

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

Speaking is the most important skill to have when communicating in a foreign language, and this is true for a variety of reasons. First and foremost, speaking promotes language proficiency. Swain (2005, as cited in Rahma and Mubarok, 2021) claims that “the act of producing language (speaking or writing) is, under certain circumstances, part of the process of learning a second language”. It is also common for language learners to use speaking as a measure of their proficiency. Rather than simply referring to proficiency in reading, writing, or understanding a spoken language, they use the term "fluency" to describe the ability to interact with others. Speaking is the most crucial skill for them to learn. Third, research and conferences in the field of language teaching have long focused on methods and approaches for teaching speaking. As a final point, there is a constant flow of conversation and other speaking course materials and media, both in print and online. (Rahma and Mubarok, 2021)

There are a number of elements that must be taken into consideration while teaching students about how to speak English fluently, including the teachers' classroom learning strategies, methods of teaching pupils, etc.

However, many teachers face difficulty in helping their students learn English, particularly in the area of oral communication.

In mastering English is not easy. It appears that English is still a foreign language that is challenging to read, pronounce, and recall. Despite the reality that they have previously studied English, even in elementary school. Incorrect pronunciation, Lack of vocabulary, poor grammar, improper technique, shyness, or the environment – where their parents speak in their native tongue – can all contribute to this problem.

An important part of improving communication skills is improving the ability to pronounce words correctly. When communicating, students should pay attention to their tone and intonation. Due to the fact that proper pronunciation is a critical component of effective communication. Student's ability to express themselves clearly in English depends on their vocabulary.

There are some problems for students that related to teaching of speaking in class. First, the students were unmotivated and passive in the classroom. Second, the students had poor speaking skills; the content was poorly understood, bad diction (choice of words, vocabulary), and low accuracy in their communication (grammar, poor pronunciation, stress, and intonation). Third, students lacked self-assurance in their ability to communicate effectively in English. As a result, they lacked the drive to participate in class discussions and were constantly concerned about making a fool of themselves (Pradana, 2016).

According to the information provided, the students' inability to communicate effectively in English is due to a combination of factors. In order to improve their students' ability to communicate effectively, teachers must find an effective method to use during the teaching and learning process. Teachers can utilize a strategy, a game, or a combination of these to help their pupils improve their speaking skills. Students who have difficulty speaking can benefit from a technique known as the Video Dubbing Technique. Pamungkas (2019) believes that video dubbing can help students improve their speaking skills, particularly in pronunciation. Finally, the writer is interested in conducting the research entitled '**The Effectiveness of Video Dubbing Technique to Improve Students' Speaking Skills**'.

### **B. Research Question**

Taking into account the information presented above, the researcher formulates the study's problem as follows "Is video dubbing technique effective to improve students' speaking skills?"

### **C. The Objective of the Study**

The objective of this study is to find out the effectiveness of video dubbing technique to improve students' speaking skills.

#### **D. Significance of the Study**

The significance of the study will be useful:

- a. For the English teachers, new teaching methods may be offered as a result of this research. Teaching English in a more creative way is also a goal of this initiative.
- b. For the students, this research is expected to provide them with new experiences in English learning, particularly in speaking, so that they will be more motivated to improve their skills.

#### **E. Clarification of the Term**

Being a good researcher necessitates organizing your research in a logical fashion. Part of this study's classification is what was discussed. The five chapters of this thesis are as follows:

1. Chapter I, which serves as an introduction. The background of the study, problem of the study, the objective of the study, and significance of the study are all discussed in this section.
2. Chapter II is Theoretical Review. An overview of related theories and studies was included in this chapter.
3. Chapter III is Research Methodology. In this chapter, we will learn about the research method and design, place and time of the research, subject of the research, research instrument, and data analysis.

4. Chapter IV, the findings of the research are discussed, along with the data they present and the conclusions they reach. Due to the researcher's focus on data collection and analysis, this section is a critical component of the overall study's design. This chapter will be the culmination of all data processing.
5. Chapter V concludes with a recommendation. This is the final chapter of this research.

