

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Speaking

2.1.1 Definition of Speaking

Speaking with ease is seen as an essential skill to develop in order to communicate verbally with others in a way that they can comprehend. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing and receiving information. Instead of just communicating certain language-specific ideas, like fluency, grammar, pronunciation, vocabulary, and comprehension. However, speaking skills show that a person understands the where, when, how, and why of creating voice as speaking action. It can be argued that communication is effective when the speaker uses clear, understandable language that enables the listener to comprehend what the speaker is attempting to communicate, as communication is a two-way process including the speaker and the listener. In this study, speaking refers to generating and receiving information as well as speaking accurately on the five speaking skills domains. The student could become proficient in speaking. The Speaking 1 course's "telling stories and making plans" exercise is used by the researcher in this study to improve students' speaking skills while watching the F.R.I.E.N.D.S movie series.

2.1.2 Aspects of Speaking

Brown (2004) states that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, and pronunciation.

1) Vocabulary

A vocabulary is a collection of lexemes that includes common phrases, compound words, and idioms. A person learning a foreign language should be confident in their ability to use it correctly and have a large enough vocabulary to speak with ease.

2) Grammar

Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language.

3) Fluency

Fluency can be defined as the ability to speak fluently and accurately

4) Comprehension

Comprehension is the ability of understanding something.

5) Pronunciation

According to Esling and Wong (1983) cited in Nation and Newton (2009) said that pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress, and intonation.

2.1.3 Teaching Speaking in the 2nd Semester Students at the English Department of Wijaya Kusuma University Surabaya

Teaching students to speak should be the aim of speaking instruction. It implies that students are able to communicate freely and learn how to abide by social and cultural norms that are suitable for every communication situation. It is required of students to be able to speak the language they have learned. Speaking instruction cannot be isolated from the instruction of grammar, vocabulary, and pronunciation. Brown (2003) explains that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in.

To teach speaking, teachers should consider some principles. Brown suggests seven principles for designing speaking techniques listed as follows:

- a) Use techniques that cover the spectrum of learner needs, from a language-based focus on accuracy to a message-based focus on interaction, meaning, and influence.
- b) Provide intrinsically motivating techniques.
- c) Encourage the use of authentic language in meaningful contexts.
- d) Provide appropriate feedback and correction.
- e) Capitalize on the natural link between speaking and listening.
- f) Give students opportunities to initiate oral communication.
- g) Encourage the development of speaking strategies.

These principles are thought to be used in the speaking instruction and learning process. It implies that the educator needs to be conscious of when planning her or his lesson.

Based on the University curriculum, the learning materials that students will receive are based on the Independent Curriculum which is a competency standard. The researcher only focused on Speaking 1 class 2nd semester college students in Wijaya Kusuma University Surabaya of the 2023–2024 academic year as research subjects. The following are the standards (learning outcomes of the course) for speaking skills on the “Speaking 1” course at Wijaya Kusuma University Surabaya:

Learning Outcomes of The Course (Based on the syllabus or lesson plan of the lecturer in the "Speaking 1" course Published By: Faculty of Teacher Training & Education, 2024)

By the end of the lecture, students can understand and use everyday expressions: introducing themselves, introducing others, saying goodbye, asking the time, asking and giving directions, thanking, expressing likes and dislikes, giving and refusing permission, describing objects, places, and people, telling stories, making plans and expressing intentions, and expressing satisfaction/dissatisfaction. In this study, the researcher used “telling stories and making plans” material to apply the *F.R.I.E.N.D.S* movie series as media teaching.

2.1.4 Procedure of Teaching Speaking

According to Miarso (2004), learning media is anything that is used to convey messages and can stimulate thoughts, feelings, attention, and the desire to learn so that it can encourage the learning process. Therefore, it can be said that media, which includes

books, movies, and cassettes, are all tangible instruments that have the ability to convey ideas and encourage students to study.

The Procedure of Teaching Speaking using *F.R.I.E.N.D.S* movie series is:

1. Introduction and Viewing:
 - a) Start the lesson by introducing the *F.R.I.E.N.D.S* movie series to the students, providing some background information about the show and its popularity.
 - b) Explain the material in the Speaking 1 course
 - c) Explain the purpose of watching the series in relation to improving speaking skills.
 - d) Provide access to the selected episodes or clips either through streaming platforms or by preparing DVDs or digital files.
2. Analysis and Identification:
 - a) After watching the movies, conduct a class discussion to identify and analyze various language aspects.
 - b) Guide students to observe and take note of pronoun usage, fluency, vocabulary choices, grammar structures, and comprehension cues.
 - c) Provide guiding questions to help students analyze the language patterns used by the actors.
 - d) Encourage students to compare and contrast the language features observed with their own language usage.
3. Explanation of Speaking Skill Material:

- a) Based on the analysis conducted, explain the specific speaking skill material indicators to the students.
 - b) Break down each indicator and provide examples from the movie series to illustrate its application.
 - c) Discuss the importance of each indicator in effective communication and how mastering these skills can enhance their speaking abilities.
4. Practice and Assessment:
- a) Design speaking activities that require students to apply the identified language patterns and skills.
 - b) Ask students to work in pairs or small groups to create dialogues inspired by scenes from the series, incorporating the language features analyzed.
 - c) Conduct speaking tests where students are assessed on their ability to demonstrate the speaking skill material indicators discussed in class.
 - d) Provide feedback and guidance to help students improve their speaking proficiency.
5. Conclusion and Reflection:
- a) Wrap up the lesson by summarizing the key points covered and the insights gained from analyzing the movie series.
 - b) Encourage students to reflect on their learning experience, discussing what they found challenging and what strategies helped them improve their speaking skills.
 - c) Invite students to share their thoughts on the relevance of using multimedia content like *"F.R.I.E.N.D.S"* for language learning.

- d) Provide opportunities for students to offer feedback on the lesson structure and activities to inform future teaching practices.

This implementation plan can effectively integrate the *"F.R.I.E.N.D.S"* movie series into your speaking skills lessons, providing students with engaging and practical opportunities to enhance their language proficiency.

2.1.5 Assessment of Speaking

Assessment is a crucial step in the process of teaching and learning. The aim of assessment is to provide information about the students' personal learning progress to the teacher. It is difficult to evaluate someone's speaking ability because there are so many variables that can affect our perception of a speaker's proficiency. When teachers evaluate oral communication, it means that their own speaking skills provide the validity and reliability of an oral production assessment. The speaking evaluation has components that are based on the skills of the students, including fluency, comprehension, grammar, vocabulary, and pronunciation.

Table 2.1 Rubric Scoring

Aspects	Score	Criteria
Content	30 – 27	Students show full understanding of the topic. Dialogue is relevant to the topic, giving insight to the character's emotion and intent as well as the setting.
	26 – 22	Students show general understanding of the topic. Dialogue is relevant to the topic, giving insight to the character's emotion and intent.
	21 – 17	Students show some understanding of the topic. Dialogue is somehow relevant.
	16 –	Students do not seem to understand the topic.

	13	Irrelevant dialogue.
Presentation Skills	20 – 18	Student speaks clearly all of the time, volume is appropriate, stays on topic 100% of the time, establishes and maintains good posture, uses vocabulary that is appropriate for the audience
	17 – 14	Student speaks clearly most of the time, volume is appropriate most of the time, generally stays on topic, maintains eye contact and good posture for majority of presentation, usually uses vocabulary appropriate for audience
	13 – 10	Student speaks clearly some of the time, strays from topic, has limited eye contact with audience, posture is sometimes poor, volume is not consistent, vocabulary is poor
	9 – 7	Student often mumbles and/or cannot be understood, hard to tell what topic is, slouches and does not make eye contact, makes major grammatical and pronunciation mistakes.
Vocabulary	20 – 18	Using appropriate vocabulary like native speaker
	17 – 14	Using some appropriate vocabulary
	13 – 10	There is some inappropriate vocabulary
	9 – 7	Inappropriate vocabulary is used throughout the dialogue
Fluently – Comprehensibility	25 – 22	Speaker uses language correctly, including grammar, spelling, word order, and punctuation. Listener understands all of what the speakers are trying to communicate.
	21 – 18	Speaker usually uses language correctly, including grammar, spelling, word order, and punctuation. Listener understands most of what the speakers are trying to communicate.
	17 – 11	Speaker has some problems with language usage. Listener understands less than half of what the speakers are trying to communicate.
	10 – 5	Speaker makes many errors in language usage. Listener understands little of what the speakers are trying to communicate
Convention	5	There are no errors in pronunciation

	4	There are few errors in pronunciation
	3	There are several errors in pronunciation
	2	Need to learn more pronunciation

2.2 Concept of English Movie as a Media in Teaching Speaking English

2.2.1 Definition of English Movie

English movie is one of the media which can be used in language learning. Media of learning is one of the important factors instead of the purpose of materials, methods and evaluation in learning process. Media is the thing which is used to send messages from sender to receiver to motivate the attention of students. According to Rudolf (1957) that movie or film resembles painting, music, literature, and dance in this respect-it is a medium that may, but need not be used to produce artistic results. colored picture postcards, for instance, are not art and are not intended to be. Neither are a military march a true confession story, or a strip tease, and the movies are not necessarily film art.

Experts have presented a variety of learning media kinds; however, there are some connections in the categories of media types. Some examples of learning media types are as follows:

1. Visual media is media that can only be seen. For example, images, posters, diagrams, graphs, or other things that can only be enjoyed by looking move and making no sound (Mumtahanah, 2014).

2. Audio media is related to the sense of hearing. The message conveyed through audio media is in the form of auditive symbols, both verbal and non-verbal (Sadiman, 2002).
3. According to Hardiah (2019), audio-visual is a type of media that presents audio (sound) and visuals (images), where both senses (ears and eyes) are utilized simultaneously.

A movie or film is an audio-visual work of art used to tell tales to viewers. It is often referred to as a motion picture or the cinema. A film can be understood as a multimedia hybrid that combines sound, story, and vision within the framework of an individual's experience. It might also be seen as a component of popular culture embedded in a certain social and cultural setting. Film is considered a powerful visual aid due to the attraction that it makes toward the human psyche, which often makes the viewers could not resist it (Macwan, 2015).

The researcher concluded that English movies, also known as films, are a type of audiovisual art that tell a story and were screened for the general public's entertainment based on the explanation provided above. Movies were not simply entertainment, but also serve as useful instruments for teaching English. Using them to teach English can inspired students and ease some of the tension associated with language learning.

2.2.2 Types of Movie

There are several kinds of movies according to Asnawir and Usman (2002). They were :

1. Documentary movie

A documentary movie is a type of film that is based on fact and reality. A fictional narrative that is created to heighten the scene is not used in a documentary. This indicates that the documentary movie is meant to portray truth and re-present the details of real-life incidents that would be given greater structure throughout the movie.

2. Episodic movie

A movie that is comprised of multiple videos is called an episodic movie. It implies that an episodic film has multiple endings. It was divided up into multiple sequence segments, or one could say that each segment of an episodic movie had a brief version of its own.

3. Provocation movie

A provocation movie is a type of movie that might include social commentary and a message or lesson. A provocative movie can be shown in the classroom to get students involved.

4. Animation movie

Animation movies are a unique form of film that employs a distinct technique to create moving images. These images are crafted from a series of still images, which are then processed in a way that allows them to move and tell stories.

5. Fictional movie

A fiction movie is a film that draws inspiration from non-fiction sources, such as essays or events that may not have actually occurred. In a fictional movie, it is often the case that there are two main roles: the protagonist and the antagonist. Furthermore, fictional movies often include scenes that were specifically designed from the outset of the production process. It could be said that a documentary movie does not necessarily accentuate the element of entertainment, whereas a fictional movie is often a means of entertainment.

6. Experimental movie

Experimental movies, or as they are commonly referred to, experimental cinema, are a method of making movies that re-evaluate cinematic conventions. Furthermore, this type of movie also explores non-narrative forms and alternative approaches to traditional narrative.

The researcher uses Episodic Movie in this study with the title *F.R.I.E.N.D.S* to improve students' speaking skills.

2.3 Concept of *F.R.I.E.N.D.S* Movie

2.3.1 Definition of *F.R.I.E.N.D.S* Movie

Friends is the first American sitcom to achieve global acclaim. It is one of the most beloved series in television history and, seven years after its finale, fans across the globe continue to express hope for the series to be renewed or for an older version to be released (as was the case with *Sex and the City*).

What makes it an ideal candidate for use in the English classroom? There are several factors that make it a perfect fit for this kind of use. Primarily, it is about young people. Despite the characters being older than the students, many of their problems are similar to what the students are going through. An illustrative example might be the theme of independence from parents (Rachel) or coping with criticism (Monica). Moreover, the quest for a partner and a stable relationship is a universal phenomenon that transcends all ages.

The second reason for employing this series is that it is designed to be universally applicable, addressing issues that are not time- or culture-specific. Consequently, young people across the globe are able to comprehend the experiences of the characters, even seventeen years after the initial season's broadcast in the United States.

As a sitcom, the series' primary objective is to be entertaining, which is another reason why it is an effective educational tool. If students are enjoying the learning process, they are more likely to retain information more effectively. Additionally, a significant proportion of the students are already familiar with the television series *Friends* and therefore more readily comprehend the narrative, which enables them to concentrate more on the language.

Finally, in contrast to other series, sitcoms generally and *Friends* specifically last only 20 to 22 minutes per episode. This allows the teacher to work with the students before or after watching the episode, which is necessary for the students to feel that they are still learning.

2.3.1 Purpose of *F.R.I.E.N.D.S* Movie

The purpose of *F.R.I.E.N.D.S* Movie is:

1. The objective is to encourage students to become more actively engaged in the classroom and assume greater responsibility for their own learning.
2. To provide students with the opportunity to learn through the use of media in the classroom.
3. To reinforce students' understanding of the previously taught course concepts and principles.
4. The objective is to enhance the educational experience by creating a dynamic and engaging learning environment for both teachers and students.

2.3.2 Advantages of *F.R.I.E.N.D.S* Movie

Using the *F.R.I.E.N.D.S* movie to improve student pronunciation can be beneficial in several ways:

1. Familiarity: Students are likely to be familiar with the show, making it easier for them to engage with the material and focus on speaking rather than understanding the content.
2. Context: The show is set in an English-speaking environment, providing students with a realistic context for hearing and practicing English speaking.
3. Variety: The show features a diverse cast of characters, allowing students to practice speaking with different accents and speech patterns.

4. Interactive: Watching the show with a group can create a more interactive learning environment, where students can practice speaking together and provide feedback to one another.
5. Fun: The show is entertaining, making it more enjoyable for students to practice speaking and potentially increasing their motivation to improve their skills.

However, it's essential to note that using a movie like the *F.R.I.E.N.D.S* for Speaking 1 course should be supplemented with other resources and activities, as movies may not cover all aspects of speaking and may not be as structured as dedicated speaking exercises.

2.4 Previous Studies

1. A 2013 study by Imayati Klean titled "Speaking Improvement by Using of Movies as Media at SMP Negeri 13 Malang" This study aimed at enhancing students' speaking proficiency through the use of short films as media. Classroom Action Research was the research method used in this study. The researcher concluded, based on the research data, that students' speaking achievement improved after they were taught speaking skills utilizing short films as instructional media.
2. A Journal from Rahman M. Mahbub titled "Impact of Watching English Movies, Series, and Cartoons on English Language Learning of a Private University in Bangladesh" The results of this research indicated that the incorporation of English films, television series, and animated cartoons into the English as a Foreign Language

(EFL) classroom significantly enhanced the authenticity of the learning experience, reduced students' anxiety, and cultivated their enthusiasm for learning.

3. A 2019 study by Rastivlav Metruk titled "Using English Movies and TV Programs for Developing Listening Skills of EFL Learners" The study explored the development of listening skills in English as a Foreign Language (EFL) learners by watching original English movies and TV programs. Although some differences were observed, statistically significant differences were not found. The study emphasized the importance of extensive listening and the growing integration of ICTs in human activities.

The previous studies above were similar to the researcher's study in one variable which was students' speaking skills. However, they were different from some components such as the subject of the research, the research method, and the label of naming the teaching media. The subjects of the previous study were Junior High School and Private students, while the researchers were College students. Then, the methods used were Classroom Action Research. While both relevant researchers applied Animation Movies, the researcher used Episodic Movie "*F.R.I.E.N.D.S*" as the teaching media applied.