

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Speaking Skills

Speaking is an essential part of communicating with other people. It is the process of establishing meaning, which entails creating, obtaining, and refining information (Brown, 2001, as cited in Risma, 2021). In addition, Nunan (1999) stated that speaking is a person's ability to express some things depending on the situation about their thoughts and ideas concisely and clearly to others orally (as cited in Halawa et al., 2022).

Speaking skills are the students' ability to convey messages well using the English language in the professional listening and speaking course, where several students choose topics to speak English through film review activities. In addition, speaking skills are the ability to deliver ideas, aims, opinions, and feelings orally to other people to convey messages clearly and well understood by listeners (Nuraeni & Yanthi, 2021). Furthermore, Ismail (2020) stated that in mastering English, speaking is one of the necessary skills for learners who are studying English to speak with other people. Speaking skills are important because learners will not have difficulty conveying their points of view, notions, and emotions if they are mastered in English speaking. It can be trained in front of the class with real-life questions, conversing with friends, and delivering English speeches. Therefore, speaking skills are the ability to read and understand what people say (Kinasih & Olivia, 2022).

Improving English speaking in the classroom requires considering what components influence their speaking skills. Brown (2001) mentioned five aspects to measure students' speaking ability: pronunciation, fluency, grammar, vocabulary, and comprehension (as

cited in Andriani et al., 2019). Furthermore, Riswanto et al. (2022) claimed that speaking is one of the primary skills in studying English in Indonesia. Learners enhance the four skills, including speaking at the school. Some aspects of speaking need to be considered in order to speak English well. The consideration of accuracy that they need to obtain is the correct language, which involves grammar, vocabulary, and pronunciation. If possible, allow the learners to use their language verbally to reveal themselves clearly (Amalia & Apriani, 2016, as cited in Riswanto et al., 2022).

In the types of speaking performance, Brown (2004) mentioned there are six categories of speaking skill activities (as cited in Andriani et al., 2019), such as:

- 1) Imitative. It includes the ability to imitate words or sentences, practice intonation, and focus on several elements of language form.
- 2) Intensive: The teachers place students working on assignments in pairs (e.g., reading aloud, which includes reading paragraphs, taking turns reading the dialogue with a partner, reading information from the chart, etc.).
- 3) Responsive. It includes communication and text comprehension in short conversations, greetings and small talk, simple requests and comments.
- 4) Transactional (dialogue). It is carried out to convey or exchange certain information.
- 5) Interpersonal (dialogue): Interpersonal speaking performances include interviews, role-playing, discussions, conversations, and games.
- 6) Extensive (monologue): The teacher gives students extended monologues, including summaries, storytelling, oral representations, and speeches.

There are two pedagogical approaches to teaching speaking: direct and indirect (Adem & Berkessa, 2022). The direct approach

focuses on practice and language form development, involving the reproduction of predetermined language through drills, pattern practice, and structure manipulation. The indirect approach focuses on creating situations for oral interaction to permit students to engage in communicative activities. The practice involves real-life communicative activities such as discussions, information gaps, role plays, simulations, and so on.

To help the students learn speaking skills more interactively, some technologies could be applied, such as films. In the school, using digital technologies for students' success in learning to speak English is very effective (Altun & Hussein, 2022). Students act as content creators through the YouTube platform in this role-play activity. The students were asked to record their film reviews on YouTube. The teacher provided time for the students to complete their assignments. Each group member gave comments and feedback after their recording was submitted. This stage is the same according to Brown (2004), who mentioned seven principles of teaching speaking skills, such as the focus on fluency and accuracy to consider the learning goal, preparing strategies to motivate students in learning, the language used in appropriate contexts, providing feedback and correction, taking advantage of the natural connection between speaking and listening, giving students opportunities to communicate as much as possible, encouraging them to improve their speaking strategy and style in the learning process. The activity shows that the teacher provided many opportunities for students to speak and convey opinions freely so that their speaking skills could be expanded (Royani et al., 2023).

2.1.2 Film Review

Some tools, such as films, could be applied to help the students learn speaking skills more interactively. One of the media used is English film. A film is a story presented with exciting pictures or visual and audio

elements where the viewers can experience how the story is illustrated. A film is a playable live picture series (Halawa et al., 2022). People can watch various kinds of film genres, such as historical fiction, romance, mystery, thriller, drama, action, science fiction, etc (Maulana et al., 2023). Films are accepted as the most authentic material teachers can provide with the idea that films can bring real life into the classroom (Liando et al., 2018).

In addition, learners are entertained by watching films, and through utilizing the films to learn English, they can gain a further understanding of the language, which allows them to continue to improve their skills. Students can hear and watch directly by watching films on the screen (Erlangga & Ayu, 2022). Moreover, students perceived films as the most accessible English media to improve students' English skills in modern society (Winiyakul, 2010, as cited in Liando et al., 2018). In terms of developing critical thinking and making the learning process more enjoyable, effective, and efficient for students to learn languages, films also play an important role in developing speaking ability (Ertin, 2014, as cited in Maulana et al., 2023).

A film review is an activity where the viewers make their point of view or opinion in detail after watching and analyzing the movie. Rahman et al. (2021) stated that film review is the individual students' process of giving their opinions about a film they chose and communicating it. There are several steps for reviewing films (Ningsih, 2019):

- 1) Giving the audience some synopsis and genre but not including any spoilers
- 2) Expressing criticism
- 3) Considering the target audience
- 4) Talking about the acting
- 5) Cinematographers, setting, and special effects or editing

- 6) Motivation in the storyline or the moral message of the film for the audience
- 7) A review containing the weaknesses and strengths of the film
- 8) Giving rates to the film.

In addition, the practical steps taken in the class begin with selecting the film to be reviewed and preparing the script, including synopsis, target audience, characters' names, cinematography, the moral message, their opinions about the films, and provided ratings. Before making the video, the students continued to practice and cross-check their intonation and pronunciation to be clear and confident in speaking English. After making the video, the students edited the video to deliver good content and gain the audience's attention.

Thus, utilizing English film reviews in the learning process can help the students improve and encourage their motivation to learn English because it is fun, and students do not get bored because audio-visual elements and sounds are provided for them to learn English. In addition, using English movies as a medium in the teaching and learning process of speaking skills is highly expected to stimulate students' imaginations with the aim that when they speak in English, they have opinions to convey (Fujiono, 2020). The teacher can make the class atmosphere more enjoyable through film reviews to motivate students to be interested and have enthusiasm for learning speaking skills. From film review activity, students can improve their speaking skills by conveying their feelings, knowledge, and opinions to other people.

2.1.3 The Impacts of Using English Film Review in Speaking

The use of film reviews in learning to speak English is to help other people understand the results of the speaker's interpretation and evaluation of a film. In the learning process using film review in the class, students improve their skills or knowledge by observing, collecting information, and reviewing the film using English to practice their

speaking skills. A film review in learning speaking where the students convey the synopsis, genre, criticism, target audience such as age, motivation in the storyline or the moral message of the film for the audience, cinematography, setting, acting, editing, a review containing the weaknesses and strengths of the film and finally the rate given to the film (Ningsih, 2019).

Film reviews can be beneficial for teachers to encourage students' motivation and enhance their enthusiasm for learning to speak. Film reviews also help the teachers improve students' speaking skills by involving the input of language like vocabulary, pronunciation, and the use of language in daily life situations; moreover help them to acknowledge the cultural aspects of language for valuable reasons (Nasution, 2023). Language teaching and learning by using films were very beneficial and appropriate to help the students experience their learning environment through daily life language, which can enhance them (Erlangga & Ayu, 2022).

Film reviews can help students improve their speaking ability by reviewing the films they choose so that they can express their opinions and give recommendations to other people. Furthermore, Rahman et al. (2021) mentioned that film review was a fun method to improve their English-speaking ability, which was effective and encouraged their motivation to speak English confidently. From the opinions above, it can be concluded that the film review activity has several positive uses. It will be beneficial if used as an activity in English speaking learning.

2.1.4 Students' Perceptions

Perception is the process of interpreting information. Hong (2003) states that perception refers to individual thoughts about something they have learned to measure how they behave towards its use, whether they agree or disagree with the method or content they have learned (as cited in Ansow et al., 2022). Students' perceptions are the way they convey

opinions, suggestions, or arguments for teachers that occur in the classroom to improve the learning process. In addition, Students' perception is how they respond to what they have done or learned (Ansow et al., 2022). In addition, Fauziyyah et al. (2022) pointed out two types of elements that impact students' perceptions: internal (age, education, and work) and external influences (information and experience).

Furthermore, positive and negative perceptions (Zahro et al., 2023).

- a. Positive perception involves individual evaluation of a particular object positively or so expected from certain objects. Positive perception will come from an individual's satisfaction with the particular object, source of perception, knowledge, and personal experience regarding the perceived object where students can solve their difficulties.
- b. Negative perception involves individual evaluation of something that is not what one would expect from a particular object. It is caused by dissatisfaction with certain objects, the source of perception, individual ignorance, and lack of experience with unidentified objects.

Therefore, students must form their perceptions about whether film reviews are effective for developing their English-speaking skills. Teachers must consider innovative strategies, methods, and media in teaching speaking to stimulate students' interest. Hence, this study determined the students' perceptions based on their experiences.

2.2 Studies of Relevant Research

Based on the previous research of Rahman et al. (2021), they investigated students' perceptions of the effectiveness of film reviews in enhancing their English speaking skills. This study used a survey research design with 30 respondents. Their study has shown that students perceived film reviews can improve their English-speaking skills in motivation and

confidence in using simple English. Their study has two parts of film review: individual film review presentation and group discussion. Lutfiansyah (2017) conducted a study to investigate the use of film discussion as one of the teaching materials. The researcher conducted three-phase techniques to examine the use of film as a teaching model. It was found that film discussion can help them practice their speaking skill where the teacher's role needs to focus on the material, media, and activities in the class.

Another study by Goctu (2017) investigated the attitudes and awareness of foreign language learners to integrate English movies into their classes to improve their language skills. The study's findings showed that the students' responses about using film in the classroom have positive attitudes toward using effective and beneficial movies. The participants in their study were 25 upper-intermediate level students at a university. They are more motivated to learn the English language. In the study, the researcher asked the students to analyze the films for thirty minutes of their four-hour English class for six weeks. The researcher chooses four films. The three types of research above have different methods and situations. Therefore, this research will use a descriptive case study to focus on the students' perceptions of a film review to enhance their English-speaking skills.