

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Speaking Teaching

##### 1. Definition Speaking

Speaking is there are four skills that must be mastered by students, which are listening, speaking, reading, and writing. According to Jeremy Harmer, the four skill are divided into types. Receptive skill is a term used reading and listening, skill where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves.<sup>1</sup>

Speaking is the action of conveying information or expressing one's thoughts and feeling in spoken language. We can communicate easier. The average produces tent of thousand of word a day, although some people-like auctioneers or politicians-may produce even more than that.<sup>2</sup> According to Hendry Guntur Tarigan, "speaking is skill or conveying word to sounds of articulation to express or deliver ideas, opinions, or feelings."<sup>3</sup>

According to the statement above, the writer concludes that speaking is a tool of communication to convey a message, mind and our feeling to other people.

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching; (Fourth Edition)*, (England: Longman, 2002), 265.

<sup>2</sup> Scott Thornbury, *How to Teach Speaking*, (Pearson Educate Limited, 2005), 1.

<sup>3</sup> Hendry G.Tarigan, *Berbahasa Sebagai Suku Keterampilan Bahasa*, (Bandung: Angkasa , 1986), 15.

Such as harmer wrote, speaking about ability to process information and language, the elements necessary for spoken production a language feature:<sup>4</sup>

- a. Connected speech: effective speaking is able to use connected speech, (sounds are modified “assimilation”, omitted, added, or contractions and stress patterning).
- b. Expressive devices: they ability to allow extra expression of emotion and intensity on convey their meaning.
- c. Lexis and grammar. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing expressing surprise, shock, or approval. Where students are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.
- d. Negation language: we use to seek and to slow the structure of what we are saying.

Also dependent upon that rapid processing skill that talking necessitates (mental/social processing):<sup>5</sup>

- a. Language processing: effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

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<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition) (England: Longman, 2002), 269.

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition) (England: Longman, 2002), 271.

- b. Interacting with other: most speaking involves interaction with one more participant.
- c. (on-the-spot) information processing: we also need to be able to process the information they tell us the moment we get it.

According to Brown speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity test.<sup>6</sup>

Based on the explaining of experts about the speaking above the writer conclude that speaking is human ability it not only about English but also all languages in the world. The people can make speaking as a tool communicate with other people.

## **2. The Difficulties of Speaking**

English is a foreign language in Indonesia. Many people in Indonesia are making English as a subject on teaching process. There are four skills on learning English. There are writing, reading, speaking and listening. Many students are difficult in learning English especially in speaking, it caused students never practice to speak in English and they have not a good confidence to speak in front of other students.

Penny Ur describes some problems often influencing speaking activities be difficulties for student in this book as below:

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<sup>6</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice* ( San Fransisco: State University, 2004), 140.

1. To inhibition. Speaking is skill that requires some degree of real time exposure to audience. Learners are often inhibited about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participant. Only one participant can talk at a time if he or she to be heard, and in a large group this means that each one will have only very little or not at all.
4. Mother – tongue use. In classes where all, or a number of the learners share the same mother-tongue, they may tend to use it, because it is easier, because it is feel less unnatural to speak to one another in a foreign language, and because they feel less ‘exposed if they are speaking their mother-tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly they less disciplined or motivated ones- to keep to the target language.<sup>7</sup>

The difficulties what students get on learning process it one of the causing that why students lazy or afraid to try their speaking.

### **3. The Problem of Solving in Speaking**

When the students cannot speak in English, teachers have some strategy to solve student difficulties in speaking.

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<sup>7</sup> Penny U r. A, *Course in Language Teaching*, (London : Cambridge University, 1996), 121.

According to Penny Ur describes solves of problem in speaking for students for students in his book as bellow:

a. Use group work

This increases the sheer amount of learners talk going on in limited period of time and also lower the inhibitions of learners who are unwilling to speak in front of the full class.

b. Based the activity on easy language

It should be easily recalled and produced by the participants, so that they can peak fluency with the minimum or the hesitation.

c. Give some instruction or training in discussion skills.

Tell the learners to make sure that everyone in the group contributes to discussion.

d. Keep students speaking the target language.

e. When all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding and modeling the language use yourself.<sup>8</sup>

On the penny's explaining about soles of problem in speaking. The writer concludes that the ways can stimulus students' spirit when he teaching process conduced. Because the students spirit are need on teacher process, it caused when the students have a god spirit as long as teaching process it can be easy for teachers to transfer or to give the materials well because students are ready to get a lesson because of the have a good spirit.

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<sup>8</sup> Penny U r. A, Course in Language Teaching, (London : Cambridge University, 1996), 122.

#### **4. Classroom Speaking Activities**

According to Jeremy Harmer, kinds of speaking activities are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used. Such as:

##### **a. Acting from a Script**

Teachers can ask students to act out scenes from plays or other course books, sometimes filming the result. Students will often act out the dialogues they have written themselves. This frequently involves them coming out to the front of class.

When choosing who should come out the front of the class we need to be careful not to choose the shyest students first, and we need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogue or play extract, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before their performances, we ensure that acting out is both learning and language producing activity.

##### **b. Communication Games**

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the

right order (describe and arrange), or find similarities and differences between pictures.

c. Simulation and Role-play

Many students derive great benefit from simulation and role play. Students 'simulate' a real-life encounter (such as interview with someone, meeting, the telephone, an encounter in an aero plane cabin.) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a' character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role- play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English language. For a simulation to work it must, according to ken jones, have the following characteristics:

- 1) Reality for function: the students must not think of themselves as students, but as real participants in the situation.
- 2) A simulated environment: the teacher says that the classroom is an airport check-in area participants in the situation.
- 3) Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

Role play are effective when they are open-ended, so that different people have different views of what the outcome should be, and consensus has to be reached. Simulation and role

plays went thought of relative unpopularity, yet this is a pity since they have three distinct advantages. In the first place they allow hesitant student to more forthright in their opinions and behavior than they might be when speaking for themselves. Third, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language.<sup>9</sup>

The teachers have responsibility of providing the best kind of exposure to language. That the learner can be internalization the basic rules of target in language. Thus the teacher controls the language input, the learner will construct in their minds. The teacher should also allow speaking abilities to develop in learners at the learners own natural face.

### **5. The Role of Teacher in Speaking Class**

Teacher has to know the situation of the class, so, teacher can do their role in class. There are many roles of teacher in speaking class. They are:

- a. Teacher as a prompter, students sometimes get lost, cannot think what to say next, or in other way lose the fluency the teacher expect to them. The teacher can leave them to struggle out of such situations on their own and indeed sometimes this may be the best opinion.

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<sup>9</sup> Jeremy Harmer , *The Practice Of Language Teaching* , (England: Longman, 2001), 275.



- b. Teacher as a participant, teacher should be good animator when asking students to produce language and teacher may want to participate in discussion or role play.
- c. Teacher as a feedback provider, when students have completed an activity it is vital that the teacher allow them to assess that they have done and that the teacher tell what, in the teacher opinion, went well. The teacher will respond to the content of the activity as well as the language used.

Based on the text above, teacher have to be a prompter if the students get lost their speech or can't think what to say next. Teacher has to be participants like the students do in discussion and role play. And the teacher also has to be a fade back provider after the students complete the activity.

## **B. Movie in Language Teaching**

### **1. Definition of Media**

According to Briggs, media is a tool gives stimulus for students on teaching process. Media has a function as a tool to make teaching process more active. Interactive media is a part of media to pressure students more be active a long teaching process.

“. . . Media Education . . . seeks to increase children's critical understanding of the media . . . how the work, how they produce meaning, how they are organized and how audience make sense of them, are the issues that the media education addresses. [It] aims to develop systematically children's critical and creative powers though analysis and production of media

artifact. This also deepens their understanding of the pleasure and enjoyment provided by the media. Media education aims to create more active and critical media users who will demand, and could contribute to, a greater range and diversity of media products.

As Hilda Karli wrote, media are selected appropriately will help learners to understand the concepts and information received or owned by the learners to the materials worked.

There three component in using media, there are:

a. Visual media

Visual media is using tool and material subject specially to communication as like book, magazine, globe, map, movie, TV, radio, graphic picture, model, demonstration etc.

b. Audio media

Audio media is a media that using audio on teaching process as like sound recording, music recording, drama recording, interview, or anything that can make teaching process be active and interactive.

c. Touched media

Touched media is a media that using media and give the opportunity for students to a manipulating thing or teaching material. It means the students have opportunity to arrange or make model as a material teaching.

Movie is a part of visual media, in teaching learning process, media is very needed. Not only can sends the learning messages, sometimes media can entertains the students. Example, occasionally, teacher give the students song or show

them one movie in their lesson, the students will comforted and feel happy and more effective.

## 2. Definition of Movie

### a. The Meaning of Movie

According to Webster third international dictionary, the meaning of movies is:

- 1) A motion picture
- 2) Material methods suitable for motion pictures
- 3) A treater designed or use for presentation of motion picture
- 4) A source of entertainment or an art form.<sup>10</sup>

The movie also called film or the cinema, movie which intended here is a movie, as audio visual tools that use as learning tool, there are many things can be explain by movie as any process that happened in our body and a nature phenomena

According to Azhar Arsyad, movie or live pictures is the picture on the frame, which projected by projector lens frame mechanically.<sup>11</sup> A movie is flat two-dimensional picture that moves. Actually, when we view a movie, we are watching a rapidly changing series of still image, each slightly different from the previous image. Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Movie is a sequence of

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<sup>10</sup> Webster third new international dictionary of the language, unabride with seven language dictionary volume II H to R, 1480

<sup>11</sup> Azhar Arsyad, *Media Pembelajaran*, (11<sup>th</sup> edition) (Jakarta:Raja Grapindo Persada, 2003) , 48.

photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity.<sup>12</sup>

Movie is one of media in teaching language. It is very useful because can make students more interest in studying.<sup>13</sup> Sometimes, the students feel bored of the situation in English class, so, they need an entertainment and movie is one of the entertainments. In language teaching, not only show the movie to the students but also ask the students to analyze what in the movie are. So, after watching, they can tell to the other students what they get from the movie.

In language teaching, teacher has to be careful in selecting movie because there are many genres of movie.<sup>14</sup> Teacher has to use appropriate movie that can entertain the students and has a good story in order to make the students feel happy in language learning. One genres of movie is drama, drama are serious, plot-driven presentation, portraying realistic characters, setting, life situations, and stories involving intense character development and interaction. Usually, they are not focused on special effects; comedy, or action. Dramatic movie are probably the largest film genre, with many subsets. In this researcher using movie genre drama, because drama is included in one of the movie interesting.

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<sup>12</sup> Arief S.Sadiman, *Media Pendidikan: Pengertian Pengembangan dan Pemanfaatannya* (ed.1-14- Jakarta: Rajawali pers,2010), 64.

<sup>13</sup> <http://onlinedictionary.datasegent.com/word/movie/19/7/2016>

<sup>14</sup> <http://www.filmsite.org/genre.html/25/6/2016>

**b. Akeelah And The Bee movie**

Akkelah and the bee movie is one type of movie that has the characteristics and attract viewers. Most of the viewers in watching movie that evening, because it contains on original idea, the static and real. It was made into a movie Akkelah and the bee movie for the student watch the movie Akkelah and the bee in English can increase their vocabulary. Students gain new vocabulary related to social life, sciences and so forth.

In addition, by watching the movie akkelah and the bee students can improve their knowledge of something real is happening in ou environment. Such as friendship, science and more

“Akeelah (Keke Palmer) is an eleven-year-old seventh grader at a black middle school in South Los Angeles' Crenshaw district. Although she has a best friend, she feels lonely and isolated at school. Her mother Tanya (Angela Bassett) works as a nurse and has her hands full. One of her sons is in the Air Force a'nd the other is already in trouble on the streets. Akeelah's father was shot while coming home from work and died when she was just six. At school, her teacher (Dalia Phillips) realizes that Akeelah has a special gift for spelling and encourages her to sign up for the school's spelling bee, a suggestion further encouraged by her principal, Mr. Welch (Curtis Armstrong), who would love to have his poverty-stricken school look good in the district. But Akeelah doesn't want to come across as a "brainiac" to her classmates. And besides, she says, she doesn't even like her school and doesn't see why she should represent it. All this resistance is just masking her low self-esteem. But she does compete and easily wins. Mr. Welch has invited Dr.

Larabee (Laurence Fishburne), a professor from ULCA and a former spelling bee champ, to the event. He is impressed with Akeelah but, despite her wonderful memory, he is not convinced that she has the discipline and creativity it takes to make it to the nationals in Washington D.C. Unimpressed with her street lingo and attitude, he turns her away when she comes to him for coaching. When he finally agrees to work with her, he realizes what she really needs and asks her to read a framed quotation he has on his office wall. We recognized it as Marianne Williamson's from *A Return to Love*. The relationship that develops between Akeelah and Dr. Larabee, an intellectual with his own private struggle, is emotionally affecting given how much they come to depend on each other. The professor teaches her about word construction, etymologies, and mnemonic tricks. In one of the best scenes, he shows her how small words hold the key to breaking down the winning words used in the final rounds of spelling bees. It's also a pleasure to watch Akeelah develop a friendship with Javier (JR. Villarreal), a Hispanic competitor who develops a crush on her. Although everyone hates Dylan Chiu (Sean Michael Afable), an Asian prodigy with a tyrannical father (Tzi Ma), her heart goes out to this driven boy who lives under incredible pressure. Although we loved *Spellbound*, the documentary about the National Spelling Bee, and were moved by last year's *Bee Season*, *Akeelah and the Bee* moves out beyond the spelling bee circuit and turns into a film about a whole community. This thematic richness and the exquisite performance by Keke Palmer makes this one of the best films of the year. One source of Akeelah's initial alienation is that she feels cut

off from her community. But when she qualifies for the nationals in Washington and Dr. Larabee cuts her loose, giving her four yellow boxes full of cards with words to learn, she is forced to find help wherever she can — from her family, friends, classmates, and neighbors. In one of the most surprising scenes, a drug dealer shares that he won a contest in grade school for writing a poem; he promises to share it with her if she wins in Washington. Better than that, he and his gang help her prepare. Long before the final competition, Akeelah has claimed her power and seen it nurtured by her whole community. She has stepped into the spotlight as a brilliant, gorgeous, talented, and fabulous child of God. And we, in the audience, feel just like her.”<sup>15</sup>

### **c. The Advantages and Disadvantages of Using Movie**

Video movie can give effect everyone, there are good effect and bad effect. The writer wishes all of the students can get message from video movie and improve their speaking fluently.

The main advantages video movie is that they have been designed with students a particular level in mind. There are thus likely to be comprehensible, designed to appeal to students topic interest. Many advantages from using movie in teaching learning speaking to students.

#### **a. Advantages of using movie**

There are many advantages can be raised in movie uses as teaching media. The advantages in using movie a teaching media, as like as:

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<sup>15</sup> Dvd *Akeelah And The Bee* Movie

- 1) Movie can describe a process, for the examples the process making same like skill etc.
- 2) It can make space and time impression
- 3) The sound can make the expression of picture seems as a reality.
- 4) It can used to convey information from the expert and we can see him all at once
- 5) If color movie, it can show the reality of the object.
- 6) It can describe the science.<sup>16</sup>

Another advantages a coding jim servener book, the advantages of using movie in the class because the movie has:

1. Sound
2. Moving picture (the picture have contact the sound we hear. We can see facial expression, eyes contact, physical relationship, date background. Etc.)
3. A volume control; we can turn the sound off, or make it quit or very loud.<sup>17</sup>

b. The disadvantages of using movie

Besides the advantages above, movie also have many disadvantages there are:

- 1) Sounded-movie can be putted in by any explanation of what they speak as long as film showing, turning off the movie can disturb the concentration of audiences.

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<sup>16</sup> M. Basyirudin Usman, *Media Pembelajaran*, Ciputat Pres (Jakarta: Renata Press 2002), .95-96.

<sup>17</sup> Jim Servener, *Learning Teaching : A Guidebook For English Language Teacher* (2<sup>nd</sup> Edition) (Macmillan: Press Cap), 351.



- 2) The audiences can't follow the movie well it's show too faster
  - 3) Anything that over can't be repeated, but we must turn it on from the star.
  - 4) The cost of creating and it tools expressive.
- A good movies is a movie that can comply with students needed.

#### **d. Common Video Teaching Techniques**

In teaching using video movie the researcher must some techniques to become the students understanding and enjoy.

There are a number of teaching techniques which can be used in movie based lessons;

- 1) Fast forward: the teacher presses the play button and then fast forwards the movie so that the sequence shoots pass silently and at great speed, raking only a few second. When it is over the teacher can ask students what the exact was all about weather they can guess what the characters are saying, when they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.
- 2) Silent viewing: the research play the tape at normal speed, but without the sound. Students have to guess what the characters are saying.
- 3) Freeze frame: at any stage a video sequence we can "freeze" the picture, stopping the participants dead in their tracks, this is extremely useful for asking the students what they think will happen next or what the character will say next.<sup>18</sup>

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<sup>18</sup> Jeremy Harmer , *The Practice Of English Language Teaching* (Third Edition) (England: Longman, 2002), 286.

#### 4) Five Component to Measure Score Speaking.

The components are:<sup>19</sup>

**Table 2.1**  
**The assess of speaking**

No	Proficiency description	Score				
		accent	Grammar	vocab	Fluency	comprehension
1	1	0	6	4	2	4
	2	1	12	8	4	8
	3	2	18	12	6	12
	4	2	24	16	8	15
	5	3	30	20	10	19
	6	4	36	24	12	23

**Table 2.2**  
**The scores criteria**

level	1. Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible.
2	1	Frequent gross errors and very heavy accent can make understanding difficult, frequent repetition.
3	2	Foreign accent requires consentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
4	2	Marked foreign accent and occasional miss pronunciation which do not interfere in grammar and vocabulary.
5	3	No conspicuous mispronunciation, but would not be taken for native speaker.
6	4	Native pronunciation, with to trace of foreign accent.

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<sup>19</sup> Arthur Hughes, *Testing For Language Teachers*, (New York : Ombridge University Pess, 1989) , 111.

level	2. Grammar	
	Score	Criteria
1	6	Grammar almost entirely in appropriate or inaccurate phrases.
2	12	Constant errors showing control of very few major patterns and frequently preventing communication.
3	18	Frequent error showing major patterns uncontrolled and causing occasional irritation and understanding.
4	24	Occasional errors showing imperfect control of some patterns, but no weakness that caused misunderstanding.
5	30	Few errors, with no patterns of failure.
6	36	No more than two errors during interview.

level	3. Vocabulary	
	Score	Criteria
1	4	Vocabulary inadequate for even the simplest conversation.
2	8	Vocabulary limited to basic personal and survival areas.
3	12	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
4	16	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	20	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situation.
6	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

level	4. Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary that conversation is virtually impossible.
2	4	Speech is very slow and uneven except for short and routine sentences.
3	6	Speech is frequently hesitant and jerky, sentence uncompleted.
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	10	Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.
6	12	Speech on all professional and general topics as effortless and smooth as native speaker.

level	5. Comprehension	
	Score	Criteria
1	4	Understanding too little for the simplest type conversation.
2	8	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	12	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	15	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	19	Understand everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
6	23	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.