

CHAPTER ONE

INTRODUCTION

1.1 Background of Research

In this present era, the entire world has become a global village, and people communicate with one another in a common language, especially English. Erwin (2021) stated that the English language has become the most widely used language in the world and is widely spoken. Moreover, English is a language that is frequently employed in fields such as science, commerce, education, the internet, travel and tourism, media, newspapers, software, engineering, information technology, entertainment, banking, and others (Erwin, 2021).

In Indonesia itself, there are many Indonesian schools employ English as an international language in the classroom to prepare students for life within the new millennium's social context (Mulyadi, 2016). Thus, there are many schools that compete to teach English, especially in international school. According to Sulistiyo (2015), Indonesia has made English as a required subject in junior and secondary schools as well as at the university level of education in response to the increasing need for English proficiency in this global era.

However, teaching English is proved to be a challenging task because pointed out that English is the majority of foreign language learners attempt for international communication (Halawa et al. 2022). They must learn the language's four fundamental skills, including listening, speaking, reading, and writing, during this process. Halawa

et al. (2022) also stated that speaking and writing are active or productive skills, whereas listening and reading are passive or receptive.

The most crucial skill to develop when learning a second or foreign language is speaking. Sakinah (2022) argued speaking is considered to be the most crucial of the four essential language abilities for learning a foreign or second language it because making, obtaining, and digesting data as well as creating meaning are all necessary for speaking. Dewi (2016) asserts that speaking as a skill requires a lot of practice and exercise in order for students' speaking abilities to improve. Students' speaking abilities can be raised by routinely conducting ongoing activities. In accordance with Arung (2016), speaking was using language in ordinary voice, pronouncing the words, knowing and being able to use the language, expressing ourselves in words, and making a speech.

However, there are problems that commonly faced by either students and teachers in teaching or learning speaking. Bueno et al. (2006) stated speaking is one of the most challenging skills that language students must master. Speaking appears to be the most challenging of the four fundamental English language abilities since speakers must come up with sentences on the spot. Students find it challenging to construct sentences without mastering the grammatical structures and having appropriate vocabulary knowledge.

Moreover, Mintia (2021) pointed out teachers seem to face some problems by teaching speaking, including an inhibition which is learners are often inhibited about trying to

speak somethings in a foreign language, sometimes learners have no motive to express themselves beyond the guilty feeling that they should be speaking, or simply shy of the attention that their speech attracts. According to Hidayati (2021), students' problem while learning speaking including lack of vocabulary, not confident enough to speak English because of fear of mistakes, and lack of pronunciation.

As the researcher got from the pre-observation by interviews with approximately 10 students of the eleventh grade of SMA Negeri 1 Trimurjo, it can be concluded that the most students in eleventh-grade struggled with learning English, particularly speaking skills. For example, they were often passive during class and had trouble pronouncing words and understanding grammar and vocabulary. Due to the teachers' continued use of outdated instructional materials like books, the spoken teaching and learning process in the classroom is less engaging and challenging to understand. Therefore, it found that the main problem of speaking English in SMA Negeri 1 Trimurjo is from the learning and teaching media.

At this case, that teachers need to know their rules in teaching speaking. The rules in teaching speaking according to Mintia (2021) are: the presenting stage, practice stage, and production stage. In the presenting stage, the teacher talks about new material that will be learned. The practice stage, the teachers control the students when they work under the teacher direction. The production stage, the teacher gives the students a task to do on their own. Therefore, teachers need to use effective media to teach speaking.

Meanwhile, Rao (2019) pointed out teaching media are resources that a teacher brings into the classroom to support teaching and learning. However, this did not occur at SMA Negeri 1 Trimurjo because the teachers at that school did not utilize teaching media effectively. As a result, it led to a lack of students' interest in the subjects. According to Baidawi (2023), all material objects that can convey a message and motivate students to learn are considered teaching media. Thus, it is anticipated that instructional media will assist teachers in making lessons more exciting and understandable for learners.

Since both the teacher and the students are expected to participate actively in the teaching process, the teacher should encourage and enable learning (Mintia, 2021). Actually, the students are unable to practice speaking since they are uncertain and anxious about making mistakes when learning to talk. Thus, using media, such as English movies, is one method a teacher might use to teach speaking. 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. Sharjeel & Dadabhoy (2013) also stated that to catch and maintain students' attention, movies are animated visuals with color and sound which are commonly used for it.

Lidya (2017) mentioned that the availability and accessibility of English movie is anticipated to assist teachers and students in overcoming learning challenges, particularly in speaking. It is because media can attract students' attention more so that it can stimulate learning motivation, aids in clarifying and more subject matter with

greater significance, facilitating students' comprehension and enhancing their skill to grasp the desired knowledge and skills more effectively, and it introduces a wider range of learning methods beyond solely relying on verbal communication from teachers, preventing students from becoming bored and alleviating the strain on teachers' energy levels (Ramadhan, 2021).

In addition, the use of movie can engage students in the learning process. Based on Lail (2019), it conveys information about the subject and clarifies the nature of the classroom environment. Sharjeel (2013) pointed out that students can easily discover anything new by viewing English movie, as students also can grasp the language and recognize it right away. Students can also "translate" the movie's life stories into their own lives.

Albiladi, et al. (2018) stated that encouraging students to learn English by watching English movies has proven to be one effective strategy. In reality, there has been a lot of discussion on how well media, particularly English movies, may be used to teach and learn languages. According to Mulyadi (2016) as English movies can make the teaching and learning process more engaging and entertaining for teachers and students, watching movies as a learning tool can increase students' language skills. It is clear that students will certainly benefit by watching movies if they acquire new vocabulary and expressions which can improve their speaking.

In addition, English movies can be the best tool for students to learn English by it. By watching a short movie and trying to note every single difficult case in the movie, such

as difficult or unfamiliar words. Furthermore, watching English movies also provides benefits including maintaining students' enthusiasm in learning English, enhancing their listening and speaking skills, and teaching them new vocabulary from English movies (Sari & Sugandi, 2015).

In this case, the researcher focuses on the problem that facing students to learn English especially in speaking. Using media, such as English movies, is one method a teacher might use to teach speaking. Based on the explanation above, the researcher was conducted research under title “The Use of English Movie to Improve Students’ Speaking Skill in the Eleventh Grade of SMA Negeri 1 Trimurjo”. The researcher has decided to undertake study to discover how students feel about using English movies to improve their speaking abilities.

1.2 Research Question

Regarding the background above, the researcher concerns a question:

1. Does English movie give a significant effect in improving students’ speaking skill on descriptive text at the eleventh grade of SMA Negeri 1 Trimurjo?

1.3 Research Objective

Based on the research question, the researcher formulates the research objectives as follows:

1. To find out whether English movie gives a significant effect in improving students’ speaking skill on descriptive text at the eleventh grade of SMA Negeri 1 Trimurjo.

1.4 Uses of the Research

This study was finding out about the results that is expected to be used theoretically and practically:

1. Theoretically

The findings of this research are expected to confirm whether the use of English movie is effective or not improving students' speaking skill.

2. Practically

a. For the students

The results of this study hopefully can guide the students to choose the best media in order to enhance their English in the main aspect of its language, such as speaking, listening, pronunciation, writing, and vocabulary skills.

b. For the teachers

The results of this study hopefully can be the representation to every English teacher to improve and motivate themselves in the terms of the English teaching process as well as identifying the best media to teach students and monitoring the instruction to them.

c. For other the researchers

The findings of this study should encourage and inform other researchers to carry out the best possible research in the future.

1.5 Scope of the Research

This study focused on the implementation of English movie to improve speaking skill.

The participants in this study were taken from the eleventh grade of SMA Negeri 1 Trimurjo. The researcher only took one class as a sample in this study. The study was

carried out in odd semesters of the academic year. In collecting the data, the researcher used quantitative methods with pre-experimental design and one-group methods using pre-test and post-test design.