

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The ability to speak English nowadays is an essential skill for communicating, which can give and receive information, ideas, and thoughts, as well as express feelings with others around the world. Some people argue that speaking English is the most challenging skill to learn among the four skills. Ratnasari (2020) agreed that speaking English is the most challenging skill because students need more practice sharing their ideas orally. On the other hand, speaking skills are necessary to increase good career opportunities, boost confidence levels, give presentations, participate in group discussions, and so on (Rao, 2019). Some tools, such as films, could be applied to help the students learn speaking skills more interactively. Furthermore, films are easily accessible to everyone and can be watched on platforms such as YouTube, Netflix, Viu, and theaters. Also, people can improve their speaking skills through these film reviews. Films encourage discussion in the classroom, which, as a result, also improves the learners' oral communication (Murshidi, 2020).

One activity used is film review, where students can practice their speaking skills using English. A film review is an activity presented by conveying the plot story and giving the rate for the films based on how much they recommend the film, where the viewers can experience how the film is illustrated. Rahman et al. (2021) stated that film review is the individual students' process of giving their opinions about a film they chose and communicating it. The reason for using film for pedagogical purposes is that it can motivate students to learn languages, and it is a form of entertainment that is easy to get as a learning tool in the EFL teaching process (Goctu, 2017). Furthermore, using film review in the classroom can practice their speaking skills by reviewing what they have watched and can be able to feel enthusiastic

about speaking English, especially if the films they watch suit their preferences and increase their motivation to improve their speaking ability—because knowing students' perceptions is necessary to know their points of view and concerns in the classroom so the teacher can improve the learning process.

Practically, film review is one of the activities in the Professional Listening and Speaking course. In the film review project, students planned what films they wanted to review. They considered the kind of films based on genre and target selection, quality of the films, or their favorite films. Before making the video, the students prepared several materials to review the film, continued to practice, and cross-checked their pronunciation clearly for the audience. While reviewing films, they conveyed the summary of the story plot, the characters' names, the film's message or moral, and their opinion of the film demographic, and provided ratings on how much they recommend the film using English. Hereafter, they uploaded the video to the YouTube channel they had created with their group members. This was done because, at that time, the learning or lecture process was still online. Each group member discussed their video in the breakout room at the second meeting. This film review activity helped them to improve their English listening and speaking skills.

In the previous study, Rahman et al. (2021) investigated the essence of a film review in increasing students' speaking English ability. Their study focused on investigating students' perceptions using film review as a learning activity in the classroom to enhance their English-speaking skills. It used a survey research design with 30 respondents. In addition, their study has two parts of a film review: individual film review presentation and group discussion. In addition, Hasibuan (2021) also examined that learning to speak by discussing a film and presenting the findings from the discussion facilitates students to speak fluently and gives them more confidence.

However, only a few studies do not specifically discuss film review activities in the classroom viewed from student perceptions. The current study differs from previous studies about participants, methodology, and procedures. Thus, in this study, the researcher used a case study to investigate and explore

students' perceptions toward the use of film reviews in learning English speaking. Hopefully, this research can become information and consideration for teachers to apply for English film review in the classroom to practice their speaking skills. Furthermore, the students can express their thoughts and share the films they like using English through film review activity.

1.2 Formulation of the Problem

Based on the background mentioned above, this research's problem is formulated as follows: "What are the students' perceptions of the use of film review to learn English speaking?"

1.3 Operational Definition

1.3.1 Speaking Skills

Speaking skills are the students' ability to convey messages well using English in the professional listening and speaking course, where several students choose topics to speak English about through film review activities.

1.3.2 Film Review

A film review is a speaking learning activity where English students present their points of view or opinions in detail after they watch and analyze the film.

1.3.3 Students' Perceptions

Students' perception is the way the students convey opinions, feelings, and knowledge on the use of film review that occurs in the classroom to improve the learning process.

1.4 Aim of the Study

The research investigates the students' perceptions of using film reviews when learning to speak English.

1.5 Significances of the Study

1.5.1 Theoretical Contribution

The findings of this study are intended to provide additional information and can be referenced related to the students' perceptions of film review in teaching English-speaking.

1.5.2 Practical Contribution

The findings of this study are expected to be considered by teachers to use film reviews as an activity to learn to speak English.

1.5.3 Empirical Contribution

This study was reviewed based on the previous studies on the application of film review in the classroom based on English-speaking learning activities. Thus, this study will give information and experience to other researchers who will conduct similar research about students' perceptions of using film reviews.