

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some literature related to the topic of the study covering: Nature of Speaking (Definition of speaking, speaking ability, teaching speaking, aspect of speaking, the activities of speaking,). Teaching Media (Definition of teaching media and kinds of teaching media). Short Movie (Definition of movie, the type of movie, the advantages of movie, elements of movie, movie as media to improve students' narrative speaking), and Previous studies.

A. Nature of Speaking

1. Definition of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Brown (2003: 140) defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what.

Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supported by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decisions about how, why, and when to communicate to others by considering the culture and social context.

Luoma (2004: 26) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another person in oral form by considering culture and social context occurred.

2. Speaking Ability

Speaking can be described as the ability of a person to express their ideas. Littlewood (1981: 1) states that speaking ability is a combination of structural and functional aspects of language. The structural aspect concentrates on the grammatical system, describing ways in which linguistic items can be combined.

It is understood that speaking is a very difficult and complex skill to be learned especially by the foreign language students. There are many different abilities included in this skill. Arthur Hughes (1990: 110) says

that speaking ability on four components: contents, fluency, eye context and pronunciation. In short, speaking involves different abilities, which should be used simultaneously.

3. Teaching Speaking

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown (2003: 140) explained that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation.

Nation (2000: 13) provides some principles in teaching speaking as follows:

- 1) Support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs.
- 2) Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity.

- 3) Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse.

From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability.

4. Aspect of Speaking

Speaking is used to interact and communicate by someone to other. Speaking is needed in all of life activities. This aspect of speaking will make our speaking or use of language well. As proverb says "practice makes perfect". Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect to be mastered by the people in speaking English.

a. Grammar

Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another – they are using different systems.

For people to communicate through language there must be common systems, and grammar is one of the essential systems. People must know about grammar in order to use language appropriately in social context (Burn and Helen : 1999). By using grammar well, someone will speak accurately. In the other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across easily.

b. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak (Hornby, 1995 : 6). It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation ; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When speaker says, he/she will give an emphasis to certain words suitable with pronunciation.

c. Vocabulary

Vocabulary is list of word with their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication. Without

having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Content

The main ideas of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speech as well as to imitate. If we review to the functions of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are be able to interact and communicate with other people. I can be hoped if there is comprehension between the speaker and listener.

5. The Activities of Speaking

In speaking there is many kinds of the activities. Speaking is a productive skills. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her instructions. The teacher makes their class effectively and having fun.

There are many kinds of speaking activities that can be held by the teachers and learners :

1. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer: 2007)

2. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They will be happy to follow their class and not bored. In

the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

3. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation (Thornburry:2005). Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

4. Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they

agree or disagree and why. In order to make the debates successful, the students make in groups.

5. Picture description

The other activities on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity, the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describe the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

B. Teaching Media

a. Definition of Teaching Media

Munadi (2008:6) stated media means as thing for connecting teacher and students to get the material. Through media teacher easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media.

Sudjana and Rivai (1992: 2) stated four advantages of teaching media in learning process. They are:

- 1). Learning process will be more attractive to students and motivate them to study.

- 2). Learning material will be more obvious so that students can comprehend it and make them possible to master, moreover, to get the learning goal.
- 3). Teaching method will be more various, there will not be just the teacher's verbal communication. Hence, the students will not fall into bore and the teacher will not be worn out.
- 4). The students will get more activities since they not only listen to teacher's explanation but also do observation, action, demonstration, and so on.

b. Kinds of Teaching Media

There are so many instructional media are used in teaching that starting from the simplest ones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity.

In Ruis, Vernon (1996) states that there are six kinds of teaching media, they are:

a. Drawing or Teacher Mode Drawing

This media can be constructed and supported the topic, which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

b. Still Picture

This media can be shown into the real objects or events of outside the class. A still picture is a record or a copy of a real object or event

which may be longer or smaller than the real object or event, for example: photograph, bulletin board material, brochure, etc.

c. Audio Recording

Recording is a mode of magnetic, on disc or on motion picture soundtrack. This is reproduction of actual event of sound effects. Sound is presented in sequence in which the actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

d. Motion Picture

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Object or event may be in normal motion and edited from abbreviating or high lighting. It can be silent or having sound. All types of audio video electronic system can be appeared on a cathode ray tube or TV monitor.

C. Short Movie

a. Definition of Movie

A movie is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process.

According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie.

Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.

In the film or movie theory, genre refers to the primary method of movie categorization. The main types are often used to categorized movie genre; setting, mood, and format. The movie's location is defined as the setting. The emotional charge carried throughout the movie is known as its mood. The film may also have been shot using particular equipment or is presented in a specific manner, or format. The function of film/movie is to educate, entertain and inspire the reader's international language. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable. Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers' explanation.

As a good teacher, we need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in their class so that the students' enthusiasm in teaching learning process, beside media can help students master the material that the teacher gives them. Movie can be an effective media in

teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing).

In fact, movie can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, movie can provide variety, interest, stimulation and help to maintain motivation.

b. The type of Movie

Bordwell and Thompson that was cited on Retno Ayu's thesis defined the types of movie of film as follows.

1. Documentary Film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentary present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are:

- a). Compilation films; produced by assembling images from archival sources.
- b). Direct cinema; recording an on going event „as it happens“ with minimal interference by the filmmaker

2. Fictional Film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is

completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdooraction in the real time, but they create a series of images by shooting one frame at a time.

c. The advadtages of Movie

Teaching is general or English teaching in particular ia a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning.

The advantages of using movie will be explained as follows:

1. Seeing language-in-use

When using movie, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

2. Cross cultural awarness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how American speaks to waiters. Movie is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

3. The power of creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

4. Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language

in use as well as hear it. It can motivate students in teaching learning process.

d. Element of Movie

To analyze the film, the first thing is to understand the elements of it.

There are five elements of story, they are:

1) Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

2) Character

A character is a person or sometimes events an animal, who takes part in action of a story or other literary work. There are two characters of story:

- a) Protagonist, the protagonist character is the central character or the hero, also called as good guy.
- b) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

3) Plot

A plot is series of events and character actions that relate of the central conflict, it is the sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end.

4) Conflict

The conflict is a struggle between two people or things in a story. There two types of conflict:

- a) External, a struggle with a force outside one's self.
- b) Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quiet their temper, resist an urge, etc.

5) Theme

The theme is the central idea or belief in a story.

Through recognizing the important elements of a film, students are expected to be able to master the material related to narrative effectively. Besides that, by recognizing the elements of film, students will be easy to arrange their idea in retelling the movie to the others.

e. Movie as media to improve students' speaking

One way to support teaching and learning speaking is using media. It can help teacher's presentation in the classroom. It is also expected that students will get better understanding teacher's explanation. Besides that, media also give contribution in improving students' skill. Gerlach and Ely in Azhar (2003) state that the media is person, material or events that established condition which enable the learners acquire knowledge, skill and attitude. In addition, media is needed to help students in acquiring lessons that are being taught because it gives some resourceful teaching aids that help both teacher and students in material.

Movie is one of the audio visual media that can help students manipulate motion of picture in speaking. In this study, the use of audio-visual media named Movie is expected to be able to motivate students to learn and pay attention to the material given and improving their ability to speak.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Kemp states that movie can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. movies will facilitate students' learning process because by choosing appropriate film for students, they will enjoy teaching and learning process and be easy on understanding the material given.

Movie also can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher-level students, video can provide variety, interest, stimulation, and help to maintain motivation. For advanced students, movie can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate. In addition, it can be concluded that film is a useful way to prompt students into narrative speaking. Choosing the right Movie is

very important. A lesson will be much easier and interesting if we use movie.

By using Movie in learning speaking, students will be more interested in learning speaking. Besides that, they will practice regularly especially in speaking. By using movie during teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented.

In this research, narrative speaking was aimed to student in order to make them more confident to express their idea in spoken language. Spoken language is typically more dependent on its context than written language is.

Besides that, the advantage of spoken language is the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. And one of the most salient differences between native and non native speakers of language is their hesitation phenomena. On the other hand, English spoken has strong regional and idiomatic feature that can cause the learner difficult to understand and also inappropriate for use in the kinds of contexts in which many learners will be operating it.

The success of the modified Short Movie in solving students problem in speaking is done with the following procedures :

- a) The students divided into 5 group.
- b) The researcher asked students to watch the movie carefully.
- c) The researcher asked the group to found 10 words from the movie.

- d) Then, the words exchanged to other groups and pronounce it.
- e) After that, every group analyzed the movie.
- f) The students formed a new group without join with previous groups. And they were practice to retell each other.

For the test, the researcher used the retelling story. the students was asked in front of the class individually to retell the movie. For more detailed can be seen in Appendix III

D. Previous Studies

There are some previous study had been done, and they are different problem and object with this study.

The first previous study is done by Imayati Kolean (2013) under the title Speaking Skill Improvement By Using Movie as Media at first grade of SMP Negeri 13 Malang. This research focuses on improving students' speaking achievement by using short movie as media. This study used Classroom Action Research as the research method. Based on the research findings, the researcher concluded that there was improvement in students' speaking achievement after they taught speaking skill by using short movie as teaching media.

The second research is done by Siti Erichah (2011) under the title The Use of Film as Media To Improve Students' Narrative Speaking at IIB Class Students' of Mts Al-Hidayah NU 03 Kendal. The research focused on the use film as media to improve students' narrative speaking. The purpose of this study was to describe the teaching narrative speaking using film and to identify the improvement of students' narrative speaking after being taught using film.

The previous researchers above similar to research that the researcher was conducted in students' speaking ability. The differences of this research from the research above the subject of the research. In the first previous study the subject of the research was at first grade of SMP Negeri 13 Malang. In the procedure of teaching in this previous study, the students practice dialogue as like the actor did in the movie and the researcher used 2 cycle and every cycle was 4 meetings.

In the second previous study the subject of the research was at eight grade of Mts Al-Hidayah NU 03 Kendal. The subject of this previous study similar with this research. But, the procedures of the research was different. In this previous study the researcher asked the students to write important points related to the movie that will be presented to their performance.

In conclusion, there were differences between this research with 2 previous study. In this research, the researcher used the groups taught speaking using short movie, and before analyze the movie the researcher asked the students to find the word of the movie and pronounce it and there were not procedure like this in 2 previous study above.