

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study, including the Background of the study, research problems, objectives, significance, scope and limitations, and definition of the key terms.

A. Background of the Study

Speaking ability is one of the main aspects of language learning as it serves as a communication tool to convey ideas and interact with others. In the era of globalization, English is becoming a very important means of international communication, so mastery of speaking skills are key in various fields. These skills include pronunciation, vocabulary, grammar, fluency, and intonation to convey messages. Understanding and responding accurately to the interlocutor can build effective interactions and convey ideas fluently. Moreover, in social, educational, and workplace interactions, good oral communication boosts self-confidence and supports participation in discussions. Therefore, this skill needs to be developed through practice in communicating, listening, and understanding the context and interlocutors. According to Rao (2019), speaking is a key skill in acquiring language, supporting confident communication, and goal achievement. Lack of practice often hinders fluency, so effective teaching strategies are needed.

Teaching speaking in general is a teaching process that aims to develop students' ability to communicate orally well and confidently. In practice, teaching speaking does not only focus on linguistic aspects such as grammar and vocabulary,

but also involves interactive strategies that encourage students' active involvement. Therefore, various methods such as discussion, simulation, playing games as well as technology-based learning are used to create an environment that supports speaking skills. With the right strategies, teaching speaking can help students overcome obstacles in speaking, improve their speaking skills, and build confidence in using language communicatively. The effectiveness of teaching speaking relies heavily on the strategies implemented by teachers to facilitate student engagement and skill development. According to Fitriasia. (2021), teaching speaking skills is one of the important aspects of foreign language learning. The strategies implemented by teachers consist of a series of steps that are systematically designed and organized to support the learning process. These strategies include the use of various methods as well as the utilization of available resources to increase the effectiveness of learning and assist students in developing speaking skills more optimally.

At MTsN 2 Kediri (Kanigoro), English teachers have been using role-playing and dubbing in their speaking classes. However, it is still unclear which one gives better results for students, especially in improving their confidence, pronunciation, and fluency. Although teachers are familiar with these methods, there has never been a direct comparison between the two in the classroom. As a result, the effectiveness of each strategy has not been clearly measured. This situation creates a need for research that can compare the two strategies and find out which one is more effective in helping students improve their speaking skills.

The learning of speaking skills in CP Phase D for Grade 7 focuses on the elements of *Berbicara* (Speaking). It emphasizes operational verbs (*KKO*) such as *mengidentifikasi* (identify), *menggunakan* (use), and *mengembangkan* (develop). Through these competencies, students are expected to identify key information from oral texts, use appropriate expressions in daily communication, and develop their ability to express ideas, opinions, and feelings in a structured way. Learning activities may include group discussions, role-playing, presentations, educational games, and the use of digital tools that promote interactive speaking practice. With these strategies, students are expected to communicate more confidently and effectively in various contexts (BSKAP, Number 032, 2024).

Role-playing encourages students to actively engage in conversations by simulating real-life scenarios, allowing them to practice language skills in a meaningful and interactive way. This method has been widely used in language classrooms as an effective approach to enhance students' communicative competence. By participating in role-playing activities, students are exposed to various linguistic structures and real-world contexts, which help them develop better communication skills. Additionally, role-playing fosters collaboration among learners, making the language learning process more dynamic and engaging. According to Choi and Sinwongsuwat (2024), role-playing is one of the effective strategies in Communicative Language Teaching (CLT) to improve students' English proficiency.

Dubbing allows learners to practice pronunciation and intonation by voicing over existing dialogues, providing an interactive way to refine their speaking skills.

This technique has been widely implemented in language learning as it enables students to focus on articulation, stress patterns, and rhythm in speech. Over time, learners who have regularly engaged in dubbing activities have shown significant improvements in their pronunciation and overall speaking abilities. In many language classrooms, dubbing has been introduced as an engaging and effective strategy to enhance oral proficiency. Studies have suggested that learners who continuously practice dubbing tend to develop better listening skills, as they must carefully analyze native speakers' speech before reproducing it. By engaging in dubbing activities, learners are encouraged to mimic native speakers, which helps them develop more natural-sounding pronunciation. Yen (2024) stated that comparing their speech with that of actors and practicing repeatedly will improve speaking and accuracy.

So, the difficulties in speaking English are often influenced by the learning strategies applied in the teaching and learning process. The right strategy can help students be more confident and active in communicating. Therefore, the effectiveness of various learning strategies in improving students' speaking ability can provide optimal English learning. According to Fitriasia (2021), the strategies used by teachers in teaching speaking have a significant impact on the development of students' speaking skills. They found that the application of varied strategies, such as cooperative learning and communication-based methods, can increase students' confidence as well as participation in speaking English.

Speaking ability in a foreign language learning helps students develop critical thinking skills, so they can better analyze and respond to others' ideas. In

addition, speaking in a foreign language trains students to express ideas, both individually and in group discussions. These skills are especially useful in the work environment, where effective communication and the ability to collaborate are important aspects of various professions. According to Fisher and Scriven (1997, as cited in Malmir & Shoorcheh, 2012), critical thinking skills need to be taught to enhance students' ability to deal with various challenges. These thinking skills are not only crucial in education but also in daily life.

In addition, some researchers have not discussed and compared the role-playing and dubbing strategies together. Most researchers have examined these two strategies separately without determining which strategy is more effective in improving students' speaking skills, particularly in terms of pronunciation, fluency, and confidence. CHOI and Sinwongsuwat (2024), in their journal, discussed research on vlogging and role-playing, and how different activity-based learning strategies can improve students' speaking skills in different ways. While Yen (2021), in his journal, describes a movie-dubbing project that can help students speak more naturally and improve their speaking and intonation. Therefore, this study aims to compare the effectiveness of these two strategies in improving students' speaking skills.

This researcher chose the topic *“The Effectiveness of Role-Playing Compared to Dubbing in Teaching Speaking Skills for the Seventh Grade Students at MTsN 2 Kediri”*. This researcher aims to compare which both strategies are effectiveness in improving the speaking skills of junior high school students.

B. Research Problem

Besides the background of the study above, the research problem is as follows:

Is there any significant difference in speaking skills between students taught using role-playing and those taught using dubbing?

C. Objectives

This study aims to compare the effectiveness of role-playing and dubbing in teaching speaking skills and to determine whether there is a significant difference in speaking skills between students taught using role-playing and those taught using dubbing at MTsN 2 Kediri (Kanigoro).

D. Hypothesis

Based on the research problem and objectives, the hypotheses of this study are as follows:

- 1. Null Hypothesis (H₀):** There is no significant difference in speaking skills between students who are taught using role-playing and those who are taught using dubbing.
- 2. Alternative Hypothesis (H₁):** There is a significant difference in speaking skills between students who are taught using role-playing and those who are taught using dubbing.

E. Significance of The Study

The purpose of this study is to examine whether there is a significant difference in speaking skills between students instructed using role-playing and

those instructed using dubbing. The findings are expected to contribute to English learning strategies and benefit students, teachers, and the future.

1. Theoretical

This study aims to provide information related to the effectiveness of role-playing and dubbing methods in improving students' speaking skills, which is supported by previous studies. It is expected that the results of this study can contribute to the development of English learning strategies, especially in the aspect of speaking skills.

2. Practical

a. To Students

This study helps students improve their speaking skills by identifying the more effective strategy between role-playing and dubbing., to improve their ability to communicate in the English language.

b. To Teachers

This study provides a comparison of learning strategies in improving students' speaking ability between role-playing and dubbing. The findings can help teachers to choose which strategy is most effective in improving confidence and speaking ability in English language learning.

c. To Future Researchers

This study provides insights for researchers who are interested in language learning strategies, particularly in comparing role-playing and dubbing to develop students' speaking ability. The findings can serve as a reference for future research

exploring which strategy provides better results in improving students' ability to communicate effectively in English.

F. Scope and limitations

This study will focus on the comparison of strategies between role-playing and dubbing in teaching speaking skills at MTsN 2 Kediri (Kanigoro). The subjects of this study are 7th/ (VII) grade students who are involved in learning English by comparing the two strategies. The study will be conducted over 4 weeks/1 Month, which includes first assessing the students' average speaking ability and vocabulary, then making a plan using the 2 strategies by dividing into groups (role-playing and dubbing), discussion to determine the topic and the characters who will play a role-playing or dubbing, and group presentation about the results of discussion. This plan is implemented and observed in the school environment.

G. Definition of the Key Terms

1. Speaking skills

Speaking skills are the ability to express ideas, thoughts, and feelings orally in a clear and effective manner. It involves several components such as pronunciation, vocabulary, grammar, and fluency. In this study, speaking skills are the main variable used to measure students' performance.

2. Teaching speaking

Teaching speaking is the process of guiding students to develop their ability to communicate orally in a target language. It involves providing opportunities for students to practice pronunciation, fluency, vocabulary, and interaction in

meaningful contexts. In this study, teaching speaking is conducted through role-playing and dubbing methods to improve students' speaking skills.

3. Role-playing

Role-playing is a teaching method in which students perform specific roles in simulated situations. This method encourages active participation and allows students to practice speaking in meaningful and interactive contexts. In this study, role-playing is used as a teaching method in the experimental group to improve students' speaking skills.

4. Dubbing

Dubbing is a technique in which students replace the original voice of a video with their own voice. This activity helps students develop their pronunciation, fluency, and intonation. In this research, dubbing is applied as a teaching method in the control group to improve students' speaking ability.

5. Daily activity

Daily activity is routine actions or activities that individuals perform in their everyday life, such as waking up, going to school, studying, and doing homework. These activities are commonly used as topics in language learning because they are familiar and easy for students to understand. In this study, daily activity is used as the main topic for speaking practice.