

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, researcher presents review of related literature. It is about literature concerning to the conceptual idea that related to support the discussion of findings. They consist of the nature of teaching speaking, imitation, shadowing, video, transcript, and previous study.

#### **A. The Nature of Teaching Speaking**

##### **1. Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are

integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. Skills in knowing about and negotiating purposes for conversations
- j. Using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and continue through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful

contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Therefore, speaking skill basically is an activity having a conversation with others. It is important to pay attention to several things when speaking, such as accuracy, fluency and others successful oral communication factors.

## **2. The Element of Speaking**

According to Harris (1986:81), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension:

### **a. Pronunciation**

Pronunciation here, however refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation.

To clear about pronunciation, according to Manser (1995:133) pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to makes students be able to communicate with

others well and understandable.

b. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in leaning and speaking skill. Manser (1995:82) stated: “Grammar is a great deal of rules for forming words and making sentence”. The explanation above shows that grammar is focuses on some roles to from words that can be easily understood and match whit the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That’s why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey. English speaking ability has a set of qualities that must be rated. Harris (1986:84) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually

impossible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom are virtually that of native speaker.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means the student's fluency in English as a sign that they are master of English. To know about fluency, according to Manser (1995:61), fluency is an ability to speak a language smoothly and easily. Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a great deal of word. Be sure their pronunciation production of words must be effective and suitable with the reading in the dictionary not up to their wish only. For instance they use jargon language. Harris (1986:81) says, "Fluency is the easy and speed of the flow of speech".

According to Harris (1986:48), that there are five qualities that must be rated in fluency of speaking. They are as follow: speech is co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech and fluency are rather strongly affected by language

problems, speech as fluent and errorless as that of native speaker.

e. **Comprehension**

Manser (1995:81) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other students' listening or inviting to speak. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences. It is impossible that the students who are listening to comprehended their speaking. According to Harris (1986:84), that there are five sets of qualities to be rated in comprehending English speaking. They are as follows: cannot be said to understand even the simple English conversation, has a great difficult following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition, understand early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

### **3. Types of Speaking Performances**

There are several types of speaking performances that can be used in speaking class. Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in

pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their



feeling in English.

The researcher could choose which activities were appropriate for the students and prepared the suitable materials to be taught. In this research, the researcher chose communication games and discussions.

#### **4. Teaching Speaking**

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.
- h. The process of teaching speaking itself can be done in several stages.

Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, according to Brown (2001) there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective

is the next. At the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

### **5. The Characteristics of Successful Teaching Speaking**

To support the teaching learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student, the teacher can easily give the material to students. According to Brown (2001), there are some characteristics of successful speaking activity:

#### **a. Students talk a lot using target language**

As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It means the students must be active to speak with their friends as much as possible. It is very clear that the students are busy, but they seldom spent their time to talk with their teacher. Nevertheless, it is more natural for them to speak in their mother tongue than in the target language, thus teachers very often keep on reminding

learners to use L2 (Dobson 1989: 14).

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only, but all of participants get a same chance to speak. Dobson (1989: 11) suggests that in order to make sure that every learner has a possibility to practice the target language, the teacher can appoint a group representative responsible for equal participation among peers.

c. Motivation is high

Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English, especially in speaking. They often try to deliver their own idea confidently. There are two main kinds of motivation: intrinsic motivation and extrinsic motivation. According to Harmer (2001: 51), “extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.” A student feels obliged to acquire a language because outside factors motivate him or her to learning. The second kind of motivation – intrinsic motivation, on the contrary, stands in total contrast to extrinsic one since it comes from within

the person

d. Language is of an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. It means that they use the components of speaking which are relevant with the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. So, the students often try to speaking English correctly in real communication.

## **6. Measuring Speaking Skill**

Speaking assessment is language assessment aspect because oral skills generally rated so highly in language learning. One of language-testing programs is the testing oral production. Huges (1989:101) states that the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production.

According to Nurgiantoro (1995:276-289), the techniques of speaking test are:

a. Telling picture

Picture can be good stimulus of speaking, but the picture must be based on the students' ability. They have a certain idea and purpose, meaningful and show certain situational context. It can consist of one picture or more. If we use more than one picture, it must be related to each other, have sequence of story and have certain contexts and that

picture gives series number to show even sequence. So the students can express their idea based on the picture which they see.

b. Interview

Interview is the common way to measure the speaking ability. It is usually used for the students who language ability is good enough. It is possible for them to express their feeling and idea using the target language. Anything can be the topic of interview, as long as it is appropriate to the level of students, like age, kinds of school and language ability.

c. Telling story

Telling story can be a way to measure the speaking ability programmatically. It can be done using pictures and story. The students also can tell their daily activities, their experience or tell a story can story book they have read. Those stimuli can be applied for any level students.

d. Speech

Speech is good a way for the students to express their idea in the language accurately. In real life, there are so many speech activities. For example: welcome speech, political speech, religious speech and etc. Train students ability to express feeling and idea in appropriate and accurate language oral skill in form of speech activity also popular in the school and university, the fact often organize speech competition between students. For students for doing speech before lesson.

e. Discussion

It is a good for high level students to measure the students speaking ability and to give their argument to each other. The students must tell their idea and their opinion, give response to other member, critically and also of depend on their opinion with logical and responsible arguments. Because of that speaking ability and fluency is determined. For example; the teacher asks the students to discuss about some problems in front of the class or presentation in a class.

Other speaking assessment technique According to O'Sullivan (2008:10) speaking assessed by some kinds of tests.

a. Conversational Exchanges

Another simple type of test is a test in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse.

b. Role Play Test

Another type of test is a role play. In a role play the test-taker and a confederate are given information on which to base a role play, and the test-takers are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course requirements. Role plays require the test-taker to use various functions that he/she might need in real communication.

c. Group or Pair Activities

To avoid the types of problems associated with oral interviews, sometimes students are put together in pairs or groups that are given some task. They might also be given a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the "right" answer but to stimulate speech for the tester to evaluate. This is intended to be a less inhibiting situation than an interview test, but it also has the problem of lack of control. How the activity goes depends to a great extent on the mix of test-takers that are put together. If their level of English proficiency is widely different, or if one of test-takers is particularly dominant, this will influence the interaction. A well-trained interviewer can provide similar environments from one interview to another, but this is not possible in testing a group of test-takers in a group activity. In addition, successful group discussions depend on factors other than speaking, including active listening and eliciting the opinions of all of the group members.

Weir (1990:74) suggests other techniques:

a. Verbal essay

The student is asked to speak for three minutes on either one or more specified general topics.

b. Information transfer: description of a picture sequence

The students see a panel of a picture depicting a chronologically ordered sequence of events and have to tell the story in past tense. Time is allowed at the beginning for students to study the picture.



c. Information transfer: question on a single picture

The examiner asks the students a number questions about content of picture, which he has had time to study.

d. Interaction tasks

Students work in pairs and each given part of the information necessary for completion the task.

Bartram and Walton, (1991:32) have other techniques about testing speaking, those are:

a. Reading aloud

Many present-day oral test include a test of reading aloud in which the students are given a short time to glance through an extract before being required to read it aloud. The ability to read aloud belongs to formal speech situation, it differing greatly from the ability to converse with another person in flexible, informal way. Test involving reading aloud are generally used when it is desired to assess pronunciation as distinct from the total speaking skills.

b. Oral drills

There are three kinds of oral drills; repetition, structure drills and situational drills. These kinds of drills can be used to help measure oral production range widely from purely repetitive drills to sentences transformation and contraction drills. Repetition is useful for testing phoneme discrimination, stress and intonation while structure and situation drills are obviously of more use for assessing how well a

student can use a certain structure.

c. Using picture

Pictures can be used in oral production test. By serving stimulate for oral response, pictures provide a realistic context for the structural pattern being tested. A picture provides students with necessary clue or stimulus to respond them to produce some words and sentence. More common in public examination, picture is used for descriptive and narrative purposes. The students are given a picture to study for a few minute; then they required to describe the picture in a given time. Separates scores of general fluency, grammar, vocabulary and accuracy of description or narration are more reliable. Careful selection of the picture used for examination will help in controlling the basic vocabulary required. The most effective type of oral examination using picture consist not only of description and narration but also of a discussion about picture concerned.

d. Oral Interview

The oral interview like many other examination of oral production, the scoring of the oral interview is highly subjective and thus sometimes has only low reliability. The interviewer should endeavor to put the students at his ease to beginning of the interview, adopting sympathetic attitude and trying to hold a genuine conversation. Students can response orally to questions about a range of topics that might include their prior knowledge, activities and interest of

preferences (O'Malley and Pierce, 1996:11). The scoring of the interview can range from the impression mark to a mark arrived at on the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, stress and intonation, grammar, vocabulary, fluency and ease of speech).

## **B. Imitation**

The word imitation is given many different meanings, both by ordinary speakers and in the literature. What follows is a short discussion of mechanisms that lead to matching behavior that will establish the terminology that is used.

Thorndike (1898) famously defined imitation as, "learning to do something from seeing it done," and much of the imitation literature is similarly concerned with someone (A) being motivated to learn something from other (B). The need for precision in the social learning literature has prompted various technical definitions of 'imitation' and related concepts. Call and Carpenter then distinguish four different activities (which could all be colloquially called 'imitation'):

1. Imitation (now understood in a technical sense): where someone A (B) understands and adopts other's goal (B), copies her actions, and reproduces the result (a change of state in the world).
2. Goal emulation: where A understands and adopts B's goal but does not copy her actions. When successful, he reproduces the result.

3. Mimicry: Where A either does not understand or does not adopt B's goal, but does copy her actions. Whether he produces the same result as her or not, is not important.
4. Emulation: where A either does not understand or does not adopt B's goal, does not (intentionally) copy her actions, but does produce the same result as her.

Imitating is copying actions or words. So this technique is all about copying something that a native speaker is saying exactly. It teaches the students to listen to the sounds and patterns of English and trains them to make those same sounds yourself. Imitation technique is a technique for teaching language which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken. On the other hand, imitation means forcing the students to use the target language. The imitation can be adjusted to the classroom dynamics during the teaching and learning process.

### **C. Shadowing**

Shadowing, a language learning technique developed by the American Professor Alexander Arguelles, which means learners attempt to repeat, to "shadow" what they hear as quickly and accurately as they hear it. Since early 1980s, it has been applied to the English teaching in China and has acquired a great of achievements. Ye Guigang (1983) pointed out that the shadowing

exercise requires learners speak while listening and they should strive to keep up with the speed of the recording, almost making the sounds at the same time. Learners must be highly focused and agilely make corresponding responses through imitating pronunciation loudly, which contains both the information input and output processes. In practice, the speed of shadowing is two seconds slower than that of broadcasting while ensuring that the speed and content of shadowing are consistent. According to Lambert, shadowing exercise technically is a rhythmic acoustic tracking task that requires the practicer to make instant sounds to the sound stimulus signal. and speaking ability. In recent years, many studies have shown that the shadowing exercise can improve learners' English imitation ability, ability of thinking, memory ability, and sense of English. However, its effect on improving the oral English ability has seldom been studied. Because the shadowing exercise integrates listening, thinking and speaking, combined with relevant theories and the simultaneous interpretation mode proposed by the famous interpretation expert Daniel Gile,  $SI = L + M + P$ , in which  $SI$  = Simultaneous interpretation,  $L$  = Listening + Analysis (focusing on analyzing and understanding what you hear),  $M$  = Short-term memory (storing what you hear in your memory),  $P$  = Production (translating and conveying the stored information) [4], the shadowing exercise mode can be concluded as  $SE = L + M + S$ ,  $SE$  = Shadowing exercise,  $L$  = Listening + Analysis,  $M$  = Short – term memory,  $S$  = Speaking, so its final step and objective is oral production. According to Tamai (2005), there are five kinds of shadowing as teaching methods which can be divided into three kinds

of shadowing (shadowing, delayed shadowing, and phrase shadowing) and two kinds of peripheral tasks (parallel reading and speed reading).

According to the unknown writer (2010), there are many ways to shadow. They are:

1. Full shadowing

Say everything listeners hear. Use this in English class, not in the real world.

2. Slash shadowing

This is like full shadow but with pauses. This gives listeners more time to shadow. Use this in class. It is easier than full shadowing.

3. Key word or last word shadowing

Say the most important words. Say the last words. Use this often! It shows the listeners are listening.

4. About you shadowing

Say what listeners hear. Change “I” to “you.”

Shadowing is a pronunciation practice technique that has been around for many years. It is a little bit like a listen and repeat exercise, but rather than having learners hear a model speaker and then repeat what they heard afterwards, learners are encouraged to follow the speaker as closely as possible with only a very short delay. This means that the model speaker and the learner will be speaking at the same time. Learners are usually encouraged to mimic the speaker’s speech style as much as possible, using the same rhythm, stress, intonation, etc. Interestingly, shadowing for language learning was first

popularized in Japan, where it was already being used as a (somewhat controversial) technique for training simultaneous interpreters (Boyee & Stewart: 2009). Shadowing shares some properties with mirroring, and these two terms are sometimes used interchangeably, although they are quite distinct techniques. Mirroring includes imitation of physical gestures and does not require simultaneous production of speech (Meyers: 2013).

## **D. Video**

### **1. Definition**

Longman dictionary of Contemporary English has applied the meaning of the television program, or a series of e process of recording or showing television programs, films, real events, etc.

### **2. Types of video**

According to Harmer there are three basic type of video as follows:

#### **a. Off-air-programmers**

Programs recorded from a television channel should be engaging for the students. The teachers have to consider their comprehensibility too. Apart of overall language level, some off-air video is also extremely difficult for students to understand, especially where particular market accents are used or where there is a high preponderance of slang. The best programs and expert are ones which we can use for a range activities including prediction, cross cultural awareness, teaching language or as spurs for the students“ own

creativity.

b. Real-world video

There is no reason why we and the students should not use separately published video material such as feature films, exercise, manuals. Wildlife document there is no copyright restriction for doing this.

c. Language learning videos

Many publishers now produce free-standing language learning videos or videos to accompany course book. The main advantages of specially made video are that they have been designed with students as particular level in mind. They are thus likely to be comprehensible. Design and multi-use since they cannot be used in language study but also for a number of the other activities as well. The danger of language learning video, however is that they fail the quality test either because the production is poor, the situation and the language are inauthentic or the content is too unsophisticated.

## **E. Transcript**

### **1. Definition**

Transcripts are textual versions of the dialog or commentary in films, television programs, video games, and usually displayed at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language, with or without added information to help viewers who are deaf



and hard-of-hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems.

## **2. Types of Transcripts**

There are different types of possible combinations between audio and transcripts. The main ones are typically known as standard transcripts (foreign language audio with mother tongue captions), bimodal transcripts (foreign language audio with foreign transcripts), and reversed transcripts (mother tongue audio with foreign captions). The bimodal variety, also called intralingual, is also commonly used in classroom activities. The use of one or another in class will depend on the goal of the lesson and on these students' level.

Obviously, whenever students do not know how to use transcripts efficiently in the language class, they need to learn how to use them as a support (for finding new words, for understanding better, fixing spelling, or any other functional purpose) and not as a way of forgetting the information contained in the aural channel.

Transcripts exist in two forms; open transcripts are 'open to all' and cannot be turned off by the viewer; closed transcripts are designed for a certain group of viewers, and can usually be turned on/off or selected by the viewer - examples being teletext pages, US Closed captions (608/708), DVB Bitmap transcripts, DVD/Blu-ray transcripts.

While distributing content, transcripts can appear in one of 3 types:

- a. Hard (also known as hard subs or open transcripts). The transcript text

is irreversibly merged in original video frames, and so no special equipment or software is required for playback. Hence, very complex transition effects and animation can be implemented, such as karaoke song lyrics using various colors, fonts, sizes, animation (like a bouncing ball) etc. to follow the lyrics. However, these transcripts cannot be turned off unless the original video is also included in the distribution as they are now part of the original frame, and thus it is impossible to have several variants of subtitling, such as in multiple languages.

- b. Pre rendered (also known as closed) transcripts are separate video frames that are overlaid on the original video stream while playing. Pre rendered transcripts are used on DVD and Blu-ray (though they are contained in the same file as the video stream). It is possible to turn them off or have multiple language transcripts and switch among them, but the player has to support such transcripts to display them. Also, transcripts are usually encoded as images with minimal bit rate and number of colors; they usually lack anti-aliased font rasterization. Also, changing such transcripts is hard, but special OCR software, such as SubRip exists to convert such transcripts to "soft" ones.
- c. Soft (also known as soft subs) are separate instructions, usually a specially marked up text with time stamps to be displayed during playback. It requires player support and, moreover, there are multiple incompatible (but usually reciprocally convertible) transcript file formats. Soft subs are relatively easy to create and change, and thus are

frequently used for fan subs. Text rendering quality can vary depending on the player, but is generally higher than pre rendered transcripts. Also, some formats introduce text encoding troubles for the end-user, especially if very different languages are used simultaneously (for example, Latin and Asian scripts). In other categorization, digital video transcripts are sometimes called internal, if they are embedded in a single video file container along with video and audio streams, and external if they are distributed as separate file (that is less convenient, but it is easier to edit/change such file). Depending on the video used and the goal of the lesson, authentic input of this kind of learning can still be very demanding on students. Here is where the use of transcripts can play a key role in the foreign language class (in this case is English), to help overcome this problem. Although transcripts have sometimes been considered as distracting or as a source of laziness distraction, transcripts might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input. Indeed, text in the form of speech that would probably be lost otherwise. In fact, while TV programs and films/movie that are not transcript can create a high level of insecurity and anxiety in students, the incorporation of transcripts provides instant feedback and positive reinforcement that contributes to create a feeling of confidence in learners that can help them feel ready and motivated to watch foreign

television, films, etc., with or without the support of transcripts in the near future.

#### **F. The Advantages and Disadvantages of Using Video in Language Classroom**

Anderson (2013:127) stated the relationship between video and learning goals are:

1. Video for cognitive goals can be used to teach the introduction of concept such as honest, patient, democracy etc. besides, it teaches rules and principles.
2. Video for psychomotor goals can be used to show the examples of skills.
3. Video can be used to influence the attitude and emotion.
4. The teachers should know the video early to know the advantages for learning.
5. After video is played, it needs to have a discussion that has been prepared by the teacher. Here, the students train themselves to solve the problem, make and answer the question.
6. It is necessary to play video more than once so the students can pay attention in certain aspects.
7. To make the students do not think that video is only an entertaining media, it is necessary to order the students to pay attention in the certain parts of the video.
8. Giving a test to know what did they get from the video.

## **G. Previous Study**

Many previous studies that is relevant to this research effort in finding impact of using Imitation and Shadowing technique by English transcript video has been conducted through various methodologies, different schools, and materials. The researcher found some researchers who conducted researches in terms of imitation and shadowing technique, and pronunciation after reading some Asian EFL journals from the internet. The related studies are presented as follows:

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". This research was implemented to the second grade students of SMPN 3 Depok started on March, 2014, during the second semester of the academic year of 2013/2014. This program was successful to improve the speaking skill of the VIII C students at SMPN 3 Depok by using videos. The research was carried out in two cycles was effective in improving the students' pronunciation, intonation and stress, grammatical mastery, vocabulary and confidence. The actions consisted of the use of videos as modeling of the input text combining with the use of communicative speaking activities, such as, discussions, giving feedback and re-telling story. After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the students. First, the action using video

could attract students' attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. Second, the students could have better understanding about the use of English in real situation since they got appropriate models of speaking English through video. Third, they also had adequate opportunities to practice speaking in order to speak fluently and confidently.

2. Fereshteh Yavari and Sajad Shafiee (2018) conducted a research by the title "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. From among 112 intermediate Iranian EFL learners at Jahad Danesheshgahi Language Institute in Isfahan, Iran, 60 were selected in the wake of administering the Preliminary English Test and divided into four groups: shadowing group (SG), tracking group (TG), shadowing and tracking group (STG), and control group (CG). The procedure of the research was playing video by using shadowing technique for one of the experimental groups. The first research question of the study asked whether shadowing have any effect on speaking fluency of intermediate Iranian EFL learners or not. To find an answer to this research question, the fluency pre-test scores of the participants in the SG were compared with their fluency post-test scores. This enable the researchers to find out whether the possible differences between the fluency pre-test and fluency post-test scores were statistically

significant or not, and thus understand whether the improvements were considerable or not. it could be inferred that the difference between the pre-test ( $M = 1.55$ ) and post-test ( $M = 2.15$ ) scores of the SG learners was 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. The research above found that the learners’ listening comprehension skills improved more when combining different difficulties of learning materials alternately. However, the result of this research was expected to improve the students’ speaking performance.
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” that the focus is on what are the difficulties in pronouncing English sounds among the participants (four Japanese adult English learners) in this study and How effective will the ‘shadowing technique be on improving Japanese adult learners’ English rhythms. The findings revealed that participants in this action research have improved in their bid for better spoken English pronunciation. They have also learned how to pronounce individual words as well as English sentences rhythmically. 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. The researcher conclude the impact of shadowing technique to the students such as; First, shadowing technique trained the students’ mouth and tongue to pronoun every single word, phrases or sentences correctly. Second, Shadowing technique motivated the students to reduce their anxiety in making mispronunciation. The students knew the pronunciation of some words that had never been pronounced by the native speaker. The students directly listened to the pronunciation of words from the native speaker. Third, shadowing technique motivated the students to increase their self confidence to speak English fluently. By listening the native speaker and reducing mispronunciation by doing shadowing technique, it encouraged the students to speak English confidently like the native speaker and to avoid mispronunciation. Fourth, shadowing technique expanded the students’ vocabularies. Fifth, shadowing technique improved the students’ listening comprehension.
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. Higher level students showed less improvement, probably because of their familiarity with the language (p. 44-45). His research showed that shadowing improved listening ability; The research above focused on improving the students' listening ability by implementing shadowing technique.

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. Therefore, the author suggests that in college English teaching, especially in the Viewing-Listening-and-Speaking course, teachers should consciously employ the shadowing exercise to strengthen students' oral English ability. Materials such as VOA special news, film dialogue or interview can be used to improve students' interest. In terms of shadowing speed, the natural speed is ideal, but it could be adjusted based on students' levels. Shadowing content could be from easy to difficult and shadowing time is extended gradually. At the same time, when students cannot understand certain words, the teacher should remind

students to keep up with the record. Teachers should play the leading role in the shadowing exercise, fully arouse students' enthusiasm on oral English, and finally improve the students' oral ability through repeated practice.

As seen above in previous study, Imitation and Shadowing by English transcript can help students in learning English very well. In this case, research will conduct the study in different way, researcher researches the improvement of speaking skill (fluency, pronunciation, and fabricated expression) by combining imitation and shadowing from English transcript video, not by using imitation only, shadowing only, or video only like the previous studies have done. The researcher also chose the English transcript video, different with the previous study that use usual video and use the transcript to implement the technique.

The researcher consider that imitation and shadowing from English transcript video is easier and complex to improve the students' speaking skill because the students will have time to practice in speaking skill and there are captions or words that are symbolized the spoken words from the speakers. The researcher also focus on measuring speaking skill that only covers three aspects, they are fluency, pronunciation, and fabricated expression. Beside that, even the effect also related with another skill, such as listening like the previous study was conducted. The researcher does not discuss about it further. It is indicated that those studies are totally different. Moreover, the researcher believes that her study is original and there is no plagiarism.