CHAPTER 1
INTRODUCTION

1.1 Background

English is the most widely used language for communication among people worldwide, and it plays a significant role in the expansion of technology and science (Suadiyatno, 2020). Hence, English is essential at this time and has become a global language studied as a second or foreign language (Crystal, 1997). In learning a foreign language, speaking skill is one of the skills that must be mastered. Moreover, speaking is the most essential of other skills because people who speak a language are typically referred to as speakers of that language (Ur, 1996). However, in foreign language classes, various learning objectives emerge (Putri, 2014). Some students' goals in a foreign language class may be to speak English fluently, while others' goals may be to write proficiently. Nonetheless, since the English lesson in class is general and class sizes are large, the class can only partially facilitate learning (Gultom, 2015). Therefore, students must rely on resources outside of school to achieve their specific objectives. As with learning to speak English, school cannot be the sole basis for acquiring good speaking skills.

In English-speaking learning, besides learning material, a situational learning atmosphere is needed (Li & Wang, 2015). However, the biggest problem in learning to speak English is the need for an authentic environment; learners tend to get abstract knowledge of the language from school, not actual communication, which causes difficulties in developing speaking skills (Akbari, 2015). Most English language learning in EFL classes is too focused on mastering grammar theory without emphasizing how students can use it in direct practice; consequently, students tend to be inactive in speaking English (Farhani et al., 2020). It will have a destructive impact on students' speaking ability, as students will face difficulties communicating in English. Since being able to speak English fluently and accurately requires much practice and sufficient exposure to the target language (Cahyono & Widiawati, 2007).

Dealing with the previous problems, students must rely on something other

than schools for English-speaking learning. Movies are one of the well-known media in English learning, particularly in speaking, because it can provide an authentic environment. According to Ismaili (2013), movies provide an authentic learning environment by providing real-context communication that allows students to have a deeper understanding of the application of words, sentences, and proverbs in real communication. Moreover, besides providing language exposure, through its plot, movies can provide students with further comprehension regarding how to use vocabulary and language structures in communication (Li & Wang, 2015). Besides that, movies are also able to create a comfortable and enjoyable learning atmosphere; thus, students are highly motivated to learn. According to Parmawati and Inayah (2019), students find learning English speaking through movies enjoyable, and it can reduce pressure and tension in the learning process, which increases their self-confidence; as a result, they tend not to be afraid of making mistakes and can practice speaking with greater intensity and quality. Learners' engagement also improved when teachers used movies to teach speaking skills, and their participation in class discussions increased (Ismaili, 2013).

Emma (pseudonym) is an EFL student who has used movies as a medium for her English-speaking learning for years. She claimed that movies contribute significantly more to her speaking skills than school and other media. According to her, movies provide real communication situations, allowing her to easily comprehend the context of its use and learn how to apply it in real-world situations. Therefore, movies significantly helped her to have outstanding speaking skills. This is evidenced by several achievements, such as becoming the first winner in English Speech in EDSA Academic Battle Performances, the second winner in the English Speech Competition organized by EEC UNSOED, the third winner in the English Speech UNY UNESCO Competition, and being a delegation from her campus for the regional selection for the National University Debating Championship (NUDC). Moreover, she often becomes a moderator in

English-language webinars and the best presenter in the 2022 EDSA Academic Presentation Webinar. Through narrative inquiry, the researcher attempts to examine how she uses movies as a medium to develop English speaking skills. Although previous research has shown that movies have a significant positive impact on students' speaking skills and provide numerous benefits in speaking skill enhancement. However, it has yet to be studied further related to how movies mediate English-speaking learning, thus that it can enhance students' speaking skills. Hence, this study attempts to fill the gap.

1.2 Formulation of the Problem

Based on the background above, the researcher addressed the following question, "How does an EFL learner learn English speaking through movies?"

1.3 Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Speaking skills : Speaking skills is the ability to speak proficiently with the ability to receive and process information according to the context.

2. Movie : A movie is a series of live images accompanied by a sound that tells a story in it. It is one of the learning media that is widely used in language learning.

3. Learning Medium : Learning medium is an intermediary whether in the form of tools or visuals that contain information that will be transmitted from the sender to the recipient of information, making it simpler to provide understanding knowledge in the learning process.

4. EFL Learner : English Foreign Language (EFL) learner is a student from countries that do not speak English as their mother tongue and study English as a foreign language.

5. Narrative Inquiry : The story of the participant's individual experiences of English-speaking learning through movies.

1.2 Aim of the Study

This study aims to examine how an EFL learner learns English speaking through movies.

1.3 Significance of the Study

1. **Theoretical of the Study**

This study enriches the literature on English-speaking learning, especially in using movies as the learning medium.

2. **Practical Use**

This study provides a reference for students to use movies as a medium for learning English speaking.

3. **Empirical Use**

This study fills the gap of previous research on related issues, particularly in providing insight into how movies mediated English-speaking learning.