CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter intends to review some literatures containing theories related to this study which consists of movie and teaching method.

2.1. Movie

The definition and types of movie is explained below.

2.1.1. Definition of Movie

Movie is a mass communication media which is very important to express a non-fiction or fiction story in daily life. Movie means story of survival along the day (Yaseen, 2015). Further, movie is a media in the form of video which started or is generated from real ideas, which has elements of entertainment or values of life that can be taken (Rabiger, 2004).

From definition above, it can be concluded that movie is a set of videos which carries massage and information.

2.1.2. Types of Movie

There are eight main types of movie (Dirks, 2010). They are explained below.

a) Action is usually spending much energy, big budget and possibly with rescues because of battle scenes. Most of action movie also shows disaster such as floods, fires, earthquake, etc.
b) Adventure is exciting plots with new experiences of exploring somewhere to figure out the secret mystery. Adventure is often paired with action movie and tells historical stories.

c) Comedy is humorous stories and designed to amuse audiences by joking even exaggerating language, action and characters.

d) Drama is portraying serious, realistic characters and settings. It involves severe character development and interaction.

e) Horror is designed to frighten viewers by showing hidden ghost suddenly and compel us to scream out. It usually tells about old history which becomes a mystery.

f) Musical is emphasizing and combining music, dance, song and choreography in its scene as the part of narrative story.

g) Science fiction is imaginative story usually complete with heroes, aliens, monsters and other space creatures to fix problems happened.

h) Western is one of the oldest movie from American movies industry. Usually it tells about particular ethnic of a group.

Type of movie in this research is Western, which generally tells about teaching and learning in an ethnic at Parkmont High School in California.

2.2. Teaching

The definition and function of teaching are explained below.

2.2.1. Definition of Teaching

Teaching is process of helping students’ needs and making certain intervention which push them to learn something (Smith, 2018). Further, teaching
is a set of events outside learners which are designed to support internal process of learning (Sequeira, 2012). Beside that, teaching also could be described as professional occupational group of education field mastering economical, social, cultural, scientific and technologycal dimensions (Hotaman, 2010).

In conclusion, teaching is an activity of learning and discovering knowledges, experiences, then understanding it to gain prosperous in any dimensions fields.

### 2.2.2. Function of Teaching

The function of teaching is to carry out the lesson to make students learning appropriately. Further, it is to control everything happened in teaching process then evaluating students by teacher’s way to make them participate in every activity which could be beneficial for them (Hotaman, 2010). Beside that, teaching is also to engage students in critical reflection and inquiry to improve their knowledge and skill effectively (Victoria State Government, 2017). A good teaching will reach a huge goal in many scopes such as economical, social, scientific and technologycal (Hotaman, 2010).

In brief, function of teaching is to involve students in critical thinking and discovery something which both are evaluated by teacher and it is expected to produce brilliant people with various sector later.

### 2.3. Teaching Method

The definition, function and types of method are explained below.
2.3.1. Definition of Teaching Method

A teaching method is a system of showing how students are able to be more active learners during language teaching (Ökmen & Kılıç, 2016). Teaching method is also described as a teaching element to help students achieve the target faster (Ökmen & Kılıç, 2016).

In a nutshell, teaching method is an effective way in delivering the materials by teachers based on its purpose.

2.3.2. Function of Teaching Method

The function of teaching method is as a tool to motivate students with their own different background, it makes easier to gain what students are going to learn, and teacher will easily to categorize students level (Richards & Rodgers, 2001). In brief, teaching method is very significant to apply and achieve the goal of learning activity.

2.3.3. Types of Teaching Method

There are some important teaching methods in teaching English (Freeman, 2000). Those are showed below.

2.3.3.1. Grammar Translation Method

This method is the oldest one used since antiquity and was the first method to teach modern language by mid 19th century. This method focuses on grammatical rules, memorizing listed vocabulary, translating text and doing written exercises. The objectives, advantages, disadvantages and procedures are showed below.
1) The objective of grammar translation method is helping students to be able to read literature in target language, translating text and improving reading and writing skill.

2) The advantages of implementing grammar translation method are:
   a) Enlarging students’ vocabulary in target language or English.
   b) Improving students understanding of how languages work and comprehension of target language.
   c) Making low level students easy to learn English because this method allows students to speak their mother tongue.

3) There are also the disadvantages of implementing grammar translation method, they are:
   a) Less practical learning such as speaking and listening skill.
   b) Memorizing grammar rules does not motivate students to communicate in English.
   c) Causing students feel boredom because the activity is monotonous.
   d) Students’ English proficiency will not improve significantly because teacher teaches in mother tongue, not in target language.

4) The procedures of implementing grammar translation method are:
   a) The students read a text written in the target language.
   b) The students translate text into mother tongue.
   c) If students have questions or problems, students ask questions and the teacher answers in their native language.
   d) The students write out the answers of reading comprehension questions.
e) The students translate new words from the target language to their mother tongue.

f) The students are given a grammar rule and based on the example then they apply the rule by using the new words.

g) The students memorize listed vocabulary.

h) The teacher asks students to state the grammar rule.

i) The students memorize the rule.

j) The teacher provides right answers to correct the incorrect answers.

2.3.3.2. Direct Method

Direct method is a method that uses the target language and drilling stressing. This method is the opposite of Grammar Translation Method.

1) The objective of implementing direct method is helping students to be more brave to communicate in English.

2) The advantages of implementing direct method are:

   a) Students’ independence is increased.
   
   b) Self-corrected mistakes are more memorable.
   
   c) Students are involved in the learning process and it can increase their confidence.

3) The disadvantages of implementing direct method are:

   a) Taking long time and energy to interpret abstract words or vocabularies.
   
   b) This method is auditory, students who use visual learning will be difficult to follow direct method.
   
   c) Ignoring reading and writing skill.
d) Direct method is not proper to apply in big classes.

4) The procedures of implementing direct method are:
   a) Teacher instructs students by using target language.
   b) Teacher teaches daily vocabulary.
   c) Teacher and students are asking and answering simple questions.
   d) Teacher teaches grammar inductively.
   e) Teacher emphasizes in correcting grammar and pronunciation.
   f) Teacher more focuses on speaking and listening.
   g) Teacher introduces new teaching points orally.
   h) There is no translation and textbook used in the beginning of learning activity.
   i) Teacher delivers concrete vocabulary by showing pictures, demonstration or object, while abstract vocabulary is taught by associating ideas.

2.3.3.3. Audiolingual Method

Audiolingual method is a method which focuses on sentence and sound pattern by using repetition, drilling some words to be memorized. The Audiolingual method does not focus on lots of vocabulary, but speaking and grammar drilling.

1) The objective of implementing audiolingual method is students can form new habits in target language.

2) The advantages of implementing audiolingual method are:
   a) Drilling as the power to encourage students’ speaking skill.
   b) Students are able to speak the target language communicatively
c) Students are able to present correct responses directly without stopping thinking.

3) The advantages of implementing audiolingual method are

a) Teacher is more active than students or teacher centered.

b) Attention given by teacher is very little for communication and content.

c) Process of learning is emphasized on speaking and listening only.

4) The procedures of implementing audiolingual method are:

a) Students listen to a conversation, then speak it and proceed with reading and writing.

b) New material is provided in form of dialogue.

c) Teachers are only directing and controlling students’ language behavior.

d) Students follow teachers’ direction and responding accurately.

e) There is no native language in the classroom.

f) Actions, pictures and realia are used to give meaning.

g) The use of language is a habit which needs practice a lot.

h) Teacher delivers a sentence then students repeat loudly.

i) Structural patterns are taught using repetitive drills.

j) There is little or no grammatical explanation. Grammar is taught inductive analogy rather by deductive explanation.

k) Vocabulary is limited and learned in context.

l) Using tape, language labs, and visuals aids.

m) Successful responses are immediately reinforced.
2.3.3.4. Community Language Learning

Community language learning (CLL) is a method which represents as Counseling-Learning theory in teaching language. CLL believed that teacher as the counselor and should help students as the clients.

1) The objective of implementing CLL is alleviates anxiety which often threatened students' speaking and communication.

2) The advantages of implementing CLL method are:
   a) Improving students’ speaking skill.
   b) Increasing students’ confidence.
   c) Working up students’ critical thinking through discussion.
   d) Creating real community in the classroom.

3) The disadvantages of implementing CLL method are:
   a) Very passive students will difficult to participate the class.
   b) Various students’ perspectives will attack forum and take a long minutes.

4) The procedures of implementing CLL method are:
   a) Teacher teaches by using target language and mother tongue.
   b) Teacher applies teacher and student centered.
   c) Teacher sets circle seating and teacher in the outside of circle.
   d) Teacher uses recorder in the circle.
   e) Students do conversation or dialogue in group and teacher helps if necessary.
   f) Teacher transcribes the recorded dialogue on the board.
   g) Students analyze the dialogue.
   h) Teacher uses dialogue to follow up in next activities.
2.3.3.5. Silent Way

Silent way is based on premise that teacher should be as silent as possible in order to encourage students to produce much language. It means teacher will only talk if students ask, and students will discover and create language. Beside that, learning is facilitated by problem solving the materials to be learned. The class works on sounds, phrases or even sentences designed on the Fidel chart.

1) The objectives of implementing silent way are:
   a) Establishing students’ self expression.
   b) Developing inner criteria for correctness.
   c) Cooperating each other in the process of solving language problem.

2) The advantages of implementing silent way are:
   a) Students learn by themselves or student center.
   b) Students are able to fix their own pronunciation by teacher’s guidance.
   c) Students learn through problem solving and it fosters creativity, discovery, increase intelligence potency and long term memory.

3) The disadvantages of implementing silent way are:
   a) Lack of teacher’s guidance and explanation.
   b) Passive or unconfident students will be more passive.
   c) Miscommunication is going to occur very often.
   d) The material will definitely fail to introduce all aspects of language, it means will be not delivered overall.

4) The procedures of implementing silent way method are:
a) The class focuses on pronunciation and depends on students level.

b) Beginning by introducing sounds of phrase or sentence then teacher points out its phrase and students directly saying the words. It also can be done by using native speaker recording.

c) Asking students to be volunteers and doing the same thing, if the student pronouns incorrectly, teacher will choose other students to do until get the correct one.

d) After language learners are able to produce the sounds of the target language, language teacher continues teaching the language by using rods and word or fidel charts.

2.3.3.6. Suggestopedia

Suggestopedia or it is also called as desuggestopedia is learning recommendation derived from suggestology. It is a method which focuses on how human brain works and get effectively learning with relaxed mind. Suggestopedia is not much different from CLL because both of them mostly involve students’ feeling. The main point of suggestopedia is setting up the atmosphere and environment of classroom cheerfully.

1) The objective of implementing suggestopedia are:

   a) Delivering advanced conversational proficiency quickly by imitating, questioning and answering, playing role play, doing conversation, and so on.
   
   b) Encouraging students to memorize vocabulary pairs then understanding it.

2) The advantages of implementing suggestopedia are:

   a) Suggestopedia is appropriate to apply in listening and reading skill.
b) The relationship between teacher and students be like family which are parent and children.

c) Students’ anxiety will decrease slowly because the classroom environment, such as tape, comfortable furnitures and so on.

d) Suggestopedia pushes students to use target language independently.

3) The disadvantages of implementing suggestopedia are:

a) Financial limitation is considered to implement this method.

b) Suggestopedia is not appropriate to apply in a big class which has big number of students.

4) The procedure of implementing suggestopedia are:

a) Teacher should create a comfortable and cozy classroom.

b) Teacher should have skill of acting, singing, phsycotherapeutic technique.

c) Teacher turns music on to make students’ mind relaxed.

d) Teacher puts posters on the wall and it includes the rule of language use.

e) Teacher gives listening section in every new unit.

f) Teacher reads the text with correct pronunciation.

g) Teacher and students discuss the text together.

h) Sometimes teacher plays role play and game in learning process.

i) Students who make mistakes in grammar are tolerated, because this method emphasizes content, not the rules.

j) Homework is rarely given but students should reread the materials at home.
2.3.3.7. **Total Physical Response**

Total Physical Response is a language learning method based on the coordination of speech and action. TPR method combines information and skills through the use of the kinesthetic sensory system. This method is good for young learners.

1) The objective of implementing TPR method collaborates kinesthetic multiple intelligence and cognitive aspect. It means to create a brain link between speech and action to boost language and vocabulary learning.

2) The advantages of implementing TPR are:
   a) It is fun and easy because there is no age barrier
   b) It does not require a great deal of preparation on the part of the teacher.
   c) It is a good tool for learning vocabulary.
   d) Class size does not need to be a problem.

3) The disadvantages of implementing TPR method are:
   a) It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
   b) It could be overused of implementing TPR.
   c) It is limited, since everything cannot be explained with this method. It must be combined with other approaches.
   d) It is very effective applied in beginner proficiency level only.

4) The procedures of implementing TPR are:
   a) Selecting new vocabularies which will be delivered.
b) Pronouncing the vocabularies while showing facial expression, gesture, or body movements to illustrate the meaning.

c) Asking some students to be volunteers and they will show the gestures even body movement as teacher mentioning the vocabularies.

d) Asking all students to do the same and they mentioning the vocabularies together with body movement.

e) Writing the words in order to motivate students make connection between oral and written words.

f) Reviewing and practicing many times to ensure learning.

g) Games, role plays, songs and other fun activities are given.

h) Students’ participation and action are observed as a form of evaluation.

2.3.3.8. Communicative Language Teaching

CLT is method where the role of the teacher is facilitator and guide, not an all-knowing bestower of knowledge.

1) The objective of implementing CLT is to make students use target language in a whole classroom, refers to emphasize communicative competence as the goal of language teaching.

2) The advantages of implementing CLT are:

a) Students get more opportunities to talk if they are divided into groups.

b) Students get grammar rules, thus it will be efficient to speak.

c) CLT develops students’ linguistic competence.

d) CLT is great for intermediate and advanced students.

e) CLT improves students’ motivation to use English
3) The disadvantages of implementing CLT are:

a) It will be difficult to apply to students who have big anxiety in speaking.

b) It is not enough to correct the grammar and pronunciation, because it more focuses on fluency and meaning.

c) It is not very good for beginner students.

d) Teacher’s monitoring ability must be very good.

e) Grammar teaching practice makes difficult to apply this method.

4) The procedures of implementing CLT are:

a) The class starts with communication or communicative activities.

b) The class focuses on mastering speech while reading and writing are postponed as speech is mastered.

c) Teacher can use technology aids, such as video, television, audio tapes, internet, web, and computer for communication purposes.

d) Teacher is only being monitor and facilitator, not being a model to correct speech.

e) Peer practice and collaborative atmosphere are implemented in CLT.

f) Form errors are tolerated during fluency based activities and it is seen as natural outcome of development in communication skill.

g) Teacher should prepare variety of games, role plays, simulations and task based communication activities to succeed CLT.