# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

Language is a means of communication. Without language, we wouldn't be able to interact to one another. It means that language has an important role for human being. One of important language in our life is English, because English is an international language. English is very important in all aspects at present, to welcome high teach information era, it is needed a professional human resource one of the absolutely needed is the ability to communicate in English. We now realize that all the information is applied in English, so nobody will be able to go through the development without English. English has various functions in different countries. Some countries use English as the first language, any other use it as a second language and it as a foreign language.

Nowadays the foreign language learners in school are rather heterogeneous not only as far their proficiency level is concerned but also when it comes down to their interests and learning strategies. Marimba (1999:79), "Interest is the tendency of soul towards something consisting of interest in it, which is generally containing with pleasure feeling towards something". Interest refers to the maximum desire of someone to do or to get something (Syah, 1995:136).

As stated by The Department of Education and Cultural stated in English curriculum of Senior High School 2004 (2004), English is considered as a first foreign language and becomes a compulsory subject from elementary to university. In the context of education, the function of English language is as a tool to communicate in order to access the information, to make

interpersonal relationship, to exchange information and also to enjoy the art of language in English culture.

Speaking skill in English is a person skill to convey their ideas to anyone orally. However, many of students feel difficult to develop their speaking skill, but if the students practice continuously and be done with peers in the classroom, English teachers, or other teachers who can speak English, those all  can help the students to develop their speaking ability. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, English phrases, and auditory train so make it easy to get the message of the speaker.

English is rapidly gaining status as global language. This is true because the language is not only used in English-speaking countries but also in other countries where businesses flourish through negotiations delivered in English. In this case, English becomes the people's second or foreign language. The communication in English occurs in many contexts, like an advertisement, education, and business, and the like. (Sipayung, T.K. and Pangaribuan T. 2019:95)

Hakim (2005:24) the one of main criteria to decisive success or not someone in learning English can be seen from how far someone's ability in speaking English. It means that speaking is the most important skill in English because speaking is one successful factor than the other skill in language teaching, but the reality has indicated that many students much failed and have many problems in learning English especially speaking. There are some problems faced by the learners in learning speaking including the students feel difficult to understand the speaking subject, their speaking is very difficult to be understood by other people, unconfident, afraid to

make mistake and lack of vocabulary. (Thrusan Hakim, Belajar Secara Efektif,( Jakarta : Puspa Swara, 2005))

The other problems that students faced were the students still confused to use the word in making sentence orally, the students felt difficult to pronounce word in English, and they felt bored in learning speaking because the English teachers only explained the materials and then just gave exercises in written form. There was no variation or other teaching media used by the teachers. The English teacher only uses the textbook and blackboard as teaching media.

To solve those problems, the teacher needs to provide some media or methods in teaching and learning process. In teaching and learning English especially speaking media and method have very important role. The teacher must be able to select and use the effective and suitable media or method in the teaching and learning process. Furthermore, Brown (2000: 7) says," teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning." It means in teaching, the teacher guides the students and setting out the condition that enables the students to know or understand to do something by giving or showing them an instruction.

Special in knowledge also conducting teaching and learning process in the classroom many students from the basic level up to higher level attend English courses to develop their competence and skill in English. Basically, they want to master English actively in spoken and written form. In addition to that, most vacancies are requiring people who know English communicatively, to run their business. The competencies of students in English become an additional value to support their future careers in this globalized era. (Sipayung, 2019:23)

In preparing the materials, the teacher needs to conduct need analysis because every English language learners need English for different purposes. Through need, analysis learning materials are developed indirectly. However, there are some steps to develop these materials first a teacher needs to develop the syllabus through learning the learners need, choose item by item from the syllabus the develop the materials. Second, the nature of learning materials and learning principles are something that needs to develop the nature of learning is dealt with the teacher ability to differentiate between materials (content) and language. Materials of listening can be chosen from cassette, CD-ROM, video and etc which able to help students to achieve the objective of learning which already formulated by the teacher. Learning principles are dealt with developing the content of the materials. (Sipayung, 2019:2)

Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been "replaced" by new approaches that proposed new ways for helping foreign language. In a country like Indonesia where English functions as a foreign language (EFL), students exposure to English is mainly in the classroom. The students have very few opportunities to use English outside the classroom therefore, Sawir (2005 : 97) points out that 1.7 millions of Asian students face serious learning difficulties and lack of confidence in speaking English and taking a proactive role in classrooms.

In Indonesia, the aim of teaching English in Senior High School based on the 2006 School-Based curriculum is to help the students to understand and produce oral and written texts in relation to four language skills (listening, reading speaking, writing). Secondly it aims to help students comprehend and produce various short functional and monolog texts and essay texts. The third aims to help the students have competences in linguistics (grammar, vocabulary,

spelling, and written rules), social culture (language expression based on the community context), and strategy (problem solving in communication occurred)

Moreover, Sudirman (2004:76) "Interest is a condition happening if someone looks the characteristic of a condition related to the desire or needs". Interest will appear if someone is interested in something important to fulfill the basic needs. Thus, this should be taken into account when planning teaching and lessons. One way of bringing variety and flexibility into the classroom is the use of film in EFL teaching.

In education field there are many of media and methods that can be used to help both teacher and students in the teaching and learning process. Nunan (1999 : 57) highlights the assumption that authentic language input can be extracted from many different sources including TV and radio broadcasts such as news, movies, songs, soap operas, and comedies, recorded conversations, meetings, and newspapers. Gilmore (2007 : 40) also defines authentic language input as the language conveying a real message which is produced by a real speaker or writer for a real audience. Similarly, movies prove as potential language inputs to create joyful learning opportunity in language class rooms. The teachers are expected to choose movie pieces or full movies suitable to enhance the learners' proficiency in acquisition of language skills. One of media which proposed is watching western movie. Using western movie in teaching English is one of the best ways to enhance lesson plans and give students additional ways to process subject information especially to support teaching speaking, so that the students develop their spea king ability.

Films have many cross-cultural values, provide outstanding basis for the improvement of critical thinking skill, provide a rich source of content for language learners, and offer

linguistic diversities. Films also have motivating feature. They facilitate oral communication. Researchers emphasize the use of films in English class room for motivation and learning language skills. Films have the potential to provide exposures to the real language uttered in authentic settings and the culture in which the foreign language is spoken (Stempleski, 1992 : 46). Besides, they assist the learners' comprehension by enabling the learners to listen to exchanges and see such visual supports as facial expressions and gestures simultaneously.

In the initial attempts of using films in English classroom may have mixed response. However, gradually after each attempt with a focus on selecting which movie would be suitable to the context would give overwhelming response. In providing the task based learning environment, promotion of active viewing of films stimulate the interest of learning language for the students of today's E-generation.

## 1.2 The Problem of Study

The researcher identified the problem as follows:

1. Does stimulating student's activity on movie discussion improve the speaking ability at the tenth grade of SMK TAPEN Perdagangan?

## 1.3 The Objective of the Study

Based on the formulation for the problem above, the research objective is:

1. To find out whether stimulating student's activity on movie discussion improve the speaking ability at the tenth grade of SMK TAPEN Perdagangan.

## 1.4 The Scope of Study

In fact in teaching learning process, there are four main skills that must be developed when the EFL students wants to achieve English language such as speaking skill, listening skill, writing skill, and also reading skill. This study will just focus on implementation Western Movie in the speaking to improve the students' speaking ability of SMK TAPEN Perdagangan. In other words, this study will just focus on improving students' speaking ability through Western Movie in Classroom Interaction.

## 1.5 The Significant of the Study

The researcher hopes from this research is expected to give some benefit such as: theoretically, it is expected that the result of this research could enrich the knowledge in pragmatics analysis in term of speech acts.

1. Theoretically It may support the theory that movies can be applied to teach speaking ability. And the result of the research is expected to be able to encourage the next researcher to conduct further research.

2. Practically, there are some advantages to some parties as follows:

   1. To English Department students, the result of this research is expected to facilitate them to gain better understanding related to the Western Movie media  which can improve listening and speaking skill simultaneously.

2. To other researchers, this research is expected to provide guidance and evidences to guide them to conduct a further research which related to watch movie. Especially watching Western Movie for students of vocational high school.

3. To teachers and/ or candidate teachers, it is expected that the result of this research can be the reference to be more creative in teaching including the method the activity, and the way to communicate to students by the recent media.

**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

This chapter presents the result of reviewing some literature related to the topic of the study covering: Nature of Speaking (Types of speaking, The Problem of speaking, Element of speaking, The Function of speaking, Aspect of speaking, the activities of speaking,). Teaching Media ( Definition of teaching media and kinds of teaching media). Movie ( Definition of movie,

the type of movie, the advantages of movie, elements of movie, movie as media to improve students' speaking), and Previous studies.

**2.1.1 The Nature of Speaking**

Speaking is a language skill through which someone can express ideas or information to the others. There are some definitions and perspective of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and need to organize the discourse so that the listener will understand. In the same way, Brown (2003: 172-173) defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what.

In other meaning, speaking is an interactive process in which an individual alternatively takes of the role speaker and listener, and which includes both verbal and non-verbal component. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of context. It means that speaking is interaction between speaker and listener. Communication is happen because of giving information. The communication purpose for the speaker could be:

1. The want to say something.

2. They have some communicative purpose; say something because they want something to happen as result of what they say

3. They select from their language store. Speaker has an inventive capacity to create new sentence.

To achieve this communicative purpose they will select the language they think is appropriate for this purpose. The goal of speaking is to build a communication between a speaker and listener in an interactive way. There are two instances when such a skill is required and these are; interactive and semi-interactive. In the first instance, this would involve conversation with another person or group of person whether face to face or over the phone, where there is an exchange of communication between two or more people. What needs to remember are speaking is a process of conveying feeling or ideas to others with the use of verbal language and it is a process of involving the speaker and listener in a communication line.

Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Brown (2000: 267) is, "Acquiring or getting of knowledge of a subject or a skill by study, experiences, or instruction." It means that learning is an activity of the learner in acquiring knowledge by studying the lesson or material, their experiences, or instruction from the teacher. In teaching and learning process, a teacher gives lesson and the students learn from the given lesson.

Human learning is to say the least an extremely complicated process. The biology and chemistry of learning is far from understood. Learners often evaluate their success in language learning of English on the basis of how well their improvement on speaking the language is.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

**2.1.2 Types of Speaking**

Brown (2001:271-274) describe six categories of speaking skill area. Those six categories are described as follows.

1. Imitative: at one end of communication of types of speaking performances is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. With this is purely phonetic level of oral production, a number of parody lexical and grammatical properties of language may be include the criterion performance.

2. Intensive : a second type of speaking frequently employed in assessment context is the production of shirt stretches of oral language design to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture.).  The speaker must be aware of

semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minima at best.

3. Responsive : responsive assessment task include interactional test comprehension but somewhat limited level of very shirt conversation, standard greetings and small talk, simply request and comments and the like.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. The example is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationship. The forms of interpersonal speaking performance are interview, role play discussion, conversation and games.

6. Extensive (monologue)

Teacher give students extended monologue in the form of oral reports, summarize storytelling and short speeches.

From the theory above, the teacher can consider some important points in teaching speaking to the students. The students need to know the knowledge of vocabularies, pronunciation, and language function in English that that they are going to use. The teacher then can assist the students to perform their speaking abilities. The knowledge and practices of them are very useful in producing the language appropriately.

**2.1.3 The Problem of Speaking**

Speaking is not as easy it may seem. In fact, it is complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different type of person, there are some problems in speaking

Brown (2001:270-271) suggested some causes that make speaking is difficult as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced Forms

Contractions, elisions, reduced vowels, etc. all forms special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted,   bookish quality of speaking that in turn stigmatize them.

4. Performance Variables\

One of the advantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and

hesitate. For example, in English our thinking time is not silent, we insert certain fillers such as ub, um, well, you know, I mean, like, etc. one of the most silent differences between native and nonnative speakers of language is in their hesitation phenomena.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve and acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress timed rhythm and its intonation pattern convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum without speaking skill of its richest component. The creativity of conversational negotiation.

**2.1.4 Element of Speaking**

In addition, speaking ability is a difficult one to assess with precious, because speaking is a complex skill to be acquired. Brown (2001:273-275), there are at least five components of speaking skill that should be mastered by students to increase their speaking ability. The following five components are generally recognized in analysis of speech process.

a) Comprehension

Comprehension is the ability to understand something. For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

b) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

c) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicate competence which that competence can be measured by five aspects; comprehension grammar, vocabulary, pronunciation, and fluency.

**2.1.5 Functions of Speaking**

Function of speaking according from Burns (1997:36) then developed by Richards explores three parts of version of function of speaking talk as interaction, talk as transaction, and talk performance. Each of these activities will explore below.

1. Talk as Interaction

   This refers to conversation and describes interaction which serves primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and establish a comfortable zone of interaction with others.

2. Talk as Transaction

   This type of talk refers to situation where the focus is what is said or done. Quoted from Jones (1996: 14) describes the mean in transaction, talk is associated with other activities. For example, student may be engage in hand on activities (e.g. in a science lesson) to explore concept associated with floating sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3. Talk as Performance

   The third type of talk which can usually be distinguished has been called talk as performance. This refers to public talk that is talk which transmit information before an audience such morning talks, public announcement, and speeches. Talk as

performance tends to be in the form of monolog rather the dialog, often follows a recognizable formal and is closer to written language than conversational language.

**2.1.6 Aspect of Speaking**

Speaking is used to interact and communicate by someone to other. Speaking is needed in all of life activities. This aspect of speaking will make our speaking or use of language well. As proverb says "practice makes perfect". Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect to be mastered by the people in speaking English.

1. Speaking Mode

   The first feature is the speaking mode: it can be isolated (the words the words are pronounced in isolation with pauses between two successive words) connected (usually used when spelling names or giving phone number digit by digit) or continuous (fluent speech).

2. Speaking fluency

   With the three speaking modes, the speech input can be spontaneous or read (scripted speech for data entry by computer operators or a text dictated to a secretary from a manuscript document)

3. Speaking rate

It is obvious that the speech production rate varies from one speaker to another. The speaking rate depends on the exploitation condition in particular due to stressful operating conditions such as adverse physical environments, the speaking can be slow, normal or fast.

4. Non-speech sounds

The users are likely to produce acoustic sounds that are not relevant to the application, such as cough, sneeze, clearing one's throat, lip smacks, clicks, etc.

**2.1.7 The Activities of Speaking**

In speaking there are many kinds of the activities. Speaking is a productive skill. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used. In control activities the teacher usually gives guided to do his/her instructions. The teacher makes their class effectively and having fun. There are many kinds of speaking activities that can be held by the teachers and learners:

1. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer: 2007 : 124)

2. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games make the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They will be happy to follow their class and not bored. In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

3. Story telling

Story telling is universal function of language and one of the main ingredients of casual conversation (Thornburry: 2005:136). Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

4. Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.

5. Picture description

The other activities on speaking are picture description. The students are given one or some picture and then describe what about the picture. In this activity, the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describes the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

**2.2 Media in Teaching English**

**2.2.1 The Definition of Media**

Media is the communication outlet or tool used to store and deliver information or data. The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-ROM and internet web sites which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like TV, radio, video, telephone, fax machines, and computers (Terry, 2000:48).

In this modern era, the word media have already been familiar for us in the relation with teaching and learning process/ the same source also mentions that not all media involve technology, of course. Books and newspapers do not conjure u images of technology, although a good deal of technology goes into its creation. In fact there are many kinds of media such as conventional like books, magazine, newspaper and many more. And also the recent media that already mentioned above. It means so many media that we have from many sources.

The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process. Munadi (2008:6) stated media means as thing for connecting teacher and students to get the material. Through media teacher easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media.

Media have undoubtedly always facilitated the tasks of language learning both instructed and none instructed learners as a tool for language learning or teaching. It means that media can be defined as the aids or equipments that can help the learning process run well.

Based on those explanations above it can be concluded that media is part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also giving some responses so the students can carry meaningful learning experiences.

Sudjana and Rivai (1992: 2) stated four advantages of teaching media in learning process. They are:

1). Learning process will be more attractive to students and motivate them to study.

2). Learning material will be more obvious so that students can comprehend it and make them possible to master, moreover, to get the learning goal.

3). Teaching method will be more various, there will not be just the teacher's verbal communication. Hence, the students will not fall into bore and the teacher will not be worn out.

4). The students will get more activities since they note only listen to teacher's explanation but also do observation, action, demonstration, and so on.

**2.2.2 Types of Recent Media**

1. Blog

Blog is a basic web page with post presented in reverse chronological order. Post can be retrieved via an RSS reader (such as Google Reader), negating the need to visit the blog to communicate new products or offering. CNN uses blog as an alternative news source. The simplicity of blogs is deceptive. Blogging enables unique opportunities for educators to improve communication with (and between) learners, increase of learning through reflection, and enable the formation of diverse viewpoints and perspective. Perhaps most importantly, they enable educators to connect with each other.

## 2. Wikis

Wikis or more broadly collaborative writing on the web, have captured the interest of business leaders and academics. Well known, and increasingly referenced, is Wikipedia. A Wiki is basically a simple web page that anyone can edit. At least that's the standard description or what wikis were when first started. The openness of wikis has encountered the reality of human behavior (or more precisely - spam). Wikis are chaotic, informal knowledge spaces. Wikis enable individuals to create a collective resource. Whereas blog enable individual voices, a wiki over-write individuality.

## 3. Social Bookmarking

Social bookmarking is a way to store and organize bookmarks (favorites) on the web. Having bookmarks on the web means they are accessible from any internet.

## 4. Video

The last decade has seen the web transition from e-text based medium to a multi-media platform with audio, video, greater interactivity. For educators, this presents a great

opportunity to add diversity and variety to courses. While video- taped  lectures have been common on university campuses for decades, the increased band with available to most computers users has opened the door for a new approach to extend lectures-enabling learners to view missed (or not fully understood) lecture at their convenience.

5. Games, virtual  world, and Simulation

Virtual world and games are common topic discussion in educational conferences. Most educators have at minimum, indirect experience with games or their own personal use of virtual games. Whether through conversation with student the activities of their children. Virtual games such as World of War craft-generally involved the achievement of a certain goal, such as mastering a game level, virtual worlds, in contrast are environments where individuals can interact with each other, but may not necessarily be focus on achieving a particular goal. Traditional video game system (XBOX and PS3) now offer online gaming as well.

Simulations are particularly valuable as a learning tool in providing learners with a situated experience that is more cost effective than actually performing the task (such as flying). Simulations can be expensive to design and administer.

Arsyad (2002:49) teaching media can be classified into three categories. They are:

1.  Visual Media

They are media that can see. It would captivate sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard.

2.  Audio Media

They are media that can be listened from audio media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord/tape recorder and movie compact disk which can stimulus though feeling, idea and students it happens on teaching and learning process.

3. Audio Visual Media

They are media that have sound and picture. Movie is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated. In this study, the researcher used audio visual media named movie as the interaction media, because by using video it can motivate the students to learn and pay attention to the material given.

According to the statements above, it can be concluded that there are many kinds of media which can be used in the teaching and learning process including visual media, audio media, and audio visual media.

**2.2.3 Movie**

A movie is a motion picture, often referred to as a film. Movie is a sequence of pictures in frame in which the sequence is presented through LCD. Arsyad (2002:4), movie is a sequence of picture that alive and move. Movie is a kind of story that is recorded as a set of moving picture to be shown on the television or at the cinema. It means that movie is a motion picture that recorded and showed trough LCD, television, or at the cinema. A movie is the one of visual aids that can be used in the class, it makes lessons more fun. It means that movie is a media in teaching that can make the teaching and learning process more fun. Movies, also known as films,

are a type of visual communication which uses moving pictures and sound to tell stories or inform (help people to learn). People in every part of the world watch movies as a type of entertainment, a way to have fun. It means that a media visual communication by using moving picture to give information and entertain the audience.

Movies as a method of teaching have also been found to be an effective motivator for studying language (Saferoglu, 2008; Florence, 2009; & Ismail, 2013). In addition, movies teach the students through the use of paralinguistic features where the students use the gestures, pauses, action, and reaction of the characters to understand the gist of the dialogue (Keene, 2006). Knee (2001) argues that movies can be integrated into English lessons to foster not only the linguistic competence, but also the interactional competence of the students. They are not only effective motivators, they have also been found to stimulate the imagination of students (Kusumarasdyati, 2004:14). Keene (2006:217) considers movies unbeatable in providing contextual information and developing interactional skills compared to audio cassettes and CDs. They provide a plethora of knowledge about language providing input in terms of literary, drama, cinema, and language aspects thereby promoting critical thinking and other language skills of the students (Eken.2003, as cited in Keene, 2006:234).

From the definitions above it can be concluded that movie is a set of moving picture that forms a story which is shown through LCD or in the TV or at the cinema or movie theater, people watch it to get information and entertain. Movie can be used as media in teaching and learning process and it can make the teaching and learning process more fun.

**2.2.4 Types of Movie**

Asnawir and Usman (2002:75), the types of movie can be described as follows:

1) Documentary Movie

Documentary movie is a purpose of giving to describe about the story, by using the true society and situation.

2) Episodic Movie.

Episodic movie is a movie consists of short edition in its sequences.

3) Provocation Movie

Provocation movie prevents to explain about special lesson to learners, especially social study, attitude, etc. it will stimulate the discussion among learners in the classroom.

4) Animation Movie

Animation movie is distinguished from live action ones by the unusual kinds of work that are done at the production stage.

5) Fictional Movie

A fictional movie presents imaginary beings, places, or events. Yet if a movie is fictional that does mean that it is completely unrelated to actuality.

6) Experimental Movie

An Experimental movie is made for many reasons, they are:

a) The movie makers wish to express personal experience or view points

b) The movie makers may also want to explore some possibilities of medium itself.

In this research, the researcher would use western movies as media to facilitate students" learning process, the researcher chooses animation movie because many of the learners like and interest to watch animation movie, so it is suitable for learner to increase their ability in mastering the material and motivate them to learn English especially speaking.

**2.2.5 The Use of Movies in Language Classroom**

Nowadays people watch movies not for an entertainment purpose only, but they also do it for pedagogic. In (native) English classes, movies are often used to a vast extent. Movies are typically used in English classes, but it can also be used in other fields, including Biology, Chemist, and History. In ESL and EFL classes, the     use of movies also receives positive feedback from teachers. An experiment title The Effectiveness of Using Movies in EFL Classroom shows that movie can develop student's speaking and listening skills. Furthermore watching movies in foreign languages give some benefit for students, such as their ability in understanding spoken language increases, their pronunciation improves, they acquire new vocabulary, they can develop student's self-expression ability, and they unconsciously adapt to the language's grammatical forms and sentences patterns in context.

Movies are a medium through which ESL/EFL students can get exposed to the target language and receive a comprehensible input. Movies also provide students with authentic English language with its unique characteristics. Watching movies in the classroom not only enjoyable activity and give benefits in language skill for the students, it also get the students to be acquainted with diverse cultures and learning about diverse perceptions to certain phenomena.

**2.2.6 Advantages of Using Movie to Teach Language**

Visual literacy (the ability to interpret and create visual, digital, and audio media) is a fundamental form of literacy in the 21$^{st}$ century the use of movie in the classroom or as an outside school activity can uphold the motivation of the learners, because of its playful component. Using movie through specific task activities provides an ideal vehicle for active

learning, as well as encouraging interaction and participation. The communicative potential of its use has been commended:

1. It facilitates comprehension activities that are perceived as 'real';

2. It creates a curiosity gap that facilitates that exchange of opinions and ideas about the film;

3. It helps to explore non-verbal elements;

4. It improves oral and aural skills (Altman, 1989:112);

5. It provides meaningful context and vocabulary exposing viewers to natural expressions and natural flow of speech.

6. Movie can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation (Sherman, 2003:54)

7. Movies can provide a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language.

# CHAPTER III

# RESEARCH METHOD

## 3.1 Research Design

This research conducted by applying Classroom Action Research. Classroom Action Research in the context of focus efforts to improve the quality of teaching-learning in the classroom. Stringer (2007:8) said that action research was related to idea of reflective practice and the teacher as the researcher. Kemmis and Mc Taggart in Burns (1999:32), action research holds in a dynamic and complementary process, those are planning, action, observation, and reflection.

## 3.2 Population and Sample

### 3.2.1 Population

Arikunto (2010:232) population was set or collection of all elements processing or more attributes processing. The population of this research carried out from Tenth Grade students at SMK TAPEN Perdagangan in academic year 2020/2021.

### 3.2.2 Sample

Arikunto (2010:232) sample was some ore representative of research. It mean that sample was simply was a subset of the researcher would more focused on to research. Based on the population which was grouped into classes, the sample the research is X RPL SMK TAPEN Perdagangan in academic year 2020/2021.

## 3.3 The Instrument of Collecting Data

This study would apply the quantitative data. The quantitative data would gathered by computing the score of the speaking test. In this research, the researcher used a test for testing to know students" speaking ability. The test would gave in the form oral test, the teacher would asked all of students from each group to come forward and retell the story of Harry Potter movie after they discuss with each group.

## 3.4 The Procedure of Collecting Data

The research procedure was adapted from a model proposed by Kemis and Mc Tagart in Burns (1999:32) that action research occurs through a dynamic and complementary process, which consist of four essential steps: planning, action, observation and reflection. In this classroom action research, the researcher conducted two cycle through the using western movie which were consist of four stages, they were: planning, action. Observation and reflection
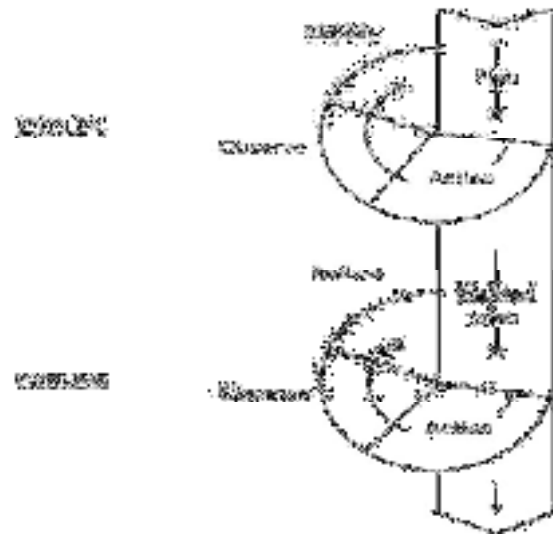
**Figure 1: Research Process**

**The action research process (based on Carr and Kemmis's Action Research Model (1986))**

## 3.4.1 Initial Observation

In initial observation, the researcher intended to find out:

1. Data collected such as documentation includes the number of the students, student's list.

2. Observed the class.

3. Identifying the problem.

Based on the observation, the researcher could identify the problem of teaching learning process at SMK TAPEN Perdagangan. Problem of this research is student's speaking skill was still slow. So researcher planed the action to improve it.

## 3.4.2 Planning in Action

In this research, the researcher planed to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

1. Planning, an action research by focusing on who, what, when, where, and how the action would be done

2. Action, the planning strategy would be applied in teaching learning process.

**3.4.3 Observation**

Observation is the next step monitored and watched closely teaching learning process and collected the data from result of action. The researcher prepared the observation paper to know class condition when the action done. Then the researcher and teacher English discussed about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching learning process.

**3.4.4 Reflection**

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observed the activity that result any process, the progress happened, and also about the positive and negative sides.

**3.5 Procedure of the Study**

This research used a classroom action research the method is to know how the teacher can organize his teaching and learning condition from their own experience. He can tries an idea as reparation in their teaching learning process and look the real effect of those efforts (Rochiati,

2005:13). There are four components in one cycle for doing classroom action research. It consisted of planning, action, observing, and reflecting. This classroom action research was arranges into two cycles. They are cycle one and cycle two. The researcher would collaborate with the speaking teacher who teaches in class. The activities that would be done in each cycle is as follows.

### 3.5.1 Pre-cycle

In pre-cycle the researcher intended to know the initial condition of the students. The researcher observed student's activity in speaking class. The researcher uses traditional strategy in pre-cycle. Learning in this strategy would be implemented researcher in the pre-test while doing research. The story of the Legend of Toba Lake. The researcher would retell a story then the researcher would asked the students retell story that researcher had told one by one in front of class. By using this strategy in the process of doing research in pre-test without the use of media, the researcher wanted to know the result of the study without the use of media. Based on the observation the researcher known the problem that was happened to the students and their difficulties in speaking.

### 3.5.2 First Cycle

The researcher used western movie Harry Potter "The Philosopher" as media in teaching speaking. The procedure as follow:

A. Planning

1. Arranged lesson plan

2. Prepared the media related to the material.

3. Prepared teaching material.

4. Prepared checklist observation.

B. Action

1. Researcher explained the material.

2. Researcher introduced western movie as media to the students.

3. The students divide into some groups.

4. Researcher played movie and ask students to watch the movie in the class together.

5. The student discuss about the movie in their group

6. After the students discuss with their group, researcher asked the students present their argumentative in front of the class.

C. Observation.

The observation is done to check:

1. The student's activity answered the questions.

2. The student's response during the teaching and learning process.

3. The student's speaking skill improvement.

D Reflecting

This step is analyzing the whole action has been done based on the data that had been collected, teacher and researcher discussed and made evaluation to determine the next cycle.

### 3.5.3 Second Cycle

The researcher used of western movie Harry Potter "The Chamber of Secret" as media in teaching speaking. The procedure as follow:

A. Planning

1. Arrange lesson plan

2. Prepared the media related to the material

3. Prepared teaching material

4. Prepared checklist observation.

5. Made the test material.

B. Action

1. Researcher explained the material.

2. Researcher introduced western movie as media to the students.

3. The students divide into some groups.

4. Researcher played movie and asked students to watch the movie in the class together.

5. The student discuss about the movie in their group

6. After the students discuss with their group, teacher ask the students present their argumentative in front of the class.

C. Observation.

The observation is done to check:

1. The student's activity answered the questions.

2. The student's response during the teaching and learning process.

3. The student's speaking skill improvement.

D. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation. The researcher analyzed the result of all test and compares the whole result of the student's achievements. As a result, researcher can make conclusion in conducting classroom action research.

**3.6 Technique of Data Collection**

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview documentation, test, and etc. in this researches, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, could be done there. The techniques and methods which are used by the researcher to collect the data are observation and test.

### 3.6.1 Observation

Classroom observation is an observation that was focused on the understanding of how social event of the language classroom are enacted (Nunan, 1993:18). In this classroom observation, the object of observation is student's activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of student's activities and response or happening which might happen. Observation is intended to see and to know about the condition of class and students. Process of teaching and learning through western movie to know the obstacles appear during teaching learning process, the student's motivation to see their difficulties, their problem, and their understanding about the material given that could be seen from their attitude, behavior and response.

### 3.6.2 Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that is virtually impossible to work in either field without being

**Table 1**
**Rating Sore for Speaking**

| Aspects | Criteria | Scores |
|---|---|---|
| Vocabulary | - Consistently use appropriate words during presentation. | 4 |
| | - Minor lexical problems, but vocabulary generally appropriate. | 3 |
| | - Vocabulary usually inaccurate, escape for | 2 |

| | occasional correct word. | |
|---|---|---|
| | - Vocabulary inaccurate throughout or no response. | 1 |
| Content | - Totally Comprehensible | 4 |
| | - Speech can be understood generally | 3 |
| | - Some definite stumbling but manages to rephrase and continue | 2 |
| | - Incomprehensible | 1 |
| Pronunciation | - Phonemically accurate pronunciation throughout | 4 |
| | - Occasional phonemic errors, but generally comprehensible | 3 |
| | - Many phonetic errors: very difficult to perceive meaning. | 2 |
| | - Incomprehensible or no response. | 1 |
| Fluency | - Very fluent | 4 |
| | - Fluent | 3 |
| | - Fair | 2 |
| | - Not fluent | 1 |
| Performance (gesture, expressions, confidence) | - Good and confident | 4 |
| | - Good but not confident | 3 |
| | - Bad but confident | 2 |
| | - Bad and not confident | 1 |

**3.7. Validity and Reliability**

**a. Validity**

Fraenkel and Wallen say that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inference a researcher make. Based on the statement validity is most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria. There were some criterions of good validity as follows:

a. Content validity

Best and kahn stated "Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists". It means that to get the content validity, the test will be adapted with the student's book that is the test is suitable with the material that taught to the students. Therefore, the instrument of the test must be agreed with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students" speaking ability at the eleventh grade of senior high school.

b. Construct validity

Construct validity focuses on the kind of the test is use measure the ability. In other words, the test can measure what needs to be measured especially in speaking skill. Best and Kahn stated "Construct validity is the degree to which scores on the test can be accounted for by explanatory constructs of sound theory. Construct validity refers to assumption, showing the measurement use contains correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can be examined.

In this research, the researcher administrated an oral test whose the scoring cover five aspects of speaking that are adapted from Brown, and they are grammar, vocabulary, comprehension, fluency, and pronunciation.

**b. Reliability**

Reliability refers to the consistently of test score. Besides high validity, a good test should have high reliability too. Reliability used to show that instrument can be believed to be used as a tool of data collecting technique or not. Fraenkel and Wallen state that reliability refers to the consistency of the score obtained-how consistent they are for each individual from one administration of an instrument to another and from one set items to another. To get the reliability of the test, the researcher used inter rater reliability. This was inter rater-reliability counts level of the reliability based on two series of score that were got by two raters or more simultaneously. The raters in this research are an English teacher and the researcher. The statistical formula for counting the reliability was variant formula as follows:

$$-r = 1 - \frac{6(\sum D2)}{N(N2 - 1)}$$

Note:

r = Reliability

D = The differences of rank correlation

N = Number of student

The criteria of reliability test:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low Reliability coefficient 0.000 – 0.200 is very low

In this research, the researcher used reliability of pre-cycle and cycle 1 and cycle 2, from class XI.  The researcher chose all of the students, from the data gained.

### 3.7.1 Observation Check List

In arranging check list observation, the researcher list some students' observe able behavior that indicates their understanding on the material taught that teacher could seen from their activities and response during teaching learning process.

### 3.7.2 Test

In this research, the researcher used an achievement test to measure the student's speaking skill improvement. The researcher used oral test in the form of western movie. There are five elements of speaking that used to asses students' speaking ability, there are: vocabulary, content, pronunciation, performance, and fluency. With this form, the scoring could be done quickly and easily.

### 3.8 Technique of Data Analysis

1. The Analysis of Pre-Cycle

The pre-cycle was held on August 10<sup>th</sup>, 2020. In pre-cycle the researcher intended to know the initial condition of the students. The researcher used traditional strategy in pre-cycle. The researcher would retell a story in front of class. After that the researcher would asked students retell and explained the story that researcher had talked by their own words in front of class one by one.

2. The Analysis of the Post-test Cycle I

The first cycle was held on August 11<sup>th</sup>, 2020. The first cycle was about teaching learning process and the assessment test. Teacher implemented western movie as media to support students' activity in speaking. Teacher opened the class and checked students' attendance. Before beginning the new topic, teacher asked the homework given in last meeting. Teacher introduced western movie as media to the students. Teacher played movie and asked students to watch the movie in the class together. After that the students discuss about the movie in their group and retell the story from the movie in front of the class one by one.

3. The Analysis of the Second Cycle

The second cycle was held on August, 12<sup>th</sup> 2020. The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test. Teacher implemented western movie as media to support students' activity in speaking. Teacher opened the class and checked students' attendance. Before beginning the new topic, teacher asked the homework given in last meeting. Teacher introduced western movie as media to the students. Teacher played movie and asked students to watch the movie in the class together. After that the students discuss about the movie in their group and retell the story from the movie in front of the class one by one.

In scoring the test, especially to know the mean of the students' score, the writer applied the following formula:

$$\ddot{X} = \frac{\Sigma \text{x}}{\text{N}}$$ Where: $\ddot{X}$ = the mean of students

$\Sigma \text{x}$ = the total score

N = the number of students

To know the development of students' score for each cycle, the mean of students was computed. The formula used to categorize the number master of students is:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where :

P    : The percentage of students who get the point 75 up

R    : The number of the students who get the point 75 up

T    : The total number of students who do the test

*) 75 The Minimum Completeness (KKM)