CHAPTER II

REVIEW OF RELATED TO LETARATURE

This chapter presents the theoretical background of the study with the basic significant knowledge of student's motivation using movie for teaching speaking.

One of the most important things to help learners to communicate fluency is knowledge of speaking. Therefore, in order to speak fluently the teacher and students must try their best to find out an suitable with their method. Using visual aids, like Movie is a good way to give motivation for students especially in teaching speaking. This chapter aims at providing some theoretical and background of the study.

2.1 Speaking

2.1.1 Definition of Speaking

Richard (1990:19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. According to Brown (2004:172), there are five components of speaking skill in oral speech that can be defined as follows: pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, speaking skill is very important in language learning because most of learners have to speak. The students have to speak fluently because if the students can speak they will can communicate using English language and also can develop their idea using English language. In speaking skill there are type of speaking in order to speak clearly and fluently. Brown (2001:141) state that are five type of speaking.

2.1.2 Type of Speaking

2.1.2.1 Imitative at one end of continuum of type of speaking performance is the ability to simply parot back (imitate) a word or phrase or possibly a sentence.

2.1.2.2 Intensive. A second type a speaking frequently employed in assessment context is the production of short stretches of oral language designed. Intensive assessments task include direct response tasks reading aloud, sentence and dialogue.

2.1.2.3 Responsive. Responsive assessment tasks include interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.

2.1.2.4 Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which includes exchanges or multiple participants.

2.1.2.5 Extensive (monolugue) extensive oral production tasks include speeaches, oral presentations and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

2.2 Teaching Speaking

Teaching is a process learning by the teachers in guiding, helping, and directing learners to have a learning experience. According to Brown (2007:8) teaching is guiding and faciliting learning, enabling the learn to learn, setting the conditions for learning. In other words, teaching is the teacher must build a situation which students can understand the material will be taught by the teacher. Brown (2007:8) stated that understanding the learner and the subject matter to be learned, will point the way to successful procedur on a giving day for a given learners under the various constraints of the particular context of learning.

There are four skills to be learned namely speaking, listening, writing and reading. Learning speaking is important for students. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic. This type of speaking has several important features (Brown:1981)

1. It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking.

2. It involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organized way.

3. It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.

4. The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.

5. It often needs teaching as it is a skill that is not a part of typical language use.

Beside explanation above, the teacher must know the type of speaking before they teach the students because speaking as a tool to communicate with other people.

According to Harmer (1989:87) the students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete. In other hand, the teacher must be given oral task to the students so the students will understand the material. It means that the teacher should have a design strategy to teaching speaking in order the students will understanding the material.

2.3 Movie as Teaching Media

Learning media is a tool, mediator and connection to spread, carry or convey something message and ideas. It will get like feelings, actions, interests and attention of students so that the process of teaching will happen to the students. Using media is the key to moving students to higher-level thinking. The students are already familiar with using the Internet and many of the software programs required to reach such higher-level thinking skills as creativity, problem solving, comparison and contrast, and evaluation. According to Allan (1985: 48-65) films

actually get students to talk and they can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group. Therefore, watching a movie also is one of the best way to teach the students to feel not bored when they are studying in the classroom especially in English learning so most of students feel will be more interested.

2.4 Students Motivation

According to Dornyei (2001:6) Motivation is a convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex. Thus, motivation is the efforts that can cause a person or group of people to move to do something desires in order to achieve the desired goals or can get satisfaction. There are several motivational strategies which must be considered when becoming a teacher in order the teacher also can motivate the students. According to Dornyei (2001:28) Motivational strategies are techniques that promote the individual's goal-related behavior.

1. Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feedback, set up communicative tasks or assign homework).
2. Design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom's motivational life are listed and suggestions are offered on how to handle these (e.g. how to deal with student lethargy; lack of voluntary participation; or anti-learning influences of deviant children).
3. Focus on key motivational concepts – such as intrinsic interest, self confidence or student autonomy – and use these as the main organizing units
4. Centre the discussion on the main types of teacher behavior that have motivating effects (e.g. showing a good example and modeling student behavior; communication and rapport with the students; consciousness raising about self-regulated strategies; or stage managing classroom events).

According to Reid (2007) "Children will not learn without motivation". Those statements mean that, Motivation is determines the level of success or

failure of the student learning, because learning without motivation, difficult to succeed. To support the theory above, Brophy (2010:4) mentioned that Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so. Brophy means that the teacher must understand whether the student receives the material that has been taught, so that when the student does not receive the material the teacher must provide students motivation with the aim that the material taught can be understood by the students, students motivation is very important. teachers must also understand motivate students by using they experience of the teacher to make students more connected.

2.5 Previous of study

The first previous study from Titik Nur Hidayati (2016) the title: Students Motivation in learning English Using Games (A descriptive study at the third class of intensive English class of pondok pesantren Darul Falah Be-songo Semarang). The purpose of this study was to know English teaching-learning process and the student's response toward learning English by using games. This study is a descriptive qualitative approach. The data were gathered by observing the activities in the classroom. The data were collected by Video-recording the English teaching and learning process and the implementation of games. The data were collected by questionnaire used to measure the students' motivation and their response in learning English by using games. All of the data were analyzed by descriptive qualitative analysis. It is to present the result of the study in the form of descriptive explanation. Some difference appeared between this study and previous study the purpose is to know English teaching-learning process by using games but in this research is to know the application of movie as the media of teaching to enhancing student motivation in speaking. The data were collected by video-recording but in this research the data collected by task. The similar of this study are focus on students motivation using media and The method use qualitative method which related CAR.

The second previous study from Rosdalina, Pipit Rahayu and Eripuddin and with the title " Improving Students speaking skill through animation movie at

sixth grade SDN 002 UjungBatu Riau" This study aimed to solve the problems that were found in preliminary study. The research problem that was formulated "How can movie as media improve the speaking skill?" This research was conducted in SDN 002 UJUNGBATU, and the numbers of students were fiffteen. This research focused on improving students' speaking achievement by using movie as media. This study used Classroom Action Research (CAR) as the research method. The subject of this study was the sixth grade students of SDN 002 Ujungbatu that consist of fifteen students. The steps of research procedure, they were: preliminary study (planning, implementing, observing, and reflecting) and data analysis. The data analysis used quantitative data that was obtained from the test. The researcher used scoring rubric to measure the students' score, and then calculate the mean score. The researcher find the differences this study focus on students speaking achievement but in this thesis focus on students motivation to enhance their speaking and this study use quantitative but the research use qualitative method. The similar are this study using movie as media. The second similar is this study use classroom action research (CAR) as the research method.

Third previous study from Erwin Seftiarini (2015) with the title improving Student' Speaking Ability by Using Short Movie at Second Grade of Mts Al Huda Bandung. This research concerned on the application of Short Movie in solving the students' speaking problems. Research Method Research design of this study was Classroom Action Research (CAR). The subject of this studies were students of VIII-F grade of Mts Al Huda Bandung. 3) the research instrument was test and observation checklist. The research procedures of this research consisted of four steps: planning, implementing, observing, and, reflecting. The criteria of success was determined in 2 terms. A) all students pass speaking test with score $\geq$ 70 including fluency, pronunciation, content, and eye contact. B) students' behavior and response to show that students active in speaking class, students anthusiasm, interest, and enjoy the teaching learning process by using short movie. The difference with this study is this study focus on improving students speaking ability but the researcher focus on student's motivation in speaking. The similar are the researcher using classroom action research and the researcher using movie as media of learning.

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