

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of theories related to the content of this study. There are some parts in this chapter, those are definition, previous studies, review of related literature and theoretical framework.

1. Speaking

a) The Concept of Speaking

Speaking is a productive verbal skill among four language skills which take an important role in communication in human life. It can be said that students learn English in order to be able to speak at least in their daily communication. (Dewi S, 2016). The ability is using the right words with the correct pronunciation in an appropriate situation, knowing when the clarity of message is important also social cultural rules and norms (Akhyak & Anik, 2013). As we know, there were a difference between each students because they come from different cultural background. Some of them might be too shy to speak up in the classroom or answering question even when they have the answer.

Speaking is not always unexpected. Speaking indicates that students not only know how to express a specific point of language such as grammar, vocabulary and pronunciation. Sometimes, they feel anxious and afraid to use their English language because they are not sure about their speech. Speaking also known as a speech or utterances which the aim is to to be recognized by speaker also the audience. It becomes one way to

communicate each other to deliver an ideas or message orally. Actually, speaking is an important skill in English Language teaching. The speaker in some communities can use the topic which related to the instructional materials, techniques, instructional suces, and even speaking components (Konder M, 2015).

The instructional techniques hold an important role to encourage and activate the students. The instructional material takes a role to contextualize the language usage and to overrun language learners' needs. The result of teaching and learning can be realized in a real life situation by applying sn appropriate instructional media. The teachers should facilitate and help the students during the learning process. Moreover, the students must manifest and produce an appropriate and meaningful utterances as an indicators of instructional suces. The last is speaking components. It must be related to speaking materials conducting in a speaking class activities. Oftenly, the criteria of success in language learning measured by the learners' in speaking the language being learned.

A speakers' skill and speech habit have an impact on the success of any exchange. Speaker must be able to anticipate and then produce the expected patterns of specific discorse and situations (Aldilah, 2018) :

1. Producing the sounds, stress patterns, rhythmic structures, and intonation of the language
2. Using grammar structures accurately

3. Assessing characteristics of the target audience, including, shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives
4. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs
5. Applying strategies to enhance comprehensibility such as emphasizing keywords, rephrasing or checking for listener comprehension
6. Using gestures or body language
7. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement

b) Speaking Competence

The study of competence will inevitably entail consideration of such variables as attitude, motivation, and a number of socio cultural factors. Speaking ability is not fluent speaking but conversation. Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation (Akhyak & Anik, 2018). It is an awareness activity as well as feedback activity so that a series of tasks is develop to sharpen the students awareness on the activity and assess their own progress performance. When those awareness and feedback

activities done gradually, automatic conversation becomes accustomed: speaking ability, in this case, conversation skill, needs gradual practice-controlled, awareness, and finally fluently conversation.

c) Aspect of Speaking

Based on Cambridge dictionary, aspect itself has meaning of a particular feature of or way of thinking about something, especially something complicated. It means that when someone tends to speak languages, moreover speak in foreign language need to concern some aspects. There are five aspects of this case:

1. Fluency

Fluency is the ability to keep going when speaking spontaneously. Fluency can give an opportunity for students to speak (Andinni, 2020).

2. Grammar

In speaking, grammar is important. The teacher should encourage their students to speak with grammar accuracy but not too focus on it because it will make the students find difficulties to make the perfect speech. Grammar is a set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language (Roberta, 2020).

3. Pronunciation

Pronunciation means the way for students to produce clearer language when they speak or produce easily comprehensible articulation.

4. Vocabulary

Vocabulary means an appropriate dictions which is used to communicate with others. If people have no sufficient vocabulary, they cannot communicate or express their ideas both oral and written forms.

5. Comprehension

Comprehension can be defined as the ability to understand completely and be familiar with a situations, facts, etc. It means how well the students understand a language or help them to increase the understanding of it.

d) Definition of Pronunciation

Pronunciation can be defined as the way for students to produce clearer language when they speak. The other mean is, pronunciation is the way how of uttering words in general peculiarly. There are some verifications of English pronunciation; there is an individual peculiarly for which it is complicated or impossible to understand. Furthermore, Pronunciation is a noun and how language can be peculiar words or sounds are spoken (Roberta, 2020). Most of native speakers also have a serious problem with their spelling words in the English language correctly. It can

happen because what are they spoken is not spelled in many English words that they know. This case make confusion cause between pronunciation and spelling have differences and it makes spelling words in English more be challenging to do.

Pronunciation is one aspect in supporting the English language skills due to speak in English needed a good pronunciation of the language in order to delivered clearly understandable (M Syarif, 2018). When either the pronunciation would change the meaning of the word, actually cause the audience feel confused. The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. Pronunciation is the way in which a language or a particular word or sounds is spoken, the way a person speaks the word of language (Nur Hikmah, 2020).

There are many aspects should be learnt in mastering English pronunciation. Pronunciation is different from accent which is wider in scope and more detail. As a microskill of speaking, Murphy in Festri Y (2013) states that pronunciation deals with the speed of the speech, tone, pausing patterns, intonation, and even gestures to completely convey the message.

e) Concept of Pronunciation

According to Wiji (2020), the concept of pronunciation including four parts, those are Pitch, Intonation, Sound and Spelling, and also Stress.

1. Pitch

Pitch defined as the way speakers show their situation (mood).

Usually, speaking marked by the high and low range of tones. It can change whenever the speaker can't control their tension or mood.

2. Intonation

Intonation can tell the listener what the speaker up to. It can make a difference between statement, question, or the other mean of sentences. By using an appropriate intonation, the listener can also give an appropriate respond.

3. Sound and Spelling

These two things should be heard clearly so that the listener can accept and understand the speaker's expression conveyed by the speaker easily.

4. Stress

Stress is the degree of force or loudness with which a syllable is pronounced as to give it prominence

In this study, the researcher focuses on sound spelling and intonation in collecting the data.

Pronunciation has two main features, there are segmental and super segmental features. Segmental features include phoneme that consists of vowel and consonant. Also, suprasegmental includes stressing and intonation. The concept of pronunciation may be said to include the sound of language, stress, and rhythm. The classification is based on the

differences in their function in an utterance and their ways in production. Suprasegmental features is a style used in words or sentences (Nurul C, 2020).

2. Teaching Speaking

In mastering a second language by students, the teachers have a big role for an students' understanding process. The teacher as a figure also take an important role in training students to always communicate in a second language well, clearly and effciently because it will contribute to students' success in school and also in their future life phases (Wiji, 2020). Having the ability in speaking considered as the successful of language learning. The reason is speaking need courageous for language learners. It takes courageous because speaking is not only producing-sounds but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words.

Speaking has some sub-skills and it also may become esesntial for learners in language learning (Hamzah F, 2019). People speak using words in which the words have meaning that the speaker have to choose and use them appropriately. It means that this activity needs a skills in choosing and using the proper ones. Not only does the word order that people should notice but also the knowledge of how to pronounce words should be notice in speaking. The reason of pronunciation should be notice because in speaking foreign and second language the written form and the

pronunciation is very different. Those sub-skills are merely needed for successful of communication activities.

The teaching of pronunciation is carried out in many different ways and for different reason. Sometimes whole lessons may be devoted to it, sometimes teachers deal with it simply as it arises. Some teachers may like to ‘drill’ correct pronunciation habits, others are more concerned that their students develop comprehensibility within fluency. Behind such different approaches to teaching pronunciation lie different beliefs and attitude towards the kind of English that is the target of learning. Traditionally, ‘a native speaker model’ (itself a complex notion for a language like English with so many varieties) seems to have been regarded as ideal by many EFL (English as a Foreign Language) teachers and learners (McDonough, 2013).

3. Dubbing Movie Technique

Burston in (Vivy Zunny: 2014) states that video Dubbing offers an excellent opportunity to develop the skills of foreign language, especially speaking learner at all linguistics level. Dubbing is the technique through which the original dialogues of feature films or television programmer are replaced by new dialogues, translated, and adapted for the purpose of enabling viewers to understand audiovisual material produced in foreign languages (Resha R, 2019). Video dubbing is one of modern technique. Traditional and modern teaching methods are two different terms. In modern one, teacher should be more creative and innovative. The method of movie

dubbing offers a unique opportunity for the imitation of English pronunciation and intonation within a contextual scenario.

Dubbing in movie making is a process of adding new dialogue or other sounds to the sound track of a motion picture that has already been shot. Dubbing is most familiar to audiences as a means of translating foreign language into the audience's language. When a foreign language is dubbed, the translated version of the original dialogue is carefully matched to the lip movement of the actors in the movie. The process of dubbing in this study is divided into three basic phases. Firstly, video watching session, secondly is video discussion and the last is video recording.

4. Previous Studies

There are six previous studies about Short Movie "Dubbing" technique in improving speaking skill. Those studies were written by Robeta Risna Dewi Rasati (2020), Andinni Rachmania Nisa Pamula (2020), Nur Hikmah (2020), Resha Rina Navisha (2019), Nawal Aufa (2017), and Vivy Zunny (2014).

The first study conducted by Robeta Risna Dewi Rasati (2020) is entitled "*Teaching Pronunciation Through Movie : Case Study of English Class at Ma'had Al Jamiah IAIN Jember*". The aim of this study is to describe the materials and also identify the way how the tutor evaluates the students in teaching pronunciation through movie. In this study, the researcher used a qualitative approach that is frequently called naturalistic because it was done in a natural situation or called the ethnography method

because previously this method is more used in the research of anthropological culture. The type of this research is case study. The researcher determined the informants by using a purposive way. In collecting the data, the researcher used observation, interview and also document review. From the findings, the researcher found the material, goal, implementation and also evaluation in teaching pronunciation.

The second study conducted by Andinni Rachmania Nisa Pamula (2020) entitled "*The Influence of Movies to Improve Speaking Ability at The 11th Grade of SMAN 1 Purwokerto*". This study conducted to know whether the movie have influence to improve speaking ability or not. The researcher used experimental method and the type of the data is quantitative in form of the result of pre-test and post-test. There are three movies resorted in this research, "Gifted" (American) with genre of drama-family, "Breathe" (British) with genre of romance-drama, and Asian movie (using English) with genre romance-comedy. The writer chose different style of English movie to know the range of student's ability in listening and speaking. By using different style of English movie, there were the different conversation carried out by the actors and actresses.

The third study conducted by Nur Hikmah (2020) entitled "*The Relationship Between Watching English Movie and Student's Speaking Ability In Second Grade of SMAN 13 Gowa*". This research used descriptive correlational research. The aim of this study is to find out the significant relationship between watching English movie and student's speaking ability

in 2nd grade of SMAN 13 Gowa. The data of this research collected by giving questionnaire and test. Based on the finding and discussion, the researcher concluded that there was low correlation between students in watching English movie and their speaking ability. Besides, there was relationship between the two variables also.

The fourth study written by Resha Rina Navisha (2019) entitled *"Improving Student's Speaking Ability By Using Dubbing Movie Technique"*. This study aimed to identify whether and to what extent the use of Video Dubbing improve student's speaking skill and also the strengths and the weakness of Video Dubbing when implemented in this study. This study used CAR and conducted in two cycles. The researcher using Dubbing Movie to increase student's speaking skill. She conducted pre-test and post-test. Based on the result of the research, it has shown that Dubbing movie can be effective technique to increase the student's speaking skill because it is easy to be understood by the students and the implementation of the Video help the students to visualize the learning materials and made the students become more curious, active, and enthusiastic during the learning process.

The fifth study conducted by Nawal Aufa (2017) entitled *"Using Movie to Increase the Student's Pronunciation"*. This study aimed to identify whether movie is a good medium to improve student's pronunciation and to find out student's perception toward using movie as medium in learning English pronunciation. In collecting the data the researcher used test and questionnaire. The result of pre-test and post-test showed a

significant difference. Based on the calculation, the mean of score of pre-test was 60 and the post-test was 80. It means that teaching pronunciation through movie is effective.

The sixth study conducted by Vivy Zunny Mandasari (2014) entitled *“Improving Student’s Speaking Skill through Video Dubbing”*. This study aimed to identify: (1) whether and to what extent the use of Video Dubbing improve student’s speaking skill and (2) the strengths and the weakness of Video Dubbing when implemented in that study. This study have done by using Class Action Research (CAR) design. The result shows that the students were very enthusiastic to do all of the activities related to video dubbing. The video which was used as the main material for this technique successfully made students pay more attention and directly comment what they saw in it. In the end of learning process, the researcher know that the student’s speaking skill could be improved by conducting video dubbing activities.