

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the aspect needs to be described in accordance to the statements of the problems. They are about speaking such as definition of speaking, the nature of speaking, the problem in improving speaking skill, the principles of teaching speaking, types of speaking, and the advantages of using movie discussion in improving speaking skills and so on.

A. The definition of speaking

Language is a means communication, although language is not only a form of communication among human being, it is certainly the most important. Language can be used to express feeling to other people. Language is central to human experience and if we understand the process by which men communicate with another, we must look closely at the human capacity for language and at the particular qualities of language which enable it to play so powerful a role within us and between us.¹ So, language is media for delivering meaning and message. Communication is called effective when people understand the intended information. Communication has a big impact on our ability to get on with people and get the things that we want. Good communication skills can help us to avoid conflict and to solve problem.

¹ D Wilkins in Donn Byrne. *Second language and teaching* (English Teaching Perspective). (Longman Group Limited 1980). 16.

Speaking is a process of releasing voice that can understand as mind expression from the coordination between centers taking in brain. Speaking is an ability to express sound, articulation or words as a mean of expressing, declaring also conveying thought, idea and feeling.² One of the causes why Indonesian learners have problem in speaking, they often shy in making conversation. As language teacher, they must be able to offer an interesting activities or program that it can make students interest to practice their ability without any shy and it can develop students' speaking skill, so the students must try to often communicate with English language. It is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, parent, or playmate.

As we know, people in this world use language to communicate. There are so many languages in this world, English is one of them, which is known and used by most people in the world. English has a very important role since it is used as a means of international communication. In this case, English is one of international languages.

According to Harris, Speaking is complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates; five components are generally recognized in analysis of the speech process: pronunciation (including the segmental features vowel,

² Kathlee M. Bailey series editor: David Nunan, *Practical English Language Teaching: Speaking*, (Singapore: The McGraw-Hill Companies, 2005), 2

consonants, stress and intonation patterns) Grammar, vocabulary, fluency, (the ease and speed of the flow at speech). Comprehension for oral communication certainly requires subjects to respond to speech as well as initiate it.

Speaking is process releasing voice that can understand as mind expression from the coordination between centers taking in brain. To show our feeling, opinion we must say something aloud needs such as pronunciation, intonation and stress. The primary goal of speaking is for communication. Speaking is the productive, oral skill. Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.³ Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in the variety of contexts. Its means speaking is process expressing what speakers really mean by using words, sentences, sounds to convey meaning and using signs or gestures that are not spoken but still to convey meaning. Brown and G. Yule, stated that the purpose of a speaker in holding a speaking activity or communication is to transfer or to communicate some messages. It means the purpose of the speaker to speak is to transfer their messages to others.

³ Kathleen M. Bailer, *Practical English Language Teaching : Speaking*, (Mc Graw Hill, Singapore, 2005), 2.

According to Tchudi and Mitchell “speaking is the social interchange of thought, information or feelings between people. In life, speaking is used to establish the self-esteem, build relationships, assess feelings, and seek information”. Boer states that “speaking is a part of getting along with people, which helps others to know you and, it helps you to know others”.⁴

1. Components of speaking

Speaking ability is a dependent skill. Under Hill stated that the components that are commonly used in speaking are fluency, pronunciation, grammar and vocabulary. It means to be able to speak well in the foreign language; the student must study those components to support the successful in learning speaking. It does not mean that the students have to master the language components first before the practice to speak. While they are practicing to speak, they can improve their language components all together. In other words, it means that they can improve their language components by practicing to speak. D.p harris said that there are five components recognized analyzing in speech process. They are pronunciation, Grammar, Vocabulary, Fluency and comprehension.⁵

⁴ [http://esl.about.com/englishspeaking/\(1989:1\)](http://esl.about.com/englishspeaking/(1989:1))

⁵ David p Haris, Testing as Second language (Mc Graw hill Book Company, 1969)p:81

a) Pronunciation

Native speakers or competence users of the language know to say a word which is how to pronounce it; this knowledge is made up three areas stress, sound and intonation.⁶

b) Grammar

A language learner must pay attention the Grammar. The reason is Grammar has an important function in creating a language. Linguistics has been investigating the native speaker's knowledge for years. They have been trying to think the best way of describing that knowledge and the grammatical. System is rule based on that competent user of the language known these rules in some way.⁷

c) Vocabulary

Language learners need to learn the lexis of the language. They need to learn what words mean and how they are used.⁸ They must learn large and much vocabularies to make their speech fluently. Beside they learn it, they must learn the meaning too. So they can express idea using sentences in varieties of diction them. It is clear that vocabularies also play an important role in speaking ability.

⁶ Jeremy Harmer, *The Practice of ELT*(Longman and new York: 1991) 11

⁷ Ibid 13

⁸ Ibid, 13

d) Fluency

Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the relevant native speak community. Fluency in speaking English is very important to the speaker, and the one of the main aim of learning speaking is being able to communicate using the language with the others effectively. The effective way can be measured by fluency in producing the language, there are fore every foreign language learners is expected to produce oral speech fluently in normal Speech. As defined by Hornby he is expected to be able to speak a language smoothly and readily D.P Haris states that fluency is the ease and speed of the flow speech. It cannot be denied that mastery in speaking will be predicated by proper Grammar and large vocabulary.

e) Comprehension

Comprehension has meaning the mind's act power of understanding as the exercise to improve one understands.

There are various definitions of speaking and one of them that the writer agrees with is from Jones, R (1989: 86) who defines speaking as "Speaking is a form of communication, so it is important that what you say conveyed in the most effective way." Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning teaching in order

to be fluent, without an ability to speak, it would be impossible to have a natural communication among people. Speaking also as an ability to say sound or words to express or state thought, ideas and feelings. It is mean of communication to express ideas with which are arranged and developed according to the speaker or listener. The primary goal of speaking is for communication. Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning teching in order to be fluent, without an ability to speak it would be impossible to have a natural communication among people.

2. The nature of speaking

In discussing the nature of speaking, Brown and Yule (1983), adopted by Nunan, differentiate the spoken language and written language.

They pointed out,

“for of it’s history, language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences which are integreted into highly structured paragraph. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation” (1992:26)⁹.

⁹ David Nunan, *Designing Task For The Communicative Classroom*, New York: Cambridge Language Teaching Library, 1992 26

From the statement above, it can be concluded that the nature of speaking is how to say something in words and sentences orally, the sentences can be understood based on the pronunciation and context and the important thing is that the structure is ignored, as this is the main differences between written and spoken language,

Further, Brown and Yule, also adopted by Nunan, distinguish the basic language function; they are transactional and interactional function.

It is written

“Brown and Yule also draw a useful distinction between two basic language functions. There are the transactional function which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship” (1992:27)¹⁰.

Here, it is known that speaking brings two main functions. Speaking is very useful in holding interaction with other and it is used in delivering information to each other so that the communication runs well and give a desired result.

Speaking is one of language skills which develop in human's life, which only occur after listening skills, and in its term speaking skill is assimilated. Speaking absolutely has close correlation with the development of vocabularies which found by human him self through listening and reading skills. Immaturity in language development is once

¹⁰ ibid

of attachment in language activities. We have to realize that the needed skills for effective speaking activities has some similarities with the needed one for effective communication in language skills, such as:

- a. Speaking and listening
- b. Speaking and reading
- c. Oral expression and writing expression¹¹.

Speaking as communication tool gives great influence toward individual life. In this system, we exchange our ideas, feeling and desire with the help of sign called word. This system gives special effectiveness to the human in building mind and emotional with other parts. Professor Anderson said there are 8 basic linguistic.¹²

- a. Language is a system
- b. Language is vocal
- c. Language composed by signs (*arbitrary and symbols*)
- d. Every languages is unidentique
- e. Language is built by custom
- f. Language is communication tool
- g. Language has the correlation with the culture
- h. Language is changable

¹¹ Henry Guntur Tarigan, *Berbicara sebagai suatu ketrampilan berbahasa*, (Bandung: Angkasa Bandung, 1998)

¹² *ibid*

According to prof. DR. Henry Tarigan in *Berbicara sebagai suatu keterampilan berbahasa*, speaking devided into two kinds.¹³ They are:

1. Public speaking, which round up four kinds, they are:
 - a. Informatif speaking, is speaking in report situation.
 - b. Fellowship speaking, is speaking in famuly and friendship situation.
 - c. Persuasive speaking, is speaking in persuasion, urgent, and convince situation.
 - d. Delibrative speaking, is speaking in discuss, and composed situation.
2. Conference speaking, which round up three kinds, they are:
 - a. Group discussion
 - b. Parliamentary procedure
 - c. Debate
3. The principles for teaching speaking
 - a. Be aware of the difference between second language and foreign language learning contexts. Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language (FL) context is one where the target language is not the language of communication

¹³ ibid

in the society. A second language (SL) context is one where the target language is the language of communication in the society.

- b. Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which the speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Research has repeatedly demonstrated that teachers do approximately 50-80 percent of the talking in classroom. It is important for us as language teacher to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lesson.
- d. Plan speaking tasks that involve negotiation for meaning. Research suggests that learners make progress by communicating the target language because interaction necessarily involves trying to understand and make you understood. This process is called negotiating for meaning. It involves checking to see if you have understood what

some one has said, clarifying your understanding, and confirming that some one has understood your meaning. By asking information, repetition or explanation during conversations, learners get the people they are speaking with to address them with language at level they can learn from and understand.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk to someone outside the classroom, we usually do so for interaction or transactional purposes. Interactional speech is communicating with some one for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange of goods and / or services. According to Nunan, interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.¹⁴

¹⁴ David Nunan, *Practical English Language Teaching* 1st Edition, (New York: Mc Graw Hill, 2003), 54-56

3. The problem in improving speaking skill

Before we tell more about the problem of speaking skill, we should know about the definition of English skills.

According to Harry A in his book *Developing Language skills in elementary school*, (1971) states that English skill is the ability to comprehend and produce English orally or in writing. English skills are divided into listening, speaking, reading and writing skills.¹⁵

a. Listening skill

As we have seen, listening skills when in a listening situation the student must be so familiar with the components of stream of speech that he can react quickly to some of them and pass rapidly over others which are redundant or irrelevant to his immediate purpose. He must be able to recognize without effort sound patterns, (sound discriminations affecting, meaning, intonation patterns, significant levels of pitch, word groupings), grammatical sequences and tenses, modifiers and function words, clichés, expletives or hesitation expressions which can be ignored as irrelevant to message, levels of discourse (colloquial or formal), emotional overtones (excited, disappointed, peremptory, cautious, angry, utterances), as well as regional, social or dialectal variations.¹⁶

¹⁵ Harry A and Walter F, *Developing Language skills in Elementary school*, (Boston: Allyn and Becand, inc, 1971), 116

¹⁶ Donn Byrne, *English teaching perspectives*, 106

b. Speaking skill

Speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates; five components are generally recognized in analysis of the speech process: pronunciation, grammar, vocabulary, fluency and presentation.¹⁷

c. Reading Skill

Reading is good for language acquisition in general, provides good models for future writing and offers opportunities for language study¹⁸. Another states, that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out significance of these messages.¹⁹

Reading should understand with three levels of meaning: 1) Lexical meaning (the semantic content of the words and expressions), 2) Structural and grammatical meaning (Deriving from interrelationships among words, or parts of words, or from the order of words), 3) socio-cultural meaning (the evaluating which people of his own culture attach to the words or groups of words he is reading).²⁰

¹⁷ Jeremy Harmer, *How to teach English*, (England: Pearson Education Limited, 2007), 123

¹⁸ *Ibid*, 110

¹⁹ *Ibid*, 190

²⁰ Donn Byrne, *English teaching perspectives*, 122

d. Writing skill

Writing is primarily a means of recording speech, even though it must be acknowledged as a secondary medium of communication in its own right.²¹

As quoted by Jeremy Harmer that writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying.²²

Speaking skill is still a problem for most Indonesian learners, although they have been learning it for years. Their ability using the language is still limited and they find it difficult to speak English outside the class in real situation. The students always have problems in learning speaking; many learners feel a special kind of anxiety when they are learning a foreign language.

1. Problems in Grammar

Grammar is sometimes defined as the way words are putting together to make correct sentences so by mastering grammar well; learners can interpret phrases or sentences son correct form, so that they can speak in the right form of the language, fluently and accurately. Grammar is a struggle for children, not only because

²¹ Donn byrne, *English teaching perspectives*, 24

²² Jeremy Harmer, *how to teach*, 112

manipulating three or more things is much harder than manipulating two but because it marks the beginning of arbitrariness.²³

2. problems in pronunciation

The words are difficult to pronounce and to learn. It contains sound that is unfamiliar to learners. The pronunciation of a second language poses problems of a different kind of form those which we face when we learn our first language.²⁴

Some words have different in pronoun, but some of them have similar too, and it makes the learner difficult to compare them, because different pronoun is different meaning and word.

3. problems in meaning

The problem in meaning is how the linguistic potential is brought in line with non-linguistic reality whenever a speaker creates an utterance or even since, we manipulate our environment almost as really as our language, how the real is brought in line with the potential. Words with multiple meaning can also be troublesome for learners. Having learned one meaning of a word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn.

If we do not know the meaning in a word we can not understand the word. And it makes misunderstanding in conversation.

²³ Dwight Bolinger, *Aspects of language*, third edition, (New York) p : 173

²⁴ Ac. Gimson, *A practical Course of English Pronunciation*, London: Edward Arnold, 1974. 1

4. problems in vocabulary

According to Richards and Rodgera there are always vocabulary items to be learned in all book of learning English in the classroom besides reading structure, dialogue and pronunciation, there are always word lists, footnotes on reading and words exercises

The others problems might the learners have in learning speaking, likes they afraid to wrong in speaking and it makes their partner will be laugh, nothing topic because topic is very important in speaking, by topic we can develop anything based on topic, the feel lazy to speak up.²⁵

Mr. Dawami as English teacher said that difficulties in speaking are caused by:

- a. Difficult to express idea. It makes the learners feel confused, what they will say.
- b. Little vocabulary and grammar .it makes the learners cannot speak well.
- c. Between pronunciation and writing are not same, so make the learner confused.
- d. Afraid to speak up.

From the statement above explain that speaking is difficult subject for learner. They cannot speak well or may be just speaking up for little vocabulary to say. They cannot do it because they fell difficult in this subject.²⁶

²⁵ Kasihani K.E Suyanto, English for young learners (Jakarta: Bumi Aksara,2007) p: 57

²⁶ [http, www.smansa.wgp.com/berita/2-berita-terbaru/2-pmbelajaran-speaking-melalui-drama.html](http://www.smansa.wgp.com/berita/2-berita-terbaru/2-pmbelajaran-speaking-melalui-drama.html)

Some factors become causes difficulties in learning speaking:

- a. English is not used out of the class or in society because English is a foreign language.
- b. Speaking is never practiced in school.
- c. Structure and vocabulary always learned in school without practice.
- d. Students always feel shy and afraid if they speak up.²⁷

According to Penny Ur of her book states that there are some problems in speaking classroom, they are:²⁸

a. Inhibition

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

b. Nothing to say.

Even if learners are not inhibited, teacher often hear learners complain that they cannot think of anything to say, they have to motivate to express themselves beyond the guilty feeling that they should be speaking.

²⁷ Kasihani K.E Suyanto, loc. cit

²⁸ Penny Ur, 1996. A Course in Language Teaching (Cambridge: Sydnicate Press), 121.

c. Low participation

Only one participant can talk at 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.

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, it feels unnatural to speak one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue.”

Improving speaking skill is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention in improving speaking skill. Sometimes, the teachers find the difficulties when the teacher teaching speaking, the difficulties are:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent: we insert certain "fillers" such as up, um, well, you know: I mean, like, etc. One of the most salient differences between native and nonnative speakers of language is in their hesitation phenomena.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

In learning speaking, most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistakes while trying to communicate in English. Students might have so many ideas to convey but such as lacking have made them to say what they suppose to say.

Speaking is one of the English skills that is taught in elementary school. Speaking is one of the language skills that have to be mastered by students in learning foreign language.

Learning the language is learning how to speak language.

According to Nunan,

“Success is measured in terms of the ability to carry out a conversation in the target language”.²⁹

Speaking is fundamental to human communication. In our daily lives, most of us speak more than write. According to Paul, “the students can listen to English at home, read English at home, and even write English at home. But, most of them have few opportunities to speak English at home”. (2003;76). So that, speaking skill should be taught and practiced in the language classroom.

B. Movie discussion

Movie or film comes from latin language that means, “I see”. Movie or living picture is picture in a frame where mechanically and projected through projector lens into screen.³⁰ It is also can be defined as the most faithful record of the living world that man’s genius has yet devised.¹ Movie can display information, process, explanation of complicated concepts, teach the skills, contract or add time and influence the attitude. Movie is a media that has big ability in teaching learning process.

²⁹ (www.teaching-english.com).

³⁰ Shapour Gharib, “Festifal Internasional Film Pendidikan Roshd”, Iran Indonesia Radio, (online), (<http://indonesia.irib.ir/index.php?option=com->)

Movie that is used in the classroom is educational movie. Students can see and hear the experiences that are recorded, fictive, drama, recreation criteria, and episode about the past time. Movie used in the school not only give facts, but also can answer any problems and understand about themselves (students) and their environment. Besides that, through movie, the students can get skill, attitude, and understanding that help them to live in society. Movie is not only considered as supplemental mean, but also as fundamental mean, learned scientifically and valued critically. Because of it, movie will be promoted in all of schools.

The value of movie in education

1. The value of movie as media in education are as follow.ⁱⁱ
 - a. Movie is a good media to complete the basic experiences for students in the classroom to read, discuss, construct, and another study activities. Movie is substitute picture, but the students can feel in it, because they identify themselves in the movie character.
 - b. Movie gives better display, not related in specific intellectualization. Although the level is different, either "foolish" students or "smart" students will feel the advantages from it.
 - c. Looked from educational side, the profits of movie are pull the students attention and occurred any association in their soul.

- d. Movie can solve the limitations of distance and time. Through movie, the smallest and slowest and cases can be observed by their sight.
- e. Movie shows an object with action. It can demonstrate any cases that are impossible to be experienced directly, for example; bomb explosion in Hiroshima, etc.

2. The nature of the movie

Film or videotape presents the dynamics of communication between people, using language which can be seen and heard. It makes a link to the learners' visual and auditory experience and conveys stories, social events, facts and opinions with the aid of pictures.³¹ Language is portrayed in its social context and situation: learners can see who the speakers are, how they look, how they are dressed, how old they are, what their particular moods suggest, and especially how their behaviour and gestures support (or provide a contrast to) what they are saying. Through this medium learners become directly aware of the time and space of communicating in a context. The film does not replace the teacher, it offers the opportunity of authentic language in context within the classroom. There are some movie types usually watched by students to improve their English skills.³²

³¹ Candlin N. Christopher, *The Communicative Teaching of English*, Longman Group Ltd 1981

³²In H. C. Liou, J. E. Katchen, and H. Wang (Eds.), *Lingua Tsing Hua* (pp. 221-236) Taipei: Crane, 2003.

- a. Romance
 - b. Feature
 - c. Action
 - d. Horror
 - e. Musical
 - f. Sci-fi
 - g. Documentary
 - h. Animated
3. The advantages of movie discussion

Researcher believes that through movies, students can understand the deeper meaning of language. In another source, there are some opinions about the advantages of movie as a media. Movie has some advantages for teaching learning process (education), such as:

- a. Movie can be a common denominator study. Either the smart students or "slow" students can get something from the same movie. The less ability in reading, speaking and listening can be able to solve by using movie.
- b. Movie is good for explaining a process that interests the students.
- c. Movie can support, rise motivation, plant attitude and another affective sides.

- d. Movie or film can complete basic experiences of students when they read, discuss, practice, etc.
- e. Movie or film that contains positive values can invite thinking and discussing in students group.
- f. Movie can bring children from one country to another country and from one era to another era.
- g. History movie can be described last event realistically in a short time.
- h. Movie can develop any skill and experience of the students.

Technology has vital role in educational world. Using various kinds of media in the classroom has always been a challenge, and how to bring these media in the classroom is more than challenge.

Students and teachers should be able to use in their classrooms different media through different technologies. Media provides teachers and students with creative and practical ideas. There are several media used in educational process, begin from simple until great media. The media viewed are blackboard, bulletin board, illustration photography, slide and strip film, educational record, educational radio, television, overhead projector (OHP), tape recorder, video, movie, computer and language laboratory. Especially for educational movie, it is considered effective as helper studying media. The movie that is played in front of students is integral part from studying activity. By

watching movie, it can complete basic experiences, excite new inspiration, be attractive, the displaying is better because it contains recreation values.

Movie must be chosen in order to be matching with subject that is being discussed. Therefore, teachers have to know and see it first, for knowing the use for students. Movie is very interesting as learning mean, can help teachers to make their students be smart by showing the educational entertainment and can be an active process by the learners or students

Movie, video, and in particular films, offers some advantages for enhancing listening skills. Although films are scripted, they are made to sound natural to the native speaker and thus they do represent authentic language. Too much teaching material in Taiwan is presented in artificially slow and clear language, but at some point students need to be able to deal with language as it is naturally spoken. Since they do not live in an ESL context, films can to some extent substitute for the input students can not get from outside the classroom. Movie has many advantages over the traditional format. Because it can store far more information, sound and picture quality are much higher. Most DVDs come with a lot of extra information, for example, subtitles/captions in several

languages, sometimes two or more extra sound tracks, and added video material, such as interviews with the actors.”³³

“For language learners the added subtitles are of even greater interest because they allow the learner to read in English what the actors are saying and also to read in the L1 (first language). Teachers can also make use of the added interviews or other material”.

4. The goal of teaching speaking

Henry Ellington States that the goal of learning is a statement which is expected to be achieved as a result of learning. Meanwhile, Oemar Hamalik mentions that the goal of learning is a description of the expected behavior which achieved by students after a lesson.

Although the experts gave the various formulation of learning objectives. But all points has the same essence. That: (1) objective is the achievement of learning or behavioral change in students competence after participating in learning activities. (2) the objectives formulated in the form of statement or description of specific.³⁴

The goal of teching skills is communicative efficiency. Learners should be able to make them selves understood, using

³³ In H. C. Liou, J. E. Katchen, and H. Wang (Eds.), *Lingua Tsing Hua* (pp. 221-236) Taipei: Crane, 2003.

³⁴ <http://www.psb-psma.org/content/blog/tujuan-pembelajaran-merupakan-komponen-penting-dalam-pembelajaran>, accessed on 19 april 2013

their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, aid to in each communication situation.³⁵

C. Strategies for improving speaking skill in English learning

The goal of learning and teaching English in junior and senior high school even in primary school is C.C [communicative competence].³⁶ Some strategies used in teaching speaking are:³⁷

1. Audio lingual method.

In audio lingual method, teacher must create the students to be able use the target language by using habit formation models of learning. In a typical audio lingual lesson, the following procedures would be observed:

- a. Students first hear a model (either read by teacher or on tape) containing the key structures that are focused of the lesson. They are repeating each line of the dialogue individually and in chorus.
- b. The dialogue is adapted to the student's interest or the situation, through changing certain key words. This is acted out by the students.
- c. Certain key structures from the dialogue are selected use as the basic for pattern drills of different kinds.

³⁵ <http://www.nclrc.org/essentials/speaking/goalsspeak.htm> accessed on 25 may 2013

³⁶ Center for development and empowerment of language teachers and education personnels, *Teaching speaking*, 2009

³⁷ <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/02/improving-english-speaking-skill->

- d. The students may refer to their text book, and follow-up reading, writing or vocabulary activities based on the dialogue may be introduced.
- e. Follow-up activities may take place in the dialogue laboratory where further dialogue and drill work is carried out.

Audio lingual method is focuses on oral skill; generally the method characteristic was great deal of oral activity, pronunciation and pattern drills and conversation practice. And the target is for the students to be able to communicate.³⁸

The Audio-Lingual method is based on the theory that language learning is a question of habit formation. It has its origins in Skinner's principles of behavior theory. Since learning is taught to be a question of habit formation, errors are considered to be bad and to be avoided. Further, teachers "reward" students by saying "Good!" and praising the class when they perform well.

The Audio-Lingual method addresses a need for people to learn foreign languages rapidly. It is best for beginning level English classes in a foreign language setting. All instruction in the classes is given in English. A dialog is presented for memorization. The teacher asks the class to repeat each line of the dialog. Expansion drills are used for difficult sentences. The teacher starts with the end of the sentence and the

³⁸ <http://www.articlesbase.com/education-articles/the-audio-lingual-method>, posted: February 6, 2002

class repeats just two words. A series of pattern practice drills then follow the introduction of the dialog.

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

Oral drill:

Drills and pattern practice are typical of the Audio lingual method.

Repetition: where the student repeats an utterance as soon as he or she hears it
 Inflection : Where one word in a sentence appears in another form when repeated.

Replacement: Where one word is replaced by another

Restatement: The student re-phrases an utterance.

Example:

Inflection: Teacher: I ate the *sandwich*.

Student: I ate the *sandwiches*.

Replacement: Teacher: He bought the *car* for half-price.

Student: He bought *it* for half price.

Restatement: Teacher: *Tell me not to* smoke so often.

Student: *Don't* smoke so often!

2. Communicative language teaching.

Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Instruction which integrates the teaching of listening and speaking over various situations has been termed “the communicative approach to language teaching”.³⁹

We can develop listening skill by conducting the entire lesson in that language only. We may make use of Audio-Visual aids such as tape-recorder, gramophone etc. we may make the students to listen to Radio lessons to develop the skill. Moreover we may develop the listening skill by ear-training exercises, by articulation exercises, by mimicry exercises or by exercises in fluency. We may develop the speaking skill by giving picture lessons, by saying and doing exercises, by arranging oral composition, by developing the ideas on the topic within their range, by

³⁹ <http://www.articlesbase.com/education-articles/the-communicative-approach-to-language-teaching-1244891.html#ixzz1Iw9fAZ6O>. Posted: Sep 18, 2009

reproducing telling or completing a story, by dramatization, by arranging talks and discussions, by asking questions. But special attention is not given to the situation or context, in which a specific skill, listening or speaking, is to be used. When specific attention is given on a situation or a context and develop these skills we follow communicative approach.

Communicative approach is an approach used in language teaching that aims is to make the students have communicative competence, as stated by Brown, "the communicative approach in language teaching starts from a theory of language communication. The goal of language teaching is communicative competence". (1987:69).

D. Eleventh graders of MAN Krecek-Pare-Kediri

Eleventh graders of islamic high school (MAN) Krecek-Pare-Kediri are students who study actively at school, they are implemented English as the subject. Eleventh graders are the medium class which has separated by their ability into three kinds of educational choice. They are: language class, science class, and socio class.

E. Evaluation of improving speaking skill trough movie discussion

Test is used to measure the students' speaking ability. The researcher takes the result of this test as data to know how great the significant effect of using movie discussion method improving the students' speaking ability in the speaking class. The researcher uses scoring system. The onsisting of 5

categories to assess with 1-5 scale for each category. The categories are fluency, grammatical accuracy, pronunciation, comprehension, and vocabulary resources.

Mark sheet⁴⁰

Aspect to evaluated	Descriptions	Scale
Fluency	Speech as fluent and effortless as that of a native speakers	5
	Speech of speech seem to be slightly affected by language problems	4
	Speech and fluency are rather strongly affected by language problems	3
	Usually hesitant often forced into silence by language limitations	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Grammatical accuracy	Make a few (if any) noticeable errors of grammar or word order	5
	Occasionally makes grammatical and/or word-order errors, which do not, however, obscure meaning	4
	Makes frequent errors of grammar and word-order errors, which do not, however, obscure meaning	3
	Grammar and word order errors make comprehension difficult	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Pronunciation	Has few traces of foreign accent	5
	Always intelligible, though one is conscious of definite accent	4
	Pronunciation of problems necessitate concentrated listening and occasionally lead to misunderstanding	3
	Very hard to understand because of pronunciation problems	2
	Pronunciation problems so serve as to make speech virtually intelligible	1

⁴⁰ Siti Ludfiyah, "The effect of English Community on Student's speaking Ability", (Thesis M.A., STAIN, Kediri, 2007), 28.

Comprehension	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed, although occasional repetition may be necessary	4
	Understand most of what is said at slower than normal speed with repetitions	3
	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetitions	2
	Cannot be said to understand even simple conversation English	1
Vocabulary sources	Use of vocabulary and idiom is virtually that of native speaker	5
	Sometimes uses inappropriate terms and/or must rephrase ideas because lexical inadequate	4
	Frequently uses the wrong words, conversation somewhat limited because lexical inadequate vocabulary	3
	Misuse of word and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to make conversation virtually impossible	1