

CHAPTER II

LITERATURE REVIEW

A. PREVIOUS RESEARCH

There are three relevant previous researches related to this study. First research entitled *Teaching Vocabulary Using Film "Dora the Explorer"* was done by Sigit Winarto (a students from faculty of language and art Semarang state university 2006).¹ This was an action research that was conducted at the 4th grade students of Christian Elementary School and it got a good result because the students could memorize and imitate the words based on the movie they watched. This result motivated the writer to do such research with the same media in order to improve students' skill especially narrative speaking. The data collections of this research are through test and interview.

The difference between this research and the writer's is in participant. Sigit's research was conducted with 4th grade students of Christian Elementary school, while the writer's research is in the second grade students of MTs al-Hidayah NU 03 Kendal in the acedemic year of 2009/2010. Moreover, the focus is also different; sigit's research is on vocabulary while the writer's is on narrative speaking.

A study by Budi Haryanti (05420021), a student from faculty of language and art education in IKIP PGRI Semarang, 2008. Her thesis is about improving students' speaking skill using "English and me" CD: a case of fifth year students of SD 1 Berangkep, Wonosobo.²

The result of the study proved that by using "English and me" CD as a medium of learning can improve and develop students' speaking skill a+

¹Sigit Winarno, "Teaching Vocabulary Using Film Dora the Explorer" Faculty of language and art, UNNES Semarang, , Thesis of Faculty of Languages and Arts UNNES Semarang, (Semarang: Library of UNNES Semarang, 2006).

²Budi Haryanti, "Improving students' speaking skill using "English and me" CD: a case of fifth year students of SD 1 Berangkep, Wonosobo", Thesis of Faculty of Languages and Arts IKIP PGRI Semarang, (Semarang: Library of IKIP PGRI, 2008).

and it could motivate students in learning English. The similarities between the writer and Budi Haryanti's research are on the research approach, method of collecting data and also the focus of the study. Both of them focus on class action research and speaking; and the methods of collecting data also use observation and test. The differences are on the teaching-learning method, participants (elementary school and junior high school students), and data analysis technique.

The last one is a study by Winursati (2209885219), from Language and Arts Faculty, Semarang State University, 2009. The thesis entitled "The Use of Puppets and Media to Improve Students' Ability in Retelling Narrative Story (The Case of Eight Students of SMP 1 Plupuh Sragen)" describes that the use of puppets and media can improve students' ability in retelling narrative story.³ The similarity between her research and the writer's is on the focus of the study and research approach. Both of them focus on speaking and class action research. The differences are on the writer designed, method of collecting data and data analysis.

From the explanation of related previous researches, so that, the writer is interested to formulate her thesis under the title "The Use of Films as Media to Improve Students' Narrative Speaking (An Action Research at IIB Class Of MTs Al-Hidayah NU 03 Kendal in The Academic Year Of 2010/2011)" since this thesis is quite different with the others as mentioned above. The result of this thesis is expected to give new perception toward the advantages of using film as media to improve students' speaking especially in narrative.

B. THEORETICAL FRAMEWORK

1. Narrative Speaking

a. Definition

Narrative speaking can be defined as an activity to tell about past events or experiences whether true or fictitious to entertain or

³Winursati, "The Use of Puppets and Media to Improve Students' Ability in Retelling Narrative Story (The Case of Eight Students of SMP 1 Plupuh Sragen)", Thesis of Faculty of Languages and Arts UNNES Semarang, (Semarang: Library of UNNES Semarang, 2009).

amuse listeners.⁴ In conclusion, a narrative speaking is an activity involving oral performance to tell about past events whether it is true or not in order to entertain or amuse the listeners.

Narrative is one of genres taught at the second grade students of junior high school. Celce and Murcia state that narrative is structured around the chronological development of events and is centered around a person or hero. Consequently, a narrative is usually personalized or individualized and tells about the events related to the person or persons involved.⁵ It means that a narrative contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

b. Characteristics

Based on curriculum 2006, the characteristic of narrative is conflicts and resolution factors that happen in the story. Narrative is aimed to entertain listeners and readers with real condition, imagination or experiences. The number of complications and resolutions may be one or more.

Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing. In the narrative, the stories set up one or more problems, which must eventually find a way to be resolved. While Recount text just has sequences of event that happen in the past. There are not problems that arise and resolutions that solve the problems.

c. Generic structure and language features

A Narrative consists of four generic structures. They are orientation, complication, resolution, and re-orientation.⁶

1) Orientation

⁴Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2004), p. 28.

⁵M. Celce and Murcia Elite Olsain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 151.

⁶ Depdiknas, *Standar*, p. 59.

In which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens.

2) Complication

It is the part where the problem appears until reaches the climax. The story is pushed along by a series of events, during which we usually expect some sorts of complications or problems to arise. The complication usually involves the main character(s) that often mirrors the complications in real life.

3) Resolution

It is the part of the narrative where the complication is sorted out or the problem is solved. The complication may be resolved for better or worse, happily or unhappily.

4) Re-orientation

It is the last part of narrative. It tells briefly what the writer has narrated.

There are also typical linguistic features common to narrative. Based on curriculum, those features are:

- 1) They are sequenced in time and are often signaled by the conjunctions or connectives that are used, like once upon a time, one day, then, before, soon, and others.
- 2) They usually use “action” verbs that describe what people do. It is usually past form, like stayed, climbed, carried out, and others.
- 3) They often contain dialogue and saying verbs that explain how people spoke, said, replied, and others.
- 4) They use adjectives that make a noun phrase like long black hair, two red apples, and others.
- 5) They use adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after, and others.

6) They use nouns like stepsister, housework, and others.⁷

There are many types of narrative, like fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, and slice of life. By identifying linguistic features of narrative, we can be easy in arranging our lesson objective to the students in order to be well-understood by them.

d. Teaching Narrative Speaking at Junior High School

Junior high school students can be categorized as teenage learners. They usually seem to be less lively and humorous than adult. They also less motivated and even have a disruptive behavior in the classroom. However, They response to meaning even they do not understand individual words, they often learn indirectly than directly and their understanding comes not just from the explanation, but also from what they see and hear. They have limited attention span, unless activities are extremely engaging they can easily get bored, loosing interest after ten minutes or so.⁸ In conclusion, we must be careful on designing course for junior high school students because they tend to get bored and less motivated quickly if the material or learning process is not interesting on them.

As a teacher, to be easy on teaching Junior high school students, we can involve them in pursuing learning goal with enthusiasm. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them.⁹ Hence, teenagers' involvement in teaching learning process will help teacher to deliver material to the students easier.

⁷ Depdiknas, *Standar*, p. 59.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2002), p.38.

⁹ Harmer, *The Practice*, p.38.

Based on curriculum (KTSP 2006) the objectives of teaching English in Junior high School is to gain functions in all level. It means that students are able to communicate in oral or written form to solve and get used to their daily life problems.¹⁰ English teachers have to make their speaking class atmosphere interesting and give more chance for students to practice their speaking. Teachers, in designing their lesson objective, must consider students' need too in order to ease students in mastering English as a target language that is being learned. To fulfill this, teachers can deal with students' daily problems and give materials relates on how to solve the problems. Briefly, the important thing for the teacher in teaching speaking is to give students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

In teaching speaking, especially narrative speaking, an English teacher has to be a facilitator to students. He or she must try to give good model in teaching speaking. In this case, an English teacher can use any kinds of media to teach speaking in order to make learning activity cheerful and not monotonous.

Media will offer different situation by increaseing students' interest of the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

2. Media

a. Classification of Media

Kemp, cited by Arsyad, stated that media could be classified into eight groups.¹¹ Those groups were:

¹⁰ Depdiknas, *Standar*, p. 28.

¹¹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Grapindo Persada, 2003) p. 37.

1) Printed Media

Printed media consist of materials, which is prepared on papers. The materials will be used for instructional and informational purposes.

2) Display Media

Most of display media are used by instructor to transmit the message or information in front of small class or audience. These categories include chalkboard, flip chart, cloth broad, and bulletin board. Chalkboard is the simplest of display media. Chalkboard is always found in the classroom. With good planning from teacher like using colors chalk, chalkboard can be an effective media in teaching and learning process. Flip chart is an advantageous display media if it is used to present visual information such as chart, diagram, and others. Bulletin board is usually used to present three dimensions of visual. It will be placed in the strategic place where every people can see it.

3) Overhead transparencies or projector (OHP)

Transparencies are popular form of instructional media. Overhead transparencies are a visual form of word, sign, picture, or chart which is prepared to be projected in a screen or wall by a projector. Overhead Transparencies are designed to be used in front of class where all students can see.

The advantages of overhead transparencies are:

- a) OHP can reach a large group.
- b) Teacher can face students directly because OHP can be placed in front of class. So, teacher is able to control students and manage activity in the class.
- c) It has an ability to bring colors.

4) Audio Tape Recording

Audio material is an economical way to provide certain type of informational and instructional content. Recording may be prepared for group or individual. Audio tape recording is closely related with the

students' skill especially in listening. Audio tape recording has some advantages, like:

- a) The operating system is very easy.
- b) It can record an event that can be used later.

5) Slide Series and Film Strips

Slides are a form of projected media, which are easy to prepare. The slide size is 35 mm with 2x2 inch of frame. The frame is made from cardboard or plastic. Slides series and filmstrips frequently serve as the starting effort in a media production program.

6) Multi Image Presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing.

7) Video and Motion Picture

Video and film are both “media of motion” in a frame, where the frame is projected by a projector lens mechanically. Video and film can be more effective than the other instructional media for relating one idea to another, building a continuity of thought, creating dramatic impact. Harmer states that there are many reasons why video can be used in language learning.

a) Seeing language

One of the advantages of video is that students not only hear language but also see it. By seeing video, students can analyze gestures, paralinguistic, and expressions that give valuable meaning clues to students and help them to see beyond what they are listening. Then, students can interpret the video in a text.

b) Cross-cultural awareness

Video allows students to look at situations far beyond their classroom. This is especially useful if students want to see, for example, typical British “body language” or how Americans speak to waiters. Video is a good media to give students a change to see

something new, like what kinds of food people eat in other countries, what they wear, and others.

c) Motivation

For all of the reasons that have been mentioned above, most students show an increased level of interest when they have a change to see language in use as well as hear it.¹²

8) Computer Based Instruction

Computer based instruction refers to any application of computer technology to the instructional process. Computer based instruction will be used to present information from teacher to students, stimulate a process, manipulate data to solve the problems. The use of computer in educational field is well known as Computer Assisted Instructions (CAI). It has developed with the various forms such as drills and practice, tutorial, simulation, game, discovery, and others. One of the functions of computer in a teaching learning process is to stimulate students to do some exercises or activities in the laboratory because in computer contains of animation chart, music, and others.

In managing language learning, computers have main advantages. They can allow the users to:

- a) Carry out tasks which are impossible in other media (such as automatically providing feedback on certain kinds of exercises).
- b) Carry out tasks much more conveniently than in other media (such as editing a piece of writing by deleting, moving, or inserting text).¹³

Based on the classification, in this study, the writer used audio-visual media named film to ease students in mastering the material given to them especially related to speaking.

¹² Harmer, *The Practice*, p. 282.

¹³ David Nunan and Clarice Lamb, *The Self-Direct Teacher. Managing the Learning Process*, (Cambridge: Cambridge University Press), p. 197.

b. Films as Teaching Media

1) Definition of Film

A film is a motion picture, often referred to as a movie.¹⁴ Film is a sequence of pictures in frame in which the sequence is presented through LCD. As a result, we can see that the sequence of picture is alive and move.¹⁵

In oxford advanced learner's dictionary film is a kind of story that is recorded as a set of moving picture to be shown on the television or at the cinema.¹⁶

From the definitions it can be concluded that film 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.

2) Types of Film

The types of Films can be described as follows:

a) Documentary Film.

Documentary Film is a purpose of giving to describe about the story, by using the true society and situation.

b) Episodic Film

Episodic Film is film consist of short edition in its sequences.

c) Provocation Film

Provocation Film prevents to explain about special lesson to learners, especially social study, attitude, etc. it will stimulate the discussion among learners in the classroom.¹⁷

¹⁴ Wikipedia, The Free Encyclopedia, "Film", [http:// en.wikipedia.org/wiki/film](http://en.wikipedia.org/wiki/film).

¹⁵ Arsyad, *Media*, p. 49.

¹⁶ A S hornby, *Oxford Advanced Learner Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p.434.

¹⁷ H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 100.

d) Animated film

Animation film is distinguished from live action ones by the unusual kinds of work that are done at the production stage.

e) Fictional film

A fictional film presents imaginary beings, places, or events. Yet if a film is fictional that does mean that it is completely unrelated to actuality.

f) Experimental film

An Experimental film is made for many reasons, they are:

- (1) The film makers wish to express personal experience or view points
- (2) The film makers may also want to explore some possibilities of medium itself.¹⁸

In this research, the researcher will use animated films as media to facilitate students' learning process, because the researcher thinks that the animated film is suitable for young learner to increase their ability in mastering the material.

3) Elements of Film

To analyze the film, the first thing is to understand the elements of it. There are five elements of story, they are:

a) Setting

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

b) Character

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

¹⁸Wikipedia, The Free Encyclopedia, "Film", [http:// en.wikipedia.org/wiki/film](http://en.wikipedia.org/wiki/film). Cited on August 15, 2010.

(1) protagonist, the protagonist character is the central character or the hero, also called as good guy.

(2) antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

c) Plot

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

(1) introduction is the beginning of the story characters and the setting is revealed.

(2) rising action, it is where the events in the story become complicated and the conflict in the story is revealed.

(3) climax, this is highest point of interest and the turning point of the story.

(4) falling action, the events and complication begin to resolve themselves.

(5) Denouement, this is the final outcome or untangling of events of the story.

d) Conflict

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

(1) External, a struggle with a force outside one's self.

(2) Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quiet their temper, resist an urge, etc.

e) Theme.

The theme is the central idea or belief in a story.¹⁹

Through recognizing the important elements of a film, students are expected to be able to master the material related to narrative effectively.

¹⁹Wikipedia, The Free Encyclopedia, "Theme", [http:// en.wikipedia.org/wiki/theme](http://en.wikipedia.org/wiki/theme). Cited on August, 15, 2010.

Besides that, by recognizing the elements of film, students will be easy to arrange their idea in retelling the movie to the others.

C. The use of Films in Teaching Language

As a teacher, we have to be able to vary our teaching method in order to anticipate students' boredom toward our teaching method. For instance, we can vary our media in teaching in order to give something new to the students so that they will be more interested in our teaching.

As we know that there are many media which can be used to teach language, one of them is film. Film can be an effective medium in teaching and learning language because it can stimulate students both receptive skills (listening and reading) and productive skills (writing and speaking). Moreover, film will facilitate students' learning process because by choosing appropriate film for students, they will enjoy teaching and learning process and be easy on understanding the material given.

D. Films as Media to Improve Students Narrative Speaking

One way to support teaching and learning speaking is using media. It can help teacher's presentation in the classroom. It is also expected that students will get better understanding teacher's explanation. Besides that, media also give contribution in improving students' skill. Gerlach and Ely state that the media is person, material or events that established condition which enable the learners acquire knowledge, skill and attitude.²⁰ In addition, media is needed to help students in acquiring lessons that are being taught because it gives some resourceful teaching aids that help both teacher and students in material.

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

²⁰Azhar Arsyad, *Media.*, p. 3.

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Kemp states that Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.²¹ Films will facilitate students' learning process because by choosing appropriate film for students, they will enjoy teaching and learning process and be easy on understanding the material given.

Film also can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher-level students, video can provide variety, interest, stimulation, and help to maintain motivation. For advanced students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.²² In addition, it can be concluded that film is a useful way to prompt students into narrative speaking. Choosing the right film is very important. A lesson will be much easier and interesting if we use film.

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

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

²¹J. E. Kemp, *Planning and Producing Audiovisual Material*, (New York: Chandler Publishing Company, 1985), p. 39.

²²David Nunan and Clarice Lamb, *The Self-Direct Teacher. Managing the Learning Process*, (Cambridge: Cambridge University Press), p. 193.

Spoken language tend to be complex grammatically intricate.²³ The grammar of speech has its own constructional principles ; it is organized differently from writing. Spoken English has its own discourse markers too, for example :

- a) Frequent non clausal unit.
- b) A variety of tags not found in written style.
- c) Interjections
- d) Hesitators.
- e) Condensed questions
- f) Response forms.
- g) Fixed polite speech formula.²⁴

Besides that, the advantage of spoken language is the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. And one of the most salient differences between native and non native speakers of language is their hesitation phenomena.²⁵ On the other hand, English spoken has strong regional and idiomatic feature that can cause the learner difficult to understand and also inappropriate for use in the kinds of contexts in which many learners will be operating it.

²³Gerot, et. all, *Making Sense of Functional Grammar*, (Australia : Antipodean Educational Enterprises, 1995),p.161.

²⁴ Harmer, *The Practice*, p.15.

²⁵ Brown, H. Douglas, *Teaching by Principle*, (San Francisco: Longman, 2001) , p.7.