

CHAPTER I

INTRODUCTION

This chapter focuses on presenting the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

A. Background

The ability to speak English has become a very important skills for students (Wang et al., 2022). It is necessary to face the challenges in educational development, the increasingly modern workplace, global education, and international communication. English not only serves as a means of international communication but also as the primary way of accessing global knowledge, technology, and information (Yu et al., 2021). In the context of education, proficiency in English is essential at this time because students are expected to be able to participate effectively in both academic and professional communication (Read et al. 2022).

As emphasized by (Rose and Galloway, 2024), the rapid development of the digital age and globalization has led to the increasingly massive and dominant use of English across various fields, such as education, tourism, social media, technology, and cross-cultural communication. Therefore, the ability to speak English effectively particularly in terms of speaking skills has become a key indicator of successful language learning for EFL students, (Azizi & Yusuf, 2024).

Furthermore, speaking is one of the most important things to be developed and enhanced in a human's life as a means of effective communication (Seraj & Hadina, 2021). There are some of definitions for the word "speaking" that have been shown and suggested by the researcher in language learning. Speaking is considered an interactive process involving the meaningful communication of opinions, information, and emotions. In EFL contexts, speaking is viewed as a

communicative activity that enables learners to exchange ideas and meaning through interaction with others (Seraj & Hadina, 2021). Therefore, speaking is not merely about producing spoken language, but also about engaging in an interactive exchange of meaning and communication (Akhter, 2021).

In this era of globalization, the English language communication is one of the needed things for people around the world, and for this purpose, English language communication skills are one of the key parts that we should consider, (Wang et al., 2022). In order to achieve in various fields of life, students need to develop their English language skills (Guo & Asmawi, 2024).

However, speaking skills are among the most difficult and challenging aspects of language learning, as they require mastery of various linguistic and non-linguistic aspects such as vocabulary, grammar, fluency, pronunciation, and self-confidence, (Omar, 2023). In addition, students often experience a fear of making mistakes, a lack of self-confidence, a lack of opportunities to practice speaking, a limited vocabulary, and anxiety when they have to speak English directly in real-life communication situations, (Rohmiyati et al., 2025).

Some studies have shown that producing short-film can be an effective learning activity to encourage students' engagement in the language learning process. (Nandiana et al. 2021 and, Salsabila et al. 2026), they emphasized that in the context of learning English as a foreign language, project-based learning (PjBL) activities using short film-making allow students to be more interactive, having fun, and develop their skills, become more active, creative, confident, and knowing their roles in group work compared to conventional approaches because of their involvement in scripting, acting, and film production directly.

This is in line with the findings of (Tang et al. 2021), who stated that film-making provides an innovative and communicative learning experience in language classes. As emphasized by (Benlaghrissi & Ouahidi, 2024; Cavalcante et al., 2026), short film production also promotes learners' creativity, critical thinking, teamwork, and communicative competence while providing opportunities to practice pronunciation, fluency, vocabulary, and comprehensibility in a contextualized manner. Recent studies have shown that short film production in EFL classrooms contributes positively to students' speaking performance because it allows learners to use English meaningfully and interactively through audiovisual projects.

This research addresses a specific gap in the existing literature by focusing on the role of short film performance as a project-based learning (PjBL), aimed at developing English speaking skills among university in Bandung. In its implementation, short film production as project-based learning (PjBL) is a relevant and engaging learning activity in speaking learning (Guo et al., 2020).

Short film production in a learning context provides students with the opportunity to use English in real-world communication through the processes of scriptwriting, dialogue practice, acting, recording, and final performance, which offer a more interactive and communicative learning experience compared to conventional approaches (Fitria et al., 2022). These activities allow students to practice speaking in a repetitive, contextual, and collaborative way, which can help improve their fluency, pronunciation, and comprehensibility (Nandiana et al. 2021).

Previous studies have explored the general benefits of film-making learning and its impact on vocabulary acquisition, speaking, and overall students' engagement. By concentrating on the role of Participation in Short Film Performance as a project-based learning (PjBL), this study contributes to a deeper understanding of how these strategies can be effectively utilized to develop speaking skills in the context of language learning.

B. Research Question

Based on the background of the study, the research questions are formulated as follows:

1. How are the students' speaking fluency represented in their short-film as Project-Based Learning?
2. How are the students' speaking pronunciation represented in short-film as Project-Based Learning?
3. How are students' speaking comprehensibility represented in their short-film as Project-Based Learning?

C. Research Purposes

The purposes of this research are as follows:

1. To determine students' speaking fluency in their short-film as Project-Based Learning.
2. To find out students' speaking pronunciation in their short-film as Project-Based Learning.
3. To figure out students' speaking comprehensibility in their short-film as Project-Based Learning.

D. Research Scope

This research focuses on analyzing students' speaking performance as demonstrated in their English-language short film as a Project-Based Learning (PjBL) activity. The study specifically examines the students' actual spoken performance through three aspects: fluency, pronunciation, and comprehensibility. The analysis is based on the students' short-film video, which are treated as the primary sources of data. The study focuses on five students who performed as actors in the short film project, "Queen's Reminiscence," in the Literature in ELT course at the State Islamic University Sunan Gunung Djati Bandung.

E. Research Significants

The goal of the current research is to investigate students' speaking Performance (Fluency, Pronunciation, And Comprehensibility) Theoretically, this research aims to contribute to the body of knowledge related to English-speaking skills development and the application of project-based learning methods, particularly in short film-making projects, in the field of teaching English as a foreign language (EFL).

The results of this study provide a deeper understanding of the concept of students' participation in the context of project-based learning, highlighting how active students' speaking skills involvement in the short-film and it's can encourage more authentic, collaborative, and interactive language use. This study also expands on the theories of Communicative Language Teaching (CLT) and experiential learning, which provide students with audio-visual-based performative activities that can improve their speaking skills, self-confidence, teamwork, and social interaction among students.

In practical terms, the results of this study can be used as a reference for English teachers in designing innovative and participatory learning strategies by utilizing the production and implementation of short-film performances as project-based learning to be an alternative way to improve students' speaking skills and

motivation. The findings of this study will also help lecturers or teachers to understand the forms of verbal and nonverbal participation that arise during the short-film production process.

F. Conceptual Framework

Hilmansyah, (2022), said that students' speaking performance in short-film refers to the enhancing overall communication skills, active participation and involvement of students throughout the short film production process, from conceptualizing and planning story ideas, writing dialogue, performing role-plays, filming, editing, to the final result of the performance.

Fitria et al. (2022), stated this participation is collaborative, teamwork, and communicative, in which students are expected to have a more effective and enjoyable learning environment and be encouraged to use English functionally in a meaningful context. Research on short-film production in EFL learning shows that this activity creates a learning environment that supports students in social interaction, creativity, and the courage to speak, especially for digital native learners who are certainly more responsive to visual media and technology (Rahmah & Sari, 2018).

Through short-film performances, students not only play the role of passive learners, but also provides a very supportive means by encouraging active student's participation, increasing emotional involvement, motivation, a sense of responsibility, and a sense of belonging to the learning process in developing their speaking skills (Kasim et al., 2025).

Speaking skills in this study are defined as the ability of students to express ideas, feelings, and messages orally with an appropriate and sufficient level of fluency, clarity, and confidence in English (Hanafiah et al., 2022). Speaking is a core skill that is highly valued in foreign language learning because it is directly related to real communication needs in social and academic life (Akhter, 2021) The development of speaking skills certainly cannot be separated from continuous practice in an effective and interactive context, which is not just a repetition of

dialogues or memorization. Practicing short-film performances in project-based learning would certainly integrate linguistic aspects (vocabulary, pronunciation, sentence structure) and non-linguistic aspects (intonation, expression, body language). In addition, this could help reduce student anxiety or fear of speaking and increase their confidence because the development of speaking skills in this study is seen as the result of a participatory, collaborative, reflective, and communicative process, which is facilitated by short-film performances.

Speaking fluency is one of aspect or characteristic of speaking performance that is very important in assessing how smoothly someone speaks in a performance or speech. According to (Hughes, 2002), fluency is about keeping the conversation going in an understandable way so the listener doesn't tune out. (Hedge 2000), said that Fluency involves cohesion (linking words/phrases) and proper delivery (clear sounds, stress, and intonation).

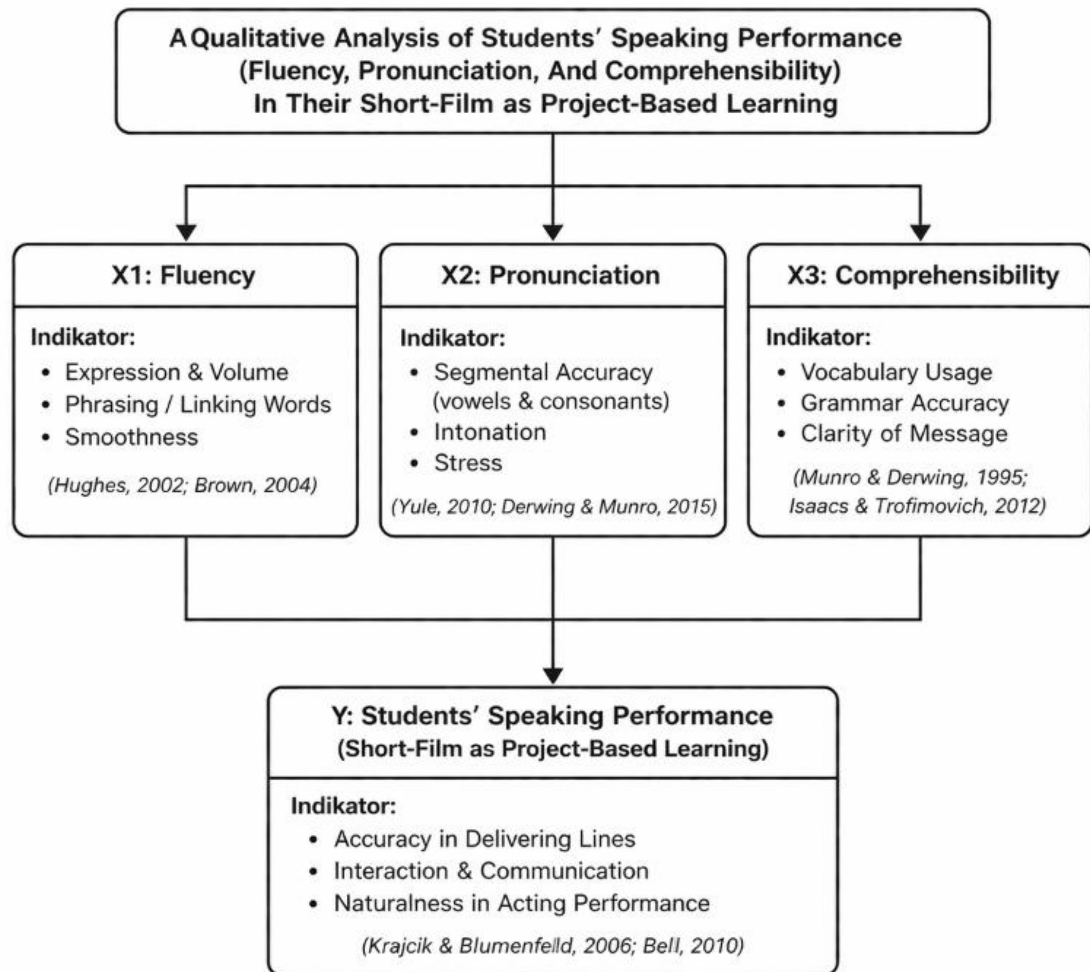
The second characteristic in speaking performance is speaking pronunciation, speaking pronunciation refers to learners' ability to produce spoken language sounds accurately and appropriately so that meaning can be conveyed clearly to listeners. According to (Galante & Piccardo, 2022), pronunciation includes both segmental features (such as consonant and vowel sounds) and suprasegmental features (such as stress and intonation), which jointly contribute to effective spoken communication. Similarly, (Brown 2004), states that pronunciation plays a crucial role in speaking performance because inaccurate pronunciation may interfere with intelligibility and cause communication breakdown.

The last topics Is speaking comprehensibility, speaking comprehensibility refers to the degree to which a listener can easily understand a speaker's spoken message. (Verbeke & Simon, 2023), define comprehensibility as listeners perceived ease of understanding, which focuses on overall message clarity rather than isolated pronunciation errors. Unlike intelligibility, which emphasizes word recognition, comprehensibility reflects how successfully spoken language is processed and

understood by the audience (Isaacs & Trofimovich, 2012). In speaking performance, comprehensibility is influenced by multiple factors, including pronunciation accuracy, fluency, and clarity of message delivery. Importantly, comprehensibility can be assessed in both spontaneous and scripted speech, as it concerns the effectiveness of the final spoken output (Luoma, 2004).

Thus, in short-film projects as Project-Based Learning, speaking comprehensibility remains observable through how clearly students convey meaning to viewers in their recorded spoken performances.





G. Previous Studies

Previous studies Tang et al., (2021), have shown that students' participation in the production or performance of short-film is a form of participatory learning that encourages active, creative, and collaborative engagement in the context of EFL. Perry, (2018), emphasizes that in the process of producing a short movie, from planning and conceptualizing an idea, writing a script, selecting actors/actresses, shooting, to the performance or final result, students can participate cognitively, socially, and affectively. So, the learning process will be more meaningful and transformative.

In line with this, Rahmah and Sari, (2018), see those Asian students, as digital natives, are naturally more responsive to activities based on visual technology, where involvement in short-movie production will provide a safe space for students to express themselves without the pressure of formal assessment, thereby encouraging and increasing students' courage and activity in practicing English.

Previous studies have also consistently reported that student involvement in the production of a short-film contributes positively to the development of English-speaking skills in the context of EFL. (Rahmah 2018), states that short-film production can provide space and opportunities for repeated, trained, planned, and contextual speaking practice, thereby helping students improve their speaking skills, which can be seen in terms of pronunciation, grammar, vocabulary, fluency, accuracy, and confidence in speaking English.

Flores, (2020), adds that the use of English during the process of writing dialogue, role-playing, and filming scenes will create a positive and conducive communication environment for improving their English skills.

