**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Speaking Skill**
2. **Definition of Speaking**

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Among the four language skills speaking is viewed to be at the heart of second language learning. A common comment confronted among English Language Learners in Turkish context is that they can understand what they read and write despite the probability of making mistakes in writing and understanding the texts incorrectly yet, they complain about not being capable of transferring their feelings, and ideas through oral language. Successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students’ speaking skills has been intriguing researchers’ interest.[[1]](#footnote-1)

Brown states that speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker listening skill which is necessary compromises the reliability and validity of an oral production test. [[2]](#footnote-2)

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as students. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how people someone can speak a language, and because people expect test scores to be accurate, just and appropriate for our purpose.[[3]](#footnote-3)

From all statements above it can be concluded that speaking skill is an important skill especially for someone who learn foreign language. Many people judge person who have good English skill, can be detect by his ability to speaking. As soon as possible, students learn not only the way of speaking, but there types of speaking that have to knowing by them.

1. **Types of Speaking**

Brown and Abeywickrama (2010, p. 184-185) propose five types of speaking as explained in the following.[[4]](#footnote-4)

1. **Imitative**

What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation.

1. **Intensive**

In the intensive, understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

1. **Responsive**

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

1. **Interactive**

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

1. **Extensive**

Extensive speaking involves a wide range of speech production. Also, the speaker will need to in with the counter speakers, which could be answering question, making discussion.

From these type it can use to teach in the classroom. The researcher teaches the kind of interactive type. Because after watching the video the researcher ask to the students choose the most interesting scene and make dialogue from the movie.

1. **Assessing Speaking**

Adapted from the FSI proficiency ratings (as cited in Higgs and Clifford, 1982).[[5]](#footnote-5)

1. Accent

The first scoring category of speaking skills is accent that pronunciation frequently intelligible, in native pronunciation with no trace of “foreign accent”. Foreign accent that requires concentrated in listening and mispronunciations lead to occasional misunderstanding and error in grammar or vocabulary apparently. There are no conspicuous mispronunciation, it would be take for a native speaker, and the in frequent gross errors make understanding difficult in very heavy accent , it is must be requiring in frequent repetition.

1. Grammar

The second description in scoring is grammar, it almost entirely inaccurate or inappropriate; it is accepted in stock of phrases. In grammar constant errors that showing control of very few conversational in micro skills, or in pattern majority and frequently preventing of communication. Grammar in frequent errors showing inappropriate use of several conversational micro skills and it causing in occasional irritation of misunderstanding, it also show in imperfect control of some conversational micro skills, but no weaknesses that causes in misunderstand. It is few errors with no patterns of failure.

1. Vocabulary

The third description of scoring category is vocabulary, which consists of limitation of courtesy requirements minimum, this conversational of scoring English is limited in basic personal areas in topic familiarly such as(autobiographic, information or personal experience). Limitations of vocabulary prevent discussion of some common familiar topics, and this is chosen in words inaccurate.

1. Fluency

Fluency consist some factor, it is so halting and fragmentary conversation is virtually impossible, speech also very slow and uneven with expected in short or routine sentence; frequently punctuated by silence or long pauses, the sentences may be left uncompleted. Speech is hesitant occasionally with some unevenness that caused by rephrasing or group of words, and speech on all general topics that as effortless and smooth as a native speaker.

1. Comprehension

It will be explaining in some factors such as understand too little to respond in conversation initiations or topic nomination, in comprehension only slow that very simple speech on general topic interest; requires constant repetition and rephrasing.

Researcher choose grammar, vocabulary, comprehension and fluency because want to explore their confident in speaking skill. According to Sari Luoma (2009:18) in her book *Assessing Speaking*, speakers also need to know words, phrases and strategies for creating time to speak. These are sometimes called fillers or hesitation markers, and they include expressions such as *ah*, *you see*, *kind of*, *sort of*, and *you know*, as people as whole expressions such as *That’s a good question*, or *Now let me see.* Speakers often also use repetition of their own words and mix with their mother tongue or their own dialect.[[6]](#footnote-6)

1. **Media**
2. **The Importance of Media in the Classroom**

Media is a communication channel, which refers to anything that carries information from the source of information to the receiver of information, for instance text, images, video, television, and books. Association of Education and Technology (AECT) of America cited in Sadiman defines the media as all of the vehicles used for channeling message or information. [[7]](#footnote-7)

Teachers have wealth of information from which to choose for classrooms. can now bring history into the classroom through pictures, music, and other visuals to a degree never before possible. They can apply the physics from the classroom to simulations available to them through the Internet, and they can develop projects across grade levels and campuses. Students are no longer limited by the walls of a classroom or the knowledge of a single text book. The world is available to most classrooms, even when students do not have their own computers. Teachers can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly.[[8]](#footnote-8)

Teacher should bring technology to the classroom because technology is not limited by the classroom walls, technology does not know or care what the student’s socio economic status may be, and thus helps to level the playing field for these students, technology provides an equal opportunity for everyone to learn, technology is more in tune with the way our students learn today, technology is so much a part of the real world that to limit its use in the classroom is to limit our students’ ability to compete in the world.[[9]](#footnote-9)

Media is brain friendly because the most researchers define *brain-compatible learnin*g as learning that occurs: using modalities that are most comfortable for the learner. For example, most learners are either visual or kinesthetic, thus a brain-friendly environment will lean heavily on teaching methods that include visuals, models, or hands-on activities, in an environment that is positive and friendly and incorporates high expectations for everyone, in a classroom that utilizes research-based methods for teaching and learning, in a classroom that provides a variety of opportunities for learning, in a classroom that is flexible in terms of time, resources, and structures. [[10]](#footnote-10)

From the information above, media can help students developing their skill appropriate modalities that are most comfortable for the learner. So, the students focus what they learn before. Teacher must choose the right media according English skill that will teach such as song, video, movie, etc. The researcher choose movie as media that will help students on speaking skill.

1. **Movie as Teaching Media**
   1. **Definition of Movie**

Most media can serve most instructional functions such as an orderly presentation of information. Visual media in all forms (slides, movie strips, or movie) can easily show visual material such as the interior of a volcano. The use of multiple media to show the same concepts, however, has positive cumulative effects. Movie scenes can offer a visual portrayal of abstract theories and concepts taught in organizational behavior and management courses. Inexperienced students will likely benefit from the use of movie because of a greater feeling of reality. Showing concepts through different movie scenes also shows the application of these concepts in different situations.[[11]](#footnote-11)

Movies are truly modern-day story telling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of a far or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways. Countless movies generate buzz and top dollars at the box office due to dashing special effects, comic relief or sensational action sequences. However, the movies that have a lasting impact are often those that also make us think in a new way or expose us to a meaningful story, more so than merely entertain.[[12]](#footnote-12)

In Addition, researcher choose movie as media than other media in teaching learning, due to can interest students attention and contain of interest picture and familiar story.

* 1. **Types of Movie**

Types of movies can be describe as follows:

1. Action (disaster): Stories whose central struggle plays out mainly through a clash of physical forces.
2. Adventure: Stories whose central struggle plays out mainly through encounters with new “worlds.”
3. Comedy: Stories whose central struggle causes hilarious results.
4. Coming-of-Age Drama: Stories whose central struggle is about the hero finding his or her place in the world.
5. Crime: Stories whose central struggle is about catching a criminal.
6. Detective Story/Courtroom Drama: Stories whose central struggle is to find out what really happened to expose the truth.
7. Epic/Myth: Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.
8. Animation: The story is fantasy, or whose central struggle plays out in two worlds: the “real” world and an imaginary world.
9. Gangster: Stories whose central struggle is between a criminal and society.
10. Horror: Stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).
11. Love (Romance): Stories whose central struggle is between two people who each want to win or keep the love of the other.
12. Science Fiction: Stories whose central struggle is generated from the technology and tools of a scientifically imaginable world.
13. Social Drama: Stories whose central struggle is between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle.
14. Thriller: Stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.[[13]](#footnote-13)

From the explaining above many variety of movies and series. Researcher chooses animation movies, due to many youth like it in their activity. Beside of it, animation movie have pedagogical value that learners can be enjoy without thinking hard for English learning. In Addition, student approve the media that break the bored situation in the classroom.

* 1. **The Advantage of Animation Movie**

Almost any animation can be used as an introduction to a lesson or a course. The two main purposes of using introductions to lessons are firstly, to allow the learners to introduce themselves to each other, and secondly, to lead into the topic matter. Learners often find that the topic matter is made clearer by the use of appropriate introduction. [[14]](#footnote-14)

Animations are particularly useful because they are stimulating, varied and often humorous; they are also a major attraction toward learners in a difficult learning environment asserts that the language learners who had exposure to animations could produce oral answers that were very proactive and interesting in various discussions held in the classes. This movie helps students to develop the potential of students’ imagination because through this movie student more excited to see and to speak that is lead to achieve optimal potential in speaking as well.[[15]](#footnote-15)

However, by using animations, learner appeals to the visual, as they as the auditory, sense giving the additional effectiveness through variety and creativity. At the end of any learning experience, experienced teachers would usually debrief the learners on the lesson for the day or the session. By showing the appropriate animation movie, the teacher would be able to encapsulate important teaching points without having to say or repeat too many words.[[16]](#footnote-16)

From all statements above it can be concluded that the advantages of the animation movie bring students to their creativity individually. The pictures and audio can give variety of visual information such as the way the characters have conversation, character’s pronounce. So, the students can imitate it in the learning process.

* 1. **Finding Dory Movie**

In this case, researcher chooses animation movie with the title *Finding Dory*. This movie produce by the large company of animation are Disney Pictures and Pixar. This movie is the second move of *Finding Nemo* that winning Oscar. Dory is a bright blue tang with a sunny personality and have family theme. She suffers from short-term memory loss, which normally doesn’t upset her upbeat. Because of her shorter memory loss, she couldn’t remember anybody she’d met, but she had emotional memories and she always remembered how it felt. And she was repeatedly left with a compounding feeling of separation and loss. She’s forgot en something big: her family.

When “Finding Nemo” won on the Oscar 2003, Fans wanted more about continuation of the movie and fans perfectly satisfied, director Andrew Stanton had the realization there may be some unfinished business worth exploring. Dory, she couldn’t remember anybody she’d met, but she had emotional memories and she always remembered how it felt. And she was repeatedly let with a compounding feeling of separation and loss. [[17]](#footnote-17)

Family is a key theme in “Finding Dory.” She can’t remember where she’s from. But she must have a family. Her confusion got a laugh when she said in the first film, but there’s a sad truth to that. There was a story worth telling. Disney Pixar’s “Finding Dory” finds Dory living happily in the reef with Marlin and Nemo about a year after their life changing adventure. When Dory suddenly remembers that she has a family out there who may be looking for her, she recruits Marlin and Nemo for a life changing adventure across the ocean to California’s prestigious Marine Life Institute (MLI), a rehabilitation center and aquarium.[[18]](#footnote-18)

In the effort to find her mom and dad, Dory enlists the help of three of the MLI’s most intriguing residents: Hank, a cantankerous octopus who frequently gives employees the slip; Bailey, a beluga whale who is convinced his biological sonar skills are on the fritz; and Destiny, a nearsighted whale shark. Dory was such a big part of ‘Finding Nemo’ that it makes sense that people might wonder about her journey. [[19]](#footnote-19)

The researcher believes that this movie can help student enjoy the speaking activities in that movie and the conversation can be practice by students after watching it. Because this film is really fantastic and have sense humor.

1. **English Subtitle on the Movie**

Subtitle is most known for its purpose of translating the oral dialogue from films or television programs into text..[[20]](#footnote-20)Many movies use English subtitle with 2 purpose, viewers who use L1 can know English clearly and avoid misheard or viewers who L2 want learn and know the movie as from what they hear and from other language (ex: Korean, Japanese, etc) to English as international language. If students watch movie that use Indonesian subtitle, they don’t increase new experience and English skill especially speaking and reading.

Originally, L1 subtitles or captioning technology was devised for hearing impaired persons to aid their understanding when listening was not an option. Today, it is also used by people who prefer English subtitles in addition to spoken English dialogue, instead of subtitles in their non-English mother tongue. In an instructional context it is used by teachers who want to take a step away from native language subtitles to challenge students as they become more proficient. It can also be the topic of research, as in this study, where people want to learn more about language learning and methods. Subtitles can be a tool for teachers and an aid for learners.[[21]](#footnote-21)

Audiovisual material enhanced with captions or inter lingual subtitles is a particularly powerful pedagogical tool which can help improve the listening comprehension skills of second-language learners. Captioning facilitates language learning by helping students visualize what they hear, especially if the input is not too far beyond their linguistic ability. Subtitling can also increase language comprehension and leads to additional cognitive benefits, such as greater depth of processing.[[22]](#footnote-22)

In addition, researcher adding English subtitle because Indonesian subtitle will make the students not learn from the words that they heard. Animation Movies which are produced by people from English speaking countries and dubbed by native speakers can be used as media in teaching English for Indonesian students. However, using animation movies without subtitle not very helpful for Indonesian students because of their lack ability in listening. Therefore. This media will be more beneficial when having English subtitle on it because the students will see the written language they hear.

1. **The Use of Animation Movie in Teaching Language**

The use of media is believed to be one of the techniques for occupying students in EFL classrooms with meaningful tasks and activities. Media can help students to perform better, ignite ideas that seem impossible to generate or simply help a brainstorming process, or even enhance students with weaker ability. Movies are easily accessed nowadays and this fact provides bigger opportunities for teachers to use this interesting audio-visual media in teaching various skills to their EFL students. [[23]](#footnote-23)

Movies have generally been used in teaching speaking, writing and listening and convenient access to foreign language learning, they can enhance students’ listening skills as well.[[24]](#footnote-24)Movies are comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.[[25]](#footnote-25)

The implementation of animation movie is recommended for junior high school students, because some animations movies are designed accordance with lesson materials. It is very helpful for students to develop their ability in speaking skill. Moreover, watching the cartoon movie makes students easily get the concept of lesson materials.[[26]](#footnote-26)

Selection of the method of training or teaching often comes after the setting of the learning objectives. The method selected should respond to the learners’ needs, not the teacher or the facilitators. The same procedure applies to the selection of animations. It is through the careful selection and use of appropriate and relevant animations that an element of humor can be introduced, where appropriate, without detracting from the intention of the teaching situation. When we have decided on the particular animation to be used, it is essential to practice using it at least once with a group of learners. This will help us find out if the animation selected is going to work and in the expected way with the expected results. The animations selected must be evaluated for their worth and effectiveness. If they do not produce the desired effect, then it might need to be scrapped or modified. In the same line, the following tips may help the practitioners to better utilize animations in their conversation classes:

1. Use animations that are interesting to the students.
2. Include various segments of different animations to keep the variety.
3. Let the students view a short segment of 2-3 minutes first for understanding the general topic.
4. Let the students share what they understand from their viewing.
5. Ask the students to watch a selected segments before the class meets.
6. Use animations that include modified language input for young children.

Taher Bahrani and Rahmatollah Soltani notes that when teacher have decided on the particular animations to be used, it is essential to practice using it at least once with a group of learners.[[27]](#footnote-27)This will help teacher find out if the animation selected is going to work and in the expected way with the expected results. The animations selected must be evaluated for their worth and effectiveness. If they do not produce the desired effect, then it might need to be scrapped or modified.

1. İçin Bir Yöntem, ”Strategies Based Instruction: A Means of Improving Adult EFL Learners’ Speaking Skill”, *International Journal of Language Academy*, Vol. 2/3, (Autumn,2014), 13. [↑](#footnote-ref-1)
2. H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. New York: Pearson Education, 2004, p. 140 [↑](#footnote-ref-2)
3. Sari Luoma, *Assesing Speaking*, New York: Cambridge University Press, 2004,.p.1 [↑](#footnote-ref-3)
4. H. Douglas Brown and Abeywickrama. *Language Assessment Principles and Classroom Practice (2nd ed)*. New York: Pearson Education, 2010, p. 184-185 [↑](#footnote-ref-4)
5. Thedore V Higgs and Ray Clifford, “The Push Toward Communication In Curriculum”, *Competence and the Foreign Language Teacher National Textbook Company*, Vol.13, (1982), 57 [↑](#footnote-ref-5)
6. Sari Luoma, *Assessing Speaking*, New York: Cambridge University Press, 2004,.p. 154 [↑](#footnote-ref-6)
7. Herwinda Puspitasari, *The Use Of Cartoon Movie in Improving Students Speaking Ability in Using Expression of Asking For and Giving Help*, Pontianak: FKIP Untan, 2013,p.4 [↑](#footnote-ref-7)
8. Donna Walker Tileston, *What Every Teacher Should Know About Using Media and Technology*, California: Corwin Press, 2014,p.1 [↑](#footnote-ref-8)
9. Donna Walker Tileston, *What Every Teacher Should Know About Using Media and Technology*, California: Corwin Press, 2014,p.1 [↑](#footnote-ref-9)
10. Donna Walker Tileston, *What Every Teacher Should Know About Using Media and Technology*, California: Corwin Press, 2014,p.2 [↑](#footnote-ref-10)
11. Joseph E Champox,”Film as a Teaching Resource”, *Journal of Management Inquiry*, Vol. 8, No. 2, (1999), 5. [↑](#footnote-ref-11)
12. Heartland Truly Moving Pictures and National Collaboration For Youth, *Teaching with Movies A Guide for Parents and Educators,* FILM Publisher,2017, p.4. [↑](#footnote-ref-12)
13. Heartland Truly Moving Pictures and National Collaboration For Youth, *Teaching with Movies A Guide for Parents and Educators,* FILM Publisher, 2017*,* 11. [↑](#footnote-ref-13)
14. Taren Bahrani and Rahmatollah Soltani, The Pedagogical Values of Cartoon, *Research on Humanities and Social Sciences*, Vol. 1, No. 4 (2011), 20 [↑](#footnote-ref-14)
15. Ulvia Sulastri Minarta, Potjut Ernawati and Yuliana. *“*Teaching Speaking By Using Cartoon Movie To The First Year Students Of Junior High School”,531. [↑](#footnote-ref-15)
16. Taren Bahrani and Rahmatollah Soltani, The Pedagogical Values of Cartoon, *Research on Humanities and Social Sciences*, 20. [↑](#footnote-ref-16)
17. Disney Pixar, *Finding Dory Movie*, Los Angeles, 2016, p. 1 [↑](#footnote-ref-17)
18. Disney Pixar, *Finding Dory Movie*, Los Angeles, 2016, p. 2 [↑](#footnote-ref-18)
19. Disney Pixar, *Finding Dory Movie*, Los Angeles, 2016, p. 2 [↑](#footnote-ref-19)
20. Inggrid Elisabeth Nufsfjord Kvitness, *Subtitle in Second Language Classroom*, Norwegia: Trondreim, 2013.p.14 [↑](#footnote-ref-20)
21. Martine Danan, Captioning and Subtitling:Undervalued Language Learning Strategies, *Traduction Audiovisuelle*, Vol. 49, No. 2, April 2004,.p.69 [↑](#footnote-ref-21)
22. Inggrid Elisabeth Nufsfjord Kvitness, *Subtitle in Second Language Classroom,.p.15* [↑](#footnote-ref-22)
23. Nyak Mutia Ismail, *“*Movies And Language Learning: What Skill Do The Conquer?”, Paper Presented in English Education International Conference, Banda Aceh, 12-13 November,2016), 131 [↑](#footnote-ref-23)
24. Nyak Mutia Ismail, *“*Movies And Language Learning: What Skill Do The Conquer?”,133 [↑](#footnote-ref-24)
25. Joseph E Champox,”Film as a Teaching Resource”,11. [↑](#footnote-ref-25)
26. Ulvia Sulastri Minarta, Potjut Ernawati and Yuliana. *“*Teaching Speaking By Using Cartoon Movie To The First Year Students Of Junior High School”,537. [↑](#footnote-ref-26)
27. Taren Bahrani and Rahmatollah Soltani, The Pedagogical Values of Cartoon, *Research on Humanities and Social Sciences*, 21. [↑](#footnote-ref-27)