

CHAPTER I

INTRODUCTION

A. Background of The Study

Technologies have significantly influenced the method of learning English. This is generally accepted that the implementation of technological resources in English language teaching involves the innovative utilization of the methods, resources, instruments, devices, mechanisms, and methods that have a particular connection with the instruction of the English language as a unfamiliar language and contribute to the fulfillment of desired objectives. Prayudi et al., (2021) stated that technology is a vital aspect of the teachers' profession, and they can utilize it to aid learners' learning. Various current technologies and media have emerged as invaluable instruments in the modern educational landscape for assisting learners in learning a foreign language (A Mofareh, 2019). These technological advances have changed English language learning, especially speaking skills, to be more interesting, participatory, and successful.

In the classroom, instructors teach English as a foreign language, proficiency in speaking is a highly desirable trait in a teacher since it affects their capacity to engage students, transmit knowledge, and create a dynamic learning environment. Asiyah & Maghfiroh, (2021) said that English Education students, as prospective educators, must always supply knowledge and corrections to their students. When teachers can communicate with confidence, clarity, and coherence, it improves the effectiveness of their lesson and makes It is easy for students to understand what they are saying.

Unfortunately, for the four language skills namely: writing, speaking, listening, and reading, speaking is one of the skills that students complain about the most because of its difficulty. Several studies on speaking difficulties, such as vocabulary difficulties (Dessy et al., 2021), pronunciation difficulties (Farhat Jahara, 2021), and grammar difficulties (Ngangbam, 2016). Speaking in a foreign language has difficulties because a speaker must use the perfect phrases and language to convey meaning precisely and specifically so that listeners can understand.

To solve students' difficulties in learning English, teachers can use various media or technology, as a solution to the limited knowledge of teaching methods (Harmanto, 2019). A variety of techniques are required to make learning enjoyable such as the use of role-playing strategies (Purnamawati, 2015), picture-describing strategies (Wahyuni, 2019), and storytelling strategies (Zaid et al., 2019). In this research, researchers used the technique of watching English movies. Li & Wang (2015), said movies are one of the most efficient ways to learn. Moreover, many movies, music, and books are produced in English that can help us improve our English language skills. This may offer an opportunity for students to enhance their speaking abilities, learn unfamiliar terms, and practice their pronunciation.

Furthermore, a few researchers have carried out a significant study. The first one from Kusumawati, (2019) discovered that subtitles improve content understanding in English movies. It can be determined that those who watched recognized the subtitled movie more than the one before it. This is evident from the data gathered using the paired sample t-test statistical technique. The second study conducted by Kinasih & Olivia, (2022) discovered that movie snippets increase

students' attention in an online class by making the lecture feel relevant. Students' public speaking skills increased as they learned how to use audience attraction methods. They use a combination method with a semi-structured interview. The third research from Nuansari & Sriyanto, (2021) discovered that by watching animated films, children might gain confidence in talking to others because the content was entertaining, which piqued students' interest in repeating animated films in their own words. The data was collected utilizing an oral test with a T-test at the significance level of 0.05.

Based on the information above, a gap was found in this research in that many previous studies conducted research at the junior and senior high school levels. Meanwhile, this research was carried out at the elementary school level by combining formal and religious school programs into one, namely Madrasah Ibtidaiyah. Understanding the difficulties students often experience in verbal communication, this study investigated the possible benefits of adding visual and aural stimuli, such as English-language movie, to alleviate speaking-related problems. Therefore, researchers researched "The Effectiveness of Using English Movie Toward Speaking Skills of Fifth Grade Students of Madrasah Ibtidaiyah Kenongomulyo".

B. Statement of the Problem

The researcher formulated the research question as follows:

1. Is the implementation of English movie effective in improving students' speaking skills at the fifth-grade students of Madrasah Ibtidaiyah Kenongomulyo?

C. Purpose of the Study

1. To find out whether the implementation of the movie improves the student speaking skills of the fifth-grade students of Madrasah Ibtidaiyah Kenongomulyo.

D. Significance of the Study

The researcher expects that the study's findings will contribute to:

1. For the Students

Applying Movie will help students study and will increase their motivation to learn. With the use of movie, lessons for students were more engaging and made it simpler for them to learn things they had not previously known. It can help students enhance their speaking skills and gain confidence.

2. For the Teachers

To help teachers present materials more effectively and improve the value of their methods of learning. Teachers understand which kids struggle with speaking, and this information can be used to define the procedures and strategies for teaching speaking.

3. For the other Researchers

To reference various discourse skills by utilizing media that can capture students' interest. This research can contribute to other researchers, especially on the same topic as this researcher does.

E. Hypothesis

The hypothesis of this research was formulated as follows:

1. Null Hypothesis (Ho): The English movie is not effective Toward Speaking Skills at Fifth Grade Students of Madrasah Ibtidaiyah Kenongomulyo.
2. Alternative Hypothesis (Ha): The English movie is effective Toward Speaking Skills at Fifth Grade Students of Madrasah Ibtidaiyah Kenongomulyo.

F. Definition of Key Terms

To minimize misunderstandings and misperceptions about the title of this study, the researcher should define the term utilized.

Speaking Skills : The accuracy and dependability of an oral test are inevitably compromised by the precision and efficacy of the participants' speaking skills (Brown & Abeywickrama, 2001).

Movie : The movie as a narrative, etc. captured as a series of moving images for broadcast on television or in a theater (Hornby et al., 2010).