

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has emerged as one of the few foreign languages taught in Indonesian schools. The phenomenon suggests that English is taught in an academic setting in Indonesia. Senior high school and junior high school both require English lessons to develop the four language abilities of speaking, writing, listening, and reading even at the university level. One of the most important linguistic skills is speaking. Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language “on the spot”. The speaker needs to be proficient in communicative performance as well as other areas like pronunciation, grammar, vocabulary, and comprehension because it is a useful talent. For students to be able to communicate in the target language, those components need to be taught in any language acquisition program. Language is media to communicate, it has a central role in the student's intellectual, social, and emotional development also a key to success in learning all the subjects. Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in all fields of study (Mansyur, 2016).

Of the four skills that students should be proficient in, speaking is regarded as one of the most crucial skills. According to Fulcher in Hariati (2022), claims that the ability to speak is a function of socialization during communication. Speaking allows students

to communicate meanings, ideas, beliefs, and opinions to others verbally in a dialogue, whether that interaction takes place in a formal or casual setting within or outside of the classroom. Speaking is often acknowledged as the most frequently used instrument in communication. According to Bueno, Madrid, and McLaren (2006), Speaking is one of the most difficult skills language learners have to face. Speaking is regarded as the most crucial of the four English language skills. Even after years of language study, learners still struggle to communicate when necessary in everyday settings. There are numerous motivations to get past this. First and foremost, ELLs should recognize the value of speaking skills and make an effort to develop them since they are necessary for success in this environment of intense competition.

Students in Indonesia typically struggle to learn English and are unable to pronounce words correctly. Even if they can theoretically become fluent in the language, many Indonesian students are still not as proficient in it. The existence of anxiety and insecurity is one of the interfering elements. Besides that, Teachers still employ oral explanations and dialogues while teaching speaking, which makes the classroom less engaging and monotonous. Furthermore, due to the current development in the utilization of numerous modern technology tools, this system is also lagging in terms of technological advancement.

Based on the researcher's observation of 2nd-semester students English Department of Wijaya Kusuma University Surabaya on 4th June 2024 there were still some college students who struggled with speaking English. They might have trouble

speaking words correctly, failed to form coherent sentences in conversation, struggled with sentence structure or word choice, and had poor or incorrect pronunciation and grammar. Based on the questionnaire that the researcher made before they were still confused about mastery of pronunciation, vocabulary, grammar, and comprehension. It indicated that the students had a poor mastery of speaking techniques and were unable to speak clearly. The teacher's speaking skill score for each student was another source of information the researcher used for the preliminary study. Many students still had scores that were under the minimal requirements for completeness (KKM). For the Speaking 1 course, the KKM value at Wijaya Kusuma University Surabaya's English department had been set at 80. Out of the total of 15 students, 6 were still below the KKM, and 9 were above it. As a result, educators had to be more innovative and open to modifying their methods. Teachers who possessed a creative mindset had to be opened to new experiences, flexible in their thinking, free to express themselves, respectful of fantasy, interested in creative endeavors, self-assured in their ideas, and self-sufficient in supplying their own.

Teachers need such as apply new techniques in classroom activities to increase students' speaking abilities. One of the solutions is movie, English-language movies may be utilized in the teaching and learning process to help students learn new languages and improve their speaking abilities. Based on Forney (2004), it is very close to students, something that is very familiar and easy to access using smartphones, laptops, and others. Aside from that, watching movies may be an entertaining method for someone to acquire and advance their English language skills. According to Arsyad (2002), a movie is a series of images that live and can be played. English-language movies serve a valuable

educational purpose that educators may incorporate into their lesson plans. Along with giving students the chance to practice their speaking abilities, this may also help them acquire new vocabulary and pronunciation. Plus, it can keep students entertained while they study in class. Additionally, watching a movie might help students become more motivated. Aside from that, though, much consideration must go into choosing the movies that will serve as instructional materials in order to meet the learning goals. Kalkan (2013), says that teaching English by using movies, especially for foreign learners is a good strategy. Students can enhance their skills in English by recognizing the speech patterns of the actors and actresses in the movie.

There is also previous research about the use of movies in teaching-learning activities by Kalkan (2013), with the title “Speaking Skill Improvement by Using Movie as Media”. This research showed that using movies as a teaching tool improved students' speaking skills by increasing their mean score from 60.32 to 70.81, indicating a significant improvement in their speaking achievement. The advantages of using movies in this research included creating a positive and enjoyable learning environment, increased students' interest and engagement in the classroom, provided an authentic and up-to-date view of language and culture, allowed students to learn about foreign cultures, pronunciation, and body language, which influenced their understanding and communication in English, and helped students to improve their speaking skills, pronunciation, fluency, grammar, vocabulary, and comprehension.

Using movie series to educate and learn English is a suitable and interesting strategy. It supports educators in inspiring the students they teach to learn. According to Bazerman (2009), using media in the teaching and learning process can create a new wish and interest, grow motivation, and stimulate the learning process, even if it has a big influence on the psychology of the students. Meanwhile, using interesting media helps students easily to understand the lesson, because they have the motivation to follow the lesson. With this approach, the series can be implemented into the ELT regularly. Students can see the big picture and follow the characters' development because of the continuity. It gives students time and space to engage in a range of activities and practice various abilities. Additionally, students are permitted to periodically assess how well they are learning the course. Harmer (2007) states that the one advantage of using movies in the teaching and learning process is students show an increasing level of interest when they have a chance to see the language used as well as when they listen and there is coupled interesting tasks.

It is expected that the television show "Friends" will encourage students to communicate by exposing them to real language, slang, and cultural context. A report from Kaplan International English, due to its global syndication, catchphrases, and "comedy exploits," Friends is by far the most popular show among its English language learners. Students can use the show's depiction of New York City life and other facets of American society as models for practicing speaking on a variety of subjects. The characters in the program also have a variety of occupations and converse in a variety of contexts, giving students an expansive vocabulary and linguistic pattern to practice and

model when speaking. Additionally, when using the series in the classroom, pupils' performance in pronunciation exercises has improved. In a secure setting, the series exposes students to real language in its true form, facilitating their natural language acquisition.

Based on the problem and research above, this shows how useful movies are in improving students' speaking skills. So, the researcher sees an opportunity to use the same strategy and make this research with the title "Using *"F.R.I.E.N.D.S"* Movie Series to Improve Speaking Skills For the 2nd Semester English Department of Wijaya Kusuma University Surabaya" The researcher wants to emphasize movie in improving the speaking skill of second-semester students in majoring English department at Wijaya Kusuma.

1.2 Research Question

Based on the explanation above, the problem to be addressed through this study is;

Can the use of the *"F.R.I.E.N.D.S"* movie series improve speaking skills for the 2nd semester students English Department of Wijaya Kusuma University Surabaya?

1.3 Objective of the Study

Based on the background and statement of the study above, the objective of this research is to find out if the use of the *"F.R.I.E.N.D.S"* *Movie Series* can improve speaking skills mastery for the 2nd semester students English Department of Wijaya Kusuma University Surabaya.

1.4 Significance of the Study

The researcher expects that this study will be useful in the recognition of the “*F.R.I.E.N.D.S*” *Movie Series* as teaching media, particularly in the area of speaking skills mastery. There are also two types of Practical benefits in this study:

- a. It was expected by the researchers that teachers would be able to create innovative media to enhance their students' speaking abilities in English classes, particularly by utilizing the “*F.R.I.E.N.D.S*” movie series to help students master speaking.
- b. It was hoped that the study's findings will help students gain a valuable insight of their strengths and weaknesses as well as their areas of mastery and improvement in speaking skills. When students watch a show together, the classroom can become more dynamic as they can practice speaking and give each other comments.

1.5 Operational Definition

The purpose of selecting these Operational definitions is to avoid misunderstandings during reading this research. There are some operational definitions such as Speaking and Movie.

- a. Speaking

Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language “on the spot”. Speaking in this study is to involve

producing and receiving information and speaking correctly on the 5 aspects of speaking skills. The student may master how to speak fluently.

b. Movie

According to Arsyad (2002), a movie is a series of images that live and can be played. In this study, the Researcher uses an episodic movie titled "*F.R.I.E.N.D.S*" to improve student speaking skills.