

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explain some theories related to support this research. This chapter is divided into eight sub chapters. They are speaking, teaching speaking, technique of teaching speaking, role-play as a technique to teaching speaking, media on teaching, short film, the application of making short film in teaching speaking and the previous study.

2.1 Speaking

Start from speaking, speaking is one of the big influences of communication. Speaking is an important skill in communication with others people. According to Chastain (1976:332) "Speaking is a productive skill". It is to be the nature of speaking. Speaking as productive skill because speaking skill uses in daily activities when interact with every peoples in everyday, moreover it is to be requirement. Byrne (1998:8) also says "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding". Speaking is not only talk or produce a sound in communication so it needs coordination of conversation between speakers and listeners to be understanding. According to Channey (1998:13) "Speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts". Speaking as the prime tool in communication to deliver the opinion and feeling. Keith and Morrow (1978:130) stated that speaking ability is an activity to produce utterances in oral communication.

Based on the definition above, the researcher concludes that speaking is a skill for interaction and communication directly and in real situation. Speaking needs understandable language, so that speaker and listener can catch the point of conversation. Speaking ability has some aspects they are fluently, grammar, pronunciation, comprehension, and understandable vocabulary. It needs listener can get the point what is speaker said. In generally, speaking skill is related with real comunication in real situation in daily activities. So learning speaking is better to practice in oral performance in daily conversation.

2.2 Teaching Speaking

Teaching speaking English is teaching and learning process that has the target to learning English as second language. Speaking skill is one of the most important skills such as listening, writing, and reading in teaching English. According to Anderson and Bachman (2009:1) claimed that speaking skill is an important part of the curriculum in teaching language, and it makes them an important object of assessment as well. So, speaking skill is the skill to use in interaction and communication with every people in oral situation. Speaking skill has five components in mastering learning second language. According to Brown (2004:172-173) there are five components of speaking skill in oral speech that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension.

To be a good speaker, the English learners have to master all of the components. Pronunciation and fluency is one of the weaknesses students in learning speaking because mastery of the both components are they can speak fully similar with native speaker or pronounces similarly with native speaker and

speak as fluent and effortless as that of a native speaker. The mastery of grammar in speaking is the meaning of the content is clear, so that speakers and listeners are easy to understand about the content of conversation. Mastery of vocabulary in speaking here is use of vocabularies and idioms that of a native speaker. Latest is about mastery of comprehension in speaking, it appears to understand everything without difficulty. Well teaching speaking uses those five components to measure speaking skill of the students in oral performance.

Sometimes the students are difficult to learn English especially in learning speaking. The students need motivation from the teacher for spontaneous speaking during learning English. In some ways the teachers still cannot handle the students in teaching speaking. In fact, to produce the spontaneous in oral speaking, there is need a little conscious reflection of learners become automatic speakers. In class, the important role is to provide an opportunities to practice in oral communication for speaking skill. The tips, according to Wharton and Race (1999:33), can be seen from the quotation below:

1. Use plenty of group and pair work.

To maximizes the class time available for learner to speak. Each format are has a superiority: in pair puts the both of students to contribute, whereas working and interaction in group is more complex. And If students can competing with their partners, they will be more motivated.

2. Use guided activities where necessary.

With the little experience of learners in oral work may silent when given a task that involving spontaneous speech or conversation. For such learners, the scaffolding of a learnt or heavily guided dialogue can give much needed confidence.

3. Consider role plays.

The teachers was got a criticized with the reasons that they ask students to make believe. But they also provide the students to imagine a various of real situations about relationship and attitudes for try to convey in the target language. If you use role plays regularly, learners can 'catch on' and willingly suspend their disbelief.

4. Use task-based activities.

The good strategies to produce a language without require the students to play in roles is ask them to collaborate in clear objective.

5. Give some practice at long turns.

The skill of telling a story, or giving a short presentation is very different from the skill of participating in a conversation or oral transaction. Practise this, especially if you know yourlearners need to perform a particular type of long turn. It's often useful to pay special attention to linking words and phrases, which can make a long turn sound smooth.

6. Create an atmosphere of acceptance.

Many learners find it rather threatening to speak in the target language. You can help them get over their fear by always responding with respect to what they say, and encouraging other class members to do the same. Respond to the content of what they say, before deciding whether to correct any inaccuracies.

2.3 Technique of Teaching Speaking

There are revolution of education from year by year. The revolution of education can be seen from the system and strategies of teaching and learning. There are mean curriculum scheme of education. In the previous year, curriculum KTSP was used and now it has changed with curriculum 2013. Curriculum 2013 is more complete than curriculum KTSP. This research uses concept scientific learning and authentic assessment of curriculum 2013.

The implementation of curriculum 2013 suggests that the students must bemore active, productive, inovative, creative and effective to developing their

skills. So, curriculum 2013 needs applying student center learning as the method in learning English. It is because students can be more active learning English either in the class or in the outside of the class. According to Winter (2001:1) Learning is “student-centered” because the students are given the freedom to study those topics that interest them the most and to determine how they want to study them. It means that teaching speaking suggest the students must be active than the teacher. It is for improving the students’ skill about English either in the class or in the outside of the class. However teaching technique is needed for achieving the purpose of learning process. In teaching speaking, the teachers have to find the most appropriate techniques for their students. The good technique will be able to increase and improve the students’ ability. The various techniques in learning language of Brown (2000:133). It is based on taxonomy of language learning techniques. The researcher use one of following teachniques. They are free technique, such as: Role playing, games, report, problem solving, drama, interview, discussion, etc.

As there are kinds of those techniques, the teachers have to consider with the students’ level and ability. It will be easy to accept the learning process. Related with those techniques, The students hope that they are able to communicate in English fluently. They will be able to interact with their friends in English fluently. Brown (1994:275) notes that there are some principles for designing speaking techniques. It can be seen from the quotation below:

1. Techniques should cover the spectrume of learner needs, from language-based focus on accuracy to massage-based focus on interaction, meaning and fluently.

2. Technique should be intrinsically motivating.
3. Technique should encourage the use authentic language in meaningful contexts.
4. Technique should provide appropriate feedback and correction
5. Technique should capitalize on the natural link between speaking and listening.
6. Technique should give students opportunities to initiate oral communication.
7. Technique should encourage the development of speaking strategies.

2.3.1 Role-play as a Technique to Teaching Speaking

Role play is activity in which students are assigned roles and improvise a scene. It is make students habitually to speak english in their activities. Thornbury (2005:96) Speaking activities is a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. It means drama is the general term encompassing role play. The students role play in conversations as real situation in daily conversation. According to Paulson and Bruder (1976:70) define that role play are exercise where students are assigned a fictitious role from which they have to improve some kind of behavior toward the other characters in the exercises. Nunan (2003:57) says “in a role-play students are given roles in the target language”. Wharton and race (1999:48) also said that where learners are willing to enter into the spirit of role play, such activities provide a valuable opportunity for them to use their language resources creatively in a wide variety

of imagined situations. The tips about base role play exercise for learners from Wharton and Race (1998: 48-49) can be seen from the excerpt below):

1. Set out to make role play fun.
2. Keep role play relatively private.
3. Let learners themselves choose which groups to work in
4. Provide clear briefings for planned role play activities
5. Give learners sufficient time to get into role.
6. Legitimize acting
7. Think of real situations that learners can role play.
8. Get learners to extrapolate from a video extract
9. Allow time for learners to get out of role.
10. Get learners to devise their own role play scenarios.

2.4 Media on Teaching

The process of teaching and learning in curriculum 2013 gives suggestion it is better using media or technology to support the students learning activities (2014). The role of using media in teaching and learning process has a big influence. It can help the students in learning process. Media can be easy and interest in learning process. So, the teacher should have smart solution for teaching strategy. In addition, the media must be appropriate with learning target. Wright (1976:11) mentions some considerations of instructional media as follows:

1. It is very easy to prepare. If it difficult to prepare, the teacher will not do it. However, if it also takes a lot of time to prepare the teacher can use the media in other class, it is worth of it.

2. It is easy to organize in classroom. The teacher has to determine whether the organizing is a complicated activity or not since there are still many other activities that he has to do in classroom.
3. It is interesting to the teacher especially to the students. An interesting media is a good way to make students not feel bored in teaching learning process.
4. The language experience, which are carried out through the use of media.
5. The effectiveness conducted with use media provides a sufficient. In teaching speaking process is very effective by using media. It can help teachers to convey their materials to students.

2.5 Short Film

Fink (2005) said that there is not any real definition for 'short film'. It is generally considered to be a video that is shorter than 40 minutes, and made with a low budget. According to Barrance (2014:1) "making films at school doesn't have to be really complicated and expensive and you've probably already got enough basic gear in your school to get started". Students can use the simple tools when they are making a short film. They can use all their properties that they have, such as hand-phone. The students can take their video in anywhere. There are three main steps of Barrance for making any film (2014:6):

- **Pre-production** is the bit that happens before you start filming. This is where you get ideas and work out how to make the film. If you spend plenty of time on this stage, you can save hours or days later on.

- **Production** is the actual filming part.
- **Post-production** is where you edit the film together, add or edit sound and titles, and get it ready to show to people.

2.6 The application of making short film in teaching speaking

In this research, the researcher would like to explain how teaching speaking to be simple when using short film for level capability of junior high school. The teacher instruct them to make a group. It divides into five group of twenty nine students. On the beginning the teacher randomly to divide the groups. the teacher gives an examples about short film or conversation video to motivate the students that making short film is easy. It also make the students easy for create a script conversation that will be used in their short film. It will be explain more clear are bellow. There are three steps of making short film for students' speaking ability of this research, the steps of Barrance (2014:6) are follow :

1. Pre-production

The students to determine the topic, theme, time and place before making short film, the idea for plot of the story of the film, and the last is making skript conversation that will be used in short film.

2. Production

This is the process of the students take a video recording. The teacher gives free for students about the device of process recording such as mobile phone , camera digital, video digital, and etc.

3. Post production

This steps is the last process of making short film. the process is editing and finishing the short film and it ready to show to people.

2.7 The Previous Study

There are some previous studies that related with this research. The first is Sari Irianti (2011) who made a conference paper entitled “ Using Role Play in Improving Students’ Speaking Ability”. This study was classroom action research to know wether role-play can or not improve students’ speaking ability in class VIII.1 of SMP PGRI II Ciputat. The writer concluded that role-playing activity can improve students’ speaking ability.

The second study is Ayu Diyah Harni Susanti (2007) who made a conference paper entitled “Using Role-play in Teaching Speaking”. This research was taken in Islamic Junior High School Soebono Mantofani at Jl. Sumatera No. 75 Jombang . Ciputat, Tangerang, on September 20th to December 14th 2006. This study was quantitative method to prove whether the scores of speaking taught by using role-play better or not. The researcher also wants to know the process of role-play activities. This research is proven that the students’ score of speaking taught by using role-play is better. The result has answered the research question that the use of role-play in teaching speaking is quite effective.

While in this research, the researcher will be used role-play in different strategy with apply in making short film in teaching speaking. This research also differences with both the previous studies above. This research uses quantitative research and adding short film in teaching and learning speaking. The purpose of

this research is the researcher wants to find out the effectiveness of the technique of teaching speaking in making short film.