

CHAPTER I

INTRODUCTION

This part elaborates the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background of the Study

Currently, technological advances in the 4.0 era are developing very fast. These affect how students learn English. English is an international language widely used by most people in the world. It is used as a means of communication among people in the world. As a global language, English is taught in almost all levels of schooling from elementary school to university. The aim of teaching English in Indonesia is, among other things, to make students effective in their communication. Seeing that English is a universal language used by several countries globally, resulting in some adjustments and absorption in each country must be different.

Considering the students' ability in English communication is quite central in today's life, many scholars in the world strive to develop an effective teaching strategy in teaching how to communicate in English. One of the strategies that can be used to develop speaking is the use of short movies. Short films can be used to develop language skills due to the following reasons: (1) They can deliver the meaning of the messages with that stories; (2) Digital Storytelling has become an effective teaching technique (Robin, 2016).; and (3) This strategy has been practiced in Drama and Prose course in which the students learn to speak English more spontaneously.

Movies, also known as motion pictures, are audiovisual media that employ moving sights and sounds to tell a narrative or essay by someone. They are used for pleasure as well as to teach people about individual behaviour, science, culture, and other disciplines (Adillatunnisa', 2021). However, the only difference is the length of the film; short films typically last 3 to 30 minutes. The characteristics are, escorted by technology, learning to speak English is now very easy to do anywhere and at any time from the earliest possible age can learn to speak English through social media, such as YouTube, Instagram, and other things. Unconsciously, this is

part of digital storytelling in short movies, which can develop students' English language skills for both students and educators.

Experts have also stated that using short films in the classroom to teach English speaking will increase students' language skills. According to Khafifah (2019), short films can be utilized as an alternate medium for teaching and enhancing students' speaking abilities, including pronunciation, fluency, grammar, and vocabulary. Audio-visual media can be utilized to transmit a message and provoke ideas, emotions, and motivations in the development of speaking skills. It can assist students in making the learning process more real and meaningful (Putro, 2018). By demonstrating the real-world application of the English language, students will be better able to learn how to communicate effectively. As a result, authentic short movies might be useful in increasing students' enthusiasm to learn and communicate as part of a single learning process (Madiyah, 2018).

However, there are also some problems in delivering storytelling when students perform in acting out the script that is suitable with the directors' expectation, plot, and the actors or actresses in conveying the content of the story from a film or short movie so that the content of the story can be understood and perceived by the audience. There are some expert opinions related to the problems commonly experienced by actors or actresses in speaking through the acting in movies. For example, Al-Hosni (2014 as cited in Possú, 2021) claimed that speaking is considered the main language skill that students should improve, but it has been widely noticed that they face many difficulties in speaking English. Those problems are related to motivation factors, teaching strategies, exposure to the language, and opportunities to use it. Furthermore, Arifin (2017 as cited in Possú, 2021) revealed in his research on psychological factors that fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation affect students' ability to speak in the English class. Qasim (2017) also said that the reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. These difficulties belong to linguistic problems.

Several researchers have researched the use of short movies in developing speaking skills ability (see Madiyah et al, 2018; Agus et al., 2020; and Elizabeth,

2011). (Madiyoh et al., 2018) investigate the use of audio-visual media to improve their speaking skills. Agus et al. (2020) research using the use of short movies to improve speaking abilities. Elizabeth (2011) focuses her research on using short movie media to help students improve their speaking skills.

As it can be observed from the diverse viewpoints of the researchers above, people's perceptions of students who can speak English are as follows, students are assisted in developing natural communication in the target language. They can get the benefit from utilizing this strategy in terms of increasing their motivation to learn English independently, as well as improving their vocabulary knowledge and proficiency. Required to not only master the course topics but also to convey their knowledge and thinking with suitable utterances, as well as to try to make themselves understood to comprehend others. As a result of the activities in the Public Speaking class in strengthening their speaking skills, students were able to be more independent and creative. Also being able to speak English fluently makes it simple to exchange ideas, whether in a casual setting or at an international seminar or conference. This is in accordance with the prose and drama courses to facilitate the students' speaking performance through this short film project. Some aspects of speaking are of course the main focus, such as fluency and pronunciation.

Therefore, this research is distinguished from the previous studies. Based on the aforementioned, it would be interesting to conduct more research on "The Students' Perception on Practicing Speaking through Short Movies in Prose and Drama Course: A Case Study at English Education Department of State Islamic University Sunan Gunung Djati Bandung" which would mean that students give meaning to what they live and feel as a non-native English speaker is considered capable of conveying the contents of the story well in packaging short film projects with the class, as we did.

B. Research Questions

The following questions are extracted from the concerns in this research:

1. How are the students' speaking performances through short movies in the Prose and Drama Course?

2. What are the students' perceptions towards the implementation of learning speaking through short movies in Prose and Drama Course?

C. Research Purposes

This research seeks to obtain the following objectives from the research questions above:

1. To figure out the implementation of practicing speaking using short movies in Prose and Drama Course.
2. To describe the students' perception in learning speaking through a short movie in Prose and Drama Course.

D. Research Significances

The research is significant at least in two areas: theoretically and in terms of policy:

a. Theoretical Significances

Research on learning speaking through a short movie is essential in providing additional literature about perception from the students in their speaking ability.

b. In Terms of the Policy

In the era of technological advancements, short movies can be included in the curriculum to improve the quality of speaking ability and the students' perception.

E. Conceptual Framework

Speaking English as an international language today is very important for many people to communicate with anyone and anywhere in the world easily. According to Torcky (2006), speaking is a two-way process involving an actual communication of thoughts, knowledge, or emotions. Speaking is the most challenging language skill, rather than reading, writing, or listening, as an integrated process of building meaning that includes generating, obtaining, and processing information.

Speaking is a dynamic ability, according to Harmer (2007: 343), since it involves components of grammar, vocabulary, pronunciation, fluency, and comprehension.

Currently, the development of technology is very easy for us in terms of teaching and learning English. With short movies that students make together in a group, they are supposed to be more accustomed to talking in English fluently, flexibly, and spontaneously, especially the actor and the actress who participated. As cited from Hornby (2006:950) stated in (Seftiatini, 2016), a movie is a set of moving pictures with sound that tells a story and is displayed in a cinema. In contrast, the short movie is only different from the duration of the film itself.

In a movie, the study of how sensory input is transformed into perceptual experiences is known as perception. Sensory information processed outside of awareness can direct behaviour in certain situations, which will be addressed later (Twedt & Proffitt, 2013).

Due to the rapid development of digital today, especially in education during the pandemic, learning models have developed in various ways. Students' ability to evolve the English language must still be trained by themselves or the teacher. The problem in Indonesian students' EFL is how the improvement occurred in students to the rapid advancement of technology through digital storytelling. Especially in making short movies for their English speaking abilities, each individual has different intellectual intelligence and language skills and other background knowledge and language levels. So, the researcher formulated the title "The Students' Perception in Learning Speaking through Short Movies: A Case Study at English Education Department of State Islamic University Sunan Gunung Djati Bandung." This research is concerned with how the student perception in learning speaking through the short movie and finding out what factors affect their ability to speak through short movies and how to make the short movie can engage EFL students in enhancing their ability to communicate. The primary purpose of this research is to investigate EFL Indonesian student perception in learning speaking that closely linked regular activities of EFL learners at their home and school.

F. Previous Studies

-Several researchers have researched the use of short movies in developing speaking skills ability. First, by (Madiyoh et al., 2018), the title of this research is “The Effectiveness of Authentic Short Movies in Enhancing Students Speaking Skill.” This research aimed to see if audio-visual media could help students improve their speaking skills. This research was to examine the effectiveness of audio-visual media in enhancing students speaking development. Despite the many studies investigating the efficacy of technology-based instruction in improving students’ speaking skill development. The majority of studies in Thailand showed that English teachers had not made use of video-based instructional media in their teaching and learning process because of the inadequate supplies of computers and language laboratories to facilitate teaching (Ghalami, Nobar, and Ahangari; 2012). It means that presenting the obvious of English language use can help the students to learn how to be a good speakers. The researcher used Statistical Package for the Social Sciences (SPSS) to analyze the data collected from speaking tests and questionnaires using Multivariate Analysis of Variance (MANOVA).

The second has been made by Agus et al. (2020). The title of this research is “Improving Speaking Ability by Using Short Movies at Eleventh Grade Students of SMA Negeri 5 Palu”. The researchers want to show how using short movies as a tool can help students improve their speaking abilities and enable them to talk more actively. The researcher used a quasi-experimental research design that included two groups of students: experimental and control. The data collecting instruments were a pretest and a posttest. The pretest was used to assess the students’ prior knowledge, and the posttest was used to evaluate the students’ knowledge progress following instruction. As a result, students in SMA Negeri 5 Palu, especially in the eleventh grade, can enhance their speaking skills by watching short movies.

The third is conducted by Elizabeth, (2011). The title of this research is “Improving Student’s Speaking Achievement by Using Short Movie Media.” This research focuses on using short movie media to help students improve their speaking

skills. The aim was to see how much students had progressed with their speaking abilities. The action research approach was used to perform this research. The research focused on XI IPA-1 students from SMA Negeri 8 Medan. There were sixteen people in the class. They were taught how to talk through the use of short movie clips. Diary notes, interview sheets, and observation sheets were utilized as tools.

The conclusion is that applying short movie media can help students enhance their speaking skills. As seen by the results, there was a substantial improvement of 68.57 per cent from the first to the third competency exam. Teachers should use short movie media as one of the methods to help students develop their speaking skills.

