

CHAPTER I

INTRODUCTION

This study is intended to scrutinize EFL students' reading and speaking in learning English. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key term.

1.1 Background of Study

In learning English, the students must master the four basic skills, namely listening, speaking, reading, and writing. The four skills are interrelated, and speaking is often considered difficult for EFL learners to master because students have to acquire other language components such as grammar, vocabulary, pronunciation, and fluency in order to be proficient English speakers. Thus, they can become nervous, be afraid of making mistakes, and lack confidence (Lin, 2013). Further, the act of speaking can be challenging because it also involves an interactive process of constructing meaning that includes producing, receiving, and processing information (Torky, 2006).

The learning of English speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990).

According to Harmer (1991), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication. Speaking is very important in second language learning.

In everyday life, speaking is very important especially for those who want to learn foreign language like English. Mastering speaking skill for most people is very important aspect of learning a foreign language and the success of learning a foreign language is measured in terms of the ability to perform conversation (Nunan, 1991). In other words, the ability to speak that foreign language is the most essential skill in foreign language teaching and learning since it is the basic for communication and as the matter of fact it is the most difficult skill. Huang (2010) supported this idea that the activities that can assist better speaking skill is reading aloud. Reading aloud can be implemented as the major and magic way to improve students' oral-English due to in reading aloud the students can practice pronunciation directly so at the same time they can improve and develop their speaking.

Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Clifford, 1987). Speaking is a skill which is worthy of attention in both first and

second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995).

Despite its challenging nature, speaking is one of the first skills that English students wish to acquire considering its crucial role. In this sense, Ali and Omidvar (2014) describe why English learners should learn to speak. First, speaking is a crucial part of English learning and teaching. Second, mastery of speaking skills is a priority for English language learners because they help the students improve their communication skills. Third, proficiency in speaking is an instrument to evaluate learners' second/foreign language acquisition. Therefore, students being able to engage in English conversations is the main goal of English teaching. It becomes a vital aspect of language teaching-learning success if language functions as a system for the expressions of meanings (Putra, 2017).

In the reading skills context, according to Ismail, Saiful and Bakri (2018), stated that reading is one of the important factors in learning all language teaching. Therefore reading is very useful in learning English to be used to communicate and learning. English must be used as a communication tool, as well as compulsory subject. In learning English, there are four important skills. Namely is listening, reading, speaking and writing. One of the skill that must be mastered is reading. As the opinion of Nurainun (2017) reading is one of the basic language skill which has an important role in broaded one knowledge to access information and make meaning.

Beside that, Rosidha (2022) mentions the benefits of reading include increasing intellectual levels, acquire a variety of life knowledge, have a broad perspective and mindset, enrich vocabulary and know the various events that occur in various parts of the world. From the statement, we can concluded reading skill is very important for students. Reading has many benefits for research and other things. According to Jaenal (2010) reading is an activity or process carried out and used by readers with the aim of getting messages and information conveyed by the author through the media of words and book.

Furthermore, reading is a very important skill that students must master because reading cannot be separated from the process of teaching and learning. According to Yang (2016), reading is one of the most important means by which it required knowledge or information from our surroundings. Moreover, Mardianti and Ohoiwutun (2014) states that the teaching of reading is very important because it helps the students develop more skills in comprehending and interpreting the content of an English text. Through reading, learners can build vocabulary and sentences that help them improve their listening and speaking skills as well. It means that reading can develop other skills in language learning. Reading is an active process, it involves interpreting passages, not just receiving a message. It is reasonable that reading is one of the most basic ways of acquiring information. Reading is a part of receptive skills. According to Masduqi (2013), reading is a receptive skill that does not require students to produce language. This skill requires students to receive and comprehend what they read. Students are expected to know more than just the text. They must also understand the text's

content. They can understand the text's content by understanding the words in it. Based on this statement, students will get a lot of information about everything they did not know or see before by reading. The information obtained by students will be more detailed than just listening to the radio or watching television. By reading, students can find some specific information, understand the whole story, and be entertained by reading.

Meanwhile, in the reading skills, the students are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students“ are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text.

Most of the scientific studies have been conducted regarding the reading and speaking skills. However, the studies of EFL students' narratives in learning English are still less explored. Therefore, to fill those gaps, this present study attempts to identify the students' experiences in reading and speaking skills in learning English. Speaking is very important especially for those who want to learn foreign language like English (Nunan, 1991). Meanwhile, reading is a very important skill that students must master because reading cannot be separated from the process of teaching and learning. In addition, this study attempts to investigate and analyze the development, challenges, and potential enhancements related to both reading and speaking proficiencies within the context of EFL education.

1.2 Scope of the Study

The scope of the study encompasses an exploration of the interplay between reading and speaking skills among English as a Foreign Language (EFL) students as they engage in the process of learning English. This research aims to investigate and analyze the development, challenges, and potential enhancements related to both reading and speaking proficiencies within the context of EFL education. The study seeks to shed light on how narratives serve as a crucial component in this dynamic, examining the strategies, difficulties, and opportunities that arise as EFL students endeavor to improve their language skills in reading and speaking.

1.3 Research Question

Based on the background above, the researcher formulates research as follows: what are the student experiences during learning reading and speaking?

1.4 Purpose of the Study

In this context, this present study aims to identify the student's experiences in reading and speaking skills in learning English.

1.5 Significance of the Study

This research holds several significant implications. Firstly, it can greatly benefit students by enhancing their reading comprehension skills, particularly when it comes to understanding narrative texts. This improvement in

comprehension is expected to be a valuable outcome for them. Secondly, English teachers stand to gain from this research as well. It provides input and insights that can be utilized to enhance their effectiveness in teaching reading comprehension, specifically in the context of narrative texts. This can lead to more engaging and fruitful learning experiences for their students. Furthermore, this research extends its significance to stakeholders in education. It has the potential to contribute to the development of teachers' capabilities in teaching narrative text reading comprehension, which can ultimately lead to improved educational outcomes. Lastly, the research may serve as an inspiration to other researchers in the field. It can encourage them to explore similar topics related to reading comprehension, fostering further advancements in this critical area of study. In summary, this research carries substantial implications for students, teachers, stakeholders, and the broader academic community, all with the aim of enhancing reading comprehension in narrative texts.

The study conducted in the field of education holds the potential to offer several advantages to both students and language teachers. Firstly, from a theoretical standpoint, the research findings can significantly enrich the knowledge of readers regarding the effective utilization of film as a medium for enhancing students' narrative speaking abilities. From a pedagogical perspective, the research results not only benefit the researchers themselves but also extend their advantages to both students and teachers alike. For the researcher, the study provides invaluable hands-on experiences and direct insights into the practical implementation of teaching narrative speaking using film as a teaching tool. For

English teachers, the research serves as a source of motivation and inspiration. It encourages educators to adopt appropriate and diverse teaching strategies, thereby enhancing their ability to foster students' skills. The hope is that teachers will embrace film as an alternative medium for teaching narrative, ultimately leading to improved student achievement. Lastly, for the students themselves, the researcher aspires to see the use of film as a valuable alternative in the process of learning narrative. This approach aims to bolster students' speaking skills, particularly in the context of retelling narrative stories. Consequently, the study's outcomes promise to contribute positively to the educational landscape by facilitating enhanced learning experiences for all stakeholders involved.

1.6 Definition of Key Terms

Based on the objectives of this study, this part defines several of the great importance terms used in this study which are listed as in the following;

Reading Skills: Reading skills refer to the ability of individuals, in this case, EFL (English as a Foreign Language) students, to comprehend written text, extract information, and interpret content effectively in the English language. As It is stated by Ismail et al., (2017), reading is one of the receptive skills which essential to be mastered by the students because it can improve students' general language skills in English and also it can improve students' English vocabulary. Thus, reading is a good way to get new ideas, information, and experiences to help the student enrich their in sight in English language.

Speaking Skills: Speaking skills pertain to the proficiency of individuals, specifically EFL students, in expressing themselves verbally and communicating ideas, thoughts, and information in English. The problem that often arises is that not a few students find it difficult to speak English, there are many reasons for this problem. The problem that most often occurs is that students are often not fluent in speaking English, it is because they are not accustomed to speaking English, secondly, students often seem to think in advance what to talk about, the third is the lack of vocabulary they have. Practice is the most important thing in speaking. Accustomed to speaking English will help many problems in speaking. When you're practicing English, don't think about grammar first. Just speak whatever you want to talk about, even though the grammar may not be in order, because when you speak fluently, you will arrange the correctness of the wording.

EFL (English as a Foreign Language) Students: EFL students are individuals who are learning English as a language that is not their native or primary language. They typically study English for purposes such as communication, academic achievement, or professional development.

Narratives: Narratives are stories or accounts that convey a sequence of events, experiences, or information in a structured and coherent manner. In the context of this research, narratives likely refer to storytelling or recounting events in English.

Learning English: Learning English encompasses the process of acquiring proficiency in the English language, which includes reading and speaking skills development. It involves language acquisition, comprehension, and

communication in English as a foreign or second language. Learning the English language is seen as vital for it is becoming the most important language that keeps everyone in the globe connected. It is a first language to some countries, while it is a second or a foreign language to others. However, learning foreign language became more accessible today due to the advent of high-end technology. That is why the education setting has evolved from chalk-board to technology-driven classrooms.

