CHAPTER II
LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

Speaking is the process of transmitting ideas and information orally in a variety of situations (Quianthy, in Morealle et all, 1990: 7). Speaking is also defined the same as oral interaction which are conventional ways of presenting information, expressing our idea and thought in our mind (Nunan, 1991: 40). Therefore, speaking deals with ideas and thought in our mind as well as information to be presented orally.

In line with the definitions, Harmer (2007: 265) included speaking into productive skill. Productive skills is a term for speaking and writing. To be opposed with receptive skills where meaning is extracted from the discourse, it is the skills where students actually have to produce language themselves. In short, speaking requires students to be active due to the need of language production.

2. The Importance of Speaking Competence

Speaking is very important in communication. Different from other skills, it relates to communication in oral form. However, speaker needs to know how to make effective communication.
According to Quianthy (in Morealle et al, 1990: 7) effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. In order to be a competent speaker, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement. Therefore, to become competent speakers, students have to be able to cope any kind of comment by orally producing ideas and information.

B. Teaching Speaking

Pre-service teachers around the world face a unique challenge: bridging the gap between traditional teaching focused on grammar translation and receptive skills, and communicative teaching aimed at well-rounded communication skills. Many new EFL teachers learned English in a traditional context that emphasized memorization and grammar, but after four years of studying pedagogy, they have become very knowledgeable about current communicative teaching methods. (Stephens, 2012: 14). Meanwhile, Kayi (2006: 1) explained that today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.
Further, Kayi (2006: 1) defined what is meant by "teaching speaking" is to teach learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

C. Crucial Factors in Teaching Speaking

Learning a language which is not used in daily life is not an easy thing. It needs willingness, effort, steps, and process to do it successfully. Subsequently, teachers require knowledge about crucial factors in the teaching and learning process.

Finocchiaro (1974: 17-21) stated there are students, school and community, as well as the teachers themselves as the crucial factors.

a. The students

A teacher needs to understand background of his or her students. First, it is age of the students to know whether the students are able to imitate him or her and the preference way in learning. Second,
ability of the students must be known to see whether there are
differences among the students. Third, if the students are adults,
teacher needs to understand aspiration and needs of the students.
Whether they need to learn English to get a job, do further study,
conduct a business or take a trip. Fourth, it deals with native
language. There may be differences with students’ mother tongue
in all components of language. Fifth, it’s about previous language
students might have studied. Maybe they learnt any other foreign
language before English.

b. The school and community
Everything dealing with school needs to be considered. The
consideration comprehends the length of English program,
curriculum, school facilities, instructional materials, existence of
testing program, media to practice English. Dealing with
community, the considerations are about whether the community
has large number of English speakers, available facilities, whether
it is urban or rural community, members that can be invited to the
class.

c. The teacher
Most important from the teacher is his or her role in learning
process. The role comprehends transmitting knowledge, interest in
the students as human being, desire for them to learn, as well as
teachers’ enthusiasm.
D. Teaching Speaking Using Sequel Movie Trailer

Using movie or films has been a popular method in teaching ESL and EFL classes for many years. However, whether they are useful is the circumstance we have to consider. It will be useless if they are not clearly understood by students and take most of students learning time. Consequently, watching full-length movies is not always the best way.

1. Movie Trailer and Its Advantages

As described by Hornby (1995:1268), trailer is a series of short extracts from a film or television program, shown in advance to advertise it. The form of trailer for a film or movie usually is a clip. Therefore, movie clip that represents a movie as a commercial before it is played at cinema is called movie trailer.

Movie trailer usually takes only few minutes. For the reason of time, movie trailer may become better substitute when full-length movie is too risky. Actually, movie trailer belongs to audio visual aids. According to Hornby (1995: 67), audio visual belongs to adjective having a meaning using both sight and hearing. Further, audio visual aids can be described as educational materials directed at the sense of hearing and the sense of sight.

Gebardt (2004: 1) wrote movie trailers are short segments (usually two to three minutes) of key scenes that provide interesting linguistic input and action accompanying the language; they offer us an innovative way to
teach English. The language in the clips can be used in exercises and the scenes for generating discussion and answering questions.

He believed video content from movies offers significant advantages. These are the advantages as follows:

a. Movies are popular and have universal appeal across cultures, providing current language usage.

b. They present visual context in which the dialogue takes place, action accompanying speech.

c. They show gestures, facial expression, and other body language appropriate to the dialogue.

Furthermore, the advantages of specifically using digital movie trailers are:

a. They are of high quality, the best that professional studios can afford.

b. They are short with very concise, catchy dialogue, having highlights of the entire movie.

c. They are free, readily available from the internet.

2. Sequel Movie Trailer

Sequel is a novel, film, etc. that continues the story of an earlier one, often using the same characters (Hornby 1995: 1072). In films or movies, sequels are common. In many cases, the sequel continues elements of the original story, often with the same characters and settings.
From the explanation above, the writer preferred sequel movie trailer to “usual” movie trailer since the story is continuation of its previous movie. As movie trailer loads continuation, the students having watched the earlier movie could easily imagine where the story go. However, the summary and the picture series of previous movie helped the students who had not seen the movie.

E. The Smurfs 2 and Captain America 2 Movie Trailer

1. The Smurfs 2 trailer

   The Smurfs 2 is a continuation or sequel movie of The Smurfs. Actually, the trailer simply takes 1 minute 33 seconds, but it gives clear enough illustration of the movie. The writer believed that the students would be curious to know the whole story and the ending of the movie. That’s why; the writer ordered the students to guess, to have imagination, and to create a story as they wished based on the trailer.

2. Captain America 2 trailer

   Captain America 2 is a sequel movie coming after the first movie Captain America. The trailer of the movie takes 1 minute 29 seconds. As an advertisement, it is interesting to watch. To deal with students speaking competence, the students were ordered to make short spoken advertisement from the trailer.
F. Teaching Procedure

Teaching and learning activity will run as it has to be if students know what they need to do by having clear instruction from a teacher. For this purpose, the writer explained clearly the rule the students had to obey before the activity was conducted. To give better description, the procedure of teaching speaking which was done using sequel movie trailer is as follow:

1. The Smurfs 2 trailer with jigsaw technique
   a. The students were ordered to make some groups consisting 5 until 6 students. After the students had positioned themselves in groups, they had to choose a leader of each group. Leaders of all groups are temporarily separated to make a group of leaders.
   b. The teacher played the sequel movie trailer by displaying it using LCD projector. The trailer ended within few minutes. The teacher instructed the students to think of it individually, before they shared it with other students. The students had to discuss the trailer that is played by the teacher in their groups. After discussing and getting information about the narrative story, the leader of each group has to come back to their own group. They got and gave information by discussing the possibility of the movie’s story improvisation then.

In the activity, the students had to ask and give opinion one another in each group. For the results, the students achieved asking and giving opinion skill development.
c. The students that would have been taught the material of narrative that normally appear in past tense found most of the dialog uttered in present tense. Because of it, in making their own improvised story, the students should prepare it in the form of past tense. This practice facilitated the students in comprehending grammar.

d. Having attained unanimous idea, every group should present their work before the class. To make it fair, the teacher made a draw to decide which group had a turn number one, two, and so forth. All members of the group having their turn presented contents of discussion respectively. In this case, the presentation should be delivered without reading some notes. A small card with simple clue was tolerated. This exercise built students’ independence in spontaneous speaking. Briefly, the students could understood when, why, and in what ways to produce language.

2. Captain America 2 trailer with Think Pair Share technique

a. Teacher asked the students to work in pairs. After the students had positioned themselves in pairs, the teacher played the sequel movie trailer by displaying it using LCD projector. The trailer ended within few minutes. Before they shared it with their pairs, the teacher instructed the students to think of it individually at the beginning. They got and gave information by discussing the possibility of making advertisement based on the trailer. In the activity, the students had to ask and give opinion one another in
each pair. For the results, the students could achieve asking and giving opinion skill development.

b. The students were taught the material of spoken advertisement in present tense. Because of it, in making their own improvised advertisement, the students should prepare it in the form of present tense. This practice could facilitate the students in comprehending grammar as one point in linguistic competence.

c. Having attained unanimous idea, every pair should present their work before the class. To make it fair, the teacher made a draw to decide which pair will have a turn number one, two, and so forth.

d. One pair finishes their turn, the next pair will overtake the stage. Nevertheless, the next group had to make expression of compliment before they leave their chairs. Unless the earlier group was not able to present their result of discussion satisfyingly, the next group was free to give comment in unhurt way. For the consequence, the earlier group should willingly respond the compliment.

These activities resulted in speaking competence advancement. Together with, the activities created the students’ interest in joining the lesson. Moreover, the students felt challenged in shaping their performance. Speaking competence would no more become something worrying after all.
G. Basic Assumption

Teaching speaking requires a state of the students’ ability to speak up and ability in exploring their thought. Subsequently, creativity of teachers should be raised up. Students as learners should place themselves highly motivated in joining English lesson as well.

The use of sequel movie trailer for teaching speaking effected on activities done by the students in classroom. To make the students interested in following the lesson and to kill the students’ boredom, novelty would be good solution. Since the trailer was new to the students, it was believed that they would have fun during the activities. Due to its clear sound and visualization, the characters’ movement and their conversation could be easily caught by the students. They were facilitated to reach competence in getting and giving information, asking and giving opinion, telling a story, making spoken advertisement and congratulating somebody else.

H. Hypothesis

The hypothesis of this research is “sequel movie trailer is effective for teaching speaking to the tenth grade students of Sokaraja 1 State Senior High School, Banyumas, in the academic year of 2012/2013”.