

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background of Study**

Vocational high school is a secondary educational institution that focuses on student's skills in their major. It is supported by Nadila (2016) who stated that vocational high school is an educational institution to prepare students to work and develop a professional career. The specific purpose of vocational high school is to prepare students to become productive people that can compete in the work field. Thus, vocational high school provides educational programs that are appropriate to the work field. Consequently, the vocational high school system must be able to help and guide students to uphold their competence in the work field to become professional workers in the future. People know that education is necessary at all levels, not only for adults but for young people too as younger generation. It is supported by Kamaruddin (2012) who stated education at all levels is a very important platform to prepare for the dawn of the next generation that later would become the leader of our nation in the future. Therefore, it is necessary to help students able to adapt and compete in the work field as professional workers.

Moreover, to become a professional worker, good communication skills are very needed for students. In line with Nadila (2016) who stated that be a professional worker, students must be competent, responsible, then creative in communication. People know that English as an international language is needed in today's work environment. Everyone who wants to follow the progress of this era must have an ability in English. It is supported by Sarifudin & Mubarok (2020) who stated in the era of globalization and technology humans are required to have good English skills

to contribute to the extent of the country. Therefore, everyone must master English to not be left behind by the times. In this modern era to keep up with the progress of the times, everyone must have good academic abilities supported by English speaking skills. For this reason, that by having abilities in English speaking someone can communicate with people in other countries to build relationships and cooperation. As maintained by Saputra (2021) who stated communication is one of the most important things to build relationships with other people in every field. Then, to build fluency in communicating with other people, especially with people from abroad, communicating in an international language is the most appropriate thing. Because, the international language is a language that is commonly used by all countries. Therefore, the ability to speak English is very necessary. As a result, English become one of the important things that everyone must learn. Thus, English is a compulsory subject in vocational high school that has a role to encourage students' communication skills in the work environment. Therefore, English subjects in the learning process of students in vocational high school are used to develop students' speaking skills. In concert with Nadila (2016), she stated that English subject in school can help students to understand English then make them easy to become a professional worker with this skill.

Subsequently, the students at vocational high school try hard to acquire English to become qualified in getting a better future. In learning English students must master four skills. In English learning, four skills are learned such as: listening, speaking, reading, and writing. All of these skills are very important to master, but one of the language skills that are quite complex is speaking. According to Nunan (2003), speaking includes oral production of many different genres, reading poetry, participating in debates, engaging in class discussions, and leaving messages on the

answering machine are all different types of speaking. When students can communicate using English, their ability will be very useful in the future. Unfortunately, it is a little bit difficult to master English which is not the mother tongue in Indonesia.

Students who have good English-speaking skills will have many advantages in the future. Unfortunately, speaking skill as one of the skills that students must master is not an easy thing to master. Many causes lead to difficulties in mastering English students' speaking skills. Based on the Nadila (2019), it is found one of the obstacles students have difficulty speaking English is feeling excessive then they cannot use all their abilities, especially in speaking English in public. As a result, students cannot convey their opinions and thoughts. Even though the ability to speak English is important. Moreover, most of the students have trouble lack vocabulary, confidence, or motivation in learning English. Consequently, it is hard for them to master English. Conforming to Nursafitrah (2021), one of the reasons students have problems with mastering English is students do not pay attention in learning process. This can happen when the atmosphere of the teaching and learning process is boring. Finally, students choose to ignore English lessons in class.

Therefore, to solve this problem the role of the teacher is very important because the teacher as an educator in school must educate students to understand and master English. Teachers' strategies are very important to plan because they will be bringing a good impact on students. One of the strategies in teaching English which can be used by the teacher is teaching with an interesting technique. One of the interesting teaching techniques is by utilizing dubbing practice. There is many research about this technique, especially in terms of speaking utilizing dubbing practice. Based on the previous research is declared that the use of this technique is

effective because students can get the motivation to learn English. It is will impactful because the way to use this technique is unique and fun. Thus, students will enjoy while doing the practicing English.

A researcher offers video dubbing applied in class to improve students' speaking skills because video dubbing is an interesting medium for learning English. Video dubbing is one of the techniques that help people better understand video content. It is free, straightforward, and easy to understand to achieve the goals. People know most students in school are not very interested in learning English when the teacher's technique is only focused on an explanation. Therefore, dubbing practice can be used in learning English because this technique is very pleasurable. Depending on Wati & Rozimela (2019), they said video dubbing is an educational technique that can be used to help students to develop their speaking ability and confidence to produce sounds and language according to the context and will reduce stress for students. As a result, the dubbing technique can make the learning process more interesting. According to Karimzadeh & Ghahroudi (2017), declared by using this interesting technique obviously can make students enjoy learning and not be nervous when speaking English. In dubbing movie classes, students 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 natural accent and fluency. In this process of practice and rehearsal learners are capable to improve their pronunciation.

This research was conducted at SMKN 8 Bandar Lampung because this school is very open-minded in the newest development of education. Then, after the researcher observed SMKN 8 Bandar Lampung, the researcher gets information that

students still had problems speaking English. The tenth grade of the school lack vocabulary, pronunciation of some words, and confidence when they speak English. Consequently, it makes it impossible to convey their thoughts and their ability to speak English. Based on the preliminary investigation results, a researcher will implement video dubbing to get know this technique was increase students speaking skill or not. Then, the researcher was conducted this study entitled "Enriching Students' Speaking Skill by Utilizing Dubbing Practice".

### **1.2 Research Questions**

Based on the problem that have been explained in the background, the researcher formulated these following research questions in this study:

1. Does dubbing practice give a significant effect in enriching students' speaking skill?
2. Which aspect of speaking skill has the highest increase after the implementation of dubbing practice?

### **1.3 Research Objectives**

Based on the research questions, the researcher formulates the research objectives as follows:

1. To find out whether dubbing practice gives significant effect in enriching students' speaking skill.
2. To find out which aspect of speaking skills the highest increase after the implementation of dubbing practice

## **1.4 Uses of Study**

### **1. Theoretically**

The results of this study are expected to confirm whether the use of dubbing practice is effective or not to enriching students' speaking skill.

### **2. Practically**

#### **a. For students**

This research can get know student responses regarding the use of the technique in learning English. It is hoped that through this research students can apply this technique to improve their speaking skills in English with feels confidence and enjoyment.

#### **b. For teachers**

This research can provide the teachers get new innovations in teaching English, especially in improving students' speaking skills in English subjects.

#### **c. For next researcher**

For next researcher hopefully this research can serve as reference to help improve further research consequently can increase the quality of learning.

## **1.5 Scope of Study**

The scope of this research is to know the dubbing practice as a technique carried out by teachers to students to enrich students' speaking skills in English is successful or not. This study was deliberately designed to focus on investigating the implementation of dubbing practice to improve students' speaking skills, especially in English subjects. To focus this research, the researcher limits the discussion only about enriching students' speaking skills by utilizing dubbing practice in tenth grades of SMKN 8 Bandar Lampung. The methodology applied in this study was quantitative method by taking one class in tenth grade at SMKN 8 Bandar Lampung

in academic 2022/2023.

