CHAPTER I

INTRODUCTION

A. Background of The Research

Speaking is one of the four skills (Listening, Speaking, Reading, and Writing) in English that needs to be mastered by students. It can be used as a way for students to interact. Students can gain information from other students by speaking with them. Speaking is the use of language to communicate with people verbally. Students can share the information that they know or discuss problems from their thoughts by speaking. Speaking encourages students to talk actively so they can discuss what they know and don't know about the case they are facing with. Sue Garton and Fiona Copland stated that "speaking involves expressing ideas, opinions or a need to do something and establishing and maintaining social relationships and friendships". [1] In addition, according to Ghadah Al Murshidi, speaking refers to communicate orally or make a request. It is one of the most significant skills to be advanced as a

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[1] Sue Garton and Fiona Copland, *The Routledge Handbook of Teaching English to Young Learners* (New York: Routledge, 2019), p.172.

source of effective communication.[2] Speaking is also defined as an interactive process of constructing meaning that consists of producing and receiving information.[3]

Speaking is considered one of the hardest components of English for students to acquire in Indonesia. Jack C. Richards and Willy A. Renandya said that "speaking a language is not easy especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction includes not only verbal communication, but also paralinguistic elements such as pitch, stress, and intonation". [4] Teaching and learning English are complex processes that involve a huge amount of time and effort. So, the English teachers are in search of resources to find out the most effective and appealing teaching technique to make the process of language learning easy. [5] In teaching English for speaking skills, English teachers need to be creative to design a variety of classroom

[2] Ghadah Al Murshidi, 'Effectiveness of Movies in Teaching and Learning English as a Foreign Language at Universities in UAE', *Psychology and Education*, 57.6 (2020), p. 443.

[3] Aseptiana Parmawati and Ratih Inayah, 'Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication', *ELTIN Journal*, 7.II (2019), p. 44.

[4] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 204.

[5] Al Murshidi, 'Effectiveness of Movies in Teaching and Learning English as a Foreign Language at Universities in UAE', p. 442.

communication activities that encourage and motivate students to use the language actively and productively. The role of the teacher is to provide the best conditions for the students to learn. It means that the teacher is in charge of ensuring that students can interact with their classmates orally. Many students think that speaking English is not easy due to differences in written and oral communication. We can notice that many Indonesian students struggle to communicate effectively in English.

When the researcher conducted an interview with an English teacher at SMAN 2 Kota Serang about the students' speaking ability in the eleventh grade of the school, she said that many students find it difficult to speak in English. The problem is they do not have rich vocabulary. They have difficulty to express their thoughts or feelings and use the same words repeatedly because they do not know many words to say. When the teacher talks to them, they have a hard time to understand what the teacher said due to their limited vocabulary, so they just keep silent. Consequently, they rarely practice speaking and their speaking ability does not improve.

According to the problem mentioned above, the researcher attempts to enhance the students' speaking ability using reviewing movie strategy. A review is an assessment of other people's work by

giving an opinion on the strengths and weaknesses of the work objectively.[6] So, reviewing movie is an activity to assess the strengths and weaknesses of a movie. Reviewing movie strategy used in this research is an activity where the students express their opinion orally on the movie that they have watched. This strategy let the students learn a lot of new words that they can retain in their minds and use them to communicate with others. This strategy also allows the students to speak during the process of learning and provide opportunities for every student to speak so there is no gap between students who speak actively and those who do not. This strategy hopefully can help students to increase their speaking ability.

B. Identification of The Problem

Refers to the background stated earlier the researcher identified some problems related to this issue as follows:

1. They have difficulty to express their thoughts or feelings and use the same words repeatedly because they do not know many words to say.

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[6] Ika Yuliana Putri, *Resensi, Kritik Sastra, dan Esai Sastra* (Surakarta: PT Aksarra Sinergi Media, 2018), p. 4.

2. When the teacher talks to them, they have a hard time to understand what the teacher said due to their limited vocabulary, so they just keep silent.

C. Limitation of The Research

The researcher limited the problem to the influence of reviewing fantasy movies on students' speaking ability at eleventh grade of SMAN 2 Kota Serang. This research investigates the eleventh-grade students' speaking ability before and after applying the reviewing movie strategy in the learning process in the classroom.

D. Statements of The Problem

This research used reviewing fantasy movies to increase students' speaking ability. The researcher determined and formulated the problem based on the background of the research as follows:

1. How is the students' speaking ability at eleventh grade of SMAN 2 Kota Serang before and after implementing reviewing fantasy movies technique?

2. How is the influence of reviewing fantasy movies on students' speaking ability?

E. Objectives of The Research

The researcher formulated the objectives of the research based on the statements of the problem as follows:

1. To find out the students' speaking ability at eleventh grade of SMAN 2 Kota Serang before and after implementing reviewing fantasy movies technique.

2. To know the influence of reviewing fantasy movies on students' speaking ability.

F. Significance of The Research

1. For the students, this research hopefully helps them to enhance their speaking skills, whether in the process of learning or other situations.

2. For the English teacher, hopefully, this research beneficial to English teachers and they may also find it easier to design materials that are appealing to students using reviewing movie strategy, allowing teachers to be more creative in their teaching and students' speaking abilities can improve.

3. For the school, this research hopefully is useful as a conceptual contribution to the school. As a result, it can increase educational quality and creativity for teaching and learning English, mainly in terms of speaking ability.

4. For the researcher, the research is beneficial to the researcher that it shows how to identify and evaluate issues, plan actions, and apply the actions to the English teaching and learning process.

G. Organization of Writing

The writing organization of this research includes five chapters:

Chapter I is Introduction, it contains the Background of The Research, Identification of The Problem, Limitation of The Research, Statements of The Problem, Objectives of The Research, Significance of The Research, and Organization of Writing.

Chapter II is Theoretical Framework, it contains Definition of Speaking, Aspects of Speaking, Basic Types of Speaking, Speaking Classroom Activities, Assessment of Speaking, Definition of Reviewing Movie, Advantages of Reviewing Movie, Steps of Reviewing Movie, Fantasy Movie, Previous Study, Conceptual Framework, and Hypothesis.

Chapter III is Methodology of Research, it contains Research Method, Place and Time of Research, Population and Sample, Research Variable, Instrument of Research Technique of Data Collection, Technique of Data Analysis, and Statistical Hypothesis.

Chapter IV is Result and Discussion, it contains Description of The Data, Analysis of The Data, Hypothesis Testing, and Discussion.

Chapter V contains Conclusion and Suggestion.