicate in a simple manner, these techniques could be modified from those effective English learners who have progressed through the process of learning the language. Students learn best when they are physically, emotionally, and cognitively challenged, as well as when they are actively participating in the teaching-learning process (Ardiansyah, 2020).

In fact, the teaching-learning process cannot function properly without the support of teaching media. To answer that question, the media plays a significant part in the teaching and learning process, videos have become one of the technologies that can be applied, teaching speaking with recordings can be a very effective and enjoyable way to learn (Kirkgöz, 2011). Furthermore, the scientific approach in the 2013 curriculum focused on students who are productive, creative, inventive, and effective through the integration of skills, attitudes, and knowledge (Ardiansyah, 2020).

Students' video recording assignment might be especially useful in classes where they distribute oral presentations because students do online classes. It is fundamental for teachers to communicate five easy methods for video recording assignments: describe how to record the video; describe how to upload video;

describe for the submit video; provide model video; require students to self-evaluate and/or peer-evaluate (“College Teaching,” 1965).

2.1.5 Positive aspect in EFL students speaking skill

Language teaching has always faced a variety of challenges in its pursuit of success, especially speaking skill. One of the most common challenges that EFL teachers face is how to help students utilize the language fluently and accurately in real-world situations. Similarly, when asked to do tasks that involve speaking in class, students demonstrate poor performance. What complicates matters even more is that some teachers choose to use traditional techniques and methods that do not offer the necessary environment for students to speak easily.

Technology has earned a high regard and popularity among EFL teachers who want to go beyond the old ways of teaching where teachers used to do the majority of the work. As a result, teaching speaking offers a significant difficulty for both EFL teachers and learners with low oral success. There are three categories to analyze students’ response about the use of video recording assignment to improve speaking skills: positive aspects (pronunciation development, real practice, Improvisation, learning improvement, fear decrease), aspects that need to be improved (teach more vocabulary, teach more pronunciation, editing videos, immediate teacher correction) and no need for improvement (Encalada & Sarmiento, 2019).

2.1.6 Learning Outcomes

Purwanto (2010) defines learning outcomes as changes in student behavior as a result of learning. Students' conduct in teaching and learning activities changes when they've experienced learning. Learning outcomes can take the shape of psychological and academic changes.

Psychological Aspects covers some points:

2.1.6.1 Cognitive Aspect

Cognitive aspects are related to perception, memory, learning, reasoning, and problem solving. Emotions are related to emotions or moods and motivations,

whereas. Cognitive aspects also discuss a person's conduct, including interpersonal connections. Isfada (2018) argued Cognitive processes have an important role in each individual's outcome in human life, as do cognitive processes that constitute the basis for bias, social learning, motivation, and observation.

2.1.6.2 Emotion

In human life, emotion has four main functions: Emotions are energy producers (energizers); Emotions are the nature of information; Emotions serve as both intrapersonal and interpersonal communication; Emotions can also provide information regarding success.

2.1.6.3 Interpersonal relationships

Interpersonal relationships are those that involve two or more persons who interact in predictable ways (Lestari, 2010). An interpersonal connection is a bond between two or more people that affects each other to attain mutual objectives and assist each other in coping with challenges.

Academic accomplishments are abilities or concrete results that may be obtained in a certain time or duration. According to this viewpoint, the academic achievements in this study are the outcomes of students' learning processes. Essentially, student learning outcomes are changes in behavior, such that learning causes changes in thinking and attitudes in daily situations.

The following parameters must be considered when making video recordings:

According to Achsan (2010), video recordings must consider the following criteria: Subject type, such as: Type of subject; Time duration; Technical provisions; Use of music or sound effects; Video Submission.