CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, the problem of the research, the purpose of the research, the limitation of this study, the significance of the research and the definitions of key terms.

A. Background of the Research

Language is a form of social interaction and communication that humans use to relate to each other. In the era of globalization, humans can communicate with people all over the world. Therefore, society needs an international language that can be understood by most people in the world. English is an international language that everyone needs to unite their thoughts, because English is a language that is commonly used in international contexts such as trade, business, education, entertainment, etc. English is also a language used as a second language, apart from its country of origin, namely England and America. Therefore, English must be considered learnable by society.

Speaking is one of the basic skills for English language students which important to be mastered. It is one of the productive skills as a factor successful in learning English. Through speaking, students can convey their idea and express feelings using language. Maxom (2002: 183) stated that speaking is the most important skill in English language teaching to master in the school. Nurhatayi (2015) students' problem is

pronunciation, because English is foreign language so they get difficulties to pronounce English words. The researcher concluded that speaking is the first skill that the English teacher should be thought in the class.

Furthermore, there were two aspects to be successful in speaking skills, namely fluency and accuracy. According to Nuraeni (2018) fluency is an aspect that influences students in speaking English ability. It means the students expressing ideas using language with only a few or more pauses. More over Harris (1974: 81) states that the fluency is the case of speed of the flow of the speech. While, accuracy focuses on issues of appropriation and other formal factors. It relates to the use of grammar, pronunciation, and vocabulary. It can be concluded that both fluency and accuracy are important in speaking.

Actually, in teaching speaking, students are hoped to be able to speak and communicate with the others to share or change information. Nurhayati (2016) Communication is the main function of Language. Unfortunately, the students have problems in speaking English appropriately. The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation. Nurhayati (2008) state that lack of curriculum emphasis on speaking skills such, teachers 'limited English proficiency, class conditions do not favour oral activities, limited

opportunities outside of class to practice, and examination system does not emphasize oral skills finnaly the supporting environment does not provide in conducting communication.

Unfortunately, the purpose could not be reached because of some problems. Based on researcher's observation in MTsN 6 Tulungagung on 11 October 2023, some students feel unable to say what they mean and they are afraid of being wrong if they contribute. Others are intimidated by the dominant participant and so don't speak. The students also lack of vocabularies that makes them unable to deliver their ideas. The students also have problems in grammar that make them unable to speak correctly. On the other hand, the students don't active in the class, because of less motivation. The English teacher also do not used various technique to teach speaking. So that, the main goals to teaching speaking is to improve students' speaking ability in the target language.

To solve the problems above, the English teachers need an alternative technique in order to improve students' speaking skill. They should consider the situation and the context of the class in the learning process, because they have understand what the students need. They should increase the students' motivations in the English lesson. There are so many techniques which can be used to improve students' speaking ability. The researcher considered a technique to solving problem and help the students to speak more easily, named video dubbing.

The dubbing technique is a technique that gives students the opportunity to change the caster's voice in a video with a chosen topic. The film dubbing method (in this context, it is the same term as video voiceover) offers a unique opportunity to mimic English pronunciation and intonation with contextual scenarios. This technique is amusing and interesting way for the students to learn speak. The students' motivations would increase because of the video used as the media. Nurhayati (2014) visual support helps learners understand the meaning and helps to make the word more outstanding. The use of technology in this technique can be one of factors that make students interested in learning to speak. By implementing this video dubbing in teaching speaking, students can express their ideas with dubbing video, and enhance students' creativity and contributions.

Based on the statement above, the researcher assumed that Video Dubbing seemed to be good alternative way for teaching speaking in MTsN 6 Tulungagung. Because this activity made students active in teaching learning process, it also allows the students to be creative. In addition, this technique gives students the opportunity to speak the target language eventhough they have adapted to the context of the video.

Based on the explanation above, the writer is interested to conduct a research entitled "Improving Students' Speaking Skill by Using Dubbing Video in The Second Grade Students of MTsN 6 Tulungagung"

B. Problem of the Research

Based on the background of the research, the research problem of this research is formulated as, "How can dubbing video improve students' speaking skill in the second grade of MTsN 6 Tulungagung?"

C. Purpose of the Research

Based on the research problem, the purpose of this study was formulated as, "To prove that the video dubbing technique can solve the problem of improving students' speaking skills"

D. Limitation of the Research

The problem that discussed is limited only on the implementation of video dubbing to develop the students' ablity in speaking at the speaking skill in the second grade MTsN 6 Tulungagung Academic Year 2023/2024.

E. Significance of the Research

The results of this study are expected to provide useful information and suggestion for:

1. To the English Teachers, we hope that the results of this research can provide a useful contribution in helping English teachers find alternative solutions in teaching speaking.

2. To the students, the results of this research will help and create opportunities for students to solve the problem of mastering speaking skills.

3. To the researchers, this research adds to the knowledge and experience of researchers in teaching speaking.

4. To the other researchers, the author hopes that this research can be used by other researchers who are interested in English to obtain useful information.

F. The Definition of Key Terms

1. Speaking skills are one of the skills in English that can help students demonstrate their ideas by using correct sentences.

2. Video dubbing is a technique that replaces the actor's original voice in the video.