

CHAPTER II

LITERARURE REVIEW

In this chapter, some theories related to the research are described. theories focus on Speaking, Elements of Speaking, the activities of speaking, teaching speaking, definition of animation movie, and the previous studies.

A. Speaking

1. Definition of Speaking

Speaking plays important rule learning language, before we can mastery the fourth skills in English, namely listening, writing, speaking, and writing. Speaking skills are the most important skills in learning a foreign or second language. Speaking is one of the language skills that focuses on verbal interaction. Among the four main language skills, speaking is considered the most important skill in learning a foreign or second language. According to Tarrigan (18:1982) speech is the ability to produce speech sounds or words to express feelings, thoughts and opinions. That is, in order to express feelings, share or express ideas and express opinion, people must be able to produce articulation sounds or words that known as speaking to interact in their community. Brown and Yuke state in the journal written by RAO (2019, p. 8), state that speaking is the skill that the students will be judged upon most in real life situations.

Kosar and Bedir (2014, pp. 12-26) state speaking is an interactive process of constructing meaning that consists of producing and receiving information. Sidik (2013: 682-688) argues that it shows that verbal interactions can be characterized by routines, which are traditional ways of presenting information that can focus on information about the interaction.

2. Elements of Speaking

In speaking, there are several important elements that need to be considered to improve speaking skills.

(Liao: 2009) there are some elements of speaking skill.

a. Accuracy

Accuracy is obviously one of the most important criteria for measuring one's linguistic abilities and protecting language users from communication failures. According to Richards (in Ayu: 2007), accuracy concerns “the ability to produce grammatically correct sentence.” In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thorn bury (in Ayu: 2000), the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

According to Harmer in Riskawati (2018: 13) aspect of accuracy can be divided as follows :

1) Pronunciation

Pronunciation is the basic quality of language learning, especially in language skills. It affects the way people speak, express, absorb, Emphasize and emphasize words. Poor pronunciation skills can be difficult to understand.

2) Vocabulary

Vocabulary plays important rule learning language, before we can mastery the fourth skills in English, namely listening, writing, speaking, and writing. We have to learn vocabulary first. because without vocabulary, it is impossible for us to quickly learn a language. According to Hatch and Brown (1995: 1), they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

3) Grammar

Function grammar is one element that affects students' speaking abilities; evidence suggests that students occasionally wish to communicate with others but lack the necessary grammar. The accuracy of speech is greatly dependent on grammar.

4) Fluency

Fluency is the ability to speak quickly and automatically that have signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency (Brown, 2001: 10 and Richards, 2006: 108-109).

Become a fluent speaker with this definition If anyone can use the syntax structure and pattern Accurate, fast and automatic at normal conversational speeds when they need it. Fluency is seen as the ability to persist Walk when you speak naturally. There are also indications that The speaker does not spend much time searching for elements of the speech need express message.

3.The Purposes of Speaking

According to Richards (2008), Brown and Yule (1983) discovered that there are three distinct goals that can be seen in form and function in every speaking action, and each calls for a different teaching strategy. These three purposes consist of:

- a. Speaking as Interaction

Speaking as an interaction refers to the meaning of the conversation and describe the interactions that provide their primary social function. When someone meets someone, they will say hello, have a brief conversation, telling about new experiences, etc., because they want to be nice and comfortable when interacting with others. This function center is focused on speakers and how they want to present themselves to each other.

b. Speaking as Transaction

Speaking as a transaction indicates a situation in which the emphasis depends on what is said or done. Instead of focusing on people and how they communicate socially, the central emphasis is on what can be interpreted clearly and as it should be. There are two different types of speech because eleven deal. First, involve situations in which participants focus on what completed, for example, if you ask someone for directions. Secondly, the transaction focus on obtaining goods or services, such as asking for food at the diner.

c. Speaking as Performance

Speaking as a performance refers to open talk, for example, talk. Those that send public declarations and lectures. That means speaking like this, the performance focuses more on

monologue than dialogue. Publication and speech mentioned above.

4. The Activities of Speaking

There are many kinds of oral activities. Speaking is a production skills. It's about putting the message together, about delivering the message. In English teaching, we need to encourage Learners practice producing and interacting. Production connection The learner's ability to produce and practice speaking. Interaction Refers to learners interacting, communicating, or maintaining relationships and others.

In controlled activities, the teacher usually gives instructions for completing the assignment instruct. The teacher makes their lessons both effective and fun. There are many kinds of speaking activities that can be held by the teacher and learners :

a) Role Play

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).

b) Games

Games are a type of play that can be categorized by certain rules or conventions. By encouraging language use among the players during the game, the use of games must somehow advance language proficiency. Games make learning enjoyable, therefore they can assist students in studying more effectively. Games will be useful in the learning process, especially for young students. If the subject a young learner is studying is enjoyable and upbeat, they will be more focused while studying.

c) Story Telling

Storytelling can be used to recap a tale or a story that someone has told them, or it can be used to construct stories that students must share with their classmates. Students can better convey their ideas by telling stories, which also helps them construct the necessary characters and plot elements.

d) Discussion

Discussion can be defined as talk or write about something. Debate is a good illustration of discussion. The students may make a controversial claim during the discussion and then state whether or not they agree with it and why. The students work in groups to successfully complete the debates.

e) Picture description

The students in this activity can be divided into groups and given various pictures before engaging in discussion about their philosophies. The class will then hear each group's description of the story. People can also receive picture descriptions. One by one, they can describe the image.

4. Teaching Speaking

Teaching, according to Brown, is the act of demonstrating or assisting someone in learning how to do something, offering guidance in the study of something, imparting knowledge, and causing to know or comprehend. It implies that instructing is the process of teaching, leading, supplying knowledge, causing to know or comprehend, and assisting students in learning how to accomplish something. Speaking instruction in English plays a crucial part in the teaching and learning process.

According to Thornburry, speaking must be as language productive as possible in order to create the ideal environment for independent language usage. It follows that speaking plays a crucial role in language use. Teaching speaking involves teaching language for the purpose of conveying concepts, ideas, or even.

The purpose of teaching speaking is to train teachers to use fluency to understand the target language and the concept of teaching and also techniques to teach it. Teaching speaking is also a way for students to express themselves Emotions, communication needs, interacting with another person in any situation, and Influence others.

Nunan (2003:53-56) suggest several principles for teaching speaking:

- 1) Teacher must be aware of differences between second language and foreign language in he learning context,
- 2) The teacher should give students practice with both fluency and accuracy,
- 3) The teacher also provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
- 4) The teacher must make he plan of the speaking tasks that involve negotiation for meaning and also design appropriate classroom to facilitate students to speak.

B. Animation Movie

1. Definition of Animation Movie

Animation is quick presentation of a series of pictures of 2-D or 3-D artwork or model positions to give the impression of movement. The effect, which can be produced and shown in a variety of ways, is an optical illusion of motion caused by the persistence of vision phenomenon. While there are

other ways to present animation, movies or video programs are the most popular.

A frame-by-frame snapshot of individual drawings, paintings, or illustrations is used to create an animation film. Animations are a film technique rather than a technically defined genre, even if they frequently have characteristics of other genres. Animation films are easily enjoyed by all audiences, however they are frequently geared for or particularly appealing to youngsters. One format that is easiest to understand the subject and material in is an animation film.

Movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people to understand and relate to the world in constructive ways, Megawati Utami (2017:24)

Based on the explanation above, the author concludes that animation movies is the fast show of a series of snap shots of artwork or model positions to be able to create an illusion of motion that projected at the screen.

C. Previous Studies

As a matter of fact, there are some studies about Speaking. They are:

The first is conducted by Rosdalina, Pipit Rahayu, Eripuddin that focused on Improving Students Speaking Skill Using Animation Movie.

This study aimed to solve the problems that were found in preliminary

study. The research problem that was formulated “How can movie as media improve the speaking skill?” This research was conducted in SDN 002 UJUNGBATU, and the numbers of students were fifteen. This research focussed on improving students’ speaking achievement by using movie as media. This study used Classroom Action Research (CAR) as the research method. Based on the study's data and analysis, the author came to the conclusion that Animation Movie as media helpful teaching and learning process and made the students motivated and actively involved in speaking activity.

The second is conducted by Nuranalisa (2020) The purpose of this study is to investigate whether or not a movie can improve the accuracy and efficiency of students in speaking. The method of this research is experimental design (one group pretest-posttest) and using experimental instruments. and research results. The population of the study is the second grade of SMPN 5 Mandai which consists of 150 students. The sample number is 32 students. The data collection includes the first test of 1 meeting, treatment for 6 meetings and the posttest in 1 meeting. Pre-test and final exam standards for oral exams.

The findings showed that students' speaking scores improved in all aspects. In speaking accuracy, the average score of vocabulary pre test is 55.72 and post test 76.31. The average pronunciation score was 54.44 and the post test was 74.63. In speaking ability, the average pre test score is 53.72 and the average post test score is 69.97. The student's t-test and t-table show that the value of the t-test is greater than the t-table

(22,207>2,039). Therefore, the researcher hopes that using animated films can improve students' speaking skills, especially in accuracy and fluency.

The third is conduct by Prilla Lukis Wediyantoro that focused on Improving Students Speaking Skill Using Animation Movie. This study was a Classroom Action Research which was aimed at improving the speaking ability, particularly in expressing ideas and feelings in English, of the students at Public Vocational School 6 Malang, Indonesia, using animation movies as teaching media.

Referring to the research results, it can be inferred that animated films can be used as an educational medium to improve students' speaking ability, especially their ability to express ideas and emotions.

The fourth is conduct by Sri Wahyuni, Maulizan, Yulidarawati, This study is the use of English animation movie as a media in teaching speaking through elearning process, and it is intended to improve the speaking ability of the students. The methodology used is classroom action research and SMA Keberbakatan Olahraga Negeri (SMAKON) Aceh as a research subject. The instruments are used observation and test. The data observation is analyzed by using qualitative method and the data from the test is analyzed by using quantitative method. Based on the analysis of the results, either student understands in learning English vocabulary or students' activity during teaching and learning process, it can be concluded that, the implementation of animation

movie method on e-Learning process to X IPS-1 students at SMA Keberbakatan Olahraga Negeri (SMAKON) was successful.

The similarity between previous research and this research is that the aim of the research is to find out whether animated films can improve students' speaking skills. And the difference in this research is the place and also the subject of this research which was carried out at SMAN 1 Ngadiluwih.