CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about introduction that consist seven sub topics. They are background of the study, research problem, research objective, research hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

Nowadays, mastering English is not a choice, but it is a need. In this modern era, English becomes very important for everyone and mastering it also becomes a must for many reasons, such as for communicating with others, for competing with all people from all of countries, and etc. Some people think that at least they can use English for communicating with others, without really thinking about its grammar or tenses. In every school in Indonesia, including in junior high school, English is taught with its four skills; listening, speaking, reading and writing. Students are actually expected to master all the skills equally, but there are at least one or two skills that are left behind the others for several reasons, for example because of the lack of media. Speaking becomes one of the skills that junior high school students find it quite difficult. One of the other reasons was because speaking skill is not included in the National Examination. So, several teachers only focuses on other skills or even only on language structure.

In learning English, the students are expected to be fluent in communicating with others. That is why speaking skill is very important. There are numerous reasons why speaking should be emphasized. Firstly, speaking is used for communication in social interaction in international scope. It could be seen when foreigners come to Indonesia or Indonesian people go abroad. We may not speak all languages in the world, but English could be the one language that unites many languages in the world. Secondly, speaking becomes requirement and it is always tested for getting scholarship, especially in abroad. When students take Test of English for International Communication (TOEIC) or International English Language Testing System (IELTS), speaking test is included and when they face an interview, they are interviewed by speaking English. Thirdly, speaking is also required as a prerequisite and it is tested in interview session when the applicants apply for job in companies or institutions. Some companies or institutions require them to speak English actively.

In addition, every English skill; listening, speaking, reading and writing, has different micro skills to be mastered. Speaking has some things to be focused on, such as grammar, vocabulary and pronunciation, fluency, accuracy, comprehension. In speaking, people need to express their ideas clearly and in an acceptable way, so the listeners can receive the messages. In some junior high schools, speaking skill became the skill that the students had the least interest in, or it can be said that their speaking ability was quite low. They needed some additional speaking course to increase their speaking

abilities. Increasing student speaking ability is difficult and it needs students' interest. As a result, they needed a learning media that was quite interesting, because they were not really provided with maximum facilities and media in learning speaking.

Because of there are many aspects in speaking, we could not judge their speaking skill from one aspect only. But, we can improve those all or some aspects better by doing some techniques. As foreign language learners, Indonesian students often find problem with some aspects of speaking. But, in this researcher, the researcher only measured the aspect of pronunciation, fluency, and fabricated expression. The problem might be caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while the external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching learning process. Those problems would impact to the three aspects of speaking in this research.

The first is pronunciation. As Kenworthy (1999: 4) observes that "there are many factors affecting pronunciation learning for English as a Foreign Language (EFL) students such as hearing, native language and age of learners". Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and it sounds. In many cases, students understand the meaning but

find difficulties to express the word on spoken language, because it is very different between how to spell and to pronounce the word.

The second is fluency. Speaking fluently in a new language requires the ability to speak with appropriate speed, acceptable flow, and proper tone of voice. When students are first learning to speak, they often tend to focus on their language accuracy and this focus frequently slows down their speech causing them to be less fluent. Brumfit (1984) considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Hedge (2000) eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker. Generally, the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the hearers understand about what they want to say. The writer found that the students tended to hesitate and fragmentary while speaking because of they have problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. This condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "ee" and also the production of disfluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks. The other aspect that affected the students' fluency in speaking was the habit in using Indonesian or Javanese term when they could not find appropriate English words. This phenomenon defined as pause fillers that

usually occurred when they tried to express complex ideas. The next important aspect is the high frequency of silent pause that produced by the students. Another aspect that also affected the students' fluency in speaking was related with the type of activities provided by lecturer in the teaching and learning process. Lecturers need to be very careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process. Bygate (1987: 8), "Development in language teaching must depend on our ability to understand the effects of our methodology."

The third is fabricated expression. Students have to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. However, there are expressions in English cannot be cut randomly, they are unity that will influence the meaning if they are cut. In fact, most of students get difficulties to combine some vocabularies that they have to be a good expression. Sometimes, the students also translate words one by one, if those are merged become unnatural English. The result is they could not express their mind or mean orally or their meaning could not accepted by the listener well.

So, from the case above, they want to have more media to practice their speaking not only from book or dictionary but also from the other media such as watching some kind of videos from smart phone or laptop. Most of people from different ages love watching video from different genres. Exactly, the students usually watch video just for fun, refresh their brain after thinking the

materials so hard, to fulfill the leisure time. They pay little attention about the content, such as what the singer sings about, what the reporter informs, what the way of the actors and actress perform and the story through even if they do, they only know the title. The problem is how to make these activities become useful, not only for fun but also for getting the information and the knowledge inside. Because of that, teachers have to know how to make students enjoy in learning and understanding what they are learning.

As a teacher, it is important to create an interesting method, technique, materials, and media in teaching process until the students understand about how to speak well. The best one in teaching learning process is active learning. In active learning the students are actively involved. Klippel (1984: 5) claims that "learning is more effective if the learners are actively involved in the process". So, they could not deliver some expression in good pronunciation and fluently if they do not active in learning or it means they have to try or practice speaking many times.

Then, the researcher assumes that to solve that problem, we could use Imitation and Shadowing technique by English transcript video to be one of the unique ways and the alternative technique in teaching speaking. Imitation and Shadowing technique asked the students to imitate what they see and listen in the transcript video. They will imitate and shadow from the native speaker in the form of animation. The researcher chooses the kind of this media, because videos are media that are quite interesting for them. Lately, almost teenagers around the world, especially in Indonesia, are very enthusiastic in watching

many sites that show many kinds of video. That is why the researcher thought to give it a try.   Most of the researcher's friends can speak English well without going to English course. They just watch the video and they speak in good pronunciation and fluently. Because, in English video, we watch and listen the native speaker originally.

Dwyeret al (1991) stated that technology changes teachings. Good English videos can be played inside the classroom for imitation learning. Mayer (2009) agreed that multimedia instruction (combining video, sound, words, and pictures together) would support meaningful learning as well as enable learners to understand the materials better. Mayer asserted (2004:47), "People learn more deeply from words and pictures than from words alone." This will help them to understand the pronunciation of the native speaker while they watch video. They also can acquire some new expressions from that. In other hand, if the students practice the speaking by using imitation and shadowing technique, the will speak fluently time by time. Imitation and shadowing will definitely help the students to learn in an easy and attractive way. It is monotone to sit inside the class without any interesting activities which include them.

Thus, the researcher gives a technique to succeed the vision. The researcher proposes imitation and shadowing technique by using English transcript video. It will make the students easier to speak well because they will imitate the pronunciation directly from what they listen and see in the video.

The researcher also found seven previous researches that have conducted the research by using Imitation and Shadowing by English Transcript Video as technique to improve students' ability in learning English. They are:

1. Anita Nur Masyi'ah (2014) from English Education Department, Faculty of Languages and Arts, State University of Yogyakarta conducted a research by the title **"Improving The Speaking Ability Of Grade VIII C Students Of SMP Negeri 3 Depok Yogyakarta Through The Use Of Video"**. The research was carried out in two cycles was effective in improving the students' pronunciation, intonation and stress, grammatical mastery, vocabulary and confidence.

2. Fereshteh Yavari and Sajad Shafiee (2018) conducted a research by the tile "Effects of Shadowing and Tracking on Intermediate EFL Learners' Oral Fluency". The present study attempted to explore the effects of employing shadowing and tracking on Iranian EFL learners' speaking fluency. And, after conducting a research and computing the score, the result shows that the learners' score were statistically significant.

3. Hamada (2018) who conducted a research with the title "An Effective Way to Improve Listening Skills through Shadowing" found in his study that learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately.

4. Hamzah Md. Omar and Miko Umehara from University Malaysia Sabah with the title of research "Using A Shadowing Technique to Improve

English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners". Improvement as a result of using shadowing techniques in classroom instruction can be seen in four main areas, namely: changes in the natural rate of speech, comprehension, involvement in shadowing, and confidence in each cycle.

5. Hamzar (2014) from State University of Makassar has conducted a research by the title "The Implementation Of Shadowing Technique To Improve Students' Speaking Performance". The research is focused on the influence of shadowing technique to the aspect of accuracy, fluency and comprehensibility. Beside that, in this research prove that Shadowing Technique influence to motivation too.

6. Tamai's research in Yonezawa & Ware (2008: 1256) showed that shadowing produced positive effects over a three-month period, especially for middle and lower-level students. His research showed that shadowing improved listening ability.

7. Xiaolin Wang (2017) from College of Science，Engineering University of PAP，Xi'an 710086，China conducted a research by the title "The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students", he draws the conclusion that shadowing exercise influences on improving non-English major college students' oral English ability. The research results showed that shadowing exercise can improve their oral English ability. The students'

fluency of oral English has been greatly improved. Their oral English pronunciation and intonation also has been improved obviously. Students' interest in oral English was stronger and confidence was strengthened.

As seen above in previous study, Imitation and Shadowing from English transcript video can help students in learning English very well. The researcher chose video from Heaven Luk YouTube channel by title "Spoken English Tutorial English Conversation Part 1 and 2". This video contains some conversations in some situations. But, the researcher cut and choose the video those are suitable with their need. It is suitable for junior high school's students, because there are symbols or words that are scripts corresponding the spoken words from the people in the video. The actor and actress also showed by cartoon while the voice is native speaker. So, the students will attract the video and they will not get speaking errors in aspects of pronunciation. It also will help them to learn and acquire new expression used in the video. Furthermore, if the technique is applied continuously, the students may speak fluently like native speaker.

In this case, the researcher will conduct the study about using Imitation and Shadowing in speaking, the researcher considered that English transcript video can improve the students speaking skill. Based on the explanation above, the researcher decide to conduct a research to see if using imitation and shadowing technique by English transcript video is effective to promote students' speaking skill in second grade of MTsN 2 Trenggalek.

B. **Research Problem**

In line with the background of background of the study, the researcher formulates the research problems as follows:

1. How is the students' speaking achievement before being taught by using Imitation and Shadowing Technique by English Transcript Video?

2. How is the students' speaking achievement after being taught by using Imitation and Shadowing Technique by English Transcript Video?

3. Is there any significant difference on the students' speaking achievement before and after being taught by using Imitation and Shadowing Technique by English Transcript Video?

B. **Research Objective**

Based on the formulation of the research problem, the objective of this study are:

1. To find out the students' speaking achievement before being taught by using Imitation and Shadowing Technique by English Transcript Video.

2. To find out the students' speaking achievement after being taught by using Imitation and Shadowing Technique by English Transcript Video.

3. To find out significant difference on the students' speaking achievement before and after being taught by using Imitation and Shadowing Technique by English Transcript Video.

C. Research Hypothesis

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. The researcher uses two kinds of formulated to be tested; they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

1. Null Hypothesis (H_0)

   There is no significant effect of using Imitation and Shadowing Technique by English Transcript Video on students' speaking skill.

2. Alternative Hypothesis (H_a)

   There is significant effect of using Imitation and Shadowing technique by English Transcript Video on students' speaking skill.

D. Significance of The Study

The researcher hopes that result of this study give contribution for:

1. The English teachers

   It will help the English teachers fix their strategy in teaching English by imitation and shadowing technique by English transcript video in order to improve student's speaking skill, especially for learning process in the classroom. It also can make the teacher easy to guides the students to learn because they will attract to the activity.

2. The students

   It will improve students' speaking skill and it can make the students are more enjoyable in trying to exercise good speaking. Even, they will

improve their speaking skill time by time. In other hand, the activity that is done from this technique can motivate the students to learn English, because the teaching learning is not monotone. It also make the students more active because including them in teaching and learning.

3. Future researcher

The researcher hopes this research give motivation for the future researchers to conduct the other research especially deals with improving speaking skill. This proposal also can be a model and reference if they conduct this kind of research.

4. The school

It can improve the school's education quality, especially in English improvement.

5. The researcher

It can motivate the researcher to be better and more creative to use appropriate strategy in teaching English in the future, especially in teaching speaking. The technique also can be used for the him/herself to improve their speaking skill.

E. Scope and Limitation of The Study

In this research scope, actually the benefit of using imitation and shadowing technique for teaching English can improve two skills in general, those are speaking and listening. In this research, the researcher only focuses on measuring speaking skill. But, speaking skill is still broad too. There are

many aspects that we can use to measure about speaking skill. We can call the people have good speaking if they are good in fluency, pronunciation, fabricated expression, vocabulary, grammar, comprehension, and spontaneity. However, the researcher limits the research only with the effect of using imitation and shadowing technique by English transcript video on their fluency, pronunciation, and fabricated expression.

F. Definition of Key Terms

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher and the reader. They are:

1. **Imitation**

Piers Messum (2007) defines that imitation is impersonation of a person's speech or behavior. In this research, researcher defines that imitation is imitate what the speakers said or spoken in the video. But, the implementation in this research is the researcher will play the video, pause in every sentence or statement, and the students imitate it in a group and whole class.

2. **Shadowing**

Kadota & Tamai (2004) in Nakanishi & Ueda (2011:4) state that shadowing is defined as an act or task of listening in which the learner tracks the target speech and repeats it immediately as exactly as possible

without looking at a text. Shadowing sometimes goes by other names, such as shadow talking, shadow speaking, mimicking, tracking echoing. However, the researcher defines that shadowing means say what speaker's said in the video while she/he did. It means that the students say together or immediately (in the same time) with the speaker in the video.

3. **Speaking Skill**

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. The researcher defines that speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. In the further discussion, speaking skill is the skill that give us the ability to communicate effectively. This skill allows the speaker to convey his/her message in a passionate, thoughtful, and convincing manner. Speaking skill also help to assure that one will not be misunderstood by those who are listening. However, speaking skill in this research is limited to measure such aspects as:

a. **Fluency**

Manser (1995:61), fluency is an ability to speak a language smoothly and easily. The researcher more emphasized that fluency means the ability to speak a foreign language (English) easily, reasonably, quickly, and without having to stop and pause a lot. So, the students will be directed to speak English fluently until seems native alike.

b. Pronunciation

Hornby (1995: 928) says that "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language". From the definition above, the researcher may conclude that pronunciation is the way a person utters a word or a language. Here, the researcher uses video as media to learn pronunciation of English words. The students will know the correct pronunciation and check it to the words from the transcript of the video.

c. Fabricated Expression

Wray (2008) defines that fabricated Expression is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. In this research, the researcher will measure how far the students acquire new expressions that are spoken in the video. Fabricated expression here means the students understand about the meaning, the use or the order of some expression, and they can say those expression in the right way . So, the students can understand in a whole expression and they do not cut one by one word that it will influence to the meaning. We can call this condition by fabricated expression.

4. **English Transcript Video**

   Transcript is a text equivalent of an audio recording that displayed at the bottom of a cinema or television screen that transcript the dialogue or narrative. English transcript video is the video with the transcription about everything that are spoken or said by the speaker in the video.

   In other hand, in this research, the researcher used the video that has a transcript to ease the students to know the letter of the words that are spoken by the speaker and the pronunciation. So, the students could check the pronunciation and the words. The researcher chose video from Heaven Luk YouTube channel by title "Spoken English Tutorial English Conversation Part 1 and 2". This video contains some conversations in some situations. But, the researcher cut and choose the video those are suitable with their need. It is suitable for junior high school's students, because there are symbols or words that are scripts corresponding the spoken words from the people in the video. The actor and actress also showed by cartoon while the voice is native speaker.