

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking skill is one of the essential competencies in learning English and plays a crucial role in global communication. As an international language, the ability to speak English fluently is considered a key indicator of successful language learning, particularly for students in English study programs. However, in practice, many students still encounter difficulties in developing their speaking skills, such as limited vocabulary, lack of confidence, and insufficient exposure to authentic English usage in real-life contexts. In today's digital age, students have broad access to a variety of English language learning resources, one of which is English-language films. Films are considered an authentic medium that can provide natural language exposure through dialogue, expressions, pronunciation, intonation, and the cultural context of native speakers. By making a habit of watching English movie students can gain indirect yet continuous language learning experiences.

Based on initial observations, it was found that some students with strong English speaking skills regularly watch English movie. They reported that this activity helps them understand word pronunciation, enrich their vocabulary, improve their listening skills, and imitate the expressions and speaking styles of native speakers. This phenomenon suggests that English-language films can serve as an informal learning medium that supports the development of students' speaking skills.

Nevertheless, students' experiences and perceptions regarding the contribution of English movie to their speaking skills still need to be

explored in greater depth. Most previous studies have primarily used quantitative approaches to measure the influence of audiovisual media on language skills.

The importance of this study lies in the role of movies as an engaging and relevant learning medium for students in the modern era. Movies not only present natural language but also demonstrate how language is used in real social and cultural contexts. This exposure can help students improve their pronunciation, intonation, and everyday communication expressions. Previous studies have shown that the use of movies in language learning can enhance students' motivation and engagement, which in turn positively affects their speaking skills. (Sofiana et al., 2025).

Several previous studies have examined the relationship between watching English-movies and improvements in speaking skills. For example, a study by Ho & Le (2025) found that English-language films can improve students' vocabulary and pronunciation, although improvements in fluency and confidence still vary. (Hoang et al., 2025). In addition, Maharani (2024) found that students have a positive perception of the use of films as a learning medium because they help students understand pronunciation and expand their vocabulary. (Maharani & Ganesha, 2024) Other studies have also shown that movies can significantly improve intonation, pronunciation, and contextual understanding of language (Laoli et al., 2025) and has been proven effective in improving fluency through exposure to authentic language. (Abdullayeva, 2025)

Nevertheless, there remains a research gap that warrants further investigation. Most previous studies have focused on quantitative or experimental approaches to measure improvements in speaking ability,

while in-depth studies on an analysis students' perceptions of watching movies as a natural learning process (habitual learning) remain limited, particularly in the context of fourth-semester students at state Islamic universities. Furthermore, few studies have specifically explored how this habit shapes students' learning experiences, motivation, and speaking strategies in real-world contexts.

Therefore, this study is crucial to address this gap. This study aims to gain an in-depth understanding of the experiences of students with strong speaking skills in interpreting the habit of watching English movie as part of the process of developing their speaking skills. Using a phenomenological qualitative approach, this study is expected to provide a more comprehensive understanding of how English movie contribute to the development of students' speaking skills. The focus on fourth-semester students in the English Language Education Program at Fatmawati Sukarno State Islamic University in Bengkulu also provides a specific context that has not been extensively studied previously. The potential contribution of this study is to provide a more comprehensive understanding of how the habit of watching English-language films can be utilized as an effective learning strategy to improve speaking skills. In addition, the findings of this study are expected to serve as a reference for lecturers, students, and future researchers in developing English language teaching methods that are more engaging, contextual, and tailored to students' needs in the digital age

## **B. Research Questions**

Based on the background described above, this study focuses on exploring students' perceptions of the habit of watching English movie in improving speaking skills. Therefore, the research questions in this study are as follows:

1. How do the perceptions of students with good English-speaking skills regarding the habit of watching English movie?
2. How the students' experience with using English movie as a tool for developing their speaking skills?
3. Which aspects of speaking skills are perceived to develop through the habit of watching English movies?

## **C. Research Objectives**

In line with the research question above, the objectives of this study are:

1. To determine the perceptions of students with good English speaking skills regarding the habit of watching English movie
2. To explore how the students' experience with using English movie as a tool for developing their speaking skills?
3. To identify which aspects of speaking skills are perceived to develop through the habit of watching English movies

## **D. Research Significances**

This study is expected to make the following theoretical and practical contributions:

### **1. Theoretically Significance**

Theoretically, this study is expected to enrich research in the field of English as a Foreign Language (EFL), particularly regarding the use of authentic media and habit-based learning developing speaking skills. Additionally, this study contributes to qualitative research focused on students' perceptions and experiences in language learning.

### **2. Practically Significance**

#### **a. For Students**

This study is expected to provide students with insights into how the habit of watching English movies can be effectively utilized to improve speaking skills, thereby encouraging them to adopt more independent and engaging learning strategies.

#### **b. For Faculty Members**

The findings of this study can serve as a reference for instructors in integrating film as an alternative teaching method that can enhance student engagement and support the development of speaking skills.

#### **c. For Curriculum Developers**

This study can provide insights for the development of a more innovative English study program curriculum by utilizing technology-based authentic media to enhance students' communication skills.

d. For Future Researchers

This study is expected to serve as a reference or foundation for future research on speaking skills, the use of learning media, and qualitative studies on students' perceptions in the context of language learning.

## E. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the terms used in this study, the researcher provides the following definitions based on the context of this research:

1. Students' Perceptions

Perception refers to students' subjective perspectives, experiences, and feelings. In this study, perception specifically refers to how fourth-semester of English Department students at UIN Fatmawati Sukarno Bengkulu who have strong English language skills evaluate and interpret the impact of their movie-watching habits on the development of their own English speaking skills.

2. English Movie Watching Habits

The habit of watching English movie refers to students' repeated and consistent activity of watching English movie as part of their daily routine. A habit is a behavior that is performed continuously over time until it becomes a routine activity. In this study, the habit of watching English movie refers to the frequency, consistency, and manner in which students engage with English movie for the purposes of entertainment, learning, or language exposure. Through repeated exposure to authentic English dialogue, students can become more familiar with vocabulary, pronunciation, sentence

structure, expressions, and communicative contexts. Therefore, the habit of watching English movie is considered an informal learning activity that can contribute to language acquisition and the development of speaking skills.

### 3. Developing English Speaking Skills

Developing English speaking skills refers to the process of improving students' ability to communicate orally in English through continuous practice, exposure, and learning experiences. Speaking skills involve several important components, including vocabulary mastery, pronunciation, fluency and self-confidence in communication. In this study, developing English speaking skills refers to students' perceived improvement in their speaking ability as a result of their experiences watching English movies. Through exposure to authentic conversations in movies, students may improve their pronunciation, enrich their vocabulary, enhance their fluency, and gain greater confidence in expressing ideas in English. Thus, speaking skill development is viewed as a gradual process influenced by meaningful language exposure and communicative practice.

4. The English Study Program of Fatmawati Sukarno State Islamic University of Bengkulu

The English Study Program at Fatmawati Sukarno State Islamic University (UIN) Bengkulu is an undergraduate academic program under the Faculty of Tarbiyah and Tadris at UIN Fatmawati Sukarno Bengkulu. In this study, the English study Program served as the research site, with a specific focus on fourth-semester students who possess strong English speaking skills, have prior experience learning English, and are familiar with various language learning strategies, including watching English movie.

