

CHAPTER II

LITERATURE REVIEW

This chapter reviews the existing literature in the topic area and the previous research. If we are not yet familiar with the process of conducting a literature review, it simply means becoming familiar with the existing literature (e.g., books, journal articles) on a particular topic.¹⁷ So, this chapter discuss about speaking, genre text's types, report text, media, national geographic kids short documentary film and the review of previous research which are disscuss about speaking and audio-visual media.

A. Theoretical Review

1. Speaking

a. Speaking in General

Gilliam and George say that speaking is a way to express, communicate, or show opinions, feelings, ideas by talking and it transfers the information of what the speaker wants.¹⁸ While, according to Jo and Shaw speaking is an ability that enables us to produce utterances, when genuinely communicative, speaking is desire- and purpose driven, in other words we genuinely

¹⁷Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc., 2005), p. 32.

¹⁸ Gillian Brown and George Yule, *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English* (Australia : Cambridge University Press, 1999) p. 14

want to communicate something to achieve a particular end. This may involve expressing ideas and opinions.¹⁹ Meanwhile, Burns and Joyce say that speaking is a ability to participate in social situations and interact with other people.²⁰ From the above definitions it can be simplified that speaking is the ability of someone to communicate in order to transfer information one another.

b. Speaking ability

Nunan said that formost people, the ability of speaking is the most important aspect of learning a second or foreign language, and its success ismeasured in terms of the ability to carry out a conversation in the language.²¹

Speaking ability is one of four aspect need to be taught in language class. However, it does not mean the other abilities such as listening, reading, and writing are less important rather than speaking. Those abilities are

¹⁹JO McDonough & Christopher Shaw, *Materials and Method in ELT Second Edition: A teacher's Guide* (Australia: Blackwell Publishing, 2003) P. 134

²⁰Anne Burns & Helen Joyce, *Focus on Speaking*, (Australia: Macquire University Press, 1997), P. 3

²¹David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

sustaining each other, for instance; speaking ability preceded by listening.²²

Nevertheless, in fact some English language classes only emphasize on the importance of mastering writing and reading rather than speaking, that it brings inadequate time to practice to speak about students. As the result, students' poor in spoken language knowledge neither formally nor informally.²³

c. The Importance of Speaking

There are many reasons for the statements of "The Importance of Speaking". Almost all of us learn to speak and in fact speaking is big part of daily life that we tend to take it for granted.²⁴ That is why William Moulton says "Language is speech, not writing".²⁵ There is popular impression that writing, particularly literature, is meant to be read and as such is prestigious, whereas speaking is

²²Ulviana, Improving Students' Speaking Ability Through Communication Games: *A Class Room Action Research at First Grade of MTs Manaratul Islam Cilandak*, (Jakarta: UIN Syarif Hidayatullah, 2011), p. 7

²³Ulviana, Improving Students' Speaking Ability Through Communication Games: *A Class Room Action Research at First Grade of MTs Manaratul Islam Cilandak*, (Jakarta: UIN Syarif Hidayatullah, 2011), p. 7

²⁴Anne Burns & Helen Joyce, *Focus on Speaking*, (Australia: Macquarie University Press, 1997), P.2

²⁵Geetha Nagara, *English Language Teaching*, (London: Bangalore Regional Institute of English, 1996), p. 79.

often thought of as “Colloquial”, which helps to account for its lower priority in some teaching contexts. Speaking is not the oral production of writing language, but involves learners in the mastery of a wide range of subskills, which added together, constitute an overall competence in the spoken language.²⁶ From the explanations above it is clear that speaking is not the oral production of writing but the success of mastering language.

The importance of speaking requires the students to master speaking ability in English as a priority for many second-language or foreign-language learners²⁷ That is why learners often evaluate their success in language learning on how much they have improved in their speaking ability. In many contexts, speaking is often the skill upon which a person is judged ‘at face value’. In other words, people may often form judgments about our language competence from our speaking rather than from

²⁶JO McDonough & Christopher Shaw, *Materials and Method in ELT Second Edition: A teacher’s Guide* (Australia: Blackwell Publishing, 2003) P. 133

²⁷Jack C. Richards, *Teaching Listening and Speaking: from theory to practice* (New York: Cambridge University Press, 2008) p. 19

any of the other language skills.²⁸ It means that speaking is the first and final judgements valuation in learning language and it is the reason why speaking should be mastered well.

d. Teaching Speaking

In English Teaching and learning process, speaking is important to support students' ability to use the oral language. As one of language abilities, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities.²⁹

Courses in speaking skill have a prominent place in language programs around the world today. Ever-growing needs for fluency in English around the world because of the role of English as the world's international language have given priority to finding more effective ways to teach English. It is therefore timely to review what our current assumptions and practices are concerning the teaching of this crucial language skill.³⁰

²⁸JO McDonough & Christopher Shaw, *Materials and Method in ELT Second Edition: A teacher's Guide* (Australia: Blackwell Publishing, 2003) P. 133

²⁹Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134.

³⁰Jack C. Richards, *Teaching Listening and Speaking: from theory to practice* (New York: Cambridge University Press, 2008) p. 1

Harmer said in his book, speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.³¹

Include speaking activities in language lessons is one of the reasons to help students familiar with oral use of language in English conversation. Its activities provide exercise opportunities in real life speaking in the classroom. So the speaking class should have more real practical exercises than just imitate their teacher.

e. Kinds of Speaking

1. Dialogue and Conversation

Dialogue is a conversation in a book, play or film/movie.³² While conversation is an informal talk involving a small group of people or only two.³³

³¹Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 271

³²*Oxford advanced learner's dictionary seventh edition*, (New York: Oxford University Press, 2005). p. 420.

³³*Oxford advanced learner's dictionary seventh edition*, (New York: Oxford University Press, 2005). p. 335.

In the other source says that dialogue is a written composition in which two or more characters are represented as conversing.³⁴ While conversation is an oral sentiment, observations, opinions, or ideas. It is an informal discussion of an issue.³⁵

From the definitions above it can be concluded that a conversation is the oral conversation/discussion of two or more people about an issue. While a dialogue is a written form of conversation/discussion.

2. Monologue

Monologue comes from Greek word *monos* means alone and *logos* means speech.³⁶ It is a long speech by one person during a conversation that stops other people from speaking or expressing the opinion. Other source says that monologue a literary composition written in the form of a soliloquy.³⁷

³⁴<https://www.merriam-webster.com/dictionary/dialogue>.

Accessed on December 9, 2016 at 01.32 a.m.

³⁵<https://www.merriam-webster.com/dictionary/conversation>.

Accessed on December 9th, 2016 at 01.32 a.m.

³⁶<http://literarydevices.net/monologue/>. Accessed on December

9th, 2016 at 01.32 a.m.

³⁷*Oxford advanced learner's dictionary sevent edition*, (New York: Oxord University Press, 2005). p. 989.

It can be simplified that monologue is a structural speech delivered by one person to be listened to by other people.

There are two kinds of monologue. Those are:

a) Dramatic monologue

In contrast, a dramatic monologue involves one character speaking to another character. Monologues can also be divided along the lines of active and narrative monologues. In an active monologue a character is using their speech to achieve a clear goal. Narrative monologues simply involve a character telling a story and can often be identified by the fact that they are in the past tense.

b) Interior monologues

Interior monologues involve a character externalizing their thoughts so that the audience can witness experiences that would otherwise be mostly internal. One of the interior monologues is public speaking.³⁸

³⁸<http://literarydevices.net/monologue/>. Accessed on December 9, 2016 at 01.32 a.m.

f. Public Speaking

It is a vital ways means of civic engagement. It is a way to express your ideas and to have an impact on issues that matter in society. It is the ability to stand on your feet, either on one-to-one basis or before a group, and make a presentation that is convincing and believable.³⁹

There are similarities and differences between public speaking and conversation.

1. Similarities between Public Speaking and Conversation:

Organizing your thought logically.

Suppose you were giving someone direction to get to your house.

a) Tailoring your message to your audiences.

You are a geology major. Two people ask you how pearls are formed. One is your roommate, the other is your nine years old niece.

b) Telling a story for maximum impact.

Suppose you are telling a friend about a funny incident at last week's football

³⁹Stephen E. Lucas, *The Art of Speaking Tent Edition*, (New York: McGraw Hill Companies, 2009), p. 5.

game. You don't begin with the punch line. ("Kesya fell out of the stand night onto the friend. Here is how it started....."). instead you carefully build up your story, adjusting your words and tone of voice to get the best effect.

c) Adapting the listener feedback.

Whenever you talk to someone, you are aware of that person's verbal, facial, physical reactions.⁴⁰

2. Differences between Public Speaking and Conversation

a) Public speaking is more highly structured.

It is usually imposed strict time limitation on the speaker. In most cases, the situations does not allow listeners to interrupt with questions or commentary. The speaker must accomplish his purpose in speech it self.

b) Public speaking require more formal language.

Slang, jargon and ad grammar have little place in public speaking.

⁴⁰Stephen E. Lucas, *The Art of Speaking Tent Edition*, (New York: McGraw Hill Companies, 2009), p. 6.

- c) Public speaking requires a different method of delivery.

When conversing informally, most people talk quietly, interject, stock phrases such as “like” and “you know”. Adopt a casual posture and used what are called vocalized pauses (“uh”, “er”, “um”). Effective public speaker, however adjust their voices to be heard clearly throughout the audience they assume a more erect posture. They avoid distracting mannerism and verbal habits.⁴¹

3. Public Speaking to Inform

Public speaking to inform occurs in a wide range of everyday situations. It is delivering informative speech in which you will act as a lecturer or teacher. You may describe an object , show how something works, report, explain a concept. Your aim is to convey the knowledge and understanding-not to advocate a cause.⁴²

⁴¹Stephen E. Lucas, *The Art of Speaking Tenth Edition*, (New York: McGraw Hill Companies, 2009), p. 8.

⁴²Stephen E. Lucas, *The Art of Speaking Tenth Edition*, (New York: McGraw Hill Companies, 2009), p. 300.

There are many ways to classify informative speeches. Those are speeches about object, speeches about processes and speeches about concept. Here the researcher use report presentation which is speech about object.

Speeches about object is delivering the information about visible, tangible and stable in form. Object may have moving parts or alive; they may include places, structures, animals, even people.⁴³ In this research, the researcher use animal report presentation as the kind of public speaking.

2. Report

Gerot and Wignell states, “A genre can be defined as a culturally specific text-type which results from using language written or spoken to help accomplish something”.

a. Definition of Report Text

Report describes the way things are, with reference to a range of natural, manmade, and social phenomena in our environment.⁴⁴

⁴³Stephen E. Lucas, *The Art of Speaking Tent Edition*, (New York: McGraw Hill Companies, 2009), p. 301

⁴⁴Tri Indaryati, *English Alive, Senior High School, Grade XI*, (Jakarta, PT. Ghalia Indonesia Printing), p. 8.

In report speaking, the researcher usually uses the simple present tense. In other words we can say that the report describes person, place, mood, situation, and etc in general.

b. The Purpose of Report

Based on the definition of report above the purpose of is to present the reader with a picture/Video or other of person, subject or places in general.

c. Generic structure of Descriptive

One way in understanding report is by identifying the generic structure. The simple generic structure that is taught in Senior High School is divided into the following two elements, namely General Classification and Description.

1) General Classification

This part tells what the phenomenon under discussion is.

2) Description

This part describes what the phenomenon under discussion is like in terms of (1) Parts, (2) Qualities. (3) Habits or Behavior if living; uses if non-natural.⁴⁵

⁴⁵Tri Indaryati, *English Alive, Senior High School, Grade XI*, (Jakarta, PT. Ghalia Indonesia Printing), p. 8.

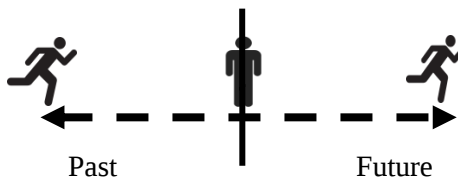
d. Language Focus

1) Nouns

Noun is word that is the name of a thing, quality, person, etc. and can be the subject or object of a verb.⁴⁶ For examples: teacher, house, my cat, etc.

2) Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual things that occur in the present but that are not necessarily happening right now.⁴⁷



Examples:

It rains everyday in August..

Uncle Joe visits us last month.⁴⁸

⁴⁶Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p. 281.

⁴⁷<http://www.learnenglish.de>. In Association with the Learn English Network, 18 November 2015.

⁴⁸Betty Schramper Azar, *Understanding and Using English Grammar Fourt Edition*, (United States of America: Prentice Hall Regents Prentice-Hall Inc, 1989), p. 2.

e. Example of Report Presentation

Dolphin



Dolphins are very intelligent animals and they are benign to humans. These water mammals are able to fascinate us in many different ways. These mammals live in a group. They have been known to help humans in a variety of circumstances including rescue and fishing.

There are 36 species of dolphins that have been found. 32 species are dolphins the sea is already well known by the people and 4 species are river dolphins. It's very interesting to see and learn about the dolphin species. Dolphins can be very entertaining. They can jump out of the water. Some of them can jump up to 30 feet in the

air. The dolphins are grayish blue and his skin is very sensitive to human touch and other objects.⁴⁹

Based on the text above, it describes about dolphins in general view

a. Media

Media is one of some aspects that need serious consideration. It can bring and arouse students' happiness and renew their spirit in studying. It also can help the students in placing their knowledge to their mind and rekindle the lesson.⁵⁰ In teaching learning process of speaking report text media will give a stimulation and good example of how report is presented.

a. Definition of Media

The word “media” is derived from Latin *Medias* that means “between” or “mediator”. Media is intermediary or mediator a message from sender to receiver message.⁵¹ According to Gerlach and Elly as quoted by AzharArsyad, said that a medium broadly conceived is

⁴⁹<http://www.sekolahbahasainggris.com/7-contoh-report-text-singkat-tentang-binatang/>accessed on 27 Februari 2016.

⁵⁰Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 1996), p. 16.

⁵¹Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 3.

any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes.⁵² In addition, Gagne and Briggs that was quoted on Azhar Arsyad's book said that "medium is devise used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer."⁵³ In other words, "medium is a component of learning source or physical vehicles that consist of instructional material in students' environment which can motivate students to learn".⁵⁴ it can be concluded that medium are instruments which send and transmits learning message. Medium is everything which used to channel information from the sender to the receiver which can stimulate students to get knowledge skills, creativity and attitude. The use of medium is very needed to reach the purpose of teaching and learning process. By using an appropriate medium, it hoped that the teaching learning process becomes interesting and makes students interested and motivated to learn and follow the material.

⁵² Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003). p. 3.

⁵³ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003). p. 4.

⁵⁴ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003).p. 4.

b. Classification of Medium

According to AzharArsyad, teaching medium can be classified in to three kinds, they are:

- 1) Visual medium : It is media that can be seen such as pictures, diagram, map, graphics, etc.⁵⁵
- 2) Audio medium : It is teaching medium that can be heard such as radio, music or song, tape, cassette, mp3 player, etc.⁵⁶
- 3) Audio visual medium: It is teaching media that can be seen and heard such as movie/Film, video, television, etc.⁵⁷

In this research, the writer used audio visual medium (Short Documentary Film) as an alternative medium to make students motivated, enjoy, and pay attention to the material.

c. Types of Film

Type is a class or group of people or things that share particular qualities or feature and are part of a large

⁵⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003). p. 89.

⁵⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003).p. 44.

⁵⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003).p. 30.

group.⁵⁸ so, it can be known that types of film is a class or group of film that share particular qualities or feature.

Bordwell and Thompson that was cited on Tatum AriesyaAkmala'sthesis defined the types of Film as follow:⁵⁹

1) Documentary film

A documentary film supports to present factual information about the world outside the movie. As a type of movies, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are:

- a) Compilation movies: produced by assembling images from archival sources.
- b) Direct cinema: recording an ongoing event 'as it happens' with minimal interference by the filmmaker.

2) Fictional film

A fictional film presents imaginary beings, places or events. Yet, if a movie is fictional, that does

⁵⁸Oxford advanced learner's dictionary sevent edition, (New York: Oxord University Press, 2005). P. 1665.

⁵⁹Tatum Ariesya Akmala (063411047), *The Use of Animated Film to Improve Students' Ability in Writing Narrative Text*" (A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011)", *Thesis* (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2011), p. 25-26.

not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3) Animated Film

Animated Films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4) Experimental film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental movies are made for many reasons, they are:

- a) The filmmakers want to express personal experience or view point.
- b) The filmmakers may also want to explore possibilities of the medium itself.

- c) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

Based on the explanations above it could be seen that audiovisual media is the suitable media to teach speaking because it contain both audio and visual media in order to make students easy to understand how language is used and the documentary film is the appropriate film/movie to be used in teaching speaking report.

b. National Geographic Short Documentary Film.

As a media national geographic kids short documentary film serve the real native of english present the report by using interesting animation and expressive language.

a. Definition of Short Documentary Film

Film is a series of moving pictures recorded with sounds that tells a story, shown on television or at the cinema/movie theater.⁶⁰While short documentary is a short film or a radio or television program giving fact about something. It gives a record of or report on the fact about something briefly, especially using pictures, moved pictures ,recordings, etc.⁶¹

⁶⁰*Oxford Advanced Learner's Dictionary 7th Edition*, (United States of America: Oxford University Press 2005),p.573.

⁶¹*Oxford Advanced Learner's Dictionary 7th Edition*, (United States of America: Oxford University Press 2005),p.450.

Based on the definition above we know that Short Documentary Film are a fantastic way to get a message or story across in a limited amount of time. A common way that short documentaries are used is to share the story/mission of a non-profit organization or business.⁶²

Short Documentary Film can be an effective medium in teaching speaking report text because it stimulates students to imitate the way the film present a report in a good way, clear, expressive and communicative. Short Documentary Film makes learners, especially in Senior High School level students more interested, motivated and creative.

b. National Geographic Kids



The National Geographic Society is a nonprofit scientific and educational organization dedicated to exploring our planet, protecting wildlife and habitats, and helping assure that students in K-12 are geographically

⁶²<http://www.desktop-documentaries.com/mini-documentary.html> accessed on 24 February 2016 at 12.38 p.m.

literate. One of the National Geographic program is National Geographic for kids.



National Geographic Kids inspires young adventurers to explore the world through award-winning magazines, books, apps, games, toys, videos, documentary films, events, and a website, and is the only kids brand with a world-class scientific organization at its core. National Geographic Kids magazine (10 issues per year) and Little Kids magazine (six issues per year) are photo-driven publications and are available on newsstands or by subscription in print and on tablets.⁶³

c. The Advantages and Disadvantages of Documentary Film

There are some advantages and disadvantages of film as a medium in teaching learning process. There are:

1) The advantages of documentary film

a) Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for

⁶³<http://kids.nationalgeographic.com/about-us/>. Accessed on 25 February 2016 at 22.39 p.m.

example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression.

b) Cross-cultural awareness

Film uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language’ when inviting someone out, or how Americans speak to waiter. Film is also of great value in giving students a chance to see such thing as what kinds of food people eat in other countries, and what they wear.

c) The power of creation

When students make their own film as medium in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of moviemaker can provoke genuine creative and communicative uses of the language, with students finding them doing new things in English.

d) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.⁶⁴

2) The disadvantages of documentary film

- a) During playing film, teacher cannot explain any material because it can disturb students' concentration.
- b) Students cannot understand the film well if it is fast.
- c) It is difficult to repeat what is gone except playing it once more.
- d) If the listening equipment has bad quality, students cannot listen the sound of the movie clearly.
- e) The equipment is expensive.⁶⁵

3) Film as One of Medium in Language Teaching

Teachers are expected to make activity in teaching learning process more interesting and they

⁶⁴Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed.p. 282.

⁶⁵Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003). p. 50.

can make it through medium. Medium will give different situation which increase students' interest and motivation in teaching learning process than just explaining material without any medium to support. Medium is a component of learning source or physical vehicles that consist of instructional material in students' environment which can motivate students to learn.⁶⁶ By the appropriate medium, the delivery of material will be transferred to students easily and it can makes them to involve their learning process.

Film as one of medium in language teaching, it is belongs to audio visual medium. Film can be effective medium in teaching learning process because it will make students feel relaxed and fun, so students will pay attention to the film. Thus they can remember the content of the film, answer all of questions related to the film and imitate the good way to present a report.

By using film, the teacher can give new situation which interesting in the class, different from what students usually get when the teacher just explaining material using conventional method. Through film, students will have big enthusiasm in

⁶⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003). p. 4.

learning process. The teacher just needs to choose appropriate film to deliver the lesson.

4) Applying National Geographic Kids Short Documentary Film in the Teaching of Speaking Report.

The use of technology has improved become a common feature of the classroom media. In fact most of schools used speaker and projector in the classroom as learning media. It prove that technology may become prior role in the future of second language classroom. However, This potential still can not replace the teacher as a determinant of the quality of teaching and learning process

One of technological aids that can used by teacher in classroom is documentary film. Documentary film present a factual information about the world.⁶⁷ can motivate students, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication can be improved. It can be a good way for the students to be imitated in speaking practice.

⁶⁷Tatum Ariesya Akmala (063411047), *The Use of Animated Film to Improve Students' Ability in Writing Narrative Text* (A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011)", *Thesis* (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2011), p. 25-26.

In this research, the researcher used national geographic kids Short Documentary Film about animal. The aims of this documentary film as factual report film in teaching speaking reportis to help students in understanding what is report, what is the social function, the generic structure and so on. National geographic kids short documentary film is medium to help students in understanding how to present a good report text especially about animal such as the language use, pronunciation, gesture, expression, and so on.

Teacher is playing the film twice. In the first film ends teacher asked the students related to the film such as what is the film described and how is the characters. In the second film end teacher asked the students about how is the presenter delivering the report such as language used, pronunciation, gestures, expression, and stress.

The next activities are teacher divide students into four group and give each them report text about animals to be learned. After learning the text students asked to try to present it in front of the member of the group one by one. Students have to pay attention to language used, pronunciation, gestures, expression and stress.

B. Previous Research

The researcher chose research topics based on the results of prior research, whether conducted by them or by someone else. Researchers proved that previously conducted research is a rich and plentiful source of research ideas.⁶⁸

In composing this proposal, the writer considered some previous researches related to this study, those are:

1. SitiErichah , The Use of Films as Media to Improve Students'

Narrative Speaking (A Classroom Action Research at IIB Class of MTs al-Hidayah NU 03 Kendal in The Academic Year of 2010/2011).

The result of this study shows that In the pre cycle, the students' average score is 49.76. In the first cycle, the students' average score is 61.78. It means that there is a progress of students' achievement after being taught using films. In the second cycle, the students' average score was 68.69The presence of films as media to improve students narrative speaking had given a significant progress toward their speaking ability..⁶⁹

⁶⁸Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc., 2005), p. 30.

⁶⁹Siti Erichah 063411048, *The Use of Films as Media to Improve Students' Narrative Speaking*, (A Classroom Action Research at IIB Class of MTs al-Hidayah NU 03 Kendal in The Academic Year of 2010/2011), A thesis Semarang, Tarbiyah Faculty, IAIN Walisongo Semarang, 2011.

The similarities between this previous research and my research are the same in media. That is Film. The difference is about material. This previous research focus on speaking narrative and my research focus on speaking report.

2. Muhammad SirrulMuna. *Utilizing Youtube Videos to Enhance Students' Speaking Skill*(A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011). A Thesis. Surakarta. Teacher Training and Education Faculty, SebelasMaret University, 2011.

The research findings show that YouTube video could improve: (1) students' speaking skill (2) class situation. The score in pre-test is 37.225, in Cycle 1 67.45, and the-post test 73.40 with KKM 65.00.

This research finds that the use of YouTube videos by some techniques such as pause and play combined by some methods such as drilling could improve students' speaking skill and situation of the class. The researcher expects that the use of YouTube videos could be used by the teacher as one of the media in the teaching learning process especially in teaching speaking.⁷⁰

⁷⁰Muhammad Sirrul Muna X228529. *Utilizing Youtube Videos to Enhance Students' Speaking Skill*(A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011). A Thesis. Surakarta. Teacher Training and Education Faculty, Sebelas Maret University, 2011.

The similarities between this previous research and my research are the same in media and focus skill. That is videos/film and focus on speaking. The difference is about video/film. This previous research using youtube videos.