CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the reviews of the theoretical background concerning the research are presented. The first point discusses the speaking, the meaning of speaking, the elements of speaking, and the development of speaking skills. Then the second section presents the definition of vocabulary and the importance of vocabulary. After that, the next section presents the definition of media and type of media. And the last section presents about the definition of movies, advantages and disadvantages using English movie, and learning through movies.

A. Speaking

A good language teaching is very important especially to deliver all those four skills. Speaking skill is one of language skills from fourth skills (writing, listening, and reading). Speaking skill is important as a communication tool and making relationships with others. When we speak, we must use the correct words, pronunciation, and intonation. "If listening is the Cinderella skill in second language learning, then speaking is the overbearing elder sister. The ability to function in another language is generally characterized in terms of being able to speak that language "(Nunan, 1999:225).

1. The meaning of speaking

There are many Thai and foreign educators have given the meaning of speaking as follows.

Sirilak (1997:40) says that listening and speaking skills are a verbal communication of a person must be two or more than one person with their own purpose. The listener must interpret what the speaker wants to convey and can interact with the language that the listener can understand directly with the desire to convey the meaning of the speaker.

Byrne D. (1986:36) that speaking is a two-way communication process that is related to the listening skill of the listener and the speaking skill of the speaker. The speaker will send the code to convey the intent and need. The listener will decode the substance. By using knowledge of the language system such as the sound of words and the understanding of the speaker's language as a tool to help interpret the message in accordance with the intent of the media or may conclude that in reality the ability to speak directly involves listening The speaker will act as the sender of information to the audience as two ways communication with the exchange of roles as speakers and listeners.

Finocchiaro and Brumfit (1983:140) say that speaking is a relevant reaction between what is said. A situation of speech adjusting the organ of speech to be appropriate, using words, grammar meaning, and culture appropriately as well as being sensitive to the perception of change in the interlocutor. All of this is a reaction that is related to the brain and body that must occur immediately and simultaneously. In that speech, the speaker must send the message using the appropriate language. With accent and pronunciation, as well as expressing facial expressions as an aid in expressing the meaning of what is said listeners will be able to understand the substance that the speaker was sent, and sometimes the spoken

language may be incomplete or not in accordance with the rules or grammar. It is contrary to writing the sentences that must be complete and the readers will understand it. Speech and speaking skills are skills that interact with each other.

It can be concluded that speaking means exchanging information between two or more persons. The speaker must use words, tones, and correct mannerisms and convey meaning to the audience to understand the content and purpose of the speaker. Which will communicate to the listener in any matter until it is understandable, speaking will be effective and achieve the set objectives.

Therefore, speaking in English means communication between two or more individuals, with the choice of expressions, words, language correctly according to the language. Able to communicate correctly, suitable for situations and objectives in conversation

2.   Elements of speaking

Oller (1979: 320-326) divide the speaking elements into 5 are: (1) Accent (2) Vocabulary (3) Grammar (4) Fluency (5) able to understand the words of others

Kwangsawat (2002: 18) has separated communication capabilities

a.   Grammatical competence means grammar or language structure, including knowledge of vocabulary, the structure of words. Sentences as well as spelling and pronunciation

b.   Socio-linguistic Competence means using words and sentence structure appropriately according to the context of society such as an apology, thanks, asking directions and information.

c.   The ability to use language structures to convey meaning in speaking and writing (Discourse Competence) means the ability to link between language structures (Grammatical Form) and meaning in speech and writing according to the figure. Different types and situations

d.   Strategic Competence means using techniques to make communication successful. Especially speaking communication if the speaker has strategies for not making the conversation stop halfway, such as using the body language, expanding by using vocabulary other words that the speaker cannot imagine

In summary, the composition of speech is an important element in making an effective speech. From the many elements mentioned above the researcher selects the criteria of Oller (1979: 320-326) that is a way to divide the elements of speech into 5, they are: 1,) pronunciation 2) vocabulary 3) grammar 4) fluency 5) understanding

In addition, effective speaking must rely on various elements. The speaker should speak meaningfully to the situation and meet the purpose of the conversation.

3.   Development of speaking skills

Developing speaking skills is a important thing to practice as Byrne (1986: 10-11) say that teaching speaking skills need two ways to train.

a.   Practice in using fixed parts of the language, including grammar patterns and vocabulary.

b.   The opportunity for each person to themselves. The instructor must pay attention to accuracy. And fluency at different levels of study in advanced, focus should be on fluency.

Developing speaking ability is a good source of motivation for learners. What teachers should consider are:

a.   Try to find ways to show students that they are constantly developing language by organizing various activities from time to time, such as games, movies or discussions. So that they see how they can use the language

b.   In the exercise, the instructor must provide the opportunity.

c.   Show the learner how to get what they know little. Sometimes they can not express their opinions because there is no precise language in their hearts.

       Therefore, different interpretations concluded that developing speaking skills is an important thing. In the more advanced stage, the instructor in the conversation let the learners know that development is required at all times

B.   Media

1.   Definition of Media

       According to Chaicharoen, (2002)says media means intermediaries that help convey stories, news, knowledge, events, concepts, situations, etc. that the messenger wants to send to the recipients.

       Brown at all, (1973), referred from Chaicharoen say media means learning aids which teachers and students are users to help make teaching and learning more effective

Daeng at all., (2002) say media refer to intermediaries or things such as materials, equipment, tools, and techniques. Including various activities that help learners develop their learning and can apply that knowledge to use in their careers as well as living happily and effective.

Therefore, media means Intermediaries or things such as materials, equipment, tools and techniques Including various activities That helps to convey stories, knowledge, facts, concepts as well as attitudes from knowledge sources or instructors to learners To enable learners to learn effectively

2.   Type of Media

a.   Classification of teaching materials according to qualifications

Phromwong (1980:112) say that the teaching materials were divided into 3major categories:

1)   Small media or light media sometimes called soft media, this type of media can easily be decomposed for example: Charts, Diagrams, Photos, Poster, Drawing, Transparencies, Filmstrip, Video Tapes, Tapes, and etc.

2)   Big or heavy media perhaps called hard media, this type of this media are: Overhead Projectors, Slide Projectors, Movie Projector, Tape Recorder, Radio Recorder, and Television Receivers

b.   Classification of teaching materials according from.

Shore. (1960: 11) Classifies teaching materials as follows:

1)   Printed materials are : Textbooks, Reference Books, Reading Books, and Magazines or journals

2)   Graphic Materials are : Charts, Graph, Diagrams, Poster, and Cartoons

3) Projector materials and equipment are: Still Picture Projector, Motion Picture Projector, Overhead Projector, Slides, Film, and Transparencies

4) Sound transfer material (Transmission) are: Disc Recorder, Tape Recorder, Radio, and Television

c. Classification of teaching materials based on experience

Edgar Dale (1969: 108) believes that direct concrete experiences will make learning different from abstract experiences. Therefore, classifying teaching materials based on experience, in order, from simple experiences to difficult 10 stages, called the cone of experience

Stage 1: Direct, purposeful Experiences have the most concrete meaning that allows students to learn. From real experiences such as playing sports, cooking, growing vegetables or raising animals etc.

Stage 2: contrived experience is the case in which the experience or the real thing is limited. Need to simulate those things came to be studied instead, such as models of examples of astronomical simulations.

Stage 3: Dramatized Experiences are experiences that represent instead of direct experiences or real events that have occurred in the past or maybe dreams, can be learned with direct experience or simulated experiences such as drama, role play, etc.

Stage 4: Demonstration is an explanation of facts, sequence of ideas or processes appropriate to the content that needs understanding. Expertise or skills such as demonstrations, resuscitation, play demonstrations of physical education, etc.

Stage 5:   Study Trips is to bring students to study outside the classroom. With the exact aim, this experience is more abstract than the demonstration. Because learners rarely have a part in the activities they see

Stage 6:   Exhibits provide an experience for the majority of students to receive. May show things such as real objects, models, materials, demos, charts, movies, etc.

Stage 7:   Education Television is an abstract experience rather than an exhibition. Because learners can learn by viewing pictures and listening to sounds only

Stage 8:   motion picture is an abstract experience too.

Stage 9:   Still images, radio, and recording are experiences that can be perceived in some way between listening and speaking. Which is more abstract

Stage 10:   Visual Symbols are the most abstract experiences, lectures, speeches, advertisements, etc. Therefore, students should have the same foundation as the visual symbols that will cause learning well.

Stage 11:   Verbal Symbols include words, descriptions, books, documents, leaflets, brochures that use letters, numbers to represent the meaning of things. It is the most abstract experience.

Based on Kinder, (1965) Educational technologist have categorized teaching materials According to the shape as follows:

1)   Picture media including images that do not require the use of projectors and images that require a projector, such as general images, slides, films, strip films, etc.

2) Projection media such as the phonograph, tape recorder, radio, amplifier Slide projector Movie projector, etc.

3) Media, graphic materials such as charts, charts, statistics, diagrams, images, comics, maps, globe, etc.

4) Community-based media for educational purposes. Educational field trips, speakers, various community sources.

5) Cheap materials such as pamphlets, pictures, newspapers, scrap, etc.

6) Other types of media

a) Signboard showing, such as board, billboard, label, cotton pad, supervision, etc.

b) Materials and techniques for performances such as demonstrations, dances, etc.

c) Three-dimensional materials, including real products, models

7) New types of media such as television, language laboratories Computer media lessons on the network and various teaching and learning systems

C.   Movies

1.   Definition of movies

Movie from Thai Royal Institute Dictionary (1999: 821) means the image that filming by machine it can be seen as motion picture. It can be called a film or a story broadcast in the manner that is displayed as a motion picture through the process of recording with film and the pictures will appear on film after the filming process. it is just a lot of still images or movement that change gradually and continuously according to the story that has been filmed and edited by the principle

of Persistence of vision may be the story, actual events, performance and creator's imagination Whether it is a negative film or a positive film, through the process of converting it into image, sound or both of it with a movie projector or a machine that can project images. The movie is considered to be an art creation in the form of animation. And part of Entertainment industry

Based on the definition above, movies is a photographic record of history, science, and human behaviour that through the projector lens and show in the cinema or television.

2.   Type of movies

There are many types of movies. Ngamsanit (2005: 182-202) was classified movie by presentation style as follows

a.   Movies with real content are produced for the benefit of communication. It can be divided into 2 categories as followers:

1)   Newsreel

Newsreel is the film that record various event for example volcanic eruptions, earthquakes, floods, forest fires, Political meeting, Economic, and social movements, the cultural events or the good traditions of each locality. This type of film will offer only the actual events that are happed in the world whether when it happen, where it happen, and why it happen.

2)   Documentary film

This type of movie have more details then Newsreel for example the volcanic eruption documentary. This film show the details that we cannot see such as the structure of volcanic, how is volcanic eruption, and any

information about volcanic. When we watch this type of movie we will understand how the volcano erupted.

3) Education film

Education film seem like documentary film but the design is more specifically and suitable for the use. This type of film has played a role since Thomas Edison has produced two movies titled The Hause flies and The fog. It is silent movie but gives good results to the study because it makes the students interested in learning.

b. Movies with content from the opus

1) Action films are a film genre where action sequences, such as fighting, stunts, car chases or explosions. It is suitable for people who like strength and martial arts.

5) Adventure movies are exciting stories, with new experiences or exotic locales, encountered many obstacles and want to resolve the situation. This type of movie is suitable for an adventurous audience.

6) Animation is a film produced by photographing a series of gradually changing drawings, etc, which give the illusion of movement when the series is projected rapidly

7) Comedy is a genre of film in which the main emphasis is on humour. These films are designed to make the audience laugh through amusement and most often work by exaggerating characteristics for humorous effect.

8) Crime, Mystery, and Thriller is a mystery film is a genre of film that revolves around the solution of a problem or a crime. It focuses on the efforts of the

detective, private investigator or amateur sleuth to solve the mysterious circumstances of an issue by means of clues, investigation, and clever deduction.

9) Drama is that movies reminds people of real life some stories may cause the audience to be pressured and stressed about the content. But when the movie finished, the tension would disappear.

10) Erotic, this kind of movie may not suitable for those who are still unable to control their emotions, such as children and teenagers. Some stories have a lot of content towards the movie life.

11) Family is the movie that everyone can watch. This kind of movie focus on family relationship.

12) Fantasy are films that belong to the fantasy genre with fantastic themes, usually magic, supernatural events, mythology, folklore, or exotic fantasy worlds. Fantasy films often have an element of magic, myth, wonder, escapism, and the extraordinary.

13) Romance movies are romantic love stories recorded in visual media for broadcast that focus on passion, emotion, and the affectionate romantic involvement of the main characters and the journey that their genuinely strong, true and pure romantic love takes them through dating, courtship or marriage. Romance films make the romantic love story or the search for strong and pure love and romance the main plot focus.

14) Horror films are unsettling films designed to frighten and panic, cause dread and alarm, and to invoke our hidden worst fears, often in a terrifying,

shocking finale, while captivating and entertaining us at the same time in a cathartic experience.

3. **Advantages and Disadvantages Using English Movie**

a. Advantages using English movie

Nasution (2005: 104) states that the advantages of using the movie in the teaching and learning process are:

1) The movie is very good at describing a process, if necessary by using a "slow motion".

2) Each student can learn something from the movie, from the clever one or less intelligent.

3) Movies can take a child from one country to another country and from one period to another period.

4) The movie can be repeated if necessary to add clarity.

b. Disadvantages of using English movie

According to Azhar ((2011:50, he states that the disadvantages of using the movie in the teaching and learning process are:

1) Procurement of English movie generally is expensive and cost a lot of time.

2) When the movie showed, the pictures will keep changing making all students are not able to follow the information given through the movie.

3) Movies not always appropriate with the needs and desired to learn objective.

This is the reason why the writer is interested in taking up the title of the research because the movie gives a new enjoyable atmosphere when they are learning in class. Although this procument movie has disadvantages, the writer has

some planning to overcome the problem by doing strategic stopping and rewind giving the student a chance to receive the information given from the movie and remove some appropriate scene shown in the movie so the students' concentration will not wane if they watch for too long.

4.   Learning Through Movie

It was fun for watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Brown (1983:233), "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform". While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking.

English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking. Animation movie is also introduce students to some English vocabularies, how to pronoun, and how to spell, how to giving information.

Classrooms that use the movie as a medium of education, usually hold a number of 20-10students. With that number of students, it is still possible to observe the movie properly. This means it will not disturb the learning process. To help students study through English movie, message content, format, and technical presentation, in planning an educational program, seriously considered. In addition, the teacher factor in the media also plays a very important role, because it is very

influential in communicating with children and the success or failure of the program

depends entirely on the person who brought the show. Darwanto (2007: 135-136)