

CHAPTER 2

LITERATURE REVIEW

2.1 Speaking Skills

Speaking is the ability to speak fluently and to process information and language in context (Harmer, 2001). Speaking involves the process of receiving and processing information in an interactive form that constructs meaning according to the context in which the conversation occurs (Brown, 1994). In other words, speaking requires more than just talking, it also needs a clear idea of what to say. Hence, the process of speaking needs to be carried out properly; thus, the purpose of communication can be achieved. Further, Stanley and Williamson (2017) describe skill as a person's knowledge of "how to" do something adequately. Thus, speaking skills can be interpreted as the ability to speak proficiently with the ability to receive and process information according to the context.

However, to achieve speaking skills, it is important for a speaker to pay attention to the aspects of speaking skills. Harmer (2001) states speaking has two main aspects: accuracy and fluency. According to him, accuracy requires the practice of proper vocabulary, grammar, and pronunciation through controlled and guided activities. Meanwhile, fluency is the capacity to continue speaking spontaneously, easily, and expressively. In other words, speakers are able to comprehend and respond to language clearly while connecting meaning to the context. Therefore, aspects of speaking skills need to be considered to ensure that communication runs smoothly and that misunderstandings when conversing are avoided (Utami et al., 2018).

Accordingly, it can be concluded that speaking skills are the primary factor in communication effectiveness. Without qualified speaking skills, ideas or messages will not be conveyed and will be highly susceptible to misunderstanding. Therefore, speaking skills are crucial for learning a foreign language.

2.2 English-Speaking Learning in EFL Context

Speaking skills are one of the language skills that students must master when learning English as a foreign language. 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). The primary objective of most English teaching is to provide students with the ability to use English effectively and accurately in communicating (Davies & Pearse, 2000). In line with that, Grauberg (1997) states that the primary goal of most learners in learning English as a foreign language is to be able to speak and apply it.

Speaking is an interactive process of meaning construction that includes the production, reception, and processing of information ((Brown, 1994; Burns & Joyce, 1997)). In other words, in speaking, a person must not only know how to produce vocabulary, grammar, and pronunciation, which are linguistic competencies, but also must have sociolinguistic competence, which is related to an understanding of when, why, and in what way to produce language (Florez, 1999). However, in reality, one of the big problems that hinder learning to speak in English as a foreign language class is due to the lack of authentic learning situations, so students tend only to get abstract knowledge which results in an imbalance in language input and output (Li & Wang, 2015). In other words, students only understand linguistic competence (vocabulary, grammar, and pronunciation) without further understanding its use in communication. Thus, the language output process is hampered because, with authentic learning situations, learners tend to be able to apply what they have learned. This is in line with what Thornbury (2005) found, namely that the problem of speaking a foreign language includes two main areas, namely the knowledge factor, meaning that students do not yet have the linguistic aspects that enable production, and the second factor is the skill factor, meaning that the student's knowledge is not fluent so that it is difficult to apply or practice it. Therefore, after years of studying English, not all language learners can communicate fluently and accurately because they lack the necessary knowledge.

According to Sibai (2004), speaking fluency will develop as exposure to second language input increases. Input refers to the language data that is exposed to the learner (Zhang, 2009). However, more is needed in oral language acquisition if the input is followed by interaction and output (the language the learner produces) because understanding processing differs from production processing. In other words, the ability to understand the meaning conveyed by sentences differs from the ability to use linguistic systems to express meaning. When sufficient input is accompanied by output production, learners selectively take part of the input that can be understood and choose the appropriate linguistic forms to express themselves in the output process, which allows learners to internalize what they have learned and experienced (Zhang, 2009).

Therefore, it can be concluded that in learning to speak English as a foreign language, besides paying attention to learning materials as language input, learning situations must also be considered to support the language output process. With authentic learning situations, students can have more opportunities to use and produce language by paying attention to knowledge regarding when, why, and how a language is used; thus, they can communicate appropriately.

2.3 Audio-visual Media in English-Speaking Learning

In the learning process, media is defined as anything that can be used to convey teaching material while simultaneously stimulating thoughts, emotions, abilities, and focus (Miarso, 2009). Learning media is essential to make the learning process more exciting as well as facilitate understanding of the material (Parmawati & Inayah). Moreover, learning media that is used appropriately in the learning process will be a more effective and efficient supporting tool in achieving learning goals (Puspitarini & Hanif, 2019)

According to Anitah (2009), there are several types of learning media, namely: non-projected visual media, such as caricatures, illustrations, charts, graphs, or diagrams; Projected visual media, such as slides, overhead projectors, or film strips; Audio media, such as radio, tapes, telephones, or

music; Audio-visual media, such as television, videos, or movies; Multimedia, such as interactive media, hypermedia, virtual reality, or multimedia kits.

One of the media that is widely used in language learning is audiovisual. According to Madiyoh and Putro (2018), audiovisuals have played an excellent role in English language teaching. According to Kasbolah (1995), audiovisual media in education is a medium that engages the senses of sight and hearing. In other words, audiovisual is a medium that presents audio (sounds) and visual images simultaneously. In English-speaking learning, audiovisual media can significantly improve speaking skills because it is a stimulating device that helps sound and vision in the learning process by activating multiple sensory channels (Daniel, 2013). In other words, audiovisual media allows learners to hear and see the language. Besides that, it also can provide a direct experience where learners can see demonstrations of the meaning and emotion in speech are often conveyed through expressions, gestures, and other visual cues (Bavaro, 1989). Moreover, Kurniawan (2016) found that audiovisual media enables students to concentrate on the learning process because they all feel happier and more relaxed when they speak. Therefore, audiovisual media is widely used in English-speaking learning because apart from stimulating the learning process better, it also helps increase students' learning motivation because they enjoy it.

2.4 Movie as a Medium in English-Speaking Learning

The existence of movies as a medium for language learning has proven to have a tremendous influence (Albiladi et al., 2018). Particularly in speaking classes, movies are frequently utilized as learning media since they can facilitate the learning process by focusing on language input as well as emphasizing language output, which helps students enhance their speaking skills. According to Li and Wang (2015), the movie provides complete language input through the appreciation of the plot and subtitles that can be used to acquire vocabulary and language structure; Moreover, the real context

that movies provide helps learners to learn in a natural communication environment, enabling them to have a deeper understanding by using appropriate English and incorporating what they have learned in the output process. In line with this, according to Ismaili (2013), movies can improve learners' communicative competence and provide them with more opportunities to use English; through movies, students can see and hear authentic communication, thus besides acquiring new vocabulary, they can also apply it along with communication rules and patterns.

Furthermore, since movies are more entertaining than traditional media, it can significantly motivate students to learn English (Madiyoh & Putro, 2018). It was discovered that movies can reduce pressure and tension in the learning process and increase students' self-confidence; as a result, students tend not to be afraid of making mistakes and can practice speaking with greater intensity and quality (Parmawati & Inayah, 2019). Especially with technological developments, students can access movies through modern platforms such as Netflix, Disney Hotstar, or HBO Go through their gadgets which can be accessed anytime and anywhere. With this convenience, the use of movies in English becomes more flexible. Therefore, movies are an excellent influential medium that can facilitate English-speaking learning with an emphasis on balanced input and output as well as increasing learning motivation.

2.5 Study of the Relevant Research

Before the researcher decided to do this research, the researcher studied previous research on movies in English-speaking learning. The prior studies are discussed in the following order:

Ismaili (2013); Li and Wang (2015); Parmawati and Inayah (2019) studied the impact of using English movies to improve learners' speaking skills. It was found that movies can significantly improve learners' speaking abilities through their authentic content. Movies provide more opportunities to learn in real-life conversations, which allow learners to observe directly the context of word usage. Thus, besides comprehending the meaning of the words,

learners also understand the context and how to use it in real communication. Moreover, movies allow learners to hear natives speak, which helps them to get better pronunciation. In addition, it also found that movies can increase learners' self-confidence. Since movies are entertaining and learners enjoy it, they are less afraid to make mistakes when speaking, which makes them practice speaking more often.

Further, (Albiladi et al., 2018) and Erlangga and Ayu (2022) examined EFL learners' perceptions of learning English speaking through movies. The findings showed that learners' perception of movies is positive; they found it as an effective and beneficial way of learning English. Particularly in speaking, it found that movies provide more realistic representations of real-life situations than traditional learning mediums, which makes learners easier to comprehend the use of language in real communication. Moreover, watching movies is very helpful for them to fix and improve their pronunciation; they can figure out how to pronounce each word correctly through the conversations in the movies. Besides that, it also found that movies aid the concept of independent learning. It helps students personalize their language learning and make the process more fascinating and entertaining. Learners can rely on themselves to comprehend and make connections through movies, which is an essential aspect of language acquisition.

Even though there have been many studies on the use of movies as a medium for English-speaking learning, most of the research has examined the impact and benefits of movies as a learning medium on the speaking skills of EFL or ESL learners. However, research has yet to explore more deeply the processes or how EFL learners use movies as a learning medium to achieve these positive impacts in English-speaking learning. Therefore, to fill this void, this research focuses on how movies mediate EFL students' English-speaking learning.