

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

1. Media and Types of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

Association for Education and Communication technology (AECT) defines media that is all the form of utilized to process of information channeling, while National Education Association (NEA) defines, media is

an art of things, which is use appropriately in teaching learning process, so it can influence the effectiveness of instructional program. (Michael Graves, 2006).

From some terms above, we can conclude that media something that gives message and it can stimulate thinking, feeling, wellness of students, so that, it can motivate learning process to their selves. Using media with creative will enable to the students for studying to better and improve their performance appropriate the purpose that they want.

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Mahajan (2012), media are classified into seven categories such as:

- a. Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. Three Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.

- e. Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- f. Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- g. Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Based on Sahid (2010:3) teaching media can be grouped as follows:

- a. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- d. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc. The other classifications of teaching media also stated by Leshin, et al in Arsyad (2009:36) those are:

- 1) Human-based media (teacher, instructor, role-play, group activity, field-trip);
- 2) Printed-based media (book, guide line, workbook, paper);
- 3) Visual-based media (video, film, slide-tape program, television);
and
- 4) Computer-based media (interactive video, hypertext). In addition, Rusman in Kusantati, et al., (2014:38) classified teaching media into six kinds, those are:
 - a) Visual media,
 - b) Audio media,
 - c) Audio Visual media,
 - d) Group presentation media,
 - e) Object media, and
 - f) Interactive computer-based media.

2. Dubbing Movie.

The term of dubbing can be replaced by voice over or overdubbing.

There are many context of the dubbing use. It can be applied in a music term, television program, film, video, and so on. There are some definition and the use of dubbing below in some contexts: film, vocal, and music instrument. For voice-over, production has increased dramatically for project studios, mimicking the DIY paradigm shift that continues to rock the music industry. Increasingly, clients needing talent and related audio

services are bypassing bigger studios to hire more cost-efficient producers for everything from commercials to interactive voice response (IVR) systems (Norton, 2007). The Berge (2009) said that the term 'dubbing' is sometimes used as an abbreviation for 'overdubbing,' a studio practice in which the various vocal and instrumental sounds are recorded in temporal succession on multi track tape. Dubbing is replacing the original speech in a film with words in another language (Oxford dictionary).

Dubbing or rerecording is a post-production process used in filmmaking and video production, in which additional or supplementary recording occurs after the original recording stage. The process includes automated dialogue replacement (ADR), also known as additional dialogue recording (Anonym, 2014). Dubbing is defined as replacing voice or re-voicing from the original sound to the other voice. The voice can be in the same language or the different one. Dubbing or re-voicing is done by a talent, someone who did the dubbing.

a) Video Dubbing

As known, film is one of the kinds of video. Video dubbing is one of methods to make people understanding more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker. In order to reach the goal of the speaking skill improvement, students are involved in many activities of Video Dubbing. Film dubbing utilizes authentic

film clips, with which learners dub the voices of muted characters (Chiu, 2011).

In the same line, Burston (2005) stated that the more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack. For those who are new to video manipulation, this is a good place to start, especially with beginning level learners.

Based on the theory, the researcher could make a construct that Video Dubbing is re-voicing a video from the original voice to the other one in order to fulfill the voice need based on the video visualization.

b) Movie

Movie is one of the visual aids that show picture with sound coming out through stereo sound. As Harmer (2001 : 282) state that movie can be used as a visual aid in the teaching and learning process. But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, make the learning process more enjoyable. In all this forms, cinema is an art as well as a business, and

those who make motion pictures take great pride in their creation In this study, the writer uses movie as media of teaching English vocabulary.

Meanwhile, Azhar (2011:49) defines movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. An opinion movie given by Jesse (2007) states that movie is a photographic record of an artistic performance, but not an art form in it's own right. Based on the definition of movie, the researcher conclude that movie is a photographic record of history, science, and human behavior that projected through the projector lens and shown in the cinema or television.

c) The Criteria for Selecting Movie

When selecting movie for used in the classroom, certain general criteria should be kept in mind. Widiastuti (2011) suggests that there are several criteria in selecting movie:

1) Watchability

It is related to the question is the video interesting and would a young learner want to watch this.

2) Completeness

The ideal video clip tells a complete story or a section of a story.

This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment

3) Length

The length of the clip is important. It shouldn't be long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

4) Appropriateness of Content

The content should be suitable for young learners. It should also be suitable for viewing in all cultures.

5) Level of Maturity

Children mature very quickly. It should be matched with their level of maturity in order to make them understand the concepts in the video.

6) Availability of Related Materials

Many authentic videos now come with readymade materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video.

d) Types Of Movie

According to Harmer (2001:284), there are three basic types of video or movie. They are off air programs, real world and language learning movies.

1) Off air programs

The programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the students' own creativity

2) Real-world movie

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise "manuals", wildlife documentaries or comedy provided since there are no copyright restrictions for doing this.

3) Language learning movie

The main advantage of specially made movies is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal students' topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. The danger of language learning movies, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

3. The advantages of Using Dubbing Movie

Teaching is general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning.

The advantages of using Dubbing movie will be explained as follows:

1. Seeing language-in-use When using movie

Students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

2. Cross cultural awareness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how American speaks to waiters. Movie is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

3. The power of creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

4. Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in

use as well as hear it. It can motivate students in teaching learning process.

4. Speaking and Types of Speaking

1) Speaking

Speaking is major aspect of language learning. Speaking as one of language skills also has great role in communication. Therefore, speaking needs to be mastered by language learners to achieve fluent communication. Jones (1996), as cited in Richards (2008) states that in speaking, we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. According to Chaney (1998) as cited in Kayi (2006), Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Meanwhile, Thornbury (2005) explains that speaking is a real life activity that is carried out by speaker to express ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. In addition, according to Nunan (2005), speaking is a process of creating an utterance that is made to form words and phrases. It can be concluded that speaking is a process of building and sharing meaning to express speaker's idea to listener.

2) Types of Speaking

Types of Speaking Performances Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

- a. **Imitative** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.
- b. **Intensive** This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (*group work*), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.
- c. **Responsive** performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-

initiated questions or comments, giving instructions and directions.

Those replies are usually sufficient and meaningful.

d. **Transactional (dialogue)** It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. **Interpersonal (dialogue)** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. **Extensive (monologue)** Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

When the students have been ready and prepared for the activity, they can use the language appropriately.

5. Teaching Speaking Through Dubbing Movie

The subject of this research is the tenth grade students at SMA Negeri 15 Medan. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best

strategies to improve their own learning. Spratt (2005) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience

in the learning process too. As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

6. Steps of Teaching Through Dubbing Movie

There are several ways to use video dubbing as learning media, they are:

- a. Learners can take a muted video clip and create from scratch their own storyline and accompanying script
- b. Learners transcribe the dialog to ensure correctness and providing an explicit script that can be used for pronunciation practice. The script must not only be linguistically correct, but also contextually appropriate and synchronized with the video
- c. Learners create a muted video using dubbing application or any video editor.
- d. To help learners in adjusting the voice and video, learners should watch and hear the original video several times
- e. The practice recording phase needs several trials to get the best result.

7. Curriculum

School Curriculum on English Speaking in Indonesia A curriculum is a plan for learning consisting of two major dimensions, vision, and structure. The curriculum goal is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Currently, schools in Indonesia, including SMAN 15 Medan uses Kurikulum 2013. Speaking English is also emphasized in the curriculum. The basic curriculum implemented in 2013 due to the use of scientific engagement where students are asked to understand and focus on the learning process and ability to apply it in everyday life has also been established from the previous curriculum which has its drawbacks. Curriculum 2013 scheme produces Indonesian people: productive, creative, Innovative, effective; through strengthening attitudes, skills, and integrated knowledge. Based on the theme, the implementation of curriculum 2013 is expected to produce productive, creative and innovative human beings. English subjects have a purpose to learn the four skills, including listening, speaking, listening and writing. In speaking is emphasized to play an active role in communicating.

In curriculum 2013 there is a basic competency that emphasizes being able to communicate either to introduce self and public speaking on curriculum written. For example, “Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari

yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan”(KI. 4), "Menyusun teks lisan dan tulis sederhana, untuk menyebutkan jati diri, dengan memperhatikan tujuan, struktur teks, dan unsure kebahasaan, secara benar dan sesuai dengan konteks."(KD 4.2)

Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules (KI. 4); Prepare simple oral and written text, to identify identity, taking into account the objectives, structure of the text, and the linguistic elements, correctly and in context (KD. 4.2)]. It means the students' is must use the cognitive, affective and psychomotor domains in the process of good communication according to the language content that has been agreed that is able to communicate both oral and written. It is clearly emphasized that students are required to be able to communicate with others or the community either orally or in writing but emphasized in the form of speaking skill.

According to Atmazaki (2013), English subjects are aimed at ensuring students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, appreciate and proudly use English as an international language, understand and use it appropriately and creatively For various purposes,

using English to enhance intellectual ability, as well as emotional and social maturity, enjoy and utilize literary works to broaden the horizons, and increase the knowledge and language skills to be able to work internationally. In learning English there are four skills that need to be learned if you want to improve the ability to communicate, namely: listening, speaking, reading and writing. Everyone has the skills but may not be able to utilize the skills they have, need to be sharpened in order to create the abilities that are born within him and different from everyone. In every learning process, the four skills are always applied and aim to achieve the performance of teaching and learning process. Mahsun (2013) mentions, the presence of cultural context, in addition to the context of the situation underlying the birth of a text indicates the parallel between text-based learning (language concept) with the development philosophy of Curriculum 2013. Especially related to the formulation of competence needs of learners in the form of competence Core (KI) on the domain of attitudes, knowledge, and skills (the reinforcement can be seen in the Standards of Candy Contents dikbud Year 2014). The core competencies concerning attitudes, both spiritual attitudes (KI: 1) and social attitudes (KI: 2) are related to the linguistic concept of values, cultural norms, and the social context on which the register (language as text) is based; Core competencies related to knowledge (KI: 3) and skill (KI: 4) are directly related to linguistic concepts related to social processes (genre) and registers (language as text). In addition, the basic competencies (KD)

grouped under the KI has a fundamental relationship with each other. In the speaking assessment, the researcher used oral proficiency scoring categories Scoring Rubric of Speaking (Brown: 2010)

NO	ASPECT	5	4	3	2	1
		EXCELLENT	GOOD	FAIR	POOR	VERY POOR
1	Fluency	Very smooth with no pauses	Smooth enough with very few pauses	Normal Speed with view pauses	Slow pace with frequent pauses	The pace is very slow with too many pauses
2	Accuracy	Excellent grammar with various words used (Correctness 80%-100%)	Very few mistakes of grammar with enough variety of vocabulary (Correctness 61%-80%)	Few mistakes of grammar with very sufficient vocabulary but still understandable (Correctness 41%-60%)	Several mistakes of grammar with very limited vocabulary but still understandable (Correctness 41% 60%)	Very poor diction and grammar which lead to misunderstanding (correctness 0%-39%)
3	Clarity	Very clear articulation with good pronunciation	Good Pronunciation with very few mistakes and clear articulation	A few mistakes of pronunciation with inconsistent articulation but still understandable	A several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	Many Mistakes of pronunciation with unclear articulation and difficult to understand

NO	ASPECT	5	4	3	2	1
		EXCELLENT	GOOD	FAIR	POOR	VERY POOR
4	Intonation	Correct intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning	Very few mistakes of intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning	Few mistakes of intonation/tone which interfere the intended meaning	Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	No difference of intonation/tone for the words/phrases/sentences which lead to misunderstanding of the intended meaning
5	Volume	Speak very loudly that the audience in the class can hear	Speak loudly that the audience in the class can hear	Only audience from the middle to the front row can hear the voice.	Speak softly that only very few the audience can hear clearly	Speak very softly that the audience cannot hear
6	Content	The content of the presentation contains very complete information	The content of the presentation contains complete information	The content of the presentation contains sufficient information	The content of the presentation contains little information	The content of the presentation contains very little information

B. Relevant Studies

There are some research studies relevant with the idea of Dubbing Movie to improve Speaking ability . Here are some of the studies:

1. Further research is entitled "*Improving the Speaking Skill of the Eight Grade of MTsN Selatbaru Bengkalis Regency Riau by Using Multimedia Presentation*". This research was written by Sutaryo (2011). The finding of this research showed that the students' speaking skill improve from cycle 1 to the following cycle. This can be seen from the result of each cycle. Meanwhile, the students' involvement has achieved the criteria of success (100% students) in cycle 1. They could fulfill at least two or four indicators in cycle 1 and cycle 2. In addition, the students' perception toward the implementation of multimediapresentation strategy was 94.29 % and only 5.72% were not interested towards the implementation of multimedia presentation strategy.
2. The next relevant study is entitled "*Improving the speaking skills of grade viii students of SMP Negeri 2 godean through pictures*" The researcher focused on how to improve the students' speaking skills in grade 6 VIII of SMP Negeri 2 Godean through pictures which was conducted in the field collaboratively. This research used the qualitative then this research was conducted at the grade VIII of SMP Negeri 2 Godean. It was carried out from September to October 2013. The objective of this research study was to improve the students' speaking skills through the use of pictures. Based

on the results and discussions in the previous chapter, it can be concluded that the implementation of pictures in the teaching and learning process of speaking is believed to be effective to improve the students' speaking skills.

3. The previous study is done by Imayati Kanean (2013) under the title *Speaking Skill Improvement By Using Movie as Media* at first grade of SMP Negeri 13 Malang. This research focuses on improving students' speaking achievement by using short movie as media. This study used Classroom Action Research as the research method. Based on the research findings, the researcher concluded that there was improvement in students' speaking achievement after they taught speaking skill by using short movie as teaching media.
4. The research is done by Siti Erichah (2011) under the title *The Use of Film as Media To Improve Students' Narrative Speaking at IIB Class Students' of Mts Al-Hidayah NU 03 Kendal*. The research focused on the use film as media to improve students' narrative speaking. The purpose of this study was to describe the teaching narrative speaking using film and to identify the improvement of students' narrative speaking after being taught using film.
5. Pranindita, Helenna. 2016. *Students' Strategies in Dubbing and Subtitling Indonesian Movie: A Study in Translation Class of English Education Department in Muria Kudus University*. In dubbing and subtitling

Indonesian movie in Translation class of English Education Department in Muria Kudus University. The method used in this research is descriptive qualitative research method. The data of this research are the students' strategies and difficulties in making translation dubbing and subtitling Indonesian movie. Here, the data are collected through questionnaire from 15 students who have joined in Translation class. The data source of this research is the students of English Education Department in Muria Kudus University who have joined in Translation class. In this research, the result shows that all of the students who joined Translation class have various strategies and difficulties. The writer provides 7 questions in order to describe the strategies and difficulties in dubbing and subtitling. From 15 students who answer the questionnaire, there are 13 students make dubbing, 1 student makes subtitling, and 1 student makes both of them. The strategies of the students who make dubbing is recording their voice into English dialogues. For making the subtitling, they enter the translation dialogues into movie, and the students who make both of them, are combining that strategies. All of the students use "Vegas Pro" to produce it. Making the translation of dialogues, the students use Free, Direct, and Literal Translation types. Almost of the students use Free Translation. The students also face the difficulties to operate the application and to match the timing in the movie. Based on the research, the writer suggests that the students should find the new strategies to match the timing when

producing dubbing and subtitling easily. They also must solve the difficulties which they are faced. The writer also suggests to the next researcher to explore and develop the theory about dubbing and subtitling

In conclusion, relevant research studies above show that multimedia teaching aids can be an effective media for teaching speaking. thus, this research supports the idea to increase the students speaking ability particularly and the quality of speaking teaching and learning process generally by implementing multimedia teaching in the speaking teaching and learning process. The difference of this research and the studies above is by using the different media, this research is using the dubbing movie meanwhile the studies above used the pictures and multimedia presentation.

C. Conceptual Framework

As discussed above, speaking in English is considered as a difficult skill to acquire by most learners. That is why many students are not really interested to the speaking activity. Therefore, many of the students cannot speak in English, even the simplest one. Most of the learners only got a little exposure from this language. They either find it difficult to know the real example of English or the practice of this language in daily life. All of those conditions make the teaching and learning process ineffective, especially in the speaking class.

As a matter of fact, teaching and learning process cannot be separated with the use of media. Media as a tool for language learning have undoubtedly facilitated the task of the learning itself. Brinton (2001) explains two kinds of media, that is technical media and non-technical media. Technical media is a kind of media, which is able to support the teaching and learning process. Technical media that is used in this research is multimedia teaching aids, namely, movie, video, animated pictures, and visual text. As the rapid expansion of technology, there are many kinds of technological media which are easy to be applied. One of those is multimedia teaching aids. There are some examples of multimedia teaching such as, video, movie, animated picture, and visual text.

In applying this media, we need ICT tools to display it in a large screen. There are some reasons why the researcher interested in conducting this research SMA N 15 Medan already has good facilities like ICT tools whereas the English teacher is rarely use it in the teaching and learning process. The English teacher prefers using students' textbook to applying this media. In this research, the researcher wants to implement an action that could increase the quality of English speaking teaching and learning through the use of multimedia teaching.

To conduct the research, the researcher needs to do some steps. First, the researcher needs to observe the school where the researcher is going to conduct the research. In the observation, the researcher notices some problems about the speaking in the field. After finding some problems during the observation, the researcher thought about the action to solve those problems.

The researcher decided to use some interesting media, namely multimedia teaching aids in the teaching and learning process. Then the researcher planned and employed some effort to increase the quality of English speaking teaching and learning process of tenth grade students of SMA N 15 Medan through the use of multimedia teaching.

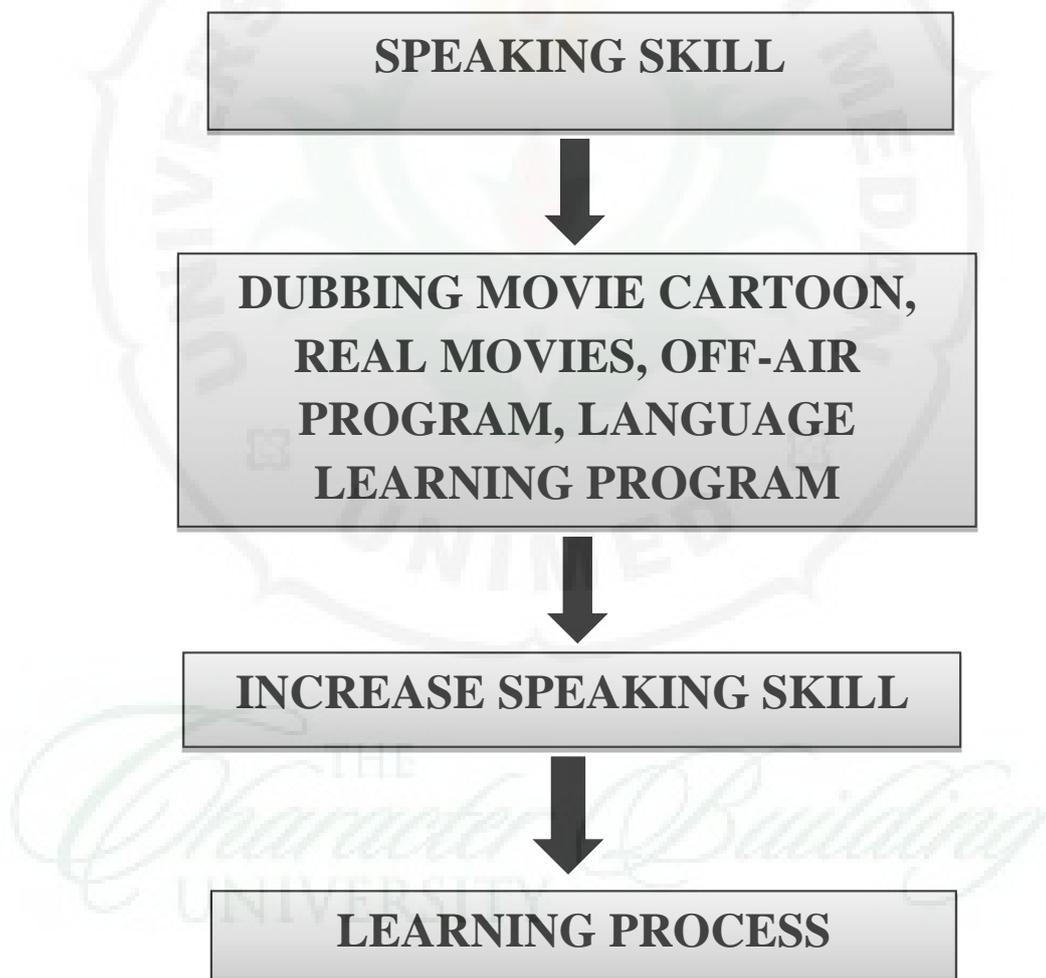


Figure 2.1 The Conceptual Framework