CHAPTER I

INTRODUCTION

In this chapter, the topic that will be discussed about: background of the research, problem of the research, objective of the research, operation definitions of the terms, significance of the research, scoupe of the research.

1.1 Background of the Research

Speaking ability is an important skill in communicating in English. Speaking is one of the skills that everyone must master. According to Leong & Ahmadi, (2016), speaking is one of the most important skills to be developed and enhanced as means of effective communication. According to Kurniansah, (2020), as international language, English language is also considered as an importance language to be learned . That means the importance of learning to speak since childhood at least since sitting in school. According to Fahmi et al., (2021), speaking is the most important skill to master because speaking requires confidence to perform in public. Speaking is a system for someone to express or convey what they feel. With the English language we can use technology like computer, and we can get scholarship to a boar, without speaking skill, we will difficulties in our life. Without the speaking skill, we cannot communicate with other people, we cannot express our feeling, ideas, and perception.

According to Riswanto et al., (2022), some problems are usually found in speaking, such as feeling nervous when they try to speak in front of the class, lack of vocabulary, and feeling afraid of making mistakes. Based on the

result of the observation during the internship program for one month, it can be seen that the students' were not really active and they were also hesitant to speak during classroom interaction. It is also supported the result students' speaking assessment with show that there speaking low. They are also still confused how to express ideas or answer questions because they are still lacking in terms of vocabulary, fluency, grammar and it is also difficult to pronounce words correctly. They have little opportunity to practice speaking English outside the classroom as most of the people around them speak Indonesian. They also sometimes underutilize social media to learn to speak English. Some also do not provide media that can help oral activities and do not even hold oral exams. The system makes the teaching and learning process uninteresting for students and does not encourage students to speak in English.

English speaking practice in the classroom should be interesting so that students' speaking ability can improve and the learning process can be less boring. In addition, choosing the right techniques and media in the teaching in the teaching and learning process can also affect students' interest and enthusiasm in learning English, especially speaking. Interesting media can encourage students to learn and improve their speaking skills as well, an example of fun media for English speaking practice is learning through short movies that they are interested in. According to Riswanto et al., (2022), using movie as a media in teaching speaking can be a solution. Anina Ramona Păduraru's (2024) research suggests that the audio-visual elements of films are highly effective in fostering speaking skills. Movies not only establish a comfortable atmosphere for learners but also stimulate their curiosity, prompting them to participate in class discussions and

engage in reflective thinking. Researchers use short English movie. Short English movie is a part of audio-visual aids that can help teachers in carrying out the teaching and learning process so as to encourage students' motivation to learn spoken English. According to Fahmi et al., (2021) Hasnawan, (2014), teaching speaking has come into major focus in many language programs, and it is undeniable that teaching strategies can influence learning outcomes. What this means is that short movies have a strong effect on one's thoughts and feelings, such as cartoons or other short movies. In addition to using this media, it will also be more effective if it is implemented with the right learning strategy, one of which is PBL (Problem Based Learning). In the application of PBL students can also build and share knowledge amongst their teammates, they engage in active learning and through various forms of knowledge evaluation techniques. Meanwhile, educators act as facilitators and guide students in the group process.

From the problems that have been explained by the researcher, the researcher conducted experimental research on the effect of PBL (Problem Based Learning) using short movie as media, on students' speaking ability at MAN 2 Jember. Researchers choose Problem Based Learning because it is considered as a learning method to motivate students in the learning process of speaking and it can also provide opportunities for students to develop their critical thinking, creativity, and imagination. According to Fahmi et al., (2021) and Hasnawan, (2014), problem based learning is an instructional method that encourages the development of creative thinking and creative problem solving which is challenging for the students in high level. Problem-based learning is a learning

method that provides students with knowledge appropriate for problem solving (Rakhmawati, 2021)

According to Nur Kaliba, (2016), entitled "Improving the Students' Speaking ability Through Problem-based Learning Strategy in Performing Adjacency Pairs" which studied the implementation of PBL on improved students' speaking ability while this research focused on the implementation of problem-based learning to improve the students' speaking skills using classroom action research. Previous research used CAR (Classroom Action Research) methods to get results, while in this study to improve students' speaking skills using experimental method.

1.2 Problem of the Research

Based on what has been explained previously, the researcher formulated the research question for this study as follows "Is there any significant effect of implementing Problem Based Learning using short English movie on students' speaking skills?"

1.3 Objective of the Research

This research is to find out the effectiveness of implementing (PBL) Problem Based Learning using short English movie on students' speaking skills of the 11th grade students at MAN 2 Jember.

1.4 Operational Definition of the Terms

1. English Movie

An English movie is a movie produced primarily in English. In this study, English movie was chosen as learning media based on their educational value and ability to present real-life situations, dialogues and cultural contexts that can facilitate the development of speaking skills in English.

2. Speaking skills

Speaking skills refer to students' ability to communicate effectively in spoken English. This includes the aspects of fluency, pronunciation, vocabulary usage, sentence structure, and comprehension.

3. Problem – Based Learning

Problem-Based Learning (PBL) is a learning method in which students learn through the process of solving real-world problems through movie media. In the context of this study, PBL refers to a teaching approach where students engage with an English language movie as a problem-solving activity.

1.5 Significance of the Research

1.5.1   Theoretically

The findings of this study will support and complement existing theories on English language learning using English language movies for students' speaking skills.

1.5.2   Practically

The researcher hopes that the findings from this study can be useful for teachers, this study is expected to use English Language Film as a resource to teach students' speaking skills.

1.6 Scope of the Research

The scope of this research is focused on the implementation of problem-based learning in improving student's speaking skills from an experimental research strategy on MAN 2 Jember 11th grade students using short English movie. Here, students are required to have fluency, vocabulary, comprehension, and proper sentence structure.