

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The researcher references the following previous research in regards to using English movies to improve students' speaking in teaching descriptive text.

The first research is "The Effect of Animated Films on Students' Speaking Skill on Narrative Text at Grade X SMA Plus Binabangsa Pekanbaru" conducted by Rozimela et al. (2014). The research was conducted using quasi-experimental design with non-equivalent control group pre-posttest design. The subjects of the research were 32 students that consisted of 16 students in experimental class and 16 students in control class by gathered the data from speaking test. Based on the research, the researcher found that students who were taught by animated films had better speaking skill of narrative text than those were taught by picture story.

The second research entitled "Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication". The research was conducted by Parmawati and Inayah (2019). It was conducted with the subject for those second semester students who took Speaking for General Communication courses. Collaborative Classroom Action Research was employed to this research which used the data collection by observation, questionnaire, and test. To gather the data, the researcher used several phases of Classroom Action Research namely planning, implementation, observation and reflection for cycle 1 and cycle 2. The pretest and posttest are used by the researcher to determine how significantly the

participants' speaking abilities have improved following the completion of all sessions. The scoring criteria are based on a number of factors, including vocabulary, grammar, pronunciation, fluency, and the other five.

The third research is titled “The Use of Folktale Movie in Teaching Speaking of Narrative Text to the Tenth Grade Students of SMAN 1 Gedangan Sidoharjo” organized by Wardhani (2012). The research was conducted by using descriptive qualitative research design which the subjects of the research are the tenth-grade students in one class with 34 students, including 15 male and 19 female students. The instrument of this research was from speaking task. It can be concluded from the research that the students get an improvement in their spoken narrative text based on how improvement speaking score from only 3 students who get excellent mark at the first meeting to 9 students at the third meeting.

The fourth research titled “The Effect of Fiction Short Movie on Students’ English Speaking Ability” conducted by Riswanto, et al. (2022). Quantitative research using a quasi-experimental design is the method that was used for the study. The sample was carried out from second grade students at SMP A’isyiyah Pagaram in South Sumatra and it was decided that 20 students from class A would make up the experimental group and the remaining 40 students from class B would serve as the control group. The instrument used in this study was speaking test which was in the form of talk as performance. According to the findings of the research that was carried out, there is an effect in the use of short movies as a medium for improving students’ speaking ability.

The last research is “The Use of English Animated Movie to Improve Students’ Ability in Writing Descriptive Text” by Wahyuni (2017). The data of the research was obtained through quantitative and qualitative design method. The subjects of this research are students in English department of STKIP Bina Bangsa Getsmpena Banda Aceh, with the numbers of students are 12 students. The quantitative data was taken from the students writing’ score, while qualitative data was obtained from the questionnaire which were distributed to figure out the students respond in using English animated movie in their writing descriptive text. Based on the research, the was significant effect in employing English animated movie to improve students’ ability in writing descriptive text because the students’ writing score is good to average for four aspects from pre-test to post-test.

The studies that were previously discussed provided proof that watching English movies can help students improve their speaking abilities. The current study and the previous studies were similar in the terms of teaching media, that is English movie. However, the subject of the research and the subject of present study were different. The focus on this study was on the use of English movie in teaching of descriptive text. Moreover, this study was conducted the eleventh-grade students at SMA Negeri 1 Trimurjo.

2.2 Theoretical Framework

2.2.1 The Concept of Speaking

Speaking is one skill that must be mastered by students at school. According to Harmer (2007), there are three main reasons for requiring students to talk in class. First,

speaking exercises give students the chance to receive training, giving them a safe environment in which to practice speaking in public. Second, speaking exercises in which students attempt to use one or more of the languages give feedback to both instructors and students. Following Harmer (2007), all people can see how successful they are, how well they are doing, and what linguistic issues they encounter. Finally, the more opportunities students have to engage in the many language components they have recorded in their brains, the more naturally they will use these components.

In accordance with Alvionita (2020), speaking refers to oral communication used to share ideas with others as a conversation partner. Speaking is very helpful when someone needs to get their point through while also giving instructions or directions. Speaking and listening are the two main parts of oral communication, which includes speaking. Alvionita (2020) also stated that oral communication is a method of interaction between a speaker and a listener that requires the useful ability of comprehension.

According to Rahmiaty (2021), a useful language ability associated with psycholinguistics is speaking. It refers to the use of words, phrases, and sentences to communicate with the audience. Speaking is a producing skill that may be directly and objectively observed, Rahmiaty (2021). However, these observations are invariably influenced by the precision and efficacy of listening, which inevitably undermines the validity and reliability of an oral output test. Thus, by speaking with others, we are able to know what kinds of situations in the world (Ismiati, 2013).

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Rahmiaty, 2021). Speaking is one of the four fundamental skills that students should master. Since being able to communicate effectively is, in reality, the primary goal of language learning, it plays a significant role in the process.

Beheshti et al. (2016) stated that speaking can be divided into two basic production skills: accuracy and flow. Fluency considers "the ability to keep going when speaking spontaneously," whereas accuracy focuses on the use of vocabulary, grammar, and pronunciation via a variety of tasks. Meanwhile, Sidik (2013) stated that speaking demonstrates the oral encounters can be typical in terms of routines, which are traditional methods of providing information that can focus on interaction or information. Speaking is one of the language abilities that focuses on verbal exchanges. Kosar and Bedir (2014) also pointed out that it can effectively and precisely produce, send, or receive information. The speaker needs to focus on pronunciation, grammar, and vocabulary.

Rahmiaty (2021) claimed that speaking is an activity in which someone communicates an idea to another while employing a certain approach to help them comprehend the ideas. Speaking involves more than just using the correct syntax, vocabulary, and pronunciation; it also involves using the language in an appropriate way and adhering to social conventions. Meanwhile Sidik (2013) stated that to communicate well, one must have a thorough understanding of syntax, grammar, lexicon, and contextual

subsystems. Speaking is said to be the most useful ability in a language. Speaking is therefore an activity that involves utilizing words to interact with people.

Based on the explanation above, the researcher concluded that speaking is the act of conveying thoughts, feelings, or opinions to another person through the articulation of words or sounds. Its purpose is to inform readers and emphasize the importance of speaking, particularly in English, in language learning. Speaking is defined as the exchange of information or messages between two or more persons using expressions. As a result, mastering the English language is crucial to a teacher's success in imparting knowledge to the students.

2.2.1.1 Components of Speaking

Speaking skills encompass various essential components that need to be taken into consideration. When all the components are duly considered, the speaking abilities will improve. According to Harahap et al. (2015), speaking have components that support someone to be a good public speaking.

1. **Vocabulary:** One of the most crucial components of speaking is vocabulary, which is the collection of words in a language either it is a written or spoken with meanings that are seen as having a cultural connotation and are utilized by a group or a community. Thus, vocabulary is crucial to speaking skill.
2. **Grammar:** Grammar aids in the delivery of ideas based on formal speaking skill. People need to understand grammar in order to communicate more effectively and clearly.
3. **Fluency:** Speaking involves verbally repeating words. It denotes that speakers and listeners engage in a process of idea exchange. As a result, it's crucial to have

fluency in order to be able to talk in other ways. One definition of fluency is the capacity for correct and fluid speech.

4. **Pronunciation:** The first and most crucial thing that native speakers take note of during a conversation is pronunciation. If someone makes grammatical errors as opposed to pronunciation errors, native speakers are more likely to understand. Then, intonation and pronunciation were connected. The words all have various meanings. It can be inferred that the subject of someone's speech is based on it.

Moreover, Erfiani (2017) stated that there are components that include with speaking skills, such as:

1. **Accuracy of grammar:** Grammar accuracy is a strategy for enhancing one's grammar that is connected to vocabulary and used to assess interpersonal communication.
2. **Pronunciation:** Learning how to pronounce various languages, especially English, is crucial. By listening to how a word is pronounced, one can determine its meaning.
3. **Vocabulary:** a group of words with a range of meanings that can be used to interact in conversation.

Meanwhile, Masbiran (2018) also pointed out that there are components of speaking as follows:

1. **Grammar:** Grammar that incorporates sentence structure.
2. **Vocabulary:** When learners speak in English, vocabulary is fundamental.

3. Pronunciation: Students may talk more clearly when they pronounce words correctly.
4. Fluency: The ability to effectively and clearly convey meaning

On the other hand, Harris (2015) assessing the components of speaking following.

1. Pronunciation: The fundamental part of teaching and learning a spoken language is pronunciation (including segmental elements such as vowels and consonants, as well as stress and intonation), since it allows pupils to understand the distinctions between spoken and written language. Speaking clearly also helps students avoid making sound production mistakes.
2. Grammar: Grammar is sometimes referred to as functional, which indicates that students make claims about the semantics and communicative importance of specific grammar elements, how language is used to transmit meaning, how to maintain human relationships, or how to organize discourse. It may have an impact on how effectively people communicate using speech.
3. Vocabulary: One of the most crucial components of learning a new language is vocabulary. Sometimes students' lack of vocabulary confidence prevents them from speaking English with confidence. It's because children only frequently hear English from their teacher and their books.
4. Fluency: Accuracy and fluency (the ease and speed with which speech flows); speakers of English well tend to be both. Speaking clearly and confidently, without fear of making mistakes, is a trait of fluent speakers. Correct speakers do not make grammatical, vocabulary, or pronunciation errors. While fluency may in many communicative language courses be an initial goal in language instruction,

accuracy is attained to some part by allowing students to focus on the characteristics of phonology, grammar, and discourse in their spoken output.

5. Comprehension: In speaking, comprehension becomes crucial. This gauges conversational comprehension. The study of comprehension examines how effectively students comprehend a language.

According to the explanation given above, all of the hypotheses discussed regarding the elements of speaking have the same significance. Understanding the elements of speaking is essential for teachers and students. All of the elements will aid the researcher in evaluating the students' speaking skills as they study and in achieving the goal of getting the pupils to understand English. However, in this research, the researcher will evaluate the speech criterion as well as its constituent parts using theory from Harris (2015).

2.2.1.2 The Concept of Teaching Speaking

Learning English is a challenging and time-consuming process. It is important for the instructor to possess effective techniques to enhance students' speaking skills. Merely asking students to speak is not sufficient when teaching speaking. Febria (2017) mentions that speaking is an oral encounter in which individuals must come to an understanding regarding the significance of concepts, emotions, and data. The listener in this instance needs to comprehend how the ideas offered relate to one another.

In appropriate teaching strategies and approaches should be used when instructing speaking. A teaching technique, according to Halat (2008), is a sequential and generic collection of classroom guidelines for achieving language goals. The activities,

exercises, and tasks utilized in the classroom to accomplish teaching and learning goals are referred to as methods.

Faridloh (2022) mentioned speaking instruction is sometimes considered to be a simple skill to teach. All around the world, conversation instructors at for-profit language schools are employed without any formal training. Despite the notion that it comes naturally, Faridloh (2022) also stated speaking a language other than our own is far from simple. When teaching English, the teacher should pay close attention to how the method is used correctly as well as how it is customized to the needs of the students.

In line with Faridloh (2022), students frequently mistakenly think that studying a language is what makes them able to speak it, but speaking is also a crucial step in the process. Effective teachers, according to Bahrani (2015), teach students speaking techniques they may use to assist themselves improve their language knowledge and confidence. These techniques include employing minimal responses, recognizing scripts, and using language to talk about language. Teachers help kids develop their speaking skills so they can use speech to learn. Faridloh (2022) pointed out that speaking instruction need to be entertaining and interesting. Because studying English without speaking it is useless, it is vital for the teacher to decide which technique will best encourage students' engagement in the learning speaking process.

According to Febria (2017) speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Febria (2017) also mentioned there are five principles for teaching speaking. The principles are:

1. Taking into account the situation of English learning. Language communication in society or mother tongue is the setting of it.
2. Give students the chance to practice their accuracy and fluency. Fluency is the ability to use language confidently and swiftly with a little, or to master the subject.
3. Students are given opportunities to talk in groups or in pairs while correctness refers to the degree to which the meaning to be transmitted and the meaning obtained by the listener are the same. The purpose of this exercise is to provide students more speaking practice time.
4. Take into consideration negotiating meaning as a way to confirm and clarify whether students are communicating well. To gain understanding during a conversation, you can ask for clarification, reiteration, or explanation.
5. Coming up with lesson plans that include instruction and practice in both transactional and interactive speaking. In order to complete a transaction, communication is used, as are exchanges of commodities and services. Speaking in an interactive way means communicating with others.

According to Nunan (2015), speaking involves the communication of information and the expression of ideas. It is within the classroom setting that children can develop their language proficiency. Additionally, speaking requires learners to not only

comprehend specific aspects of language such as grammar, pronunciation, and vocabulary but also understand how to produce the language effectively.

Speaking is a productive skill that involves complex efforts when using a foreign language. It encompasses various language levels. Researchers should explore multiple teaching strategies for speaking that can assist language learners in acquiring speaking proficiency (Nunan, 2015). According to Kurnia (2019), speaking exercises are introduced in three levels. Pre-speaking activities, speaking while speaking, and speaking after speaking are the three steps.

Kurnia (2019) pointed out the purpose of the pre-speaking exercises is to prepare the students for the main speaking activity that will come next. Schema activation calls on the participants to recollect prior world knowledge that is pertinent to the speaking context. To accomplish these ends, text, images, and questions can be used. It is frequently utilized as a pre-speaking exercise during brainstorming sessions. Prior to the major speaking activity, it is beneficial to brainstorm ideas in smaller groups. The main objective of this exercise is to come up with as many ideas as you can in the allotted time. After the activity period is over, the suggestions are considered.

The while-speaking activities include the speaking task itself. Students benefit from speaking practice. The students actually resolve the issues through the role-play, problem-solving, sociability, or communication game issue with communication. After-speaking exercises can help students review the language and they employed and develop fresh strategies to enhance communication.

The post-speaking exercises give students feedback on how they performed and the lesson's end. The evolution of integrated communication system. An essential component of the post-speaking activities is skills.

2.2.2 The Concept of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. According to Nurlaila (2013), descriptive text serves the purpose of providing information about something or someone. It vividly elucidates a person, location, or object in a way that enables the reader to envision and grasp the details being presented.

In this type of text, authors naturally depict individuals, objects, scenery, or phenomena to enable readers to vividly imagine and experience. The structure of descriptive text typically includes two key elements: identification, which introduces the subject that will be described, and description, which elaborates on the subject by detailing its appearance, qualities, or characteristics (Nurlaila, 2013).

According to Alawi (2011), descriptive text captures sensory experiences by converting them into words, conveying the texture, sound, flavor, scent, and appearance of objects. It can also encompass the depiction of emotions, including sentiments like happiness, fear, solitude, sadness, and delight. Description assists the reader in using their imagination to picture a scene or an individual, or to grasp a sensation or an emotional state. Moreover, Alawi (2011) also stated that description introduces a significant element to our existence by stirring our emotions and broadening our encounters.

Pardiyono (2007) stated descriptive text is a written genre that captures the attributes of an individual, object, or location with the main goal of delivering a thorough and detailed portrayal of a specific subject. Descriptive text furnishes precise information about specific individuals, items, or places, prioritizing clarity and precision. Essentially, its purpose is to furnish explicit and essential details about a person, object, or place. This implies that descriptive text is a form of writing that includes hints or details to encourage readers to envision the real object being described (Pardiyono, 2007).

Therefore, it is essential to employ the appropriate generic structure, language features, and purpose of it.

1. Generic Structure

The generic structure refers to how the components of a text are arranged to align with its intended purpose. According to Alawi (2011), the generic structure of descriptive text is divided into two parts, there are:

- a. Identification: It identifies the phenomenon to be described
- b. Description: It is the part that describes features in order of importance:
 1. Parts/things (physical appearance)
 2. Qualities (degree of beauty, excellence, or worth/value)
 3. Other characteristics (prominent aspects that are unique)

2. Language Features

In descriptive text, the language features contain four main features. It also stated by Diana (2021) that the grammatical features of descriptive text are composed into four parts, such as follow:

a. Focus on specific participants

It implies that the subject of descriptive text should be focused in describing the current participant, such as “My Childhood Friend”, “My Cat”, “My favorite food” and so on. It is suggested to make the text simple to conclude. It also helps the reader to focus on one subject.

b. Simple present tense

The simple present tense is a commonly employed tense in the composition of descriptive text. This tense is employed to portray recurring actions and provide explanations for general statements of factual actions.

c. The use of noun phrase

It means that when depicting the characteristics of the subject or object, the author should arrange the noun phrase appropriately, such as “My friend has beautiful hair”. As it demonstrated earlier, it shows that beautiful indicates as an adjective whereas ‘hair’ indicates as an adjective phrase.

d. The use of auxiliary verb

It involves the use of possession-related words such as “has” or “have.” Each subject employs distinct ownership terms, where “has” is associated with “she,” “he,” and “it,” while “have” pertains to “I,” “you,” “they,” and “we.” For instance, in the sentence “Roni has a large house,” “has” indicates ownership by “Roni.”

e. The use of linking verb

It encompasses the employment of the verbs “to be” (such as “is,” “am,” and “are”) when composing nominal sentences. These verbs are utilized to establish a connection between the subject and the complement, as illustrated in the sentence: “She is my closest friend.”

3. Purpose

According to Alawi (2021), the purpose of descriptive text is to entertain the reader, which is amusing the description of something in general. Moreover, descriptive text is to persuade others to think or act in particular ways.

4. Example of Descriptive Text

My Beloved Mother

Identification:

Everybody certainly has a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe a lot to what she has been doing for me. And here is my mother.

Description:

My mother’s name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat and she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me not to give up so easily. She always gives me some fine solutions when I have some problems. The important thing about her is she never complains. That is why I never reject her willing.

Source: Modul Bahasa Inggris Kelas XI (2018)

Based on the statement above, it can be inferred that descriptive text involves the depiction of a specific object by understanding the social function of the text, its generic structure, and language features. Those elements provide a framework for comprehending and analyzing descriptive text effectively.

2.2.3 The Concept of Teaching Media

Media refers to any instrument or medium used to transmit information or messages between different locations. Mulyaningtyas (2016) stated that teaching media refers to the assortment of tools that teachers utilize to communicate educational content to students during the teaching and learning process, with the aim of achieving specific learning objectives. Teaching media based on Arsyad (2009) is a media that brings instructional purpose of messages or information of learning. Media is a means of expressing messages and information.

Arsyad (2009) stated that there are some basic criteria of teaching media. Firstly, teaching media has physical meaning that is called by hardware. The hardware is an object that can be seen, heard, and touched by five senses. Secondly, teaching media

has non-physical meaning, so called software that is the message which wants to deliver for students in hardware. Thirdly, the emphasis of teaching media is in the visual and audio. Fourthly, teaching media can be used massively (for example: radio, television) big group and small group (for example, movie, slide, video, OHP), or individual (for example, module, computer, video recorder). Lastly, attitude, act, organization, strategy, and management that related with application of certain knowledge.

Furthermore, as Mulyaningtias, (2016) stated that the importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting and concrete and easier to understand. The use of educational media in the classroom can engage students and inspire learning. In line with Mulyaningtyas (2016), there are a few media's roles in education (Marhamah, 2022). The first benefit of using teaching media is that it will draw students' attention and encourage more active participation in the teaching and learning process. Second, it helps students attain their learning objectives by making the course material transparent and understandable. Thirdly, because they pay attention to the teachers' explanations and engage in additional activities like watching, demonstrating, and so forth, students can be more engaged. In summary, students can learn through exercises like taking notes, giving answers, and contributing thoughts, and perhaps the learning process will become more appealing.

One feature of teaching media is that it conveys messages or information to its intended audience, which are the students (Arsyad, 2011). Media that explores a message and the students' responses is frequently referred to as interactive media. The most crucial factor is that media should be made available to accommodate students' needs and abilities so that they may actively engage in the teaching and learning process.

Meanwhile, Nuraeni (2014) pointed out teaching tools can increase students' learning processes and are anticipated to raise their levels of achievement. Nuraeni (2014) adds media can be used with students of all academic levels and for all subjects, media can be versatile. Additionally, instructional media can motivate students to take more ownership of and control over their own learning, participate in syllabus development collaboratively, and adopt longer-term viewpoints.

Simply said by Nuraeni (2014), teaching media, or the increasingly common multimedia, is very important and helpful in education. Teaching with multimedia can increase student enjoyment, explore their thinking, invite them to unleash their potential, spark their enthusiasm in learning, increase class productivity, and produce more effective teaching outcomes. Nuraeni (2014) also mentioned students can gain additional practice with the four core abilities of listening, reading, writing, and speaking while learning through the use of multimedia, such as images, sounds, animations, power point slides, and texts.

Sudjana (2001) added, teaching media is important in teaching and learning process because the use of media in teaching learning process is not an additional function, but

has its own function as an aid to express effective teaching learning situations. In addition, the use of teaching media is more important to accelerate teaching and learning process and help students in comprehending material from teachers.

Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process. In other words, media is all aids/tools which may be used by teacher and learner to attain certain education objectives that are important to help the learning process and make it more effective and efficient.

2.2.4 The Concept of Movie

A movie or film is a form of visual art that tells stories or teaches viewers something through the use of visuals and sounds. According to Nuraeni (2014), the majority of individuals watch movies for pleasure or for entertainment. While certain movies might make viewers laugh, some can also make them cry or frighten them. The majority of movies are created to be viewed in theaters or at home on a screen. A few weeks or months after or before the film is released, movies are seen in theaters.

In line with the previous statement, Lydia (2017) stated that media can be used to sell movies. In order for consumers to see movies at home, they are either broadcast on pay television or cable television, or they are purchased or rented on DVD disks or videocassette tapes. Additionally, movies can be streamed or downloaded. There are several films that are broadcast on television.

In this study, the researcher has decided to discover the use of English movie to improve students' speaking ability. Lydia (2017) stated that movies are one of the

multimedia that may be utilized to increase students' motivation in learning speaking as one of the main factors in achieving the goal of teaching and learning English.

According to Lydia (2017), using movie can make students can easily discover anything new by viewing English movies, as students also can grasp the language and recognize it right away. English movie also can conduct discussions between students and teachers and between students themselves increased as a result of watching movies and it captivates students' curiosity and commands their attention (Xhemaili, 2013).

Fitriyani (2023) mentioned the value of using movie in the classroom is that it may be utilized to support students' learning and improve the effectiveness and efficiency of the teaching and learning process. According to Asnawir (2015), a good movie has certain qualities, including those that increase students' proclivity, show the right and authentic perspective, and surround with the audience's understanding. It also demonstrates language structure, manages the movie's essential elements and sequence, and satisfies viewers regarding the filmmaking process.

Movie media are mostly audiovisual in nature. A movie is a collection of moving images that is played back on a screen or on television and conveys a story (Fitriyani, 2023). Nowadays, movie media frequently uses teachers to impart knowledge because it serves multiple purposes, including listening and seeing. Fitriyani (2023) also pointed out that one of the various learning settings that may be employed in a variety of contexts is movie media.

Aside from that, there are problems that many teachers and students face when using English movie to improve speaking skill. According to Pimsamarn (2011) students will only watch the movie for entertainment if there is no activity for them to participate in. Another issue is that, at times, a movie's language is too complex and quick for nonnative speakers with too little linguistic proficiency. As a result, it appears that movies are only appropriate for advanced learners (Sato, 2007).

Therefore, to avoid those disadvantages by using English movie to teach speaking, the research will use an English movie with a simple accent and pronunciation so that the students can fully understand the plot, lesson, and moral value of the movie.

2.2.5 Teaching Descriptive Text Using English Movie

Teaching descriptive text using English movie can be a good idea as it is defined by the descriptive text itself. Descriptive text captures sensory experiences by converting them into words, conveying the texture, sound, flavor, scent, and appearance of objects as Alawi (2011) stated. Sari (2019) mentioned that people can offer a variety of ways and techniques for learning descriptive literature. Which one will help students enhance their speaking skill depends on them. The researcher in this study suggests using animated movies to help students become a native speaker.

By using English movie, students are able to provide new information in the form of product descriptions, evaluations, and critiques for readers or the general audience. Students also explain in detail the quality, advantages, and disadvantages of a product or work. Alawi (2021) stated that the hope is that readers of the descriptive text can

gain a more comprehensive understanding before ultimately deciding to purchase or enjoy a product or work. Furthermore, according to Kusumaningrum (2016), watching English movies helped language learners learn the language and improved their speaking, writing, and listening abilities in more engaging and interactive ways. Qiu (2017) stated that watching English movies can assist students in increasing their proficiency with the language. After comparing several research and sources, the researcher divides the stages in teaching descriptive text using English movie into three steps, the opening, main activities, and closing. As the researcher uses a pre-experimental design which is using one group class.

In addition, Fikriyah, (2016) stated that there are few steps to use English movie to students in the learning process. In teaching descriptive text using English movie, the teacher can do following steps.

1. Preparing yourself: The researcher should first examine the movie with the students and make some notes on the material before showing the film to the class. Some students may be invited by the teacher to watch the movie preview and see the point of view about.
2. Preparing the environment: The next step is setting up the classroom to be as cozy as possible after producing the movie. The placement of the technical tools, such as a laptop computer and speaker, is important so that the students may enjoy a clear view of the movie.
3. Preparing the students: As soon as the students watches the movie. The teacher should explain to the class why it is necessary for them to watch the movie and what

benefits they would receive from doing so. In addition, teachers can tie the movie's content to what whether the students understand it.

4. Showing the movie: Make sure students are at ease while watching the movie, and try not to interrupt it by asking a question in the middle of it.
5. Carrying out the follow up: After presenting the movie, the teacher giving an instruction to the students about the movie to describe the main character of the movie. The follow-up is required to find any potential misunderstandings. If there are any questions, the teacher can repeat the demonstration.

2.3 Hypothesis

In this study, there are two kinds of hypothesis that can be estimated following as.

H_a : There is a significant effect of using English movie in improving students' speaking skill on descriptive text at the eleventh grade of SMA Negeri 1 Trimurjo.

H_0 : There is no significant effect of using English movie in improving students' speaking skill on descriptive text at the eleventh grade of SMA Negeri 1 Trimurjo.