

## CHAPTER II

### THEORETICAL REVIEW

The researcher provides several theories related to speaking ability, video dubbing technique, and conceptual framework in this chapter, based on the discussion in Chapter I.

#### A. Speaking Ability

##### 1. Definition of Speaking

Language has proposed a number of definitions for speaking. According to Rao (2019), the ability to speak is the most important of the four language skills needed in today's global society. English is widely spoken around the world, so it's important for students to learn how to communicate effectively in order to succeed in their fields.

Speaking is to use language to convey information or to express one's feelings and thoughts. "Speaking" is defined by Harmer (2007:384), who is cited by Manurung and Pohan (2019) as "the capability of speaking fluently," as well as "the ability to process information and language on the spot." To be a fluent speaker, you must be able to speak without having to stop and edit or revise your speech, just like a writer (Manurung and Pohan, 2019).

Speaking is a productive skill that can be observed directly and empirically, according to Darmadi (2015, as cited in Parmawati and Inayah,

2019). These observations are always influenced by the listener's ability to listen accurately and effectively. This, of course, has an impact on the validity and reliability of the oral production testing procedure. Kosdian (2016, as cited in Parmawati and Inayah, 2019) argues that “of all four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as ‘speakers’ of that language, as if speaking includes all other types know the language.”

When it comes to teaching, speaking is often regarded as an easy method. All around the world, commercial language schools utilize untrained people to teach conversation. Despite the fact that it comes naturally, communicating in a language other than our own is not an easy task. Other students may not see the point in spending class time doing something they might accomplish at home, and some professors may feel bad for not include a clear learning objective in their lesson plans.

## 2. Components of Speaking

According to Kurniati et al. (2015) speaking has three components, as follows:

### 1) The Speakers

The people who create the sound are known as speakers. They can be used to convey one's thoughts and feelings to the listener. There is no way to express one's thoughts and feelings if there are no speakers.

### 2) The Listeners

When someone is a listener, they are someone who receives or receives what the speaker is saying. Speakers will write down their thoughts if no one is listening.

### 3) The Utterances

In order to express an opinion, speakers produce utterances, which are words or sentences. For both speakers and listeners, sign is used when there is no utterance.

There are five components of speaking skill that are concerned with comprehension, grammar, vocabulary, pronunciation and fluency, according to Harris (1974, as cited in Kurniati et al., 2015).

#### a. Comprehension

For oral communication, the subject must respond both to the speaker's words and to their own.

#### b. Grammar

Students need to know how to put together a conversational sentence correctly. It is consistent with Heaton's (1978, p5) explanation that

students' ability to manipulate structure and distinguish appropriate grammatical form in appropriateness plays a role. Grammar is also useful for learning how to speak and write a language correctly.

c. Vocabulary

A vocabulary is a set of words and phrases that can be used effectively in a conversation. It is impossible to communicate effectively or express one's thoughts both orally and in writing without a sufficient vocabulary. Learning a new language can be difficult if a student lacks vocabulary. Without grammar and vocabulary, nothing can be communicated at all.

d. Pronunciation

Students can improve their spoken language clarity by improving their pronunciation. An important part of grammar, phonology deals with the elements and principles that determine how sounds vary and pattern within a language. Phonemes and supra segmental features are two aspects of pronunciation. The researcher came to the conclusion that pronunciation is the study of how words in a particular language are clearly produced when people speak. Pronunciation is critical in order to make communication clear and understandable.

e. Fluency

Reading, writing, and speaking fluently are all examples of fluency. To put it another way, the speaker is able to read, understand, and

respond in a language in a clear and concise manner while relating meaning and context to what they are saying. It is possible to define fluency as being able to speak clearly and fluently. Many people who are learning a new language want to be more fluent speakers. Fluency is characterized by a relatively rapid rate of speech and a limited number of pauses and "ums" or "ers". Here, the speaker appears to have hurriedly searched for words and phrases that best convey their message.

### 3. Problem in Speaking Skills

Inability to speak is caused by a variety of issues, including speaking difficulties. According to Doris and Jessica (2007, as cited in Fitriani et al., 2015), poor academic performance can be attributed to a variety of factors, including language difficulties. Students may find it difficult to improve their public speaking skills if they encounter these issues. The students' poor grammar, vocabulary, and pronunciation are to blame for their stuttering. These issues fall under the purview of linguistics.

Students' psychological well-being can also get in the way of their progress toward fluency in the English language. According to Xinghua (2007, as cited in Fitriani et al., 2015), a psychological problem is one that has an impact on one's emotional and physical health, as well as person's work

productivity or life adjustment. These issues may have an impact on students' speaking abilities. A study conducted by Khan (2005, as cited in Fitriani et al., 2015) claims that some of his participants have difficulties in speaking. Student performance in speaking can be impacted by psychological issues, as this demonstrates.

According to the researcher's explanation, language problems (such as poor grammar, vocabulary, and pronunciation), psychological problems (emotional and physical health), and media in the teaching and learning process can all hinder language learners from improving their speaking skills.

## **B. Video Dubbing Technique**

### **1. Definition of Video Dubbing**

A practice known as "dubbing" refers to the process of replacing the original speech in feature films or television shows with new dialogues that have been translated and edited in order to enable people better understand audiovisual material produced in foreign language. Film is a form of video, as everyone knows. One way to make video content easier to grasp is through video dubbing. Since it is so easy to use and anyone can start using it right away.

When it comes to video dubbing, Burston (2005, as cited in Ginting et al., 2020) stated that the more modest activity of simply substituting the

soundtrack of an already existing video offers the same pedagogical benefits of full video production with substantially less investment of time and effort. It can be as simple as replacing an existing soundtrack with student voices. If you're just getting started with video manipulation, this is a good place to start. Based on the theory, a researcher could make a construct that Video Dubbing is re-voicing a video from the original voice to the other one in order to satisfy the voice need based on the video visualization.

## 2. The Dubbing Steps

Even the most experienced directors are unable to dub a movie on their own. Multi-disciplinary teams are needed to help with this labor-intensive task. This means that the first step to success for a filmmaker in need of subtitling services is finding the correct experts who can help them reach their goals. Despite this, the following guidelines provide a general overview of dubbing, which is important to know.

### a. Creating a Script

The purpose of dubbing is to translate a film's dialogue into the language of the targeted audience. Translation of the script into that language is required. As one might expect, this part of the dubbing process is more involved than first thought. Because timing is

everything in dubbing. Not only must the dialogue be translated, but it must also be timed and synchronized with the original.

b. Choosing Talent

When it comes to successful dubbing projects, finding the right actors and actresses was as important. The person doing the dubbing must be able to keep up with the speed of the project. Choosing a performer with a voice that is similar to the original performer's in terms of pitch and inflection is also an option. The goal of dubbing is to provide a more immersive experience for viewers who may not be fluent in the original language.

c. Recording the Dialogue

A certain level of technical proficiency is required at each stage of the dubbing process. Choosing a suitable location to record. Filmmakers who are in charge of the dubbing process should do their homework and book a location that is fully equipped to handle all of the dubbing requirements.

d. Layering the Tracks

For this part of the dubbing process, it may be necessary to have both sound and editing experts on side. A dubbed version of a film will be difficult to make unless the filmmaker in charge of doing it has extensive experience in the art of layering dialogue. Layering dialogue

tracks, like every other part of dubbing, is usually done with the help of a team of experts.

### 3. Synchronization

When it comes to dubbing, synchronization is a critical consideration (sometimes known as lip-sync). However, these are just two examples of how dubbing is different from other types of translating in that it can produce translations that reflect oral unlabored dialog (written text spoken as if it were not written) or the impact of image and word interaction on translation solutions.

The impact of synchronization on the translation process and the final product cannot be overstated, and this case should be taken into account when studying Audiovisual Translation. Synchronization is a key feature of Audiovisual Translation because it forces the translator to put their creative skills to the test and move away from a literal concept translation.

When a movie is dubbed, the original soundtrack is removed and replaced with a translated version. Because of this, Gottlieb believes that dubbing provides the ideal illusion—that the translation is original. It's possible to do both intralingual and interlingual dubbing, with the former more common and the latter more noticeable. The original soundtrack is replaced with a copy recorded in a studio rather than on location, which is

known as intra-lingual dubbing. This is done primarily for the sake of improving the sound quality of performances that take place on external stages.

It's also important to keep in mind that dubbing has a number of drawbacks. Lip-synching must be considered especially in close-up situations, where mismatched vowels and consonants are more noticeable to the audience. This is especially true. One of the limitations is synchrony, which refers to how long and fast a person's speaking should be. Kinetically synced performances are those in which performers' movements and gestures are precisely in time with the spoken words. Subtitling often takes precedence over dubbing even though the latter involves less textual reduction.

The dubbing process can be broken down into three stages. Before any actual dubbing activity begins, an original script of a film or other audiovisual product commissioned by a film distributor is viewed, analysed, translated, and changed during the pre-production stage.

#### 4. Teaching Speaking using Video Dubbing

Teachers can now use a wide variety of media to help students learn English. According to Javier et al. (2013, as cited in Pamungkas, 2019), the use of dubbing as a pedagogical tool can help students improve their oral

skills, their ability to translate, and their vocabulary. Several researchers have proposed approaches to video dubbing projects that can be used in an EFL environment. The method of video dubbing provides a one-of-a-kind possibility for imitating English speech and intonation in a scenario.

As a general rule, video dubbing efforts must follow certain rules. Following are the steps involved in the management of a video dubbing project: Initial presentation of the target film in class; group listening comprehension or scenario building activities; individual and team practice; and soundtrack dubbing and editing.

In the classroom, how to do video dubbing:

- 1) Video Watching Session

During this session, the teacher will show a video. Students pay close attention to the video. To emphasize certain parts of the video, the teacher can pause it. While watching the video, students will get a great opportunity to practice like a native speaker.

- 2) Video Discussion

The teacher assigns students to write a scene's script and instructs the student on how to pronounce it appropriately; the teacher also permits the student to utilize a voice dictionary.

### 3) Video Recording Session (Post test)

In the final round, students are requested to record their video in group. Capcut and Kinemaster is the program that can be used. The dubbing result was utilized as a post-test score.

### C. Previous Studies

In order to get related information about the technique, there are some relevant research. They are (1) Indria Merdeka Wati and Yenni Rozimela (State University of Padang, 2019), (2) Abdul Azis, Yusri Rahman, Al-Husain Al-Hammadi (Universitas Muhammadiyah Malang, 2022), (3) Vebri Stevani, Ika Handayani, Rosmania Rima (Universitas Sultan Ageng Tirtayasa Banten, 2021).

The first research has been conducted by Wati and Rozimela (2019). They conducted research about the use of dubbing video technique for improving students speaking skill and confidence of senior high school students. They are goals adding sound to a video that has had its original soundtrack removed is known as dubbing. When it comes to video dubbing, there are a few stages to go through. These include active viewing, freeze framing and prediction, silent viewing and sound on and vision off activities. Other stages include repetition and role play, reproduction and video dubbing.

In another study Azis et al. (2022) examined how video dubbing affects the fluency of Arabic and English-speaking students in the second

grade of SMAN 1 Gunungsari in the academic year 2020/2021. The author employs quantitative research methods and a quasi-experimental study design with a single group for pre- and post-testing. An evaluation of the impact of video dubbing on students' proficiency in both Arabic and English was conducted using pre- and post-test data. The post-test mean score was higher than the pre-test mean score, and the t-test result shows that t-test 4.205 is higher than t-table 2.024 at the conclusion of the study. As a result, it can be said that the use of video dubbing to improve students' Arabic and English language abilities has had a positive impact and resulted in students speaking more fluently.

In a similar vein, Stevani et al. (2021) conducted research to evaluate the impact of a short animated movie with subtitles on eleventh-grade students' ability to speak in senior high school 8 Serang City. The writer uses quantitative research with a quasi-experimental approach. Pre- and post-tests were conducted to determine the effectiveness of a short animated subtitled movie on the eleventh grade students' speaking skills at a senior high school 8 Serang City. The writer concludes that short animation subtitle movies can be used to teach and learn English speaking.

#### **D. Hypothesis**

The hypotheses of this research are formulated as follows:

1. H0 (Null hypothesis) : There is no significant effect of using video dubbing technique to improve speaking skills.
2. H1 (Alternative hypothesis) : There is significant effect of using video dubbing technique to improve speaking skills.

