CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13)

Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

2. Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow:

a. Monologue
Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

B. Teaching Speaking

1. Principles of Teaching Speaking

We know that English is a foreign language in Indonesia. Therefore there are some principles that teacher should comprehend to make students easier to learn English. According to Finocchiaro (1974:18) there are a handful of principles in teaching language through speaking to the students as follow:
a. Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of language used should be given clearly.

b. Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.

c. In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation, and into the other meaningful features in English. For instance the teacher can give some sentences that use the same root by using different pattern, and then the students are expected to be curious about the meaning which can be finding by observing, asking, and finally they will be getting the answer by themselves.

d. The essential of language learning through speaking is improving the ability to ask, answer questions, make statements and response appropriately. Speaking is different with writing, so the way to response the question will be different too. Finocchiaro (1974:20) states that the way to response a question in speaking is usually simple while writing is using a complete and correct order sentence to response a question.
e. Confirming comprehension of the students. It can be solved by using some steps to teach speaking. First, select the material for intensive “active” presentation. It aims to make students interest to participate in speaking class enthusiastically. Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. Good arrangement is always making students easier to understand. Third, order it according criteria of frequency of use. Fourth, arrange the model utterances in a way which will permit students to observe the repetitive features so that the principal rule can be understood.

f. Learning speaking is not similar with writing. Therefore learn and practice the language through speaking also will be different. In spoken language, we do not only need the competence to master and understand the language, we also need to learn culture, gestures, and the expressions which give added meaning to the words or sentences. An intonation pattern can also show the feeling of the speaker. It may express some kinds of expression, like as show the anger, happiness, sadness, and etc.

2. The Roles of Teacher

The teacher needs to play a number of different roles during students’ speaking activity to get students to speak fluently. These are the following roles of teacher as stated by Harmer (2007: 347-348):

a. Prompter
As a prompter, teacher should help the students who has no ideas or cannot think of what they will say or on the other hand they lose the fluency that we expect of them to have. It can be solved by offering discrete suggestions without troubling the discussion or making students out of role.

b. Participant

As a participant, teacher may want to participate in discussion or role-plays themselves. However, in such positions the teacher has to be careful that he does not participate too much. In addition, teacher should be a good animator when asking students to produce language. It can be achieved by setting up an activity clearly and enthusiastically. Thus, interest class could be made easily.

c. Feedback Provider

As a feedback provider, a teacher has the ability to consider the effect of possible different approaches carefully. Giving over-correction to students’ mistake may inhibit them to speak but kind-correction may get students out of difficult misunderstanding and hesitations. Everything depends on teacher's policy and the appropriateness of teacher’s feedback in particular situations. However, giving feedback in the end of the activity is vital. It aims to clarify the content of the activity as well as the language used.

C. Crucial Factors in Teaching Speaking

1. The students
This fact needs to be underlined, that, the students and the community in which he lives are central to the learning process. Students’ prior knowledge is one of factors that give big impact in teaching learning process especially when the teacher presents the material. There are also many questions that should be answered by the teacher because of their impacts, such as: whether they prefer to learn language through games, song, movie, picture or etc. Are there wide differences among the students in the class? And how can the teacher treats the bright students and the weaker one? Those questions should be considered when the teacher teaches speaking.

2. The school and community

   Good speaking is often influenced by good drilling. More practice is better than only learn from theory. By often practicing, the students are expected to be able to speak English fluently. The length of English program, various curriculum, good facilities in the school, the existence of instructional material and testing program are also maintain the ability of students. The other consideration comes from the community. English environment is very needed by students to learn spoken language. Related with community, the concerns are about the large number of community, the existence of facilities, kinds of community whether it is rural or urban community, and people who are able to be requested to speak English.

3. The teacher
Teacher should be able to make students active. The most important thing from teacher is his or her role in process of teaching and learning. The best role is called as facilitator. The teacher only needs to present the theory well then asks them to practice more. Make various patterns in process of teaching and learning grows their enthusiasm.

D. The Purpose of Encouraging Students To Do Speaking Task

According to Harmer (2001:87) there are three basic reasons why giving speaking task is a good idea. Since it provokes them to use all and any language at their understanding.

1. Rehearsal

Rehearsal is a way for students to ‘get the feel’ of communicating in the foreign language like as real. It can be done by getting students to have a free discussion in the outside classroom, such as let them to take part in a role-play at an airport check-in desk, allows them to rehearse such a real-life event in the safety of the classroom.

2. Feedback

Teachers can see how well their class is doing and what language problems they are having (that is a good reason for ‘boomerang’ lessons) by giving feedback. Students can also see how easy they find a particular kind of speaking and what they need to do improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

3. Engagement

The Effectiveness Of Short..., Ani Dwi Wahyuni, FKIP UMP, 2016
Good speaking activities can and should be highly motivating. It can be done if the students are participating fully and if the teacher has set up the activity properly. Then, it can give understanding and useful feedback; they will get great satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

E. Short Movie

A short film is any film not long enough. It has running time of 40 minutes or less. The story of the short movie only has one plot. Although the duration is no longer than 40 minutes does not mean that the content of the movie will be meaningless. The short time that has had by short movie, make the researcher wants to use it as a learning media for teaching speaking. Short movie can be used to teach speaking narrative text. Students are asked to do story telling based on the movie that they already watched. That activity will be done in experimental class. This media is expected able to make students easier to understand the story rather than reading text only. Since the learning type of each students is different so the researcher wants to make all of the learners are able to follow the lessons by using this media.

F. The Advantages of Short Movie

Actually bringing a movie to support teaching learning process in a classroom is not a novelty, since nowadays students are faced with the development of technology information. Some of the students are too lazy to read, so some teachers always keep searching for more motivating resources.
There are many advantages that can be taken from the using of movie in the teaching learning process. Those are; it can attach the learners’ attention, save the time and can be replayed many times, the volume can be controlled, and the picture can be paused, so the learners can observe it.

Gebhardt J. (2004:2) believes that movies will bring many advantages. These are as follows:

1. Movies are popular and have universal appeal across cultures, providing current language usage.
2. They present visual context in which the dialogue take place, action accompanying speech.
3. They show gestures, facial expression, and other body language appropriate to the dialogue.

From the description above, we will find out that the use of short movie as media is appropriate to help students in getting and organizing idea into speaking. Therefore, short movie is a valuable thing in education not only used as entertainment tool, but also used as media in learning language.

G. Teaching Speaking Using Short Movie

Teacher needs some preparations to bring short movie as media, such as the movie that will be played, power point, laptop, speaker, and projector. As short movie will not take long times, therefore it is considered will be effective to be used.

There are three steps of using short movie in teaching learning process:
1. Previewing Activities. In this step, the teacher prepares the film and gives the students brainstorming about film.

2. Viewing Activities. This is the main step. The students watch the film and the teacher asks some question related to the film.

3. Post viewing activities. The students are given time for speaking activity.

There are some activities that can be done by the students in teaching learning process by using short movie as media:

1. Sound off and vision on. It means that the sound of the movie is switched off and just look at the picture. The teacher asks the students to pay attention to the movie and write their own interpretation of the movie based on the picture.

2. Playing and pausing. The teacher plays the movie and turns it off in the middle. It is aimed at making the students want to know the end of the film. The teacher asks the students to continue the story with their own interpretation.

3. Synopsis making. The teacher plays the movie from the beginning until the end. The students write the synopsis of the movie.

In this case, the researcher will choose the third point that is, the researcher will play the movie from the beginning until the end. Afterward the teacher will asks students to do story telling based on the movie that is played.

Nevertheless, there are some problems that will appear in using short movie as a media for example student may find difficulty to listen to the
pronunciation, catch the meaning of vocabulary, confuse to use simple past tense to tell the story of the narrative, and nervous to produce their idea orally. To solve those problems, the teacher can play the movie with pausing in each part that is needed to be paused and not too fast, show some possible vocabulary that will be met, give explanation about the use of simple past tense by showing and drilling the pattern through exercise, and give high motivation to the students to be brave to try.

H. Teaching Procedure

Process of teaching and learning will run as it has to be if students comprehend what should they do by clear instruction from the teacher. For the aim, the researcher will explain clearly the rule that should obey by students to conduct this activity. To make it clear, teaching procedure will be explained as follow:

Preparation
1. Preparing short movie that will be used to teach speaking.
2. Preparing learning material about narrative text.

Presentation
1. Showing a picture about the movie that will be given.
2. Giving some question to stimulate them.
3. Asking students to fill in the blank by playing the short movie but only playing the audio first.
4. Discussing the answer together while the teacher giving the example of past form.
5. Playing the short movie while asking students some questions, like as difficult words, some questions related to the text and the generic structure of the text.

6. Asking students to do storytelling.

7. Asking students the part of material that is still not understood.

8. Giving feedback and tells the moral value.

I. Relevant Studies on Short Movie

Here the researcher would like to show two relevant studies that have been done by other researchers, as follow:

1. First, the research has been done by Durotul Yatimah (2014) entitled The Effectiveness of Using Animation Film as The Medium in Writing Narrative Text (An Experimental Study in the Second Grade Students of SMP Negeri 3 Salatiga in Academic Year 2013/2014). The objectives of this research are to find out whether using animation film medium in writing narrative text is effective or not and to know how far is the effectiveness of using animation film medium in writing narrative text. Related to the object of the research, the researcher used experimental method. The research was conducted at SMP N 03 Salatiga in the academic year 2013/2014. The population in this research is the second grade students of SMP Negeri 03 Salatiga. The total numbers of population are 225 students. The sample were VIII- i class as the experiment group which consist of 24 students, and VIII- d class as the control group which consist of 22 students. The researcher used t-test in
order to check whether the use of animation film in writing narrative text is effective. The result of her research showed that using animation film medium is effective to improve students’ writing skill. It can be proved by the pre-test to post-test mean of the students’ writing skill of the class which is not taught with animation film (50.36 to 57.95). The students’ writing skill of the class which is taught by animation film shows significant improvement (50.45 to 67.95). From the t-test result, it can be seen that the class which is taught by animation film medium get higher score (11.2) than the class which is not taught by animation film medium (5.88). It indicates that by using animation film medium, the students can improve their writing skill effectively.

2. Second, the research has been done by Norma Prayogi (2013) entitled Improving Students’ Speaking Ability By Using Cartoon Film (An Action Research in the Second Grade of SMP N 2 Taman in Academic Year 2012/2013). This is an action research. The objects of this research are the students in VIII-E class of SMPN 2 Taman in the academic year of 2012/2013. The instruments of collecting data are speaking test in the form of retelling story, observation checklist and field notes. The action is successful when at least 18 students or 70% of 24 students have good level in speaking ability. The result of this research shows that in cycle 1, the students’ average score is 42.70. The highest score was in students’ performance (13.95), and the lowest was grammar (6.45). There were only 9 students or 32.5% of 24 students who got good level in speaking
ability. While in cycle 2, the students’ average score is 45.21. The highest score was still in students’ performance (13.95), and the lowest was grammar (7.91). There were 19 students or 79.16% of 24 students who got good level in speaking ability. It could be seen that there is a continuing progress of using cartoon films to teach narrative. The presence of cartoon films as media to improve students’ narrative speaking had given a significant progress toward their speaking ability. Since they were never taught by using films, the presence of this research also gave the students new perspective that they could also relate the material to their hobby like pictures, music, etc.

3. Then, the research has been done by Lniestya Adhietama (2014) entitled *The Effectiveness of Using Short Movies to Improve The Students’ Ability in Writing Narrative Text (An Experimental Research in The Second Year Students of Smp Negeri 1 Boyolangu in Academic Year 2013/2014)*. The sample were VIII G class as control group consisting of 29 students and VIII H class as experimental group consisting of 29 students, 4) the research instrument were test, 5) the data analysis was using T-test. The result showed that the mean score of the experimental group was higher than the mean score of the control group. In order to know the difference between the two means was significant or not, t-test was applied. The result was 5.0931. The critical value for 54 degree freedom (df) at 5% of significant level was 2.005. So there is significant difference because t count > t table. It means that Ha which states there is
significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative between the students who learnt writing by using short movies and those who learnt writing without using short movies is accepted. Whereas, Ho which states there is no significant different ability of the second year students of SMP Negeri 1 Boyolangu in academic year 2013/2014 in writing narrative between the students who learnt writing by using short movies and those who learnt writing without using short movies is rejected. In other words, the finding verified that short movie was effective used to improve the students’ ability in writing narrative text for the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014.

J. Basic Assumption

Short Movie offers an exciting and advanced way to teach speaking. Movie can help on all sides. This is due to the fact that movie uses language comprehensively. Particularly, narrative movie uses language that is able to build plot, defines character and characteristic, recognizes mood, and simply tells us what is going on. Therefore the researcher wants to use Short Movie as a media in teaching speaking. It aims to prove that Short Movie is one of the appropriate media for teaching speaking because by watching short movies they can organize their idea and they compose in spoken form easily, because eventually they have obtained the idea unconsciously when watching it. Finally they can speak easily.

I. Hypothesis
Based on the basic assumption above the hypothesis of using Short Movie in teaching speaking will be effective for teaching speaking to eight grade students of SMP N 3 Kalimanah, Purbalingga in the academic year of 2015/2016.