

CHAPTER I

INTRODUCTION

A. Background of The Study

English language learning in Indonesia has undergone significant development in recent years. in recent years. One such development is the adoption of the curriculum, which emphasizes more flexible and student-centered learning. based on student needs. In the Merdeka curriculum, English language learning is directed at improving students' ability to communicate effectively and understanding other cultures.

The ability to communicate well is one of the most important skills in everyday life. Language is one of the most important aspects of human life. Language can be expressed in various forms, such as spoken, written, and sign. People use language to communicate their feelings, thoughts, and intentions with each other, as well as to send information.¹ Communication is needed everywhere. Because communication is the process by which symbols or behaviors form to exchange information, ideas, and feelings. One important element in learning English is speaking ability, which is the ability of students to convey ideas fluently and accurately. However, many students in Indonesia still face challenges in developing this speaking ability. Therefore, a more creative

¹ Hasyifa Diffani dan Adhan Kholis, "An Analysis of Speech Act in the Movie 'Turning Red,'" *Journal of Linguistics, Culture and Communication* 1, no. 2 (2023): 100–115.

and impactful teaching approach is needed to improve students' speaking skills.

Speaking skills are productive abilities that can be observed directly and based on empirical evidence.. However, in practice, the process of observing this skill is often affected by factors such as the accuracy and effectiveness of the list of test takers. This has the effect of disrupting the validity and reliability of oral production tests, which in turn can reduce the objectivity of the assessment of a person's speaking ability.² Speaking has four assessments namely vocabulary, grammar, fluency and Pronouncuation. It can be seen in everyday life that many students have not mastered vocabulary and grammar. In fluency and pronunciation they still have to learn more. Therefore, this research was held to help them improve their speaking skills to feel more confident in speaking English. In language, there is also pragmatics and one part of pragmatics is speech act. In language teaching, an understanding of speech acts can help students use language well. Therefore, speech act is important in speaking skills. Because, it shows the communicative purpose of an utterance.

Speech acts are one type of pragmatic. The meaning of pragmatic here is to shows how language is used in specific contexts and ways. It shows that in communication, speakers not only produce words but also

² H.Doulags Brown, *Language Assessment (Principles Classroom Practice)*, 2004.

use them to perform actions.³ In communication, speech not only serves to convey information, but also reflects the intentions, emotions, and actions that we want to convey to the interlocutor. In other words, speech acts can be defined as the actions a person performs while speaking. This shows that language has a deeper dimension, where each word can affect social interactions and form more complex meanings in communication.⁴

In the context of English language learning, speech acts are an important aspect of pragmatics that covers how a person uses language to do something. pragmatics which includes how a person uses language to perform an actions, such as giving orders, requesting, offering, or expressing opinions. An understanding of speech acts allows students to not only speak grammatically correctly, but also contextually grammatically correct, but also contextually appropriate and effective in real communication.

When learning English, speaking skills are very important to develop. This skill is very important because the main purpose of language is the ability to convey thoughts or information orally and also in writing.⁵ One approach that can be used to improve students' speaking skills is through the use of interesting learning media, such as movies.

³ Hilma Safitri, Mia Perlina, dan Dan Romano, "Utterances in the Woman in the Window Movie: an Analysis of Illocutionary Act a R T I C L E I N F O," *Getsempena English Education Journal* 9, no. 2 (2022): 149–159, <https://ejournal.bbg.ac.id/geej>.

⁴ George Yule, *The study of language*, 2006.

⁵ Reko Serasi, "THE EFFECT OF FICTION SHORT MOVIE ON STUDENTS' ENGLISH" 10, no. 2 (2022): 621–628.

Films as learning tools have great potential to make learning experiences more interactive and exciting. By watching a movie, students can not only listen to the correct pronunciation, but can also see the social and cultural context in which the language is used. This can help students understand and apply speech acts in everyday communication situations.

Movies are one of the media that reflect human social life. Today, there are many types of movies, including horror, action drama, and animation. In this study, we used movie animation. Animation is a movie with animated characters and a funny story.⁶ The movie used in this study is the animated film *Garfield* (2024) by Jim Davis. The animated movie “*Garfield*” (2024), with its funny characters and entertaining situations, provides many examples of speech acts that can help students to speak English communicatively.

It has also been explained in the independent curriculum that learning activities that involving collaboration and relevant technology can also hone learners' learning experience more optimally. learning experience more optimally. An inquiry learning approach can support the development of these skills. Strategies that involve these activities include productive interactions, open discussions, collaborative tasks, and relating to real-life problems. collaborative tasks, and relating to

⁶ Partohap Saut Raja Sihombing et al., “An Analysis of Illocutionary Act in *Incredible 2* Movie,” *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 2 (2021): 1772–1783.

problems in everyday life.⁷ Therefore, the use of this movie is very effective in English language learning which aims to improve speaking skills.

Movies also have a very important role in improving the teaching and learning atmosphere and motivating students to learn to speak. By imitating the movie that has been played for them, students can learn how to express their feelings with various expressions. with various expressions. They can also create their own visualization of the the movie they have watched and learn to become their own character. movies animation helps them speak quickly. By using movies, teachers and students are expected to achieve and improve their speaking ability.⁸

Based on direct observation at SMPN 1 Puloampel, the researcher found several problems in students' speaking skills at SMPN 1 Puloampel. The problem related problem is the students' vocabulary. The existence of limited student vocabulary that must be improve. Then there are students who are not confident in presenting or dialoguing in front of the class because of their lack of fluency in speaking. or dialogue in front of the class because of students' lack of fluency in speaking English and also in pronunciation so that students and students feel shy and nervous.

⁷ Dinn Wahyudin et al., "Kajian Akademik Kurikulum Merdeka," *Kemendikbud* (2024): 1–143.

⁸ Hasti Nuansari dan Widi Sriyanto, "the Effectiveness of Using Animation Movie in Improving Speaking Skills of Elementary Students," *ELLTER Journal* 2, no. 1 (2021): 47–52.

English and also in pronunciation so that students and female students feel embarrassed and nervous when speaking English in front of the class. when speaking English in front of the class.

In the Independent Curriculum at SMPN 1 Puloampel in Grade IX, Descriptive Text material is designed to train students to speak by describing objects, places, or animals typical of Indonesia. Students learn to compose descriptions with an opening section (Identification) and an explanatory section (Description) using the simple present tense and appropriate adjectives. In addition, students are also taught to use everyday expressions such as greetings ("Good morning, everyone"), introducing objects ("Let me introduce you to..."), providing information ("It lives in the rainforest"), and giving opinions ("I think it is very unique"). Practice is carried out through simple dialogues and presentations so that students are accustomed to greeting, asking, answering, and explaining things fluently, thus improving their speaking skills.

This research explains about the introduction of speech act in the garfield (2024) movie to enhance students speaking skill. Learning about speech acts through the Garfield movie is great. movie is very good. Students can not only know various kinds of speech acts, but also understand why someone says something. They will understand that the meaning of a word is not only from the words, but also depends on the

situation when talking, the relationship between the speaker and the speaker, and the purpose of the conversation itself.

And it has also been explained in previous research that speaking skills are very important in learning English. speaking skills are very important in learning English. Research gap in The research gaps in the three previous studies are the limitations of the sample, time and methods used so that it is not enough to measure significant changes in students' speaking ability. And the renewal that will be done is that in this study using speech acts which is the minimum research that uses speech acts in the measurement of speaking and also in the research using the movie Garfield. in the measurement of speaking and also in the research using Garfield movie to help measure students' speaking change in school. movie to help measure the speaking change of students in SMPN 1 Puloampel.

Therefore, this study was conducted to foster students' enthusiasm in speaking English in front of the class. in speaking English in front of the class. And by introducing speech act in English language learning by using this movie can make it easier for students in mastering vocabularies, smoothing pronunciation, being able to express words in speaking English, and can also be easier to understand and improve students' speaking ability at SMPN 1 Puloampel.

B. Identification of The Problem

1. Many students still have poor English speaking skills.
2. Students have limited and weak grammar skills.
3. Students feel embarrassed, anxious, and lack confidence when speaking in front of the class.

C. Limitation of The Problem

This research discusses the use of speech acts focused on one type of speech acts in the movie “The Garfield (2024)” as a learning medium to improve the speaking skills of students SMPN 1 Puloampel

D. Research Question

According to the background of the problem has explained above, the researcher makes research questions about the issue. The research questions of the problem can formulate as follows:

1. Do the students understand about speech acts?
2. Does knowledge of speech acts in the garfield (2024) movie have an effect on improving students' speaking skills? How those speech act in the garfield (2024) movie impact on improving students speaking skills?

E. The Aims of the Study

1. To find out students' understanding of speech acts
2. To find out the results of the impact of speech acts in the Garfield (2024) movie in improving students' speaking skills

F. Significant of the Study

1. Theoretically

This research aims to improve our understanding of speech acts in language learning by showing how the movie “Garfield” can help students understand and apply various speech acts. The research can also help develop theories of language learning, specifically on how visual media can be used as a tool to improve speaking skills.

2. Practically

- a) Students

This study can help students in improving their speaking skills through the use of movies as learning media. By understanding the speech acts learned from the movie, students can be more confident in communicating and interacting in English, both inside and outside the classroom.

- b) Lecturers

Lecturers can use the results of this study as a guide to design more interesting and effective teaching methods. By integrating “The Garfield” movie into the curriculum,

lecturers can create a more interactive and fun learning experience, which can increase students' motivation and engagement in language learning.

c) Researcher

The researcher can utilize the findings from this study to develop more relevant and engaging teaching materials or textbooks. By incorporating elements from movies and effective speech acts, writers can create more useful learning resources for students.

d) Other Researcher

This study can be a reference for other writers who are interested in the field of language education and the use of media in teaching. The findings and recommendations from this study can provide inspiration for further research or the development of innovative teaching methods, as well as broaden the understanding of the effectiveness of visual media in language learning.

G. Previous Study

1. "Improving the speaking skill through watching animation movie to the eight grade students at smp islam terpadu (it) qurrota a'yun Palu". Written by Yun Pratiwi (2021) using classroom action research method. This study at Qurrota A'yun Integrated Islamic Junior High

School in Palu aims to improve the speaking skills of VIII D students using animated films. Initial observations and interviews revealed several issues, including students' shyness, lack of confidence, difficulties in expressing ideas, and limited vocabulary. To address these problems, the researcher and the English teacher collaboratively identified key issues and planned actions, such as using media in teaching, implementing group discussions, providing feedback, and encouraging dictionary use. The research was carried out in two cycles, with each cycle involving planning, action, observation, and reflection. In Cycle 1, students showed increased motivation and engagement, but many remained hesitant to speak. By Cycle 2, improvements were noted in students' speaking abilities, confidence, and vocabulary usage, with 80% achieving the desired learning completeness. Overall, the study concluded that using animated movies effectively enhanced students' speaking skills, demonstrating the importance of engaging teaching methods in language learning.⁹

2. "The impact of using movie discussion on student speaking skill."

Written by arif stiawan (2020) using Quantitative method. This chapter presents the results of the pre-test and post-test data from the

⁹ Yun Pratiwi, "IMPROVING THE SPEAKING SKILL THROUGH WATCHING ANIMATION MOVIE TO THE EIGHT GRADE STUDENTS AT SMP ISLAM TERPADU (IT) QURROTA A'YUN PALU," 2021.

experimental and control classes of eleventh-grade students at SMA Dua Mei Tangerang during the 2019-2020 academic year, focusing on the impact of using movie discussions to enhance speaking skills. The experimental class showed a significant improvement, with a pre-test average score of 68.24 and a post-test average of 86.32, while the control class had a pre-test average of 67.44 and a post-test average of 77.20, indicating that the experimental class outperformed the control class. Statistical analyses, including normality and homogeneity tests, confirmed that the data were normally distributed and homogeneous. The independent sample t-test revealed a significant difference in post-test scores ($p = 0.000$), This indicates that the alternative hypothesis is accepted, namely that film discussions have a positive impact on students' speaking skills. Overall, the research concludes that using movie discussions effectively improves students' speaking abilities, aligning with previous studies that support the use of multimedia in language learning.¹⁰

3. "The correlation between watching english movies through Netflix and students speaking skills during new normal era." Written by nur ma'rifatul munawaroh (2022). Using mixed-method study. This study analyzed the frequency of students watching English movies

¹⁰ Arif Stiawan, "The impact of using movie discussion on students' speaking skill," no. 1115014000046 (2020): 1-86.

through Netflix during the new normal era, involving 35 participants. The results indicated a mean frequency score of 64.2, with a median of 68.0 and a mode of 74, while the standard deviation was 10.058. The lowest and highest scores recorded were 37 and 77, respectively. Additionally, students' speaking skill scores were assessed, yielding a mean score of 74.035, a median of 75.0, and a standard deviation of 5.154, with scores ranging from 62.5 to 81.25. A correlation analysis using Pearson's product-moment revealed a weak positive correlation ($r = 0.079$) between watching English movies and students' speaking skills, suggesting that while there is a relationship, it is minimal. The study also highlighted students' perceptions of online learning during the pandemic, noting both challenges, such as technology constraints and feelings of isolation, and benefits, including flexibility and increased family time. Overall, while students reported improvements in vocabulary and pronunciation from watching English movies, concerns about inappropriate content and potential distractions were also noted, indicating a complex relationship between movie-watching habits and language skills.¹¹

¹¹ NUR MA'RIFATIL MUNAWWAROH, "THE CORRELATION BETWEEN WATCHING ENGLISH MOVIES THROUGH NETFLIX AND STUDENTS' SPEAKING SKILLS DURING NEW NORMAL ERA (A Mixed-Method Study of the Department of English Education)," *Repository.Uinjkt.Ac.Id* (2022), <https://repository.uinjkt.ac.id/dspace/handle/123456789/66698>.

H. Organization of Writing

Chapter I Introduction, it consist Background of the Study, identification of the Problem, Limitation of the Problem, Research Quetion, The Aims of the Study, Significant of the Study, Previous Study and Organization of Writing.

Chapter II Theoretical Framework, it consist Consept of Speech Act, Type of Speech Act, Concept of Speaking, Type of Speaking, Aspect of Speaking, Function of Speaking, Conceptual framework and Hypothesis of Study.

Chapter III Research Method, In consist Research Design, Place and Time of Research, Population and Sample, Research Instrument, The Tehnique of Data Collecting, and The Tehnique of Data Analysis.

Chapter IV Result and Discussion, In consist Research Finding, Data Analysis, Hypothesis Testing, and Discussion.

Chapter V Conclusion and Suggestion, In consist Conclusion and Suggestion