CHAPTER II

REVIEW OF THE RELATED LITERATURE

I. Movie in Language Teaching

A. Definition of Movie

Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.[1] Movie is a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity.[2]

Movie is one of media in teaching language. It is very useful because can make students more interest in studying. Sometimes, the students feel bored of the situation in English class, so, they need an entertainment and movie is one of the entertainments. In language teaching, not only show the movie to the students but also ask the students to analyze what in the movie are. So, after watching, they can tell to the other students what they get from the movie. For example, in descriptive lesson, they can describe the place, thing and person from the movie.

B. Main Genres of Movie

In language teaching, teacher has 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, there are eleven main genres of movie. They are as follow:

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[1] http://onlinedictionary.datasegment.com/word/movie/19/08/2010.

[2] http://www.thefreedictionary.com/movie/19/08/2010.

Main Movie Genres	
Genre Types (represented by icons)	Genre Descriptions
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.
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 swashbucklers, *serialized movies*, and historical spectacles, searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster movies, or searches for the unknown.
Comedy	Comedies are light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.

Crime and Ganster	Crime (gangster) movies are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums 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.
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.
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.
Horror	Horror movies are designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience.
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.
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 shadowy villains, futuristic technology, unknown and unknowable

	forces, and extraordinary monsters ('things or creatures from space'), either created by mad scientists or by nuclear havoc.
War	War movies acknowledge the horror and heartbreak 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.
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).

Based on http://www.moviesite.org/subgenres.html [3]

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

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[3] Tim Dirks http://www.moviesite.org/subgenres.html/2/10/2010.

C. Key Elements in a Movie

Key elements of movie are very important because without them, we will not watch the movie. These are four key elements of movie. They are as follow:

1. Actors: Actors are important because they are the ones who act out the story.

2. Location: The location is important because the accuracy and mood of the movie depend on where it is shot.

3. Time: The time at which the movie is shot will determine what kind of equipment to bring. For example, additional lighting is required if shooting is done at night.

4. Music & Sound: Music and sound are important for the story because without them, we will not hear sounds like people talking, a fire engine passing or a bird chirping in the movie.

In making movie, if one of four key elements of movie is ignored, the movie will become a bad movie and we can't enjoy watching it.

II. Speaking Teaching

A. Definition of Speaking

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.[4] We can communicate to the other persons using sign or writing, but speaking make the communication easier. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that.[5]

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[4] http://www.encyclopedia.com/doc/1O999-speaking.html/19/08/2010.
[5] Scott Thornbury, *How to Teach Speaking*, (pearson education limited, 2005), p. 1.

B. The Activities in Speaking Teaching

There are some activities in speaking teaching. As an English teacher, we are demanded to make the students study actively. According to Jeremy Harmer in The Practice of English Language Teaching, there are some activities in speaking teaching. They are:

1. Acting from a Script

In this activities, the students have to dare to perform their dialogues. We can ask our students to act out scenes from plays and/or their coursebook, sometimes filming the results.[6] We asks the students to act out the dialogues they have written themselves in front of the class. In choosing who should come out to the front of class, don't choose the shyest students first and give the students time to rehearse their dialogues before performing.

2. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and raw), put things in the right order (describe and arrange), or find similarities and differences between pictures.[7]

3. Discussion

Discussion can be held in teaching speaking, but, sometimes it fails because of the students. One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of language they might use to say it. Many

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[6]Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001, 3rd Ed), p 271.
[7]*Ibid*, p 272.

students feel extremely exposed in discussion situations.[8] The buzz group is one way in which a teacher can avoid such dificulties. It means that the students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of class, the stress level of that eventual whole-class performance is reduce.

4. Prepared Talks

In this activities, the students prepare their speech first before present in front of the class. A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation ; because they are prepareed, they are more 'writing like'.[9]

5. Questionnaires

Students can design questionnaires on any topic that is apropriate.[10] The teacher acts as a resource and helps them in the design process. Questionnaires are very useful because both of questioner and respondent have something to say to each other.

6. Simmulation and Role-play

Students simulate the real life encounter and taking on the role of a character different from themselves. According to Ken Jones that were adopted by Jeremy Harmer, simulation and role-play have the following characteristic :[11]

a. Reality of function : the students must not think of themselves as students, but as real participants in he situation.

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[8] *Ibid*, p 272.
[9] *Ibid*, p 274.
[10] *Ibid*, p 274.
[11] *Ibid*, p 274.

b. A simulated environment : the teacher says that the classroom is an airport check-in area, for example.

c. Structure : students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

Teacher can choose one of the activities to teach speaking in one meeting and choose the other activities in another meeting. These activities are hoped can improve students speaking ability.

Besides the activities above, there are many techniques and activities which are used by the teacher. According to Caroline T. Linse in Practical English Language Teaching : Young Learners, there are four techniques and activities in speaking class.

1. Audiolingual Method (ALM)

There are two important features of ALM which can easly be adapted for the young learner classroom : drills with choral response and dialogue.[12]

2. Using Puppets to Introduce Dialogues

The use of puppets is very appropriate in the young-learner classroom. A child who developmentally is too shy to speak to an adult in front of his peers, may feel very comfortable when the same adult is holding a puppet and speaking to the child as the puppet.[13] Puppets also make the language learning activity more fun.

3. Fishbowl Techniques

The teacher can either invite the volunteer to do the activity with him or can model the activity using two or more puppets. The teacher models the activity that the children are expected to do while

[12]Caroline T. Linse, *Practical English Language Teaching:Young Learners*, (Singapore: The McGraw Hill Company, 2006), p. 52.
[13]*Ibid*, p. 54.

everyone in the class watches as if the teacher and the volunteer were in a fishbowl. Children then go back to their seats knowing clearly what they are expected.[14]

4. Games

Games are a very appropriate teaching techniques in the young-learner classroom.[15]

Usually, students like the new experience in their class, like games. Because they not only stay in their chair, but also they can move and feel happy in their lesson.

C. The Role of Teacher in Speaking Class

Teacher has to know the situation of the class, so, teacher can do their role in class. There are many roles of teacher in speaking class. They are :

1. Teacher as a prompter, students sometimes get lost, cannot think what to say next, or in other way lose the fluency the teacher expect to them. The teacher can leave them to struggle out of such situations on their own and indeed sometimes this may be the best opinion.

2. Teacher as a participant, teacher should be good animator when asking students to produce language and teacher may want to participate in discussion or role play.

3. Teacher as a feedback provider, when students have completed an activity it is vital that the teacher allow them to assess that they have done and that the teacher tell what, in the teacher opinion, went well. The teacher will respond to the content of the activity as well as the language used.

Based on the text above, teacher have to be a prompter if the students get lost their speech or can't think what to say next. Teacher has to be

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[14]*Ibid,* p. 54.
[15]*Ibid*, p. 57.

participants like the students do in discussion and role play. And the teacher also has to be a fade back provider after the students complete the activity.

III. Descriptive Style

A. Definition of Descriptive Style

Descriptive text is a text which say what a person or thing is like. The sosial function of descriptive text is to describe a particular person, place or thing.[16] Because the teaching learning is focused in spoken language, it's called descriptive style.

B. The Generic Structure

1. Identification : identifies phenomenon to be described
2. Description : describe parts, qualities, characteristics

C. The Language Feature

1. The use of adjectives and compound adjectives

Example : a five hundred seated football stadium.

2. The use of linking verbs / relating verbs

Example : the tample concist of five terraces.

3. The use of simple present tense

Example : the hotel provides 450 rooms and a large swimming pool.

4. The use of degree of comparison

Example : the weather in Jakarta is hotter than Bandung

D. The Example

Speaking descriptive is taught at the eighth grade students of junior high school. The example as bellow :

Debby Putri

Debby Putri is a model from Surabaya. Now she is a student of state senior high school 71 Surabaya. Debby is the first doughter

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[16]Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook,* (Australia: Gred Stabler AEE, 1998), p. 208.

of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby became a famous model when she won the competition of teenage model 2005 and YTV Jrang-Jreng 2004.

Debby is brown-skinned. She is tall and slender. She is 17 years old. Debby has wavy, short black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles.

Debby is an attractive girl in her blue jeans. She likes wearing a cotton jacket and a T-shirt. She always wants to feel relaxed. She is neat and well dressed.

Her hobbies are cooking japanese food, shopping and singing. Debby has a beautiful voice and her favorite singer is Krisdayanti.

Based on the text above, descriptive text, especially describing person or people is a text which say what a person is like. The text describes the characteristics and personal features of the person or people.

IV.   **Types of Media in Languge Teaching**

Media is the accessories that can sends and transmits learning messages.[17] In teaching learning process, media is very needed. Not only can sends the learning messages, sometimes media can entertains the students. Example, occasionally, teacher give the students song or show them one movie in their lesson, the students will comforted and feel happy. According to Seels and Glasgow that was adopted by Azhar Arsyad, types of media are divided into two categories, they are traditional media choice and technology media choice.[18]

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[17]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 1996), p. 4.
[18]*Ibid*, p. 33-34.

A. Traditional Media

Traditional media are things that can be used to transmit a message from the sender to receiver traditionally. There are eight traditional media choice. They are as follow :

1. Silent visual that was projected

    Examples : slides, filmstrips.

2. Visual that wasn't projected

    Examples : poster, picture, diagram.

3. Audio

    Examples : cassette, reel, cartridge.

4. Multimedia presentation

    Examples : slide plus sound (tape), multi-image

5. Visual dynamic that was projected

    Examples : movie, televission, video.

6. Published

    Examples : text book, workbook, hand-out.

7. Games

    Examples : simulation, puzzle.

8. Realia

    Examples : model, specimen, manipulative (map, doll)

    Traditional media usually used in the elementary school, junior high school and senior high school.

B. Technology Media

Technology media are the opposite of traditional media. There are two technology media choice. They are :

1. Telecomunication media

    Examples : teleconference and telelecture.

2. Microprosessor media

Examples : computer-assisted instruction, computer games, compact (video) disc.

If traditional media are used in the elementary school, junior high school and senior high school, technology media usually used in university.

V. Movie to Teach Speaking

A. Movie as Media in Learning Language

In learning language, teacher needs media. There are many kinds of media, such as audio, visual, audio visual and diverse media. Movie is one of audio visual media, because we can watch the actions which are in the movie and hear the sounds. Bassicly, children really enjoy watching movies and TV in their days. Especially in weekend days, most of students will spend many time in front of television to watch cartoon film or movie that they like. And the most of students enjoy to watch movie in their house or cinema, we can see the situation in cinema, the most of visitors are students of junior high school and senior high school. Because of the reason, movie can used to be a media that is hoped can make students more interest in learning language.

Using movie as media in teaching learning process has advantages and disadvantages. They are :

1. Advantages Using Movie

Using movie as media in language learning is one of alternative way to teach speaking descriptive style especially in describing someone or people. The students can describe someone or someone's characteristics by watching the actions of the characters or actors in the movie.

In fact, the students enjoy to watch movie, so in teaching speaking descriptive style, the researcher use movie as a teaching media. The researcher hoped that movie can motivate and make the students more interest to learn speaking descriptive style.

2. Disadvantages using movie

Although movie has advantages, it has disadvantages such as using movie in teaching learning process needs more time, the teacher needs more preparation, and sometimes the students only focus on the story, so, they may lose the teachers' commandments. According to Listyaning Sumardiyani and Zulfa Sakhiyya, there are three problems in using audio visual media. They are:[19]

1. The technical problem : how accurately can the message be transmited ?

2. The semantic problem : how precisely is the meaning 'conveyed' ? this is due to the deviation in interpretation which commonly occurs. But teacher can hope with that by focussing the discussion and giving clues.

3. The effectiveness problem : how effectively does the received meaning affect behavior ?

So, to avoid the disadvantages, before showing movie, will be better if the teacher give the students clues in order to focus on the commandments.

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[19]Listyaning Sumardiyani & Zulfa Sakhiyya, *Speaking for Instructional Purpose: A Handbook*, (Semarang: IKIP PGRI Semarang Press, 2007), p. 61.

VI.   Previous Research

There are two previous research related to this research:

A. The research entittled The Use of Film as a Medium to Improve Students Narative Speaking skill (A Classroom Action Research at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010).

The background of the study is the students still have diffiulties in retelling the narative story. The teacher still uses convenional methods ; the teacher only dellivers verbally. She doesn't use the media, so, the students are easy to get bored. To improve retelling narative story, teacher can use film as a teaching medium to halp them in teaching learning process.

The objectives of the study are:

1. To describe the teaching narative speaking skill using films implemented at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010.

2. To find out the improvement of students' narative speaking skill after being taught using films at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010.

In this research, the resercher analyzed the result from observation and achievement test from each cycle. In the pre-cycle, the average of the students' achivement was 48.36%. in the first cycle there was about 60% or almost majority of the students joined in the class, and the average of the students' achievement was 66.45%. In the second cycle there was about 60% or almost majority of the students joined in the class, the average of the students' achievement was 71.36%.

The result of the research shows that the students improve their retelling narrative story on film by using film as a medium in teaching speaking.[20]

The differences between this research and the researcher's research will be in specification of the text type that will be taught and the research method, this research used classroom action research and the researcher will do experimental reseach. And the objective of the study in this research to find out the improvement of students' narative speaking skill after being taught using films at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010 and the researcher conducted the research to identify the differences of student's achievement in speaking descriptive style between students who are taught using movie and students who are taught using non movie at the eighth grade of SMP Cokroaminoto Banjarmangu Banjarnegara in the academic year of 2010/2011.

B. The research entittled Story Maze as a Medium to Increase Students' Speaking Skill (An Experimental Study with The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in The Academic Year of 2009/2010).

The background of the study is the research based on teaching speaking process which needs media to make the lesson well. The students often get problem in expressing their idea orally, so, the writer introduce story maze as a medium to tell a story in speaking.

The main objectuves of this atudy are :

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[20]Munip Riyanto (student number:053411254), *The Use of Film as a Medium to Improve Students Narative Speaking skill (A Classroom Action Research at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010)*, (English Education Department Program of Tarbiyah Faculty, Walisongo State ainstitute for Islamic Studies, 2010).

1. To measure students' speaking skill before the treatment at The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in The Academic Year 2009/2010.

2. To measure the students' speaking skill after the treatment at The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in The Academic Year 2009/2010.

3. To measure the effectiveness of using story maze as a medium in increasing students' speaking skill at The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in The Academic Year 2009/2010.

She used experimental research. In anlyzing data, the researcher used T-test. After data had been analyzed by using T-test, it was found that average score of pre-test were 48.4286for experimental clss and 48.0000 for control class. While, the average score of post-test were 66.8571 for experimental class and 60.4248 for control class. The obtained the T-test was 3.5335, whereas the T-table was 1.6736 for a 5%. The T-test score was higher than the T-table (3.5335<1.6736). it was mean that Ha was accepted while Ho was rejected. Since T-test score was higher than the T-table, story maze was effective media in increasing students' speaking ability at The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in The Academic Year of 2009/2010.[21]

The difference between this research and the researcher's research is in using media. She did the research to measure the effectiveness of using story maze as a medium in increasing students' speaking skill at The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in

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[21]Ismatul Maula (student number:3104116), *Story Maze a Medium to Increase Students' Speaking Skill (An Experimental Study with The Eighth Grade Students of SMP Muhammadiyah 8 Mijen Semarang in The Academic Year 2009/2010)*, (English Education Department Program of Tarbiyah Faculty, Walisongo State ainstitute for Islamic Studies, 2010).

The Academic Year of 2009/2010 and the researcher conducted the research to identify the differences of student's achievement in speaking descriptive style between students who are taught using movie and students who are taught using non movie at the eighth grade of SMP Cokroaminoto Banjarmangu Banjarnegara in the academic year of 2010/2011.

VII. 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.[22]

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

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[22]Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 71.