

CHAPTER II

REVIEW RELATED LITERATURE

This Chapter is intended to presents: (a) interest including the definition of interest, aspect of interest, the roles of interest, measurement of interest, and the ways of arousing interest in task, (b) movie including the definition of movie, types of movie, and genre, (c) speaking including the definition of speaking, understanding speaking, the purpose of speaking, the problem with speaking activities, types of speaking performances, and testing speaking, (d) previous study.

A. Interest

In understanding interest the researcher provide the definition of interest, aspect of interest, the roles of interest, measurement of interest, and the ways of arousing interest in task.

1. The definition of interest

According to *Longman Dictionary of American English* Interest is a feeling that makes you want to pay attention to something and find out more about it. According to Muhajir (2004:89) In a simple way, interest is the avidity for something. According to Reber interest excluding populer term in phsycology because its depend on many internal factors such as giving all mind/attention, curiosity, motivation, and necessity. However, being apart from that, interest can influence the quality of achievement, and students' learning outcomes in a certain study.

Gage. and Barliner(1997:374) states as follows:

Students with an interest in a subject tend to pay attention to it. They feel it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it, either for what it can lead to or for its own sake. Their attention level is high; their work output is sustained

From the definition explain above we can get the point that interest is internal power as source of motivation in teaching and learning process or feeling that makes students pay attention and makes him or herself to be a part in the activities.

2. The Aspect of Interest

From the definitions from many experts above, it can be shown that students' interest will be shown by some aspect, they are: curiosity, attention, and enjoyment.

a. Attention

Student will called interested in something, if he/ she has an attention toward it. Attention can be directed toward objects, people, or one's own thought and emotions. To give attention is to direct one's thinking toward a particular idea or to alert one's self to certain sound, sights, or other selective stimuli in one's environment. Many stimuli are present in the classroom, each competing for the attention of the learners. Therefore they need help from the teacher to enable them to bring their attention back to the subject of the lesson. The more interesting the subject matter and its presentation, the more likely are mental operation of the learners to focus on the ideas under consideration.

b. Enjoyment

Feeling like toward something or person will build an enjoyment to do the activities related to it. If students get pleasure about something, it is easier for them to understand the material given.

c. Curiosity

A curiosity is a strong desire to know or to learn. Curiosity is a willing to know the subject material. When someone interest to something, he/she will have a curios to know it more. He/she will search all the information related to it. Students, who are interested in movie try to understand the content, meaning, and etc related to movie, practice the speaking material at class or outside the class.

Those three kinds of aspect we can use to know whether students are interested in something or not.

3. The Roles of Interest

Interest has an important role in teaching and learning process. It can affect the students' learning activities including speaking.

Hurlock (1987:420) states:

The important role of interest in a whole life is to:

- a. provide a strong motivation to learn
- b. influence the form and intensity of children aspiration
- c. add enjoyment to any activity the individual engages in
- d. Lead the people to achievement

Crow and Crow (1958:248) said interest may refer to the motivating force that impels students to attend to a person, a thing, or an activity. Someone who has interest in movie will be forced to learn and

practice it. But, someone who has no interest in movie will have no motivated to learn moreover have no motivated to practice it.

4. Measurement of Interest

Mehrens & Lehmann (1991:404) states “The important thing to remember is that because the interests of students can influence how well they learn, teachers must be concerned with interest measurement.” We must be concern not only with what students learn but also with how and why they learn. People have tendency to excel in or at least to devote more effort and energy to the activities they like. Concerning with students like and dislike of something the researcher use interest inventories/questionnaire. Interest-inventory results may help the classroom teacher understand why a bright pupil is performing poorly academically.

5. Ways of Arousing Interest in Task

According to Ur (1996:281), there are some ways to arousing interest

a. Clearly goal

Learners should be aware of the objectives of the task both language learning and content. For example, a guessing game may have the language learning goal of practising questions, and the content goal of guessing answers.

b. Varied topics and tasks

Topics and tasks should be selected carefully to be as interesting as possible; but few single types can interest everyone, so there should be a wide range of different ones over time.

c. Visuals

It is important for learners to have something to look at that is eye-catching and relevant to the task in hand.

d. Tension and challenge: games

Game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules. The introduction of such rules (an arbitrary time limit, for example) can add spice to almost any goal-oriented task.

e. Entertainment

Entertainment produces enjoyment, which in its turn adds motivation. Entertainment can be teacher-produced (jokes, stories, perhaps songs, dramatic presentations) or recorded (movies, video clips, television documentaries).

f. Play-acting

Role play and simulations that use the imagination and take learners out of themselves can be excellent; though some people are inhibited and may find such activities intimidating at first.

g. Information gap

A particularly interesting type of task is that based on the need to understand or transmit information - finding out what is in a partner's

picture, for example. A variation on this is the opinion gap where participants exchange views on a given issue.

h. Personalization

Learners are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.

i. Open-ended cues

A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer: participants' contributions are unpredictable, and are more likely to be interesting, original or humorous.

B. Movie

In understanding movie the researcher provide the definition of movie, types of movie, and genre

1. Definition of Movie

Movie is story which shown by visual object and sound. **Movies**, also known as **films**, are a type of visual communication which use moving picture and sound to tell stories or inform (help people to learn). People in every part of the world watch movies as a type of entertainment, a way to have fun. Fun for some people can mean laughing, while for others it can mean crying, or feeling afraid. Most movies are made so that they can be shown on big screens at cinemas or movie theatres. After movies are shown on movie screens for a period of time (ranging from a few weeks to several months), movies are shown on pay television or

cable television, and sold or rented on DVD disks or videocassette tapes, so that people can watch the movies at home. You can also download or stream movies. Later movies are shown on television stations.

According to Barsham (2010:3) “Most movies seek to engage viewers’ emotions and transport them inside the world presented onscreen. Movies have always possessed powers to amaze, frighten, and enlighten us. They challenge our senses, emotions, and intellect, pushing us to say, often passionately, that we love (or hate) them. Because they arouse our most public and private feelings-and can overwhelm us with their sights and sounds.”

2. Types of Movie

According to Barsam(2010:64) the categories of film can be divided into:

a. Narrative Movie

The narrative designation simply means that these movies tell fictional (or at least fictionalized) stories. This action typically takes place in artificial worlds created on studio soundstages or in locations modified to suit the story and technical demands of production. The primary purpose of most narrative films is entertainment, a stance motivated by commercial intent.

Many narrative films can be broken down still further into categories known as genres. Barsam (2010:78) states as follows:

Genre refers to the categorization of narrative films by the stories they tell and the ways they tell them. Commonly recognized movie genres include the Western, horror, science-fiction, musical,

and gangster film. But this is far from a complete list. The film industry continues to make action movies, biographies (biopics), melodramas, thrillers, romances, romantic comedies, fantasy films, and many others that fall within some genre or subgenre category.

b. Documentary Movie

If narrative film begins with a commitment to dramatic storytelling: documentary film is more concerned with the recording of reality, the education of viewers, or the presentation of political or social analysis. In other words, if we think of a narrative movie as fiction, then the best way to understand documentary film is as nonfiction. Documentary filmmakers use actual people, places, and events as source material, their films always reflect objective truth.

Historically, documentary films have been broken into four basic approaches: factual, instructional, persuasive, and propaganda.

Factual films usually present people, places, or processes in straightforward ways meant to entertain and instruct without unduly influencing audiences. **Instructional films** seek to educate viewers about common interests, rather than persuading them to accept particular ideas. Today, these movies are most likely to teach the viewer basic skills like cooking, yoga, or golf swings.

Persuasive films were originally called *documentary films* until the term evolved to refer to all nonfiction films. The founding purpose of persuasive documentaries was to address social injustice, but today any documentary concerned with presenting a particular perspective on social issues or with corporate and governmental

injustice of any kind could be considered persuasive. When persuasive documentaries are produced by governments and carry governments' messages, they overlap with **propaganda films**, which systematically disseminate deceptive or distorted information.

c. **Experimental Movies**

Experimental is the most difficult of all types of movies to define with any precision, in part because experimental filmmakers actively seek to defy categorization and convention. For starters, it's helpful to think of experimental cinema as that which pushes the boundaries of what most people think movies are-or should be. Most experimental films do not tell a story in the conventional sense, incorporate unorthodox imagery, and are motivated more by innovation and personal expression than by commerce and entertainment.

3. **Genre**

A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up), or true, or a mix of the two. Although hundreds of movies are made every year, there are very few that do not follow a small number of set plots, or stories. Some movies mix together two or more genres.

- a. **Action Movies** have a lot of exciting effects like car chases and gun fights, involving stuntmen. They usually involve 'goodies' and 'baddies', so war and crime are common subjects. Action

movies usually need very little effort to watch, since the plot is normally simple. For example, in *Die Hard*, terrorists take control of a skyscraper and ask for a lot of money in exchange for not killing the people who work there. One man somehow manages to save everyone and is the hero. Action movies do not usually make people cry, but if the action movie is also a drama, emotion will be involved.

- b. Adventure** Movies usually involve a hero who sets out on a quest to save the world or loved ones.
- c. Animated movies** use artificial images like talking pigs to tell a story. These movies used to be drawn by hand, one frame at a time, but are now made on computers.
- d. Buddy** movies involve 2 heroes, one must save the other, both must overcome obstacles. Buddy movies often involve comedy, but there is also some emotion, because of the close friendship between the 'buddies'.
- e. Comedies** are funny movies about people being silly or doing unusual things that make the audience laugh.
- f. Documentaries** are movies that are (or claim to be) about real people and real events. They are nearly always serious and may involve strongly emotional subjects, for example cruelty.
- g. Dramas** are serious, and often about people falling in love or needing to make a big decision in their life. They tell stories about relationships between people. They usually follow a basic

plot where one or two main characters (each actor plays a character) have to 'overcome' (get past) an obstacle (the thing stopping them) to get what they want. Tragedies are always dramas. For example, a husband and wife who are divorcing must each try to prove to a court of law that they are the best person to take care of their child. Emotion (feelings) are a big part of the movie and the audience (people watching the movie) may get upset and even cry.

- h. Film Noir** movies are 1940s-era detective dramas about crime and violence.
- i. Family** movies are made to be good for the entire family. They are mainly made for children but often entertaining for adults as well. Disney is famous for their family movies.
- j. Horror Movies** use fear to excite the audience. Music, lighting and sets (man-made places in movie studios where the movie is made) are all designed to add to the feeling.
- k. Romantic Comedies** (Rom-Coms) are usually love stories about 2 people from different worlds, who must overcome obstacles to be together. Rom-Coms are always light-hearted, but may include some emotion.
- l. Science Fiction** movies are set in the future or in outer space. Some use their future or alien settings to ask questions about the meaning of life or how we should think about life. Science

fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships.

- m. Thrillers** are usually about a mystery, strange event, or crime that needs to be solved. The audience is kept guessing until the final minutes, when there are usually 'twists' in the plot (surprises).
- n. Western** movies tell stories about cowboys in the western United States in the 1800s. They are usually really Action movies, but with historical costume. They may or may not involve Indians (Native Americans).
- o. Suspense** These are movies that keep you on the edge of your seat. They usually have multiple twists that confuse the watcher.
- p. Fantasy** Fantasy movies include magical and impossible things that any real human being can't do. An example of a fantasy movie is epic

C. Speaking

Related to speaking the researcher provide the definition of speaking, understanding speaking, the purpose of speaking, the problem with speaking activities, types of speaking performances, and testing speaking.

1) Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing informations. Speaking is one of the four skills that play a significant role in mastering English. The

people learning speaking deal not only with their cognitive basis to learn the forms of language but also deal with some internal psychological materials that affect people in learning process.

2) Understanding Speaking

According to Widdowson in Santoso (2006:42) in *A Journal; Accelerated Learning: An Alternative Approach in Teaching English Speaking Skill* speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language or both by using the speech organs. In term of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body

According to Byrne (1976:8) speaking is a two-ways process. In the process of speaking a person does not only consider the informational content of what they are saying but also try to project their own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention.

Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

a. Pronunciation

The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and

create the physical sounds that carry meaning. According to Oxford Advanced Learner's Dictionary, pronunciation is the way in which a language or a particular word or sound is spoken, the way a person speaks the word of a language.

Fulcher(2003:25) states as follows:

In pronouncing the words, the learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know. Problems with pronunciation may be distracting for the listener, but they rarely lead to miscommunication or misunderstanding.

b. Grammar (accuracy)

Brown (2001:362) affirms that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence. In popular use, the term 'grammar' describes what people-usually native speakers-*ought or ought not* to say or write. This is called prescriptive grammar because it prescribes correct usage

c. Vocabulary

Ur (1996:60) states as follows:

Vocabulary can be defined, roughly, as 'the word' we teach in foreign language. However, a new item of vocabulary may be more than a single word. For example, post office and mother-in-law, which are, made up two or three words but express a single idea. They are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

d. Fluency

According to Oxford Advanced Learner's Dictionary, the ability to express language or action in a smooth easy way.

Thornbury (2006:43) states as follows:

Fluency is primarily the ability to produce and maintain speech in real time. To do this, fluent speakers are capable of two things: first, appropriate pausing (their pauses may be long but are not frequent, their pauses are usually filled with pause fillers like *erm*, *you know*), second, long runs (there are many syllables and words between pauses).

e. Comprehension

According to Cambridge Advanced Learner's Dictionary, comprehension is the ability to understand completely and be familiar with a situation, facts, and etc. Thornbury (2006:43) Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to language learning and without comprehension there is no learning.

From many definitions explained above, speaking is a skill which deals not only the production of what the speaker says but also the expressions of the speaker in order people understand what he/she say. Speaking is a skill which is used in daily life and the skill is required by much repetition. Someone who speaks should have sufficient vocabulary to express what he wants to say.

There is difference between spoken language and written language in some aspects. In contrast to the written language, where sentences are carefully structured and linked together, speech is characterized by incomplete and sometimes ungrammatical utterances and by frequent start and repetitions.

3) The Purpose of Speaking

Basically, the goal of speaking is to communicate. In the process of communication, every speaker adjusts the way he speaks (or writes) according to the situation he is in, the purpose which motivates him, and the relationship between himself and the person he is addressing.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured input, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Structured output focuses on correct form. In structured output, students may have options for responses. But all of the options require them to use the specific form or structure that the teacher has just introduced. In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video.

The general objective of speaking by Tarigan (1990: 149), there are five categories, namely:

a. Entertaining

Speaking to entertain means that the speaker attracts listeners with a variety of ways, such as humor, spontaneity, exciting, humorous stories, adventures, and so on to make happy atmosphere in the audience.

b. Inform

Speaking for the purpose of informing means that the speaker wants to give information to the audience such as: 1) To describe a process. 2) To decipher or interpret any matter. 3) To give, distribute, or impart knowledge. d) To give explanation.

c. Stimulating

Speaking to stimulate much more complex than other speech purposes, because it has to be talked philtering, influence, or convince his audience. This can be achieved if the speaker really knows the will, interests, inspiration, needs, and aspirations of his audience.

d. Move

Through good ability in speaking, it can used to exploit the situation and also can move the audience

e. Convincing

Speaking convince aims is to convince listeners of something through a convincing conversation, along with opinions, facts or evidence so expect the listener attitudes can be changed.

4) The Problem with Speaking Activities

Ur (1996:121) describes some problem in speaking activities that faced by the learners as below:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign

language in the classroom; worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participation can talk a time if he or she is to be heard; and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.
- d. Mother-tongue use. In classes where all, or a number of the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels natural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother-tongue. If they are talking in a small group, it can be quite difficult to get some classes – particularly the less disciplined or motivated one – to keep to the target language.

Cambridge University Press in Ur (1996:120) also states the characteristics of a successful speaking activity as follows:

1. Learners talk a lot : as much as possible of the period allotted to the activity is in the fact occupied by learners talk.

2. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak and contributions are evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy

Speaking in a foreign language in front of the class for the students is quite difficult. Most of the students are afraid or shy if they make mistakes, afraid of being laugh by their friends. So, they prefer to be quite to speak in the classroom. On the other hand, in speaking they need to practice. Practicing what they have learned in the classroom.

In speaking ability there are many activities that can be done as well as a great deal of principles to be kept when conducting speaking ability.

5) Types of Speaking Performance

According to Brown (2001:271), there are six types of speaking performances that can be applied to the kind of oral production that students are expected to carry out in the classroom:

- a. Imitative

In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

This kind of speaking performance is short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues. For example:

Teacher: How are you today?

Student: Pretty good, thanks, and you?

d. Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.

e. Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative.

Many of the classroom speaking activities that can be used one of them is game. According to Harmer (1986:271) Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture(describe and draw), put things in the right order(describe and arrange),or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

Broughton (2003:83) states that “Visual stimuli—maps, photographs, pictures, cartoons, even slides and films—are another useful source of oral language practice.”

6) Testing Speaking

The objective of teaching speaking is the development of the ability to interact successfully in that language and therefore, speaking involves comprehension as well as production. Consequently, testing speaking should enable the students to elicit the behavior which truly

represents their ability and which can be scored validly and reliably. According to Kitao & Kitao (1996) in their web portal, they state that there are some reason that makes testing speaking are difficult and they also state the types of speaking test as follows:

a. The difficulties of testing speaking

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. There are not yet good answers to questions about the criteria for testing these skills and the weighting of these factors. A speaker can produce all the right sounds but not make any sense, or have great difficulties with phonology and grammar and yet be able to get the message across. Also, success in speaking depends to a great extent on the listener. Comprehension of spoken material depends, among other factors, on the degree to which the listener is familiar with the speaker's accent and the degree to which they share background knowledge, and so what is a problem for one listener may not be a problem for another listener.

Another difficulty is separating the listening skill from the speaking skill. In most normal situations, there is an interchange between listening and speaking, and speaking appropriately depends, in part, on comprehending spoken input. This necessarily becomes a factor in the testing of speaking, and it is difficult to

know whether you are testing purely speaking or speaking and listening together.

Testing speaking is also a particular problem when it is necessary to test large numbers of students. In some situations, it is necessary to test thousands of students, and even if each student speaks for only a few minutes, this becomes a huge job.

In spite of the difficulties inherent in testing speaking, a speaking test can be a source of beneficial backwash. If speaking is tested, unless it is tested at a very low level, such as reading aloud, this encourages the teaching of speaking in classes.

b. Types of speaking tests

1) Reading aloud

One way that reading is tested is by having the testees read aloud. This is not generally a good way to test reading. Its backwash effect is likely to be harmful, and it is not a skill that is used much outside of the classroom. However, it is a way to test pronunciation separately from the content of speech. If it is necessary to use this method of testing, the test should at least make use of a situation where the student might actually be reading aloud, such as reading instructions or parts of a letter to another person.

2) Conversational Exchange

Another simple type of test is a test in which students are given a particular situation and instructed to

respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse. In addition, it is testing listening at least as much as it is testing speaking. However, this type of test does make it possible to test large numbers of people at the same time in a way that is at least somewhat communicative. So, conversational exchange is conducting the test in which students are given particular situation and instructed to respond in certain way.

3) Testing speaking using visual material

Pictures, maps, diagrams, and other types of visual material can be used to test speaking without requiring the testee to comprehend written or spoken material. Through careful selection of the material, the tester can control the vocabulary and, to some extent, the grammatical structures required. Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit. One common type of stimulus material is a series of pictures which tell a story, often with a few sentences of introduction to get the testee started. This requires the testee to put together a coherent narrative. A variation on this is to give the pictures in random order of the narrative to a group of testees. The students describe their pictures and decide on their sequence without showing them to each other, and

then put them down in the order that they have decided on. They then have an opportunity to reorder the pictures if they feel it is necessary. So the speaking test can use visual material such as Pictures, maps, diagrams, and other types. A various type in test can be done by using stimulus material which tell a story in the classroom, giving the pictures in random order of narrative to a group of testees. Another type of test using a visual stimulus is one in which two testees are given pictures that are similar but have several differences. Without seeing each other's pictures, they describe their own pictures and find the differences. In addition to using pictures, it is possible to use charts, graphs, or other ways of visually organizing information, and the testee has to describe them. One possible problem with this type of visual stimuli is that the material has to be something that all the testees can interpret equally well, since if a testee has difficulty understanding the visual information, that will influence the way he/she is evaluated.

4) Oral Interview

Oral interviews are testing situations in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee, and someone either the interviewer or another person but preferably another person assesses the language proficiency

of the testee. The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation. The interview protocol needs to be carefully considered. It might be best to start with yes/no questions or factual questions that are easily answered to put the interviewee at ease, but these can be inhibiting, so this stage should not last too long. The questions should be interesting, easy to respond to, and give the testee some range in answering.

When doing an interview test, it is very important that the interviewer be well trained in order to avoid problems and so that the interviewer is consistent from one interview to another to help make the evaluation of the testee more reliable. The interviewer, for example, should avoid talking too much (though giving some personal information may help break the ice and put the testee at ease), should speak clearly, should not interrupt the interviewee to give answers, should maintain eye contact with the interviewee, and should not correct the interviewee during the interview. So, the important thing when conduct the interview is the interviewer be well trained in order to avoid problems, the interviewer should consistent from one

interview to another to help make the evaluation of the testee more reliable.

5) Role play test

Another type of test is a role play. In a role play the testee and a confederate are given information on which to base a role play, and the testees are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course requirements. Role plays require the testee to use various functions that he/she might need in real communication.

6) Group or pair activities

To avoid the types of problems associated with oral interviews, sometimes students are put together in pairs or groups that are given some task, such as the ones mentioned above in the section on using visual materials. They might also be given a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the "right" answer but to stimulate speech for the tester to evaluate. This is intended to be a less inhibiting situation than an interview test, but it also has the problem of lack of control. How the activity goes depends to a great extent on the mix of testees that are put together. If their level of English proficiency is widely different, or if one testee is particularly dominant, this will influence the interaction. A

well-trained interviewer can provide similar environments from one interview to another, but this is not possible in testing a group of testees in a group activity. In addition, successful group discussions depend on factors other than speaking, including active listening and eliciting the opinions of all of the group members.

Based on the explanation about type of speaking tests. The test which is suitable to measure students' speaking achievement related to their interest in English movie is oral interview. Because the student can answer orally about movie when they know or they interest in movie also from their answer orally the researcher know whether they interest in movie or not.

D. Previous Study

The previous study which examines the correlation between students' interest in watching English movie and listening achievement was done by Suko Wiyono at MAN 2 Tulungagung in 2010. The result of the study showed that the students' interest in watching English movie was in the level of interested enough with the highest score was 82, the lowest score was 31 and the mean score was 58,43. Whereas, the students' achievement in listening was in the good score level with the highest score was 88, the lowest score was 36, and the mean score was 66,44. Then, the product moment correlation result between two variables was 0,53. That

data analysis showed that r value higher than r table of product moment, either in 5% or 1% significance. It can be seen that there is positive correlation between students' interest in watching english movie and students' listening achievement although in the level of significant enough. The relationship between the researcher study and this previous study is listening and speaking are correlated, both of them can be easily separated. In learning speaking, such as baby, firstly, he or she listen what the people say arround him or her, secondly, by listening people arrond him or her many times, he or she try to imitate the sound produced by the people through speaking.