

CHAPTER II

THEORITICAL REVIEW

2.1 Theoretical Framework

2.1.1 Speaking

Speaking refers to the act of communicating with others through the use of language. It involves producing sounds and words using the mouth, tongue, vocal cords, and other speech organs, in order to convey meaning and express thoughts, ideas, and emotions.

Speaking can take many forms, from everyday conversation with friends and family, to public speaking in front of large audiences. It can be used for a variety of purposes, such as sharing information, persuading others, expressing opinions, making requests, or simply making small talk. (Ljungberg, 2019)

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ
الْآخِرِ فَلْيُكَلِّمْ خَيْرًا أَوْ لِيَصْمُتْ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ
الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ [رواه البخاري ومسلم].

From Abu Hurairah Radhiallahuanhu, Rasulullah (peace and blessings of Allah be upon him) said: Who believes in Allah and the Last Day should he say good or silent, whoever believes in Allah and the Last Day should honor his neighbor and anyone who believes in Allah and the Last Day so he should glorify his guest (Bukhari No. 6018, Muslim No. 47).

IbnHajar explained, "This is a concise statement which is full of meaning; all words can be good, bad, or one of the two. Good words may be classified as obligatory words or sunnah to be said. Therefore, the words may be expressed according to their contents. All words that are oriented towards it (to obligatory or sunnah matters) are included in the category of good words. (Words) that are not included in this category are classified as bad words or that lead to ugliness. As a result, those who are dragged into the pit (bad words or words that lead to ugliness) should remain silent."(Al-Fath, 10:446).

Imam An-NawawiRahimahullah mentioned in SyarahArbain that Imam Syafi'iRahimahullah said, "If someone wants to speak, let him think first. If he feels that the remark does not harm him, then feel free to say it. If he feels that this statement is harmful or he has doubts, then he is detained (don't speak)."

Speaking also explains in the Qur' an which in Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ ﴿٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٤﴾

“Created humanity (3)And taught them speech (4).”

According to the verses of the Qur'an quoted above, Allah SWT, who created man and taught him to speak, is a good communicator. This signifies that our ability to speak is a gift from God Almighty. As humans, we can only speak to the best of our abilities. Allah SWT also says in Q.S Al-Mujadila: 9.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَنَاجَيْتُمْ فَلَا تَنَاجَوْا بِالْإِثْمِ وَالْعُدْوَانِ وَمَغْصِبَاتِ الرَّسُولِ وَتَنَاجَوْا بِالْبِرِّ
وَالنَّفْوَىٰ وَأَنْتُمْ وَاللَّهُ الَّذِينَ إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

"O believers! When you converse privately, let it not be for sin, aggression, or disobedience to the Messenger, but let it be for goodness and righteousness. And fear Allah, to Whom you will all be gathered"

In this verse, Allah SWT warns believers not to discuss the creation of sin, animosity, and disobedience to the Messenger. Allah SWT instructed us to discuss developing virtue and piety. Then, according to Islamic teachings, speaking is to give a message to someone with a good path, a soft word; don't talk about sin, and always talk about the good things. Those are the characteristics of believers, according to the way he speaks. The writer might conclude from the explanation above that speaking is the ability of a human being to communicate a message to a listener in a decent way in some context, and the listener understands the message.

Effective speaking involves not only the production of sounds and words, but also the use of communication strategies, such as body language, intonation, stress, and rhythm, to convey meaning and engage the listener. It requires the ability to adjust one's speaking style to different situations and audiences, and to respond appropriately to feedback and questions. Speaking is a fundamental aspect of human communication, and an essential skill for social and professional success. With

practice and guidance, anyone can improve their speaking skills and become a more effective and confident communicator.

Speakers must truly understand the people with whom they are interacting in order to communicate effectively in another language, which requires accuracy in the target language (Hz & Ramadhan, 2022:17).

These are elements that consist to make a perfect speaking :

- a. Pronunciation: The ability to produce sounds and words clearly and accurately, so that they can be easily understood by others.
- b. Vocabulary: The knowledge and use of words and phrases to express ideas and communicate effectively with others.
- c. Grammar: The rules and conventions of language that govern how words are combined to form sentences and convey meaning.
- d. Fluency: The ability to speak with ease and fluidity, without hesitation or interruption.
- e. Intonation: The rise and fall of the voice in speech, which can convey emphasis, emotion, and meaning.
- f. Stress: The emphasis placed on certain syllables or words in a sentence, which can also convey meaning and emphasis.
- g. Pace: The speed at which words are spoken, which can affect the clarity and impact of the message.
- h. Body language: The use of gestures, facial expressions, and posture to convey meaning and engage the listener.
- i. Audience awareness: The ability to adjust one's speaking style and message to suit the needs and expectations of a particular audience

2.1.2 Pronunciation

Pronunciation refers to the way in which a word or language is spoken, including the sounds, stress, rhythm, and intonation patterns used by speakers. It is a fundamental aspect of language learning, as it can affect how well a speaker is understood by others and can influence their overall communication effectiveness. Pronunciation is not only about producing individual sounds correctly, but also about using the appropriate stress and intonation patterns to convey meaning. Good

pronunciation is essential for effective communication, as it can help to reduce misunderstandings and enhance the clarity of the message being conveyed. (Derwing, 2018)

Here are a few definitions of pronunciation by experts in the field:

- a. According to J.C. Wells, a leading expert in phonetics, pronunciation is "the way in which a word or language is spoken, including the way in which the syllables are stressed, the length and quality of the vowels, and the articulation of the consonants" (Wells, 2016).
- b. David Crystal, a prominent linguist, defines pronunciation as "the system of sounds of a language and the way they are used by its speakers" (Crystal, 2008).
- c. In their book "Teaching Pronunciation," authors Marianne Celce-Murcia, Donna Brinton, and Janet Goodwin describe pronunciation as "the sound system of a language, including the individual sounds, stress, and intonation patterns that speakers use to convey meaning" (Celce-Murcia et al., 2010).
- d. John Levis, a professor of Applied Linguistics, defines pronunciation as "the system of sounds, stress, and intonation patterns that characterize a particular language or dialect, and the ability of a speaker to produce those sounds in a way that is intelligible to others" (Levis, 2018).

Pronunciation is an essential aspect of language learning, and it is crucial for students to develop good pronunciation skills in order to communicate effectively in the target language. Unfortunately, many students struggle with pronunciation, either because they are not exposed to enough authentic language materials, or because they lack the guidance and feedback necessary to identify and correct their pronunciation errors.

One of the biggest challenges that students face when it comes to pronunciation is mastering the individual sounds of the language. Depending on their native language background, students may have difficulty distinguishing between certain sounds or producing them correctly. For example, English learners from Spanish-speaking backgrounds may struggle with the "th" sound, while English learners from Chinese-speaking backgrounds may have difficulty with the "r" sound.

Another challenge for students is learning the stress and intonation patterns of the language. In many languages, stress and intonation can change the meaning of a word or sentence, and students who do not use the correct stress and intonation patterns may be misunderstood by native speakers. For example, in English, the word "present" can be a noun or a verb depending on where the stress is placed.

2.1.2.1 Element of Pronunciation

Pronunciation is a crucial element of effective communication in any language. It refers to the way in which words are spoken and the sounds that are produced by the mouth, lips, tongue, and vocal cords. In order to communicate effectively in a language, it is important to master the key elements of pronunciation. Some of the essential elements of pronunciation include:

- a. **Sounds:** Each language has its own set of sounds, which can be divided into vowels and consonants. Vowels are the sounds produced by an open vocal tract, while consonants are produced by obstructing the flow of air in some way. For example, in English, the vowels include "a," "e," "i," "o," and "u," while consonants include "b," "d," "f," "k," "l," and "t."
- b. **Stress:** Stress refers to the emphasis placed on certain syllables or words in a sentence. In some languages, such as English, stress can change the meaning of a word. For example, the word "present" can be pronounced with the stress on the first syllable (PRE-sent), meaning a gift or offering, or on the second syllable (pre-SENT), meaning to introduce or offer.
- c. **Intonation:** Intonation refers to the rise and fall of the pitch of the voice when speaking. It can convey a range of meanings, including emphasis, emotion, and questions. For example, rising intonation at the end of a sentence in English can indicate a question, while falling intonation can indicate a statement or command.
- d. **Rhythm:** Rhythm refers to the pattern of stressed and unstressed syllables in a sentence. In some languages, such as Spanish, the rhythm is generally more consistent and predictable than in English, which has a more complex and varied rhythm.
- e. **Pronunciation of individual sounds:** Pronunciation of individual sounds can be a challenging element for learners, especially if a particular sound does not exist in their native language. For example, the "th" sound in English is not found in many other languages and can be difficult to master.

2.1.3 Native Speaker Video

A native speaker video is a type of language learning resource that features videos of native speakers of the target language engaging in various activities such as conversing, telling stories, or explaining concepts. These videos provide students with exposure to natural patterns of speech, pronunciation, and intonation that are difficult to replicate through textbooks or classroom instruction alone.

Native speaker videos can be found in various formats, including online videos, DVDs, or mobile applications. They are available in many different languages, making them a valuable resource for language learners of all levels and backgrounds.

One of the key benefits of native speaker videos is that they allow students to see and hear how the language is actually used in real-life situations. This can help students to develop a more intuitive understanding of the language and to internalize natural patterns of pronunciation and intonation. By watching and imitating native speakers, students can improve their ability to produce the sounds and rhythms of the language more accurately and fluently.

Another benefit of native speaker videos is that they can expose students to a range of regional accents and dialects, which can be difficult to replicate through classroom instruction alone. By listening to speakers from different regions and backgrounds, students can develop a more diverse and nuanced understanding of the language and become more versatile communicators.

Native speaker videos can also be a valuable resource for developing cultural competence and understanding. By observing native speakers engaging in cultural activities such as holidays, celebrations, or everyday routines, students can gain insight into the cultural context and norms of the language they are learning. This can help them to communicate more effectively and respectfully with native speakers and to develop a deeper appreciation for the language and culture.

There are many different types of native speaker videos available, including educational videos, entertainment videos, and news programs. Educational videos may focus on specific language skills or concepts, such as grammar or vocabulary, while entertainment videos may feature movies, TV shows, or music videos. News

programs can provide students with exposure to current events and issues in the target language and can help to develop their listening and comprehension skills.

In order to effectively use native speaker videos for language learning, it is important for students to approach them with a focused and active mindset. This can involve setting specific learning goals, taking notes on new vocabulary or phrases, and practicing pronunciation and intonation by imitating the speakers. Students can also engage in activities such as role plays or discussions based on the videos to further reinforce their learning.

Native speaker videos are a valuable resource for language learners looking to improve their listening and speaking skills, pronunciation, and cultural understanding. By providing exposure to natural patterns of speech and regional accents, they can help students to develop a more intuitive and versatile understanding of the language. To make the most of native speaker videos, students should approach them with a focused and active mindset and engage in targeted practice and reflection.

2.1.4 Theory of Native Video

The theory behind using native videos to improve pronunciation is based on the idea that exposure to authentic language materials can help learners develop a more accurate and natural pronunciation. When learners watch native speakers in real-world contexts, they are exposed to the natural rhythms, intonation, and pronunciation patterns of the language. This exposure can help learners to develop a more intuitive understanding of the language and to internalize correct pronunciation patterns.

Research has shown that using native videos can be an effective way to improve pronunciation. A study by Macdonald (2006) found that ESL learners who watched videos of native speakers speaking in a natural, conversational manner demonstrated significant improvements in their pronunciation skills. Similarly, a study by Han (2016) found that Korean learners of English who watched videos of native speakers speaking with clear pronunciation and intonation patterns demonstrated improvements in their own pronunciation skills.

One of the key benefits of using native videos to improve pronunciation is that learners are exposed to a variety of accents and dialects. This exposure can help learners to develop a more flexible and adaptable pronunciation, which can be

especially important in today's globalized world where communication with speakers from diverse linguistic backgrounds is increasingly common.

However, it is important to note that using native videos alone is not sufficient to improve pronunciation. Learners must also engage in active practice and receive feedback from instructors or peers in order to identify and correct any pronunciation errors. Additionally, learners should select videos that are appropriate for their level of proficiency and interests, and should actively engage with the material by taking notes, asking questions, and practicing their own speaking skills based on what they have learned.

Montgomery and Willardson (2017) investigated the effects of video-based shadowing and tracking pronunciation exercises on fourth-year high school students' French pronunciation. Results revealed statistically significant improvements in both tasks, with the highest improvements in the read-aloud task. Students appreciated the learning autonomy and authenticity of the self-directed exercises. Findings suggested that distributed practice, through culturally contextualized and video-based interventions, can offer an engaging way to incorporate explicit pronunciation instruction in the high school classroom.

The theory behind using native videos to improve pronunciation is based on the idea that exposure to authentic language materials can help learners to develop a more accurate and natural pronunciation. By selecting appropriate videos and engaging in active practice, learners can enhance their learning experience and achieve their pronunciation goals.

2.1.5 Related Studies

- a. Improving the students' pronunciation through the use of text-to-speech software. This study aims to improve the students' pronunciation through text-to-speech software. This software was developed at Electrotechnical Laboratory, Japan in 1968. This research used pre-experimental research. It consisted of three steps, they were pre-test, treatment, and post-test. There were 30 students of SMA Negeri 8 Makassar involved in this research. The test was pronounce word which consist of 20 words for pre-test and post-test. (Anugrah, 2019)

- b. Improving students pronunciation through role plays for class vii c at smp n 3 tempel in the academic year of 2013/2014” This action research was conducted in two cycles. The cycles consisted of nine meetings in total. The research involved role plays that were conducted in pairs and in groups. The role plays were based on the language functions such as asking and giving service, asking likes and dislikes, showing directions, and describing people. Conducting integrated pronunciation teaching, reading aloud, and directed response tasks were the complements of the main activities. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, and taking photograph. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. (Wibawa, 2018)
- c. “The English pronunciation of Buginese students in English department of IAIN Palopo” This thesis is a research on English pronunciation, especially about the labiodental fricative sound by Students with a Buginese background in the English Department at Tarbiyah Faculty and Teacher Training in 2019-2020. The research question is how do the students with Buginese background produce English labiodental fricative sound in the English Department of IAIN Palopo? The purpose of this study was to determine the ability of students with Buginese backgrounds to produce labiodental fricative sounds in English.(Annisa, 2020)
- d. “the ability of students’ pronunciation taught by using homophones game at tenth grade of sma n 1 karanganyar demak” The purpose of this research is to find out whether or not there is a significant difference between the ability of students’ pronunciation of the tenth grade students of SMA N 1 KaranganyarDemak in 2016 / 2017 academic year before and after being taught by using Homophone Game.(Supriyanti, 2018)
- e. “An analysis of students’ pronunciation errors in reading aloud at sma negeri 8 pekanbaru” Based on the preliminary study of the tenth-grade social students of SMA Negeri 8 Pekanbaru, the researcher found that the students often made errors of pronunciation in reading aloud. Since pronunciation had been part of the curriculum, the researcher was interested to conduct research related to the problem. The main purpose of this research was to find out the dominant types of

error in linguistic category and surface strategy taxonomy at the tenth-grade social students of SMA Negeri 8 Pekanbaru”.(Rahmi,2020)

2.2 Conceptual Framework

The conceptual framework for this study is to investigate the impact of the native speaker video to students pronunciation. The effectiveness of method, students pronunciation and how it affected in learning.

The first element is native speaker video. A "native speaker video" typically refers to a video that features a person who speaks a particular language as their first language, also known as their "native language." In language learning, native speaker videos can be a useful tool for improving one's listening comprehension, vocabulary, and overall language proficiency. By watching and listening to native speakers in authentic contexts, learners can better understand how the language is used in real-life situations, as well as pick up on nuances in pronunciation, intonation, and cultural references.

The second element is pronunciation. Pronunciation refers to the way in which a word or language is spoken. It encompasses the sounds, stress, and intonation patterns used in speech to convey meaning.

And the last element is the impact of native speaker video as the media of learning. This involves analyzing how the media affects students' capacity for verbal expression, interaction with peers, and intelligent discussion. The idea is that through watching video, students will gain confidence and fluency in their English.

In general, the conceptual framework offers an advantageous lens through which to examine the possible advantages of game-based language acquisition. By examining the relationships between the "Who Am I?" guessing game, students' speaking abilities, and how the game affects the growth of those abilities, we can learn important lessons about how to construct engaging, fun, and effective language teaching tactics.(Bimantara, 2012)

2.3 Hypothesis

A hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and conceptual framework, the formulation of the hypothesis is as follows:

H₁ : There is a significant effect of Native Speaker Video to students pronunciation

H₀ : There is no any significant effect of Native Speaker Video to students pronunciation

