

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter presents literature review used in this study. The literature review has a goal of providing previous studies and information concerned with the research problems, including overviews of movie in language learning, teaching speaking and hypothesis.

A. Concept of Speaking

According to Thornburry (2005), speaking is interactive and requires the ability to cooperative in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking shows that the students able to use a language to express what to inform. Students also expect the teachers to speak English with them and to model it how it used to express meaning (Gebhard:2006). The teacher give opportunity for the students to speak and to improve their speaking skill. Speaking is the important skill which is daily life communication, information, its primary propose is to establish and maintain social relation.

Speaking is an effective way used in real interaction communication. According to Brown (2003), speaking is an interactive process of conducting meaning that involves producing, receiving, and processing in information. It means that speaking is the human activities that used to give and receive the information. Besides speaking is one of four activities in English skill which have an important role in daily life, even as a main ability in communication among human beings. Cameron (2001) states that, speaking is the active use of language to express meanings so that other people could make sense of

them. It means that speaking is related to communication in human life. Speaking can be stated as the skill to use the language accurately to express meanings in order to get information and knowledge from others in the whole life situation.

Based on those previous definitions, it can be concluded that speaking is the activity to give and receive the information by using language to express meaning so the other people can understand each other. Speaking is the mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change (R. Hughes:2006). It means that speaking has very important role in communication, all of the age always use speaking as the bridge to built communication include children. Children are easy to communicate with another person by using speaking.

Based on the statements above it can be concluded that speaking is the way to communicate which involves only to produce language correctly but also to express feeling, to describe experience and to explain ideas through language used by people include children.

B. Concept of Speaking Ability

1. Definition of Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by

Jaulston and Brunder (1976) who said that speaking ability is taken to be the objectives of language teaching. It means that speaking ability has the important role in language teaching and learning process that should be mastered by the students besides mastering listening, reading and writing. According to Jim Scrivener (2006), speaking ability is described as the ability to report acts or situation, or the ability to converse, or the express sequence of ideas fluently. It means that speaking ability is the ability to report the act or situation by using spoken words to express the idea fluently.

Speaking ability is the speaker skill to deliver message to the reader. Pardiyona (2009) states that someone capability to speak English is very influenced by message, grammar, and pronunciation understanding. The information or message will be achieved and interpreted by listeners correctly if the speakers are able to express the information or message in the correct sentences based on grammatical and cultural correctness. It means that to know someone speaking ability can be seen from his or her message, grammar, and pronunciation understanding. Speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, *et.al* (1980) who state that it is important a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations. It means that speaking ability

is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

In addition, speaking ability is a difficult one to assess with precious, because speaking is a complex skill to be acquired. According to Brown, there are at least five components of speaking skill that should be mastered by students to increase their speaking ability. The following five components are generally recognized in analysis of speech process (Brown:2004).

a) Comprehension

Comprehension is the ability to understand something. For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

b) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

c) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written

form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicate competence which that competence can be measured by five aspects; comprehension grammar, vocabulary, pronunciation, and fluency.

2. How to Measure Speaking Ability

To measure the speaking ability the researcher used the scoring speaking scale by Brown. According to Brown, there are rubric criteria of speaking scale. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher will use the oral English rating sheet that proposed by Brown.

C. Types of Classroom Speaking Performance

Brown provides other type of classroom speaking performance, there are six kinds of oral production that students are expected to carry out in the classroom. They are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour 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 elements language forms

2. Intensive

An intensive speaking performance is designed to practice some phonological or grammatical aspects of language. Intensive speaking goes one beyond imitative to conclude any speaking performance that is design to practice some phonological or grammatical aspect of language.

Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form of language.

3. Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relations than for the transmission of facts and information.

6. Extensive (monologue)

Students are expected to give extended monologues in the form of oral reports, summaries, or perhaps short speeches (Brown:1994).

In this research, the researcher will choose transactional (dialogue) as activities in speaking ability because transactional (dialogue) language is primarily message oriented. On the other hand, message-oriented conversations will be more clearly structured, as evidence shows, pursuing their ultimate objective to deliver a message.

D. Difficulties in Speaking

Speaking is not easy subject many students faced difficulties in learning English especially in learning speaking. As Dunkel, Richards, and Ur state in Brown (2001), many people regard that speaking is difficult. The following eight characteristics of spoken language are adapted from several sources.

1. Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
3. Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.
4. Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time in English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.
5. Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce these forms.

6. Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
8. Interaction. Having no interlocutor will rob the speaking skill components; one of them is the creativity of conversational negotiation.

Based on those explanations it can be concluded that there are eight difficulties in speaking including clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

E. Concept of Teaching Speaking

Teaching speaking is one way that can be used in order that the learners can understand about the meaning of communication in real situation, and it needs a lot of practice and guidance to master it.

Teaching is also an activity, which is integrated one to other. Teaching gives support to learning activities. According to Brown (2001) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand. It means that teaching is the process to help students learning how to do something, giving instruction, guiding in the

study of something, providing with knowledge, causing to know or understand.

Teaching English especially speaking has very important role in the teaching and learning process. Scott Thornburry (2005) states that speaking activity is needed to be maximally language productive in order to provide the best condition for autonomous language use. It means that speaking is very important in language use. Teaching speaking is about how to teach language for communication, transferring ideas, thought or even feeling to other people. According to Harmer, students are using any and all the languages at their command to perform some kind of oral task.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well (Kimtafsirah, Zainal, Yahmawati:2009). It means that in teaching speaking teachers should know the concept of speaking to make the students understand about what teachers explain about. Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others.

When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with various abilities, expectation, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as

much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (K. Natasha Intihar:2006). Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material more easy.

Based on those explanations, it can be concluded that teaching speaking is about how to teach using language communication, for transferring idea, though or even feeling to other people. In teaching speaking, teacher should know the five concepts of speaking (pronunciation, grammar, vocabulary, fluency, comprehension) to make students understand about what teacher explain by using the interesting media to increase the students motivation when the study English especially speaking.

F. Concept of Media

1. Definition of Media

The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process. According to Heinich in Arsyad (2002) states that media act as mediator that transmits information from resource to receiver. It is supported by H. Ryanda Asyhar (2012), he states that the function of media as a strategy and assist equipment in teaching and learning process. It can be concluded

that media is an equipment in teaching and learning process that used as mediator to transfer the information from sender to receiver.

According to Brinton (2001), Media have undoubtedly always facilitated the tasks of language learning both instructed and none instructed learners as a tool for language learning or teaching. It means that media can be defined as the aids or equipment's that can help the learning process run well.

Based on those explanations above it can be concluded that media is part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also giving some responses so the students can carry meaningful learning experiences.

2. Kinds of Media

According to Azhar Arsyad (2000) teaching media can be classified into three categories. They are:

a) Visual Media

They are media that can seen. It would captivate sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard.

b) Audio Media

They are media that can be listened from audio media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord/tape recorder and movie compact disk which can stimulus though feeling, idea and students it happens on teaching and learning process.

c) Audio Visual Media

They are media that have sound and picture. Movie is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated. In this study, the researcher used audio visual media named movie as the interaction media, because by using video it can motivate the students to learn and pay attention to the material given.

According to the statements above, it can be concluded that there are many kinds of media which can be used in the teaching and learning process including visual media, audio media, and audio visual media

G. Concept of Movies

1. Definition of Movie

A movie is a motion picture, often referred to as a film. Movie is a sequence of pictures in frame in which the sequence is presented through LCD. According to Arsyad (2002), movie is a sequence of picture that alive and move. Movie is a kind of story that is recorded as a set of

moving picture to be shown on the television or at the cinema. It means that movie is a motion picture that recorded and showed through LCD, television, or at the cinema. A movie is the one of visual aids that can be used in the class, it makes lessons more fun (Apriyani, Mery:2002). It means that movie is a media in teaching that can make the teaching and learning process more fun. Movies, also known as films, are a type of visual communication which use moving pictures 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 (Summer and Della:2005). It means that a media visual communication by using moving picture to give information and entertain the audience.

From the definitions above it can be concluded that movie is a set of moving picture that forms a story which is shown through LCD or in the TV or at the cinema or movie theater, people watch it to get information and entertain. Movie can be used as media in teaching and learning process and it can make the teaching and learning process more fun.

2. Genres of Movie

In language teaching, teacher have to be careful in selecting movie because there are many genres of movie. Teacher has to use appropriate movie that can entertain the students and has a good story in order to make

the students feel happy in language learning. According to Tim Dirks (2010), there are eleven main genres of movie. They are as follow:

a. Action

Action movies usually include high energy, big-budget, physical stunts and chases, possibly with rescues, battles, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.). Example: the James Bond 'fantasy' spy/espionage series.

b. Adventure

Adventure movies are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action movie genre. They can include traditional swash bucklers, serialiized movies, and historical spectacles, searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster movies, or searches for the unknown.

c. Comedy

Comedies are light-hearted plot consistently and deliberately design to amuse and provoke laughter (with one liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.

d. Crime and Gangster

Crime (gangster) movies are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hood lumps who operate outside the law, stealing and murdering their way through life. Criminal and gangster movies are often categorized as movie noir or detective-mystery movies, because of underlying similarities between these cinematic forms. This category includes a description of various 'serial killer' movies.

e. Drama

Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories involving intense character development and interaction. Usually, they are not focused on special-effects; comedy, or action. Dramatic movies are probably the largest film genre, with many subsets.

f. Epic or Historical

Epics include costume dramas, historical dramas, war movies, medieval romps, or 'period pictures' that often cover a large expanse of time set against a vast, panoramic backdrop. Epics often share elements of the elaborate adventure movies genre. Epics take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lavish costumes, accompanied by

grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score.

g. Horror

Horror movies are design to frighten and to invoke our hidden worst fears, often in terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience.

h. Musical or Dance

Musical/dance movies are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the movie narrative), or they are movies that are centered on combinations of music, dance, song or choreography.

i. Science Fiction

Sci-fi movies are often quasi-scientific, visionary and imaginative—complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadow villains, futuristic technology, unknown and unknowable forces, and extra ordinary monsters ('things or creatures from space'), either created by mad scientists or by nuclear havoc.

j. War

War movies acknowledge the horror and heart break of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the primary plot or background for the action of the movie.

k. Western

Westerns are the major defining genre of the American film industry - a eulogy to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.).

Adventure, musical and dance and science fiction movie maybe appropriate movie genres which are used to be teaching media, because they are interested and students are curious teenagers.

3. Movie Selection

Before using the video in the classroom, selecting the right video for a particular level of students is necessary to do. Thus, finding an appropriate feature video is one of the most useful things that a teacher can do. There are criteria to be followed in their selection (Arcario, 1992; Johnston, 1999; and Stempleski, 1992, cited in Burt, 1999). He concluded some criteria that need to be taken into consideration of selecting video

and the researcher asks himself the following questions before choosing a video or video series;

- a. Inspiration/Motivation/Interest: Will the video appeal to my students?
Will it make them want to learn?
- b. Content: Does the content match my instructional goals? Is it culturally appropriate for my learners?
- c. Clarity of message: Is the instructional message clear to my students?
- d. Pacing: Is the rate of the language or instruction too fast for my students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.
- e. Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner?
- f. Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient.
- g. Independence of sequence: Can this segment be understood without long they explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it's worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.

- h. Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying text books, resource books, and work books need to be examined carefully to see if they meet the instructional needs of the learners.
- i. Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more complex and in which the story line and characters are more ambiguous.

According to the above criteria, researchers chose animation movie as a learning media that was applied in the classroom.

H. Concept of Movie Text

Movie text is text derived from either a transcript or screenplay of the dialog or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language, with or without added information to help viewers who are deaf or hard of hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems.

In this modern era, with respect to use of English in producing and communicating many kinds of information, the effort to get those information easier can be done by subtitling the spoken in to the written. Through subtitling, it will be easier for viewer to understand the content of the information given in English, especially for those who do not mastering English well. Sometimes, mainly at film festivals, Movie text may be shown on a separate display below the screen, thus saving the film-maker from creating a subtitled copy for perhaps just one showing. Television subtitling for the deaf and hard of hearing is also referred to as closed captioning in some countries.

More exceptional uses also include operas, such as Verdi's Aida, where sung lyrics in Italian are subtitled in English or in another local language outside the stage area on luminous screens for the audience to follow the storyline, or on a screen attached to the back of the chairs in front of the audience.

I. Procedure of Teaching Speaking by using Movie text Media

The researcher hopes by using movie text in the classroom, it can make students more interested in learning English especially in speaking ability. The most common procedure for using a movies clip in teaching consists of the following steps (Ika Devi:2012);

1. Prepare the students to study, after gaining the students attention; the teacher tells them what they are going to do.

passive in learning process, and were confused on speak up their thought. The problems in the classroom occurred because the students were not enthusiastic to speak. They did not have confidence to speak. Sometimes they were shy to express what they want to talk about to others. It will causes negative effect to their mindset in order to speak in public. Therefore, they need fun and effective media in teaching and learning English especially in acquiring speaking skill. They need a media that can help them to gain their confidence and help them to relax while learning the material.

The media that can be used in teaching and learning speaking is animation movies. In this case, by using animation movies as media in teaching-learning process, the students would be more interested in learning speaking. In this research, animation movies is aimed to help the students in order to make them more enthusiastic and had a high confident to express their idea in spoken language and increase their interest towards English especially in speaking.

Spoken language is typically more dependent on its context than written language is. By using animation movies during teaching and learning process, the teacher would be able to make interest the students to learn and to pay attention to the material presented.

K. Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth.

It is provisional truth determined by researcher that should be tested and proved (Suharsimi, 2006).

The researcher proposed the hypothesis that the use of movie text is effective to improve students' speaking ability. And based on the result of those literature review and previous research, the researcher conclude that there will be significant difference (H_a) of the student's achievement in speaking ability between the students who teach by using movie text and the students who teach without using movie text.

Based on frame of thinking above, the researcher formulated the hypotheses of the research as follows:

H_0 = There is no significant influence of using animation movie towards students speaking ability at the first semester of eighth grade of MTs Sunan Gunung Jati Kediri 2018/2019 in academic year.

H_a = There is a significant influence of using animation movie towards students speaking ability at the first semester of eighth grade of MTs Sunan Gunung Jati Kediri 2018/2019 in academic year.