CHAPTER I

INTRODUCTION

A. Background of The Study

Language which is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. As the system of cummunication, it is used to express thought by one person to another person. Gonzales (2004 : 2) said that, "Language are more than skills, they are medium through which communities of people engage with, make sense of and shape the world". Accordingly, language is an effective tool to get coomunication, interaction, and information about other people, society and other groups.

Language helps us to understand ourselves and the world around us. Zaenuri (2009; 9) says that "Language helps you to understand yourself and the world around you." Without language, people will be easy getting confused with another. Therefore, language is the most important for human live.

Whenever we think about language, we usually think of mastering speaking by knowing vocabulary. It means whenever we use language automaticly we use the words of the language. So, it is crucial for us to have large of vocabulary. By having large vocabulary, we can precisely open our ideas in communication. It also help us travel in the past, present, and future.

Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills vocabulary learning is

as significant in language learning as its challenging. As Wilkins puts it without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972:22). Vocabulary is central to language and critical importance to the typical language learners. Lack of vocabulary knowledge will result in lack of meaningful communication (Boyd, 1997:13).

Schmitt and Mc.Cartley (199740) say that "Speaking is one of important skills in language. We use words and arrange the words together to make sentence, conversations, and discourse all things. We can not express our ideas if we do not master it. So, no matter how well we master grammar, no matter how successfully the sounds of a foreign language is mastered, without mastering speaking well, communication can't happen in meaningful ways.

For Indonesian students, they have to study English language as the foreign language. Thus, English is the main subject in curriculum which should be learnt from secondary level up to university. Although in general, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronounciation and vocabulary.

Therefore, the English teachers are supposed to be able to organize teaching learning activities. They may develop their students' ability by using English as a target language in the classroom. They may give practice in pattern which contains the vocabulary items for everyday situation such as listening, speaking, reading and writing.

Based on the fact above, it is necessary and important for anyone who concerns in teaching English to find out the effective technique to make learning speaking easier and more pleasant for the students. So they will enjoy following English class.

To make students enjoy the class, it is necessary to hold activities that attract students' attention. Attention that can also motivate students to learn English, like enjoying a movie or music, as their interest. Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom.

Film, as a motivator, also makes the language learning process more entertaining and enjoyable. Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input (Donaghy, 2014).

Video dubbing is one of modern teaching technique tradisional dan modern teaching method are the different term. In modern-one teacher should be creative and innovative (Winarko, 2012) the method of film dubbing (in this context it is the same term as video dubbing) offer a unique opportunity the

imitation of English pronunciation and intonation with in a contextualized scenario (Chiu, 2011).

Nowadays watching movies as an amusing teaching technique on one hand has significant role in learning language naturally and on the other hand is more influential on speaking than traditional strategies (Yi-hui Chiu, 2012). When hard grammar and vocabulary become exhausting, watching movies and animation in English is a significant way of improving your English speaking and listening skills. In dubbing movie classes, you can listen to movie dialogue and try to report those utterances and sentences. Furthermore teachers draw students" attention toward the language of the plot of the animation story and by listening and repetition they try to achieve the appropriate level of the natural accent and fluency. In this process of practice and rehearsal, learners are capable to improve their pronunciation. According to J Burston (2005) dubbing provides various types of strategies that can improve different skills in language learning. Of course this kind of research has been done before but the few of them are available such as a research by Yi-hui Chiu (2012) who has investigated the dubbing projects positive effect in EFL classes that can facilitate the learner's English pronunciation acquisition. Using extraordinary dubbing–based instructions in EFL classes in the most of Iranian pedagogical setting are unknown. And other research by Mandasari (2014) about improving students' speaking skill through video dubbing, and many more research. Because of this, writers's main aim of presenting this article is to further investigation of the efficient dubbing-based strategies and its significant role in Iranian intermediate EFL learning process.

In other hand, this ability and learning skill are needed by the new rule from Permendikbud No. 20 to 24 of 2016 on Core Competence and Basic Competence of Lessons in the Curriculum 2013 and its annexes. According to this rule, the core competencies in the 2013 curriculum represent the level of ability to achieve the graduate competency standards that a learner should have at each grade level. While the meaning of basic competence is the ability and the minimal learning materials that must be achieved learners for a subject in each educational unit that refers to the core competencies. With the existence of this rule, the competence of students is expected to reach the standard set by goverment, so that English teacher must be able to increase the competence of his student

Based on the explanation above, the researcher would like to conduct a quantitative research entitled "The effectiveness of dubbing movie strategies on students' speaking ability at the second grade of MA AT Tohiriyah Ngantru Tulungagung".

B. Research Problem

Based on the background of the study above and related to some researcher before, the writer found some research problem :

- Is it effective to use dubbing strategy to improve students' speaking ability?

C. Objective of the Research

The general objective of this study is to find out the effectiveness of using dubbing movie strategy in teaching speaking.

D. Scope and Limitation of the study

The scope of this writing is about the use of dubbing movie strategy to improve students' speaking ability. This study is limited to analyze the effectiveness of dubbing movie strategy on students' speaking ability at the second grade of MA AT-TOHIRIYAH Ngantru Tulungagung.

E. Significance Of The Research

This research is expected to give some contributions to English language teaching and learning, these are :

1. The teacher

   The result of this study is expected to be useful input for English teachers to get the alternative solution in teaching speaking.

2. English students

   The result of this research could become a reference for some English students and give an opportunity for students to get learning and solve their problem in mastery speaking skill.

3. Further researcher

   They can get references and other information from this research. So, they can do their research deeper and better than this research.

F. Definiton Of Key Term

To avoid some ambiguities and miss understanding of the readers, it is essential to give explanation about the terms used in this study, as follows :

1. Speaking ability

   Speaking ability is a skill to communicate a speech articulation or to speak for expressing an idea and a message.

2. Strategy

   Strategies are intrinsically motivating and appeal to student's goals and interests then it can give a positive effect on their speaking. So, it is the way of teacher sending speaking material to students.

3. Dubbing

   The replacement of a voice part in a movie is named as dubbing. Usually dubbing is also used with a translation. It will be something new when students are given a movie, and replace the voice from some figure in the movie.

4. Movie

   A movie is also called a film. A movie was produeced by recording photographic images by camera or by creating images using animation techniques or visual effects. Movie is considered to be an essential art form. That is a source of popular entertainment and a powerful method for teaching learning or indoctrinating many people.

G. Research Hypothesis

The hypothesis is as follow:

1. Null Hypothesis (Ho)   :

There is no significant different score on students' speaking ability between treatment class and control class after giving dubbing strategy at the second grade students of MA AT-Tohiriyah Ngantru.

2. Alternative Hypothesis   :

There is a significant different score in speaking between control class and treatment class after giving dubbing strategy at the second grade students of MA AT-Tohiriyah Ngantru.

H. Organization of the Study

In order to be a good researcher, it is necessary to arrange it sistematically. the organization of this thesis provides the part that was discussed. This thesis is devided into five chapters, they are as follow:

1. Chapter I (Introduction) : This chapter presents the background of the research, research problems, objective of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of key terms.

2. Chapter II is review of related literature. This chapter included review of related theories, and review of related studies.

3. Chapter III is research method. This chapter explains of research design, population and sample, research instrument, validity and reliability testing, data collecting method, and data analysis.

4. Chapter IV deals with the finding of the research that is loaded of result that contains of data presentation aand research finding. This chapter is also become a main of this study because the researcher will analyze the data resource. All the data will be processed in this chapter.

5. Chapter V presents the conclusion and suggestion. This chapter is the last chapter of this research.