

CHAPTER II

LITERATURE OF REVIEW

A. Previous Research

There are two previous researches related to this study:

1. The research entitled . The Use Of Animal Documentary Films As Media In Teaching Spoken Report Text (An Experimental Study of the Eleventh Grade Students of SMA Negeri 3 Pematang in the Academic Year of 2009/2010). This study is about the use of documentary films in BBC VCD as alternative media in improving students' ability in writing report. The objectives of this study are to explain and describe the use of documentary films in BBC VCD to teach writing report texts to the students.

This study is an experimental research. The subject of the study was 50 students of the eleventh graders of SMA Negeri 2 Wonosobo in the academic year 2010/2011. They were divided into two groups, experimental group and control group. There were five meetings for each group. Before being given the treatment, those two groups were given pre-test. The experimental group then was given treatment by using documentary films in BBC VCD; while the control one was given treatment without using documentary films in BBC VCD. The control was

given treatment by using picture as the comparison of the experimental group. The post-test was given after conducting the treatment to investigate the effectiveness of the treatment The data were collected through the writing test in the form of report text

The test scores were used as the sources of data obtained. The results of the pretest and post test of the experimental group were 58.40 and 74.40; whereas, the results of the control group were 59.04 and 69.60. The result of the study shows that the experimental group gains better

than the control one. From the calculation of applying the t-test, the mean different test showed that the t value (2.442) was higher than the t table (2.01). It means that there is a significant difference in the achievement between the students taught by using documentary films in BBC VCD and those taught without using documentary films in BBC VCD, proving that the media used in this study are applicable.

This result motivates me to do the research with the same method in order to improve students' speaking skill especially in spoken report text. The differences between this research and my research will be in specification of the speaking; she did the research to focus improve students' writing skill. So, the difference between this research and my research in focus skill, setting, and participants.

There is significance difference in score of speaking test achieved by the students after they have been taught using role play. This result motivates me to do the research different method using films as media in order to improve students' speaking skill especially in spoken report text.

2. The research entitled 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 objectives of this study are :

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. Munip Riyanto (student number:053411254),

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 analyzing 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 48.4286 for experimental class 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 H_a was accepted while H_o 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.

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 The Academic Year of 2009/2010 and the researcher conducted the research to identify the differences of student's achievement in speaking report text between students who are taught using film and students who are taught using non film at the eleventh grade of SMA N 1 Bergas Semarang in the academic year of 2012/2013.

B. Theoretical Framework

In this chapter, the writer discussed the general concept of media, general concept of speaking, types of text.

1. General concept of Media

a. Definition of Media

In the dictionary defines a 'medium' as 'an intervening means, instrument or agency': it is a substance or a channel through which effects or information can be carried or transmitted. A medium is something we use when we want to communicate with people indirectly. Rather than in person or by face to face contact. It means that definition tells us something fundamental about media. which form the basis of media education curriculum. ¹ Media is one of tool of communication in this era, that give us many information include education.

Media are used to make our communication effective as well as interesting. To communicate anything to young children calls for special skills and experience. Communication means sharing of ideas, and feelings. It involves interaction that encourages give and take. Since it is two-way process, mutual sharing and interaction are essential. Various media facilitate such communication and ensures in effectiveness.² Communication is one of part that is very important to make a good situation with students. Media can make communication effectively and better.

The media do not offer a transparent window on the world. They provide channel through which representations and image of the world can be communicated indirectly. The media intervene: they provide us with selective version of the world, rather than direct access to it. Media are the means (usually audiovisual or electronic) for transmitting or delivering

¹ David Buckingham, *Media Education, Literacy, Learning and Contemporary Culture*, (USA, Polity Press Cambridge University, 2008) 4th Ed.,P.3

² Jagannath Mohanty, *Educational Technology*, (New Delhi: Deep & Deep publications.LTD, 2005) p 72

message.³ So, teaching by using media is needed in a teaching learning process to help become students to become active.

Most rationales for media education tend to begin by documenting the statistical significance of the media in cotemporary children's lives. Surveys repeatedly show that, in most industrialized countries children now spend more time watching television than they do in school, or indeed on any other activity apart sleeping.⁴ In this era, media is one of part can be separated from our life. Included in our education. So, teacher should using media In learning process to get significance result. 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 film in their lesson, the students will comforted and feel happy.

b. Type of Media

The term 'media' includes the whole range of modern communications media : television, the cinema, video, radio, photography, advertising, newspapers, and magazines, recorder music, computer games, and the internet.

All the media are aids to teaching or learning. They are roughly classified into : (i) audio. (ii) visual, and (iii) audio-visual. Tape cassette-records, gramophone records, radio programe, etc. are of the first category; pictures, charts, slides, film-strips etc. are of the second category. And video recording, TV programme, activities, etc. belong to the third category. Wilbur Schramn has classified all kinds of media into two. One is big media like films, television, video cassette/record and little media like radio programme, audio/tapes, gramophone records, slides,

³ David Buckingham, *Media Education, Literacy, Learning and Contemporary Culture*, (USA, Polity Press Cambridge University, 2008) 4th Ed., P. 3

⁴ David Buckingham, *Media Education, Literacy, Learning and Contemporary Culture*, (USA, Polity Press Cambridge University, 2008) 4th Ed., P.5

graphics.⁵ there are so many kinds of media that can we used to teach students. The variety of media can helps the teacher to control their class.

Media are again divided into six categories as follows :

1. Displays boards : Chalk boards, flannel boards, bulletin boards, peg boards, etc.
2. Graphic media : Pictures, photographs, flash cards, charts, posters, graphs, maps, diagrams, etc.
3. Three-dimensional Media : Models, Objects, specimens, puppets, etc
4. Project media : Slides, films strips, transparencies, TV, video tapes, films, etc.
5. Audio Media : Radio, audio cassette , gramophone, records, etc.
6. Activity Media : Fields trips, dramatization, demonstration, role playing, etc.⁶

Media texts are the programmers, films, images, web sites (and so on) that are carried by these different form of communication. All these media are equally worthy of study, and there is no logical reason why they should be considered separately.⁷ Each media text must be unity, so we can know the objection.

It is possible to discuss the advantages and limitations of each medium in this paper. It must be realized that media are aids to communication and particularly useful to young children for making the teaching-learning process interesting, and meaningful. But all care and precautions must be taken in planning, preparing and utilizing these media

⁵ Jagannath Mohanty, Educational Technology, (New Delhi: Deep & Deep publications.LTD, 2005) p. 73

⁶ Jagannath Mohanty, Educational Technology, (New Delhi: Deep & Deep publications.LTD, 2005) p. 74

⁷ David Buckingham, *Media Education, Literacy, Learning and Contemporary Culture*, (USA, Polity Press Cambridge University, 2008) 4th Ed.,P.3-4

as effectively as possible. Media materials even may be prepared by children themselves under the guidance of teachers as far as possible, because this will promote their ego involvement, belongings and awareness about the various aspects of the subject-matter. Media, however, should not be made slaves, not masters of the situations.⁸ Media is not only used for children, but also to young students or students university. Because it makes learning process more effectively.

In this final project, the researcher uses visual media that are films as instructional media because they are appropriate for the students since they sometimes can be used in large-group situations to test the abilities of students to reproduce or interpret what they have learned. And for that reason media educators have often sought to challenge the instrumental use of media as 'teaching aids'.⁹

c. **Films as Media in Teaching Speaking**

Learning becomes effective when students are actively involved in teaching-learning process. To the extent their different senses are related, their learning becomes meaningful and successful to that extent. For using various sense different media and materials are utilized in the classroom and learning experience are made quite relevant and effective. That is why, the media and materials are called multimedia materials.¹⁰ In recent condition, media is part of our life that cannot be separated. Included in learning process. It can help our teacher when teaching its material.

The implication of media for education, most obviously, it would seem reinforce the urgent need for systematic programmes of teaching and learning about the media. The account here points to the central role of the media in children's or student's lives, and their significance in defining the meanings and experience of the contemporary childhood. It

⁸ Jagannath Mohanty, *Educational Technology*, (New Delhi: Deep & Deep publications.LTD, 2005) p. 75

⁹ David Buckingham *Media Education, Literacy, Learning and Contemporary Culture*, (USA, Polity Press Cambridge University, 2008) 4th Ed. P. 4

¹⁰ Jagannath Mohanty, *Educational Technology*, (New Delhi: Deep & Deep publications.LTD, 2005) P. 160

also illustrates the increasing degree of convergence between media opportunities which must surely be seized by media educators.¹¹ The urgent of media for education in the school is development of information and technology. It bring consequences, for example : the raising of student creativity, and the media for education will be urgently needed.

Films, like literature can form the centre of a lesson for second learner. Providing experience with authentic listening and practice n speaking and writing. Teacher want their students to be able use the target language communicatively. In order to this, they believe need to over learn the target language. That is several of goals of teachers to use audio-lingual method including using films.¹² Film is one of method that using audio-lingual method. Almost of student interested with something that connected technology. It can help teacher to make good of a learning process.

Films are a role of material which is sensitive to light and which is used in camera for looking photographs or moving picture for the cinema. In different ways films are film, a story, play, etc. recorded an film to be shown in the cinema or television. By projecting a series of pictures in rapid succession a motion picture can give the impression of movement. Film has been described as an edited version of reality. It can duplicate reality by using color, sound and even the use of three dimension. Film can bring the past, present or a series of possible futures into the classroom. It can speed up, slow down or freeze time sequence. Film can simply record event as they happen or it can be used to change attitudes and promote learning.¹³ Actually, film can be one of many tools of media to teach our classroom. However, picture or film in recently era becomes interesting

¹¹ David Buckingham *Media Education, Literacy, Learning and Contemporary Culture*, (USA, Polity Press Cambridge University, 2008) 4th Ed. P. 32

¹² Diane Larsen Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University, 2000) 2nd Ed. P.45

¹³ P J Hills , *A Dictionary of Education*, (Lodon : routledge & kegan paul : 1982) 1st Ed P. 21

media for our student because there are so many variation like motion picture.

For example, documentary film. Documentary depict essentially true story about real-life situations and real people. They also reflect the viewpoint of the filmmaker, and poetic narration, authentic music, and dialogue are often toward building moods to strengthen the message.

2. General concept of speaking

a. Definition of Speaking

Speaking is one of the language skills demands the students to master since the mastery of speaking skills in English is a priority for many foreign-language learners. The definition of speaking is explained in many ways : In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.¹⁴ When people communicate each other, speaking has important role in this context. A good speech can make people understood well.

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.¹⁵ According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.¹⁶ For good expressing, people need basics of speaking for example : tone, stretch, etc.

In short we can define speaking as the way to carry out our feeling through words, even conversation with others. It means that we use words

¹⁰David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593

¹⁵David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995) P. 39

¹⁶A S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), 25th Ed., .p. 827

and phrases fluently in an interactive process of constructing meaning of speaking.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.¹⁷ However, mastery of speaking is the key how build communication each other. If we have good speaking communication will delivered as well as our communication.

b. The Importance of Speaking

The spoken language is the focus of classroom activity there are often other aims which the teacher might here. For instance, helping students to gain awareness of or to practice some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop production skills.¹⁸ Students always get difficult thing in their lesson, the teacher must give clear instruction so the student understand well. The importance of speaking is here, how teacher build good communication with their students.

Student acquire pronunciation and intonation naturally by listening teacher. When teacher talk they absorb the sound of the language. But this does not mean that they will produce perfect word or phrase when they begin to speak English. It is means that speaking establishes and maintains social relations, and transactional functions, which focus on the exchange of information. By speaking, human beings can express their ideas and mind toward something.¹⁹ Besides focus on the exchange of information,

¹⁷ Jack C. Richards , *Teaching Listening and Speaking From Theory to Practice* (New York : Cambridge university press , 2008) 1st p. 19

¹⁸ Rebecca Hughes, *Teaching and Researching Speaking*, (United Kingdom: Logman, 2002) P. 6

¹⁹ Mary Slattery and Jane Willis, *English for Primary Teacher, Handbook of Activities and Classroom Language*, (New York: Oxford University, 2004) P. 52

speaking can make different between one people to the others. The idea that delivered can influence a several person depend on the ability its people.

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness.²⁰ It is one of many aspect that is very important in speaking. Conversation is a tool of people to communicate with other. To understand well communication, conversation as element of speaking must be a priority.

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.²¹ The importance of speaking is how we exchange of information to the other. Included in classroom when teacher give materials to the student. Good Interaction in learning process can give different result, that is one of part the function of speaking.

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. Is it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point here. Procedures for determining needs include observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing. The second issue is to identifying

²⁰ Jack C. Richards , Teaching Listening and Speaking From Theory to Practice (New York : Cambridge university press , 2008) 1st P. 21

²¹ Jack C. Richards , Teaching Listening and Speaking From Theory to Practice (New York : Cambridge university press , 2008) 1st P. 21

teaching strategies to “teach” (i.e., provide opportunities for learners to acquire) each kind of talk.²² There are some implications of speaking in the learning process. The implication of speaking basically to create student more understand about the materials.

Many students find it difficult to respond if the teacher asks them to say something in a foreign language. They may have little idea about what to say, they may not know the words to use, or they may not be sure how to use the grammar. When students write, they have time to sit and think about what they will write, and how they will write it. But, in speaking, they have to respond more quickly.²³ The differences between speech and write, brings consequent the teacher give more time when students using speech in learning process.

Speaking English well also helps students to access up-to-date information in fields including science, technology and health. By learning to speak English well, students gain a valuable skill which can be useful in their lives and contribute to their community and country. There are also very good educational reasons to practice speaking during a lesson :

- 1) Speaking activities can reinforce the learning of new vocabulary grammar or functional languages
- 2) Speaking activities give students the chance to use the new language they are learning
- 3) Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and on different topics.²⁴

²² Jack C. Richards, *Teaching , Listening and Speaking From Theory to Practice* (New York : Cambridge university press , 2008) 1st P. 29

²³ Joanna Baker Heather Westrup , *Essential speaking skill* (London : British Library, 2003) p 16

²⁴ Joanna Baker Heather Westrup *Essential speaking skill* (London : British Library, 2003) P. 5-6

There are so many importance of speaking in learning process. For that reason, not only teacher but also students must open their mind when learn about speaking.

c. Types of Speaking

While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

According to Brown, speaking falls into five basic types, i.e :

- 1) Imitative, the ability to parrot back (imitate) a word phrase or possibly a sentence. This speech serves to provide interesting and useful information to your audience. Some examples of informative speeches:
 - a) A teacher telling students about earthquakes
 - b) A student talking about her research
 - c) A travelogue about the Tower of London
 - d) A computer programmer speaking about new soft
- 2) Intensive, the production of short stretches of oral language design to demonstrate competence in narrow band of grammatical, phrasal, lexical, of phonological relation. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture cued tasks including simple sequences; and translation up to the simple sentence level.
- 3) Responsive, the interaction and the test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment and the like.
- 4) Interactive, the differences between responsive and interactive speaking is in the length and complexity of the interaction, which

sometimes includes multiple exchange and/or multiple participants. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5) Extensive (monologue) extensive oral production task include speeches oral, presentation, and story-telling during which the opportunity from the listener is either highly limited or ruled out together. Language style is frequently more and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

d. Types of Text

Text are not autonomous, they cannot be separated from roles, purpose and contexts. Readers and writers of texts are influenced by their past educational experience by their content, by context and by many others factors.²⁵ The text can be separated from the context of course. It is like a system that mutual relationship each other.

A text type is a conventional form for organizing messages in a structured way that fits the purpose of the participants in the communication, for example, in a recount, the purpose is to report a sequence of event.

Text type are conventional is that proficient users readily recognize these purpose and structures and therefore know what to expect of the text in terms of the general meaning it is likely to contain writing in these conventional ways helps us to communicate quickly and efficiently since reader and writer have greater shared knowledge.²⁶ To build communication each other we mut understand well how the work of text.

A text can be any meaning-producing event, be it a book, a film, an advertisement, a phone conversation and so on. a text can be seen from

²⁵ Ann M. Johns, *Text , Role and Context Developing Academic Literizes*, (San Diego : Cambridge University, 1997) P. 98

²⁶ Christine C.M Loh and Rita Elaine Silver, *Language Acquisition and Development* (Singapore:Logman, 2004) p.10

two key perspectives; a thing in itself that can be recorded, analyzed and discussed; and also a process that is the outcome of a socially produced occasion. most people like to talk and think about text as products, which is why the notion of a text type is quite prevalent in literacy studies.²⁷

When teaching students to write English, it is important for the teacher and the student have a basic understanding English operates and functions as writing and the ways in which writing is substantially different from speech. when students first start to write, their attempts closely resemble their speech. consider the types of writing students first learn to control; texts like recounts, which are formally similar to speech. through the process of learning to write, however, students gradually move into the more abstract, hierarchical forms that are more typical of writing.²⁸

Speech and writing are both forms of communication that use the medium of language. but they do so quite differently. it is usual to think that they are simply different aspects of the same thing; however writing is far more than speech transcribed. for one thing, the fact that one is a visual form while the other exists in sounds has fundamental effects. the latter exists in time, the former less so. while it is true that the writing of young students is generally very speech-like, as they learn to write, it becomes less so. it is useful therefore to understand some of the basic differences between speech and writing.²⁹

The genre, text and grammar model of language proposed here recognizes that while language is produced by individuals, the shape and structure of the language is to large degree social determined. the implication of this for teachers are enormous. an extreme individualistic / creative view eliminates teaching. an extreme social/structuralized view

²⁷ Peter Knapp and Megan Watkins, *Genre, Text, and Grammar*, (Sydney : A UNSW press, 2005) P. 13

²⁸ Peter Knapp and Megan Watkins, *Genre, Text, and Grammar*, (Sydney : A UNSW press, 2005) P. 16

²⁹ Peter Knapp and Megan Watkins, *Genre, Text, and Grammar*, (Sydney : A UNSW press, 2005) P. 15

eliminates the individual. the perspective on language as social process , however allows us to explain a analyze arrangement of language (texts) as grammatical structures or construction that are formed by individuals in social context to serve specific social needs and requirements.³⁰

Rather than working with texts as if they are structured objects, we can take a more generative approach where they are seen as an arrangement of relative constants (forms and grammatical codes) always in engagement with the potential for variation and change. this provides a basis for thinking of genres a groupings of central, relatively constant processes that can provide students with the disposition to write ; a factor of course dependent on the pedagogy used to implement the approach.

Genres from this perspective are not seen so much as products or text types, but as a core set of generic processes (describing, explaining, instructing, arguing and narrating). performing these processes is based on so much on learning the stages of a variety of different text types, but on the ability to apply the relevant structural and grammatical knowledge to produce appropriate texts.

Therefore, a understanding of both formal and functional aspects of grammar (or what is possible with language and how it works) is a key competency in this approach. the following is a simple diagrammatical representation of the model for the generic processes essential for school learning that is a development of the original model.

G E N R E

³⁰ Peter Knapp and Megan Watkins , *Genre, Text , and Grammar*, (Sydney : A UNSW press , 2005) P .16

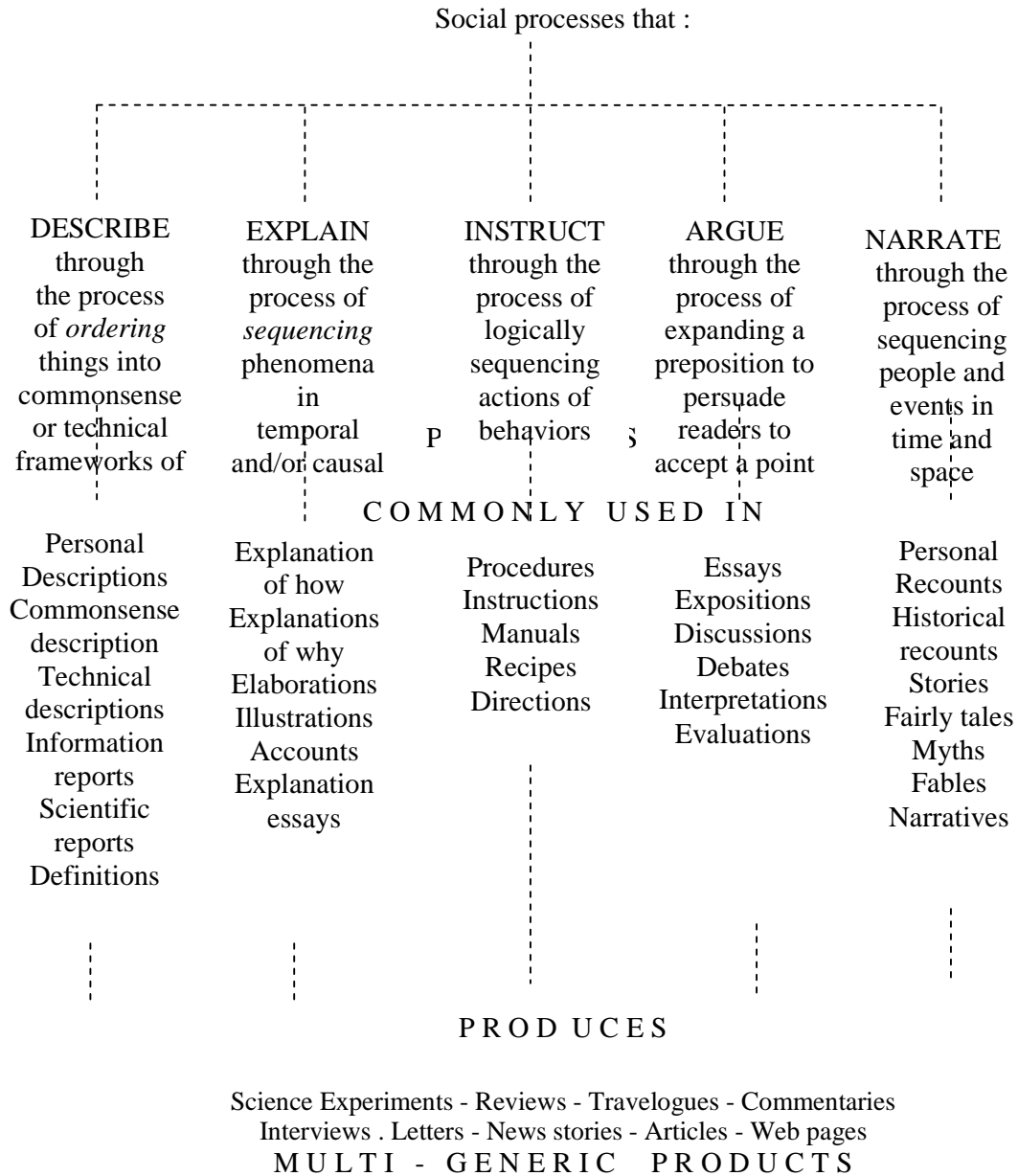


Figure 1
Cited from Knapp's genre model³¹

3. Report as One of Text Types

³¹ Peter Knapp and Megan Watkins , *Genre, Text , and Grammar*, (Sydney : A UNSW press , 2005) P .16

Actually, there are a number of sample texts that may be useful to teachers working with students in the context of English for social purpose. There is also an analysis of the schematic structures and major grammatical pattern of each genre. These genre are by no means exhaustive but simply provide some assistance for teachers who may want to incorporate such genre in their own teaching program, they are :

a. Anecdote

Anecdote is one of kinds of text with has social function to share others account of a unusual or amusing incident.

b. Description

Description is kind of texts with has social function to describe a particular person, place or thing.

c. Exposition

Exposition is kind of text with has social function to persuade the reader or listener that something in the case

d. News item

News item is kind of text with has social function to inform readers or listener about events of the day which are considered news worthy or important

e. Procedure

Procedure is kind of text that has social function to describe how something is accomplished through a sequence of actions or steps

f. Recount

Recount is kind of text that has social function to record events for the purpose of informing

g. Report

Report is kind of text that has social function about natural and non-natural phenomena

h. Review

Review is kind of text that has social function to evaluate the quality of a book, film, etc., with a view to informing a audience of potential

readers, filmgoers, etc. ³²That are kinds of text, and each text has different rule. Each texts can used by their condition. ³³

Report is one of the genres of the text that is taught in Senior High School. Report explains to describe the way things are, with reference to a range of natural, manmade, and social phenomena in our environment.

Report has social function to provide information about natural and non-natural phenomena. The schematic structure reports divided into three part, that is : first, title which indicates topic of report. Second , general statement which introduces the topic of the report. Third , description which provides details of topic such as physical appearance, behavior, landforms and uses (typically organized in paragraph).

Common language features in report include the use of :

- 1) Focus on generic participants (human and non-human)
- 2) Use of present simple tense to indicate 'timeless' nature of information.
- 3) Some technical vocabulary
- 4) Use of long nominal groups to compact information
- 5) Principally the use of verbs of being and having rather than action verb.

Report commonly appear in the form of reverence article, scientific article and text books, reference article in journals, and may be included in such things as lecture and school report. ³⁴

Generic structure of report text :

³² Jenny Hammound Etc, *English for Social Purpose, A Handbook for Teachers Adult Literacy* (Sydney: National Centre for English Language Teaching and Research Macquarie University, 1992) P. 75

³³ Jenny Hammound Etc, *English for Social Purpose, A Handbook for Teachers Adult Literacy* (Sydney: National Centre for English Language Teaching and Research Macquarie University, 1992 P. 75-92

³⁴ Jenny Hammound Etc *English for Social Purpose, A Handbook for Teachers Adult Literacy* (Sydney: National Centre for English Language Teaching and Research Macquarie University, 1992) P.90-91.

Social function : to provide information about natural and non-natural phenomena .

Schematic structure :

Title : Indicate topic of report

General statement : Introduces the topic of the report

Description : Provides details of topic such as physical appearance behavior, Landform and uses.³⁵

Reports classify or describe something e.g. a combine harvester. Reports begin with a general statement which introduces the topic. In the description, facts (parts, qualities, habits and behaviors of the subject) may be described.

Report text is one material in senior high school that can make students interested to learn English language. Included to improve their speaking abilities.

There are some differences both kind of text as follows :

Kind of text

Table 1

TEXT TYPE	PURPOSE	GENERAL STRUCTURE	GENERAL LANGUAGE FEATURES
Report	to classify and/or describe	general statement or classification	<ul style="list-style-type: none"> • technical language • simple present tense • generalized terms
Recount	to retell a series of events	orientation series of events sequenced in time	<ul style="list-style-type: none"> • descriptive language • past tense • time words to connect events

³⁵ Jenny Hammond Etc *English for Social Purpose, A Handbook for Teachers Adult Literacy* (Sydney: National Centre for English Language Teaching and Research Macquarie University, 1992), P.91

			<ul style="list-style-type: none"> • words which tell us where, when. With whom, how
Narrative	to entertain, amuse or instruct	orientation complication evaluation resolution	<ul style="list-style-type: none"> • usually specific participants • time words used to connect events • action words predominant in complication and resolution • noun groups important in describing characters and settings
Procedure	to instruct someone on how to do something	goal steps	<ul style="list-style-type: none"> • verbs usually at the beginning of each instruction • words of groups of words • which tell us how, when, where, with whom
Explanation (factual or literary)	to explain how or why something occurs	phenomenon identification explanation sequence	<ul style="list-style-type: none"> • technical language • use of words such as because, as a result, to establish cause/effect sequences
Exposition	to persuade by arguing one side	thesis arguments	<ul style="list-style-type: none"> • words that qualify, e.g. usually, probably

	of an issue	reinforcement of thesis	<ul style="list-style-type: none"> • words that link arguments. E.g. firstly, on the other hand
Response	to respond to a visual, written or performed work	context of artistic work description of artistic work judgment	<ul style="list-style-type: none"> • words which express judgment • descriptive language
Description	to describe the characteristic or features of a thing or phenomenon	introduction to the subject of the description characteristic features of the subject, e.g. physical appearance, qualities, behavior, significant attributes	<ul style="list-style-type: none"> • particular nouns • variety of adjectives • action verb similes, metaphors figurative language

4. Teaching Report Text Through Film

Students usually with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar, nonexistent conversational skills, to name the most obvious. Films can help on all counts. This is due in part to the fact that films use language so extensively in performing their cultural work. Report films in particular use language to advance plot, define characters, establish mood, and simply tell us what is going on.

In learning language, teacher needs media. There are many kinds of media, such as audio, visual, audio visual and diverse media. Film is one of audio visual media, because we can watch the actions which are in the film and hear the sounds. Basically, children really enjoy watching

films 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 film that they like. And the most of students enjoy to watch film 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, film can used to be a media that is hoped can make students more interest in learning language.

Language plays a crucial role in connecting and rationalizing the various other forms of visual and sound information that make up film experience. Insofar as realism is the dominant style of a film, its language approximates language use in real life, thereby demonstrating practical application. Vocabulary and listening-comprehension are not the only skills improved by watching films. Subtitles and closed captioning (dialogue and other sound information printed across the bottom of the frame) can help students increase reading speed.

Films can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the diverse film resources now readily accessible on the Internet. In short, films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English in elementary and high school. But films can do more than this. Properly selected and presented, films can do what is perhaps most difficult in university language teaching: move students to speak.

Report test is one of part of text that talking about social phenomena. Actually, there are so much resources that can we used to teach student with film as a medium.

Using film as film 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 or object in the film . In fact, the students enjoy to watch film, so in teaching speaking

descriptive style, the researcher use film as a teaching media. The researcher hoped that film can motivate and make the students more interest to learn speaking report text

C. Hypothesis

A hypothesis will give a plausible explanation that will be tested. It can also explain future phenomenon that will need to be tested. The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.³⁶ Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

Based on the general situation, the researcher has hypothesis as follows : Films is effective to use in class to facilitate students ability in speaking report text.

³⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta,2006), 13thEd., p. 116