

IMPROVING STUDENTS' SPEAKING SKILL THROUGH DUBBING VIDEO AT SMKN 2 PALOPO

A THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



IAIN PALOPO

By

**Andi Afia Karnas
18 0202 0043**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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FACULTY OF TARBIYAH AND TEACHER TRAINING
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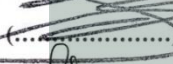
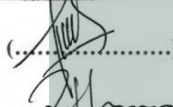
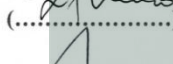
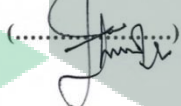
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THESIS APPROVAL

This thesis, entitled **“Improving Students’ Speaking Skill Through Dubbing Video at SMKN 2 Palopo”** written by **Andi Afia Karnas, Reg. Number 18 0202 0043**, English Language Education Study Program of Tarbiyah and Teaching Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, November 25th 2022 M**, coincided with **Rabiul Awal 22nd 1444 H**. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

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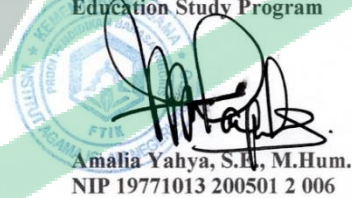
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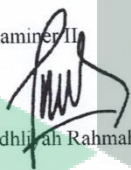
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, December 1st 2022

Regards,



Andi Afia Karnas

18 0202 0043

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The Researcher,



Andi Afia Karnas

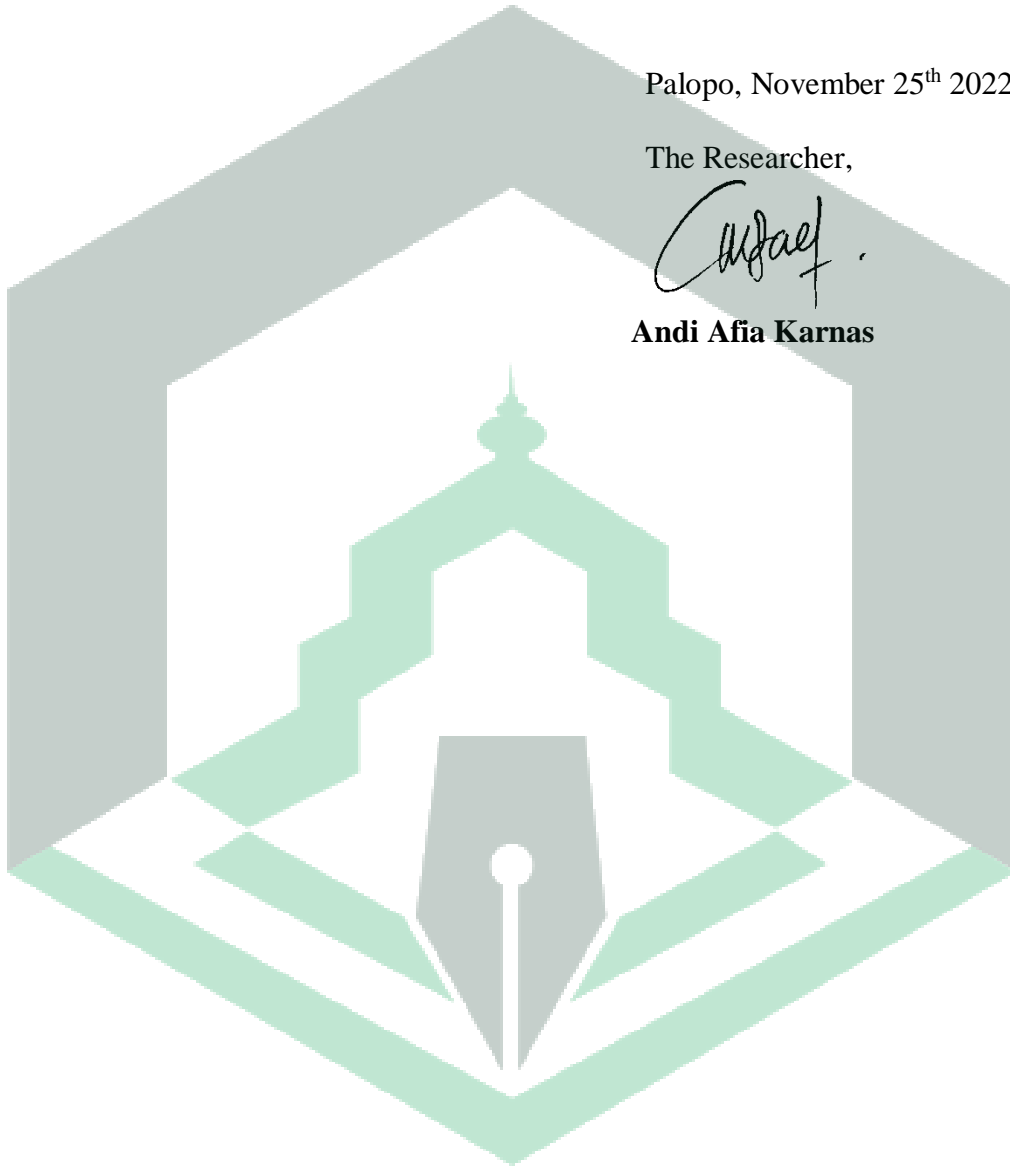


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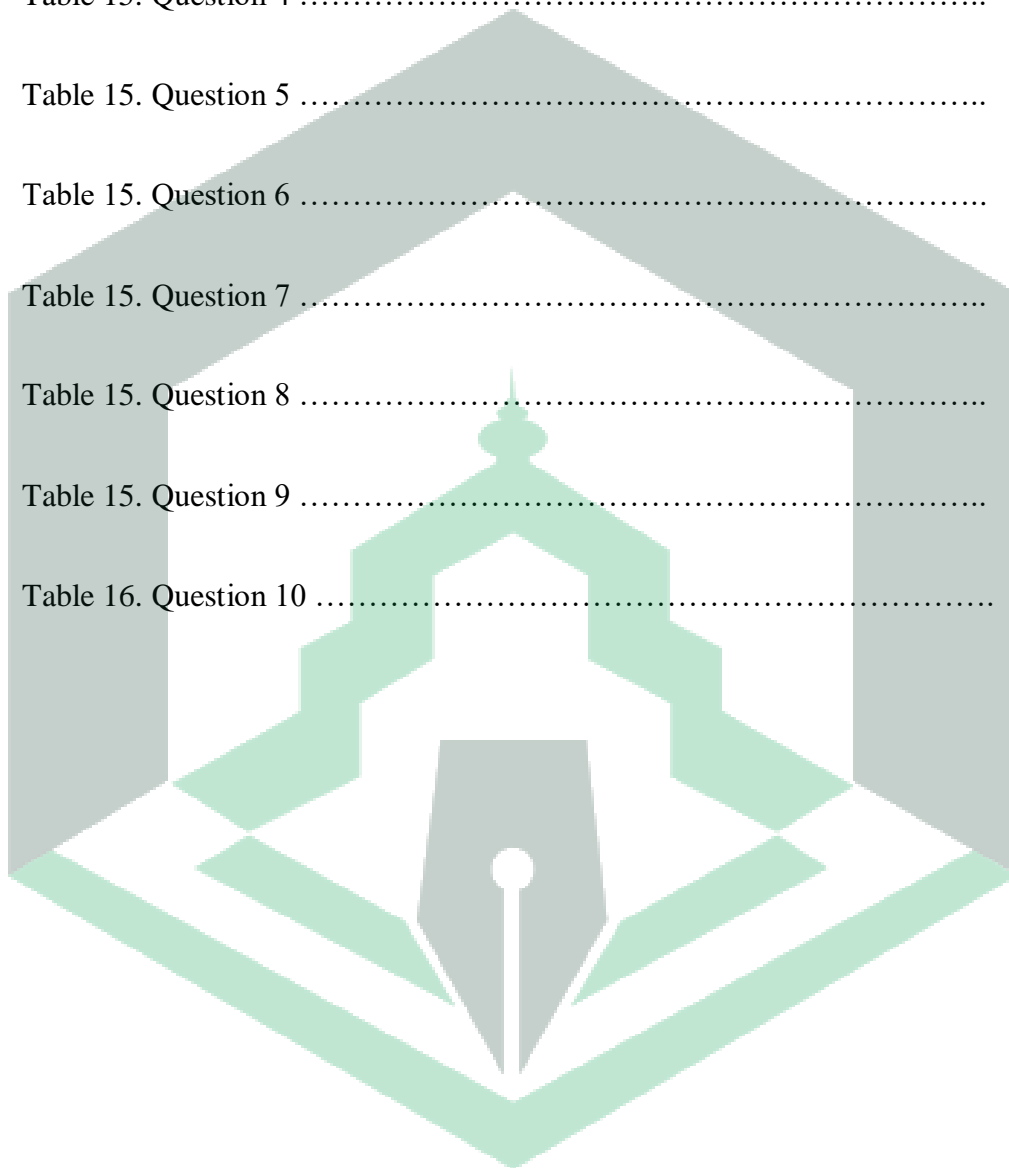
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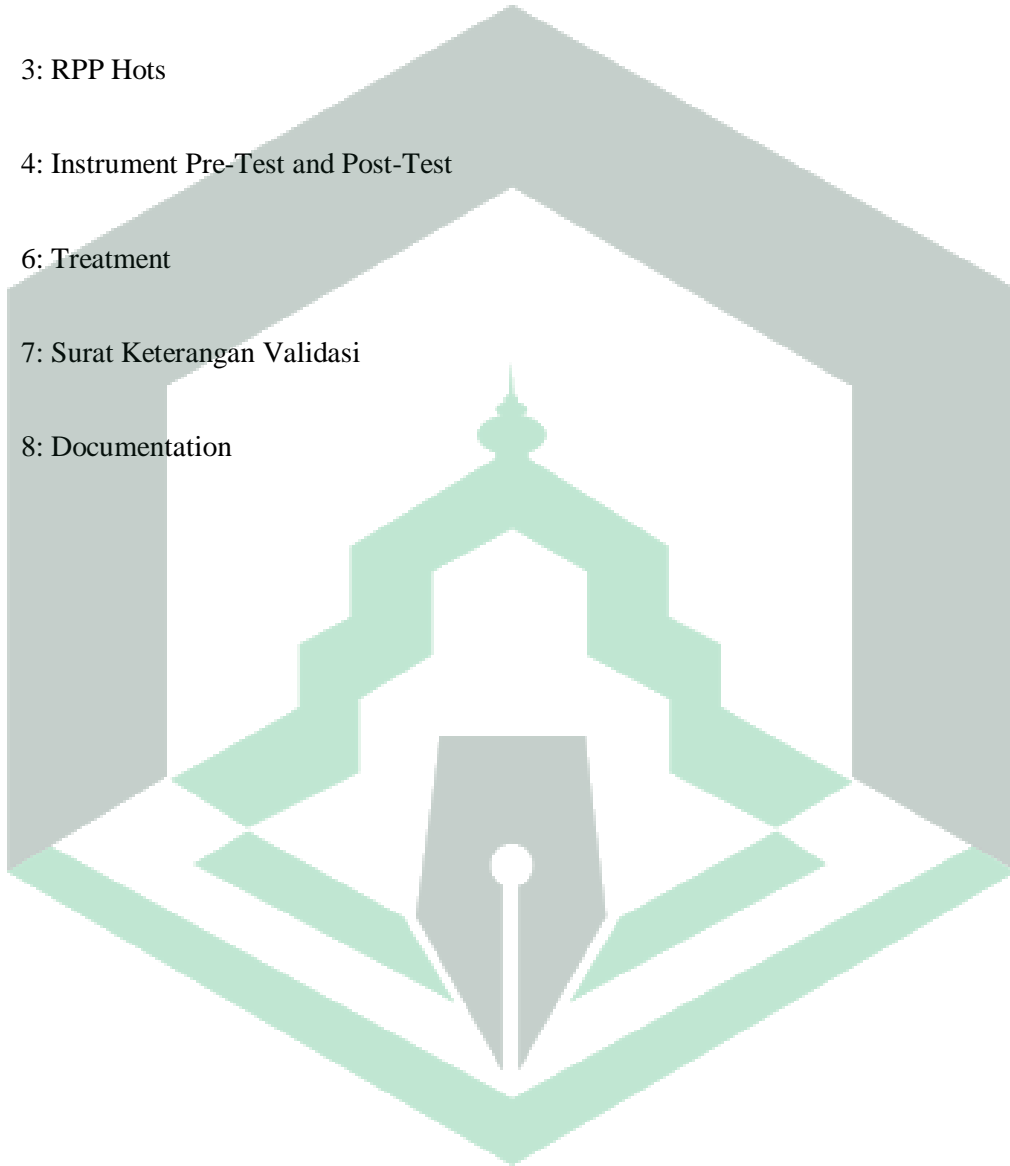
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- 8: Documentation



ABSTRACT

Andi Afia Karnas, 2022. *“Improving Students’ Speaking Skill through Dubbing Video at SMK N 2 Palopo.”* A Thesis, English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, supervised by Masruddin and Husnaini.

This research has two variables, namely the students’ speaking skill as dependent variable and dubbing video as independent variable. The aim of the research is to find out whether the students’ speaking skill improved through dubbing video. The research applied Pre-Experimental method, where the students were given both pre-test and post-test. The population in this research were the eleventh grade students of SMKN 2 Palopo. It consists of 20 classes with the total number was 547 students. The sample was taken by using a cluster random sampling technique. It was chosen the grade of XI TPL A, with the total number was 15 students. The result of this research showed the probability was $0.000 < 0.05$. Based on this fact can be concluded that H_0 was rejected. Therefore there was different mean score of pre-test and post-test in this class. By looking at this result, it means that dubbing video was effective to improve students’ speaking skill.

Key Words: Dubbing Video, Speaking Skill, SMK N 2 Palopo

CHAPTER I

INTRODUCTION

A. Background

Speaking as one of the productive skills is considered by students as a difficulty, especially when they have to perform in front of their friends and teachers in the classroom. This learning era also bring challenges for both students and teachers, because there are some media and learning strategies that accommodate learning needs. It has triggered teachers to be more creative in choosing and implementing strategies, especially in speaking classes to practice their skills. In secondary school education, speaking skills that students learn focus on simple presentations and dialogues.

Teaching speaking skills is usually done by applying the lecture method like giving long explanation into the students. This method exactly focuses on the teacher and the media used is usually only a blackboard to explain the material. In teaching speaking skills, students are usually asked to practice what they see and hear in class. In this case from the researcher the weakness of this method is the less active role of students in teaching and learning activities. This thing can make the students bored and are not active to improve their speaking skill. Meanwhile,

to improve skills, students should be given a bigger role in learning¹. All students enjoy learning to speak in English. However, some students still have difficulty in speaking class. This is because they are still afraid of making mistakes when speaking, they are shy and not confident to say it in front of Master and their friends, and they are still confused when making statements in English. Here the role of the teacher is very important. They must motivate students in the teaching and learning process and are advised to always produce better and more lively teaching methods. Providing speaking practice can be challenging in a class with a high number of students and limited class time.

The magnitude of the active role of students means that students will have the opportunity to explore further their abilities and their relationship with teaching techniques, namely to improve learning. Using educational media in learning can improve learning outcomes so that learning is more meaningful for various students. To facilitate these exploration activities, appropriate methods, media and learning techniques are needed so that teaching can be more effective.

As a solution to motivate students to learn and communicate in English is to provide interesting teaching media and effective learning methods.² One of the interesting learning media is using film media. The method used is the experiment

¹Nuryandi, Sanda,DewiJudiasri, Melia(2017).*Efektivitas Penggunaan Teknik Dubbing Film untuk Meningkatkan Kemampuan Berbicara*

²Juliana Juliana. (2018). *Motivasi Pembelajaran Dan Percakapan Bahasa Inggris Melalui Media Film Dengan Metode Dubbing Dan Subtitling* doi:10.31227/osf.io/tjmxu.

method, which is a learning method carried out by means of a practicum so that students can see and practice directly the material being studied. This method is indeed more interesting and makes students more focused on the subject matter. In this method there is cooperative learning. The advantages of the cooperative learning method through this dubbing technique include teaching students to seek information from other students, encouraging students to express their ideas orally and comparing them with other friends, and helping weaker friends in lessons.

The elements in cooperative learning are positive interdependence, individual accountability, and skills for interpersonal relationships or social skills that are deliberately taught. The technique used in this research is the dubbing video technique which involves the active role of students in determining the direction of the conversation in the film footage. The dubbing technique referred to in this study is a technique where students replace the voice of the actor in the video with their own voice whose script is distributed according to the given theme.

The dubbing technique used in this study is the technique of dubbing video footage which involves the active role of students in determining the direction of the conversation of the characters in the footage. The film used is also a learning video so it is suitable for teaching and learning activities. In the film, interesting stories are presented in the form of animated images and are equipped with audio sounds so that they can attract students' interest in learning English.

This can make students interested in communicating in English because they seem to be playing a film dialogue scene played by the actor in the film. In other words, teaching media and learning methods are two important things that cannot be separated and support each other as a means of for students to understand the information provided. Effective and efficient media and methods can help students engage to learn English and at the same time be motivated to communicate in English.

In the previous observation at SMKN 2 Palopo the researcher found that the students' speaking ability was still low. Many of them complained about the difficulties of speaking English because of the problems in teaching materials. The difficulties faced by students also include lack of confidence, fear of speaking the wrong way and shyness of speaking in front of others. Besides that the researcher also got the information from the teacher there that they didn't really focus on speaking or listening or another skill in one meeting, but integrated into the existing topic. As for the challenges that teachers get in the process of learning English, namely the motivation of students in learning and the advantages that teachers get if face to face learning is that it is easier for teachers to provide direct corrections to students, if error occurs in pronunciation.

Based on the previous studies none of them focus on dubbing video in speaking skill. Therefore this research is important because the students still find the difficulties in speaking as foreign language, they are lack of self confidence, afraid to speak the wrong way and embarrassed to speak in front of others. In

addition, this technique can make the students practice more. By looking dubbing video can also practice their skill like fluency, accuracy and comprehensibility because there are many video examples that can improve their speaking skill. It makes students' speaking skills improved quickly because they are immediately put into practice. Based on the explanation above the researcher decided to conduct this research entitled "Improving Students' Speaking Skill through Dubbing Video at SMKN 2 Palopo."

Spoken text as a collaboration between two or more people in a shared time and shared context. speaking is interactive and requires the ability to cooperate in the management of speaking turns. According to Bygate speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is, however, a skill that deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends.

Dubbing is a technique of imitating the voices of actors who play a role in film. In another sense, dubbing video in which the music soundtrack is muted. The teacher has the responsibility to create an active environment and make the class interesting during the teaching and learning process. Before starting the video dubbing process, the teacher must facilitate students to focus on what they are watching

B. Problem Statement

Based on background above, the researcher formulated the problem statements as follows:

1. Is the use of dubbing video effective in improving students' speaking skill at SMKN 2 Palopo?
2. How is the students' response in learning speaking through dubbing video at SMKN 2 Palopo?

C. Objectives of the Research

Related to the existing problems the objectives of the research are as follows:

1. To find out the effectiveness of dubbing video in improving students' speaking skill at SMKN 2 Palopo.
2. To find out the students' responses in learning speaking through dubbing video at SMKN 2 Palopo.

D. Significances of Research

The significance of this research was expected to be useful for:

1. Theoretically this research is expected to give new knowledge in learning speaking skills through dubbing video.

2. Practically:

- a. For the teachers, this research can show new thing that this technique never been taught before in learning English. It means that can be used as an alternative technique in teaching speaking skill.
- b. For the students, this research is expected to solve the students' problem in learning speaking skill.
- c. For further researcher, this research is expected to be a reference to develop this technique in teaching speaking or other skills in English.

E. Scope of the Research

The research applied dubbing video in teaching speaking skill. The researcher focused on the aspects of speaking namely accuracy, fluency and comprehensibility. The video used in this research was in the form of procedure text.

F. Operational Definition

1. Speaking skill is one of the skills in English which can help students demonstrate their ideas by using correct sentences.
2. Dubbing video is technique that replaces the original voice of the actors in videos.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this draft, the researcher found related to this research as follows:

1. Jao, et. all (2022) in international research which is under the title “Using video dubbing to foster college students’ English Speaking Ability”. Based on the result, it shows that after using video dubbing the students improved their English speaking ability especially in accuracy and fluency.³ The similarity between this research and the research above focused on dubbing video. While the differences between this research and the research above on the location of the research. The research above on the foreign while this research on the Indonesia.
2. Costales (2021) in international research which is under the title “Subtitling and Dubbing as Teaching Resources in CLIL in Primary Education: The Teachers’ Perspective”. Based on the result shows that the teachers in teaching primary education use code switching and the students there give good responses.⁴ Based

³Cheng-Yueh Jao (2022). Using video dubbing to foster college students’ English Speaking Ability. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2022.2049824>.

⁴Alberto Fernandez Costales (2021). Subtitling and Dubbing as Teaching Resources in CLIL in Primary Education: The Teachers’ Perspective. *Porta Linguarum*. DOI: 10.30827/portalin.v0i36.16228. ISSN: 1697-7467. EISSN: 2695-8244.

on the research above there was similarity with this research namely on the using of dubbing video where both of effective. While the difference were on the subject of the research. In this research the subject of the research were the students of Senior High School while the research above the subject of the research were primary students.

3. Manurung and Pohan (2019) in their international research which is under the title “Enhancing Students’ Speaking Skill through Video Dubbing Project”. Based on the result shows that the mean score of pre test from the students was 67.02 while the mean score of post test from the students was 83.63. It means that can be understood that students’ speaking skill was improved by using dubbing video.⁵ Based on the research above there was similarity with this research from the method namely the using of dubbing video. While the difference between the research above with this research was the location of the research.

4. Christina, et. all (2021) in international research which is under the title “Dubbing Method and Learning Videos for Improving Students’ English Speaking”. Based on the result showed that dubbing video has positive effect and worked effectively for the students’ speaking skill. It can be seen from their

⁵Sulastris Manurung and Albert Efendi Pohan (2019). Enhancing Students’ Speaking Skill through Video Dubbing Project. *Uhamka International Conference on ELT and CALL (UICELL)*.

score where in the post test was higher than pre test.⁶ There was similarity between the research above with this research namely the using of dubbing video as the method. While the difference on the location of the research.

Based on the previous studies above, the researcher sure conducted the research entitled Improving Students' Speaking Skill through Dubbing Video at SMK N 2 Palopo.

B. The Concept of Speaking Skill

1. Definition of Speaking Skill

In Webster New World Dictionary speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. According to Chaney speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Spoken text as a collaboration between two or more people in a shared time and shared context. speaking is interactive and requires the ability to cooperate in the management of speaking turns.⁷

⁶Dian Chrsitina, et. all. Dubbing Method and Learning Videos for Improving Students' English Speaking. *Jurnal Pedagogi dan Pembelajaran*. Vol. 4 No. 3. P-ISSN: 2614-3909. E-ISSN: 2614-3895

⁷ Rizki. (2016). *A study on Teaching Speakng by Using Debate to the Eleventh Grade at SMA 1 Ploso Klaten in Academic Year 2016/2017*

According to Bygate speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is, however, a skill that deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends.⁸

2. Characteristics of Speaking Skill

According to Mazouzi learners' activities should be designed based on equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skills. According to Hughes, fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Hedge expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

⁸ Nurmainiati. *English Dialogue dalam Meningkatkan Kemampuan Berbicara Siswa*. Unpublished Thesis.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation.⁹ According to Horn bury, learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Horn bury declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. To speak the English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively. Based on the explanation above can be understood that pronunciation is one of the main part in speaking skill like the theory of Horn bury.

⁹Lai Mei Leong and Seyedeh Masoumeh Ahmadi. *An analysis of Factors Influencing Learners' English Speaking Skill*

C. The Concept of Procedure Text

1. Definition of procedure text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. There are 3 general definition of procedure text: (1) texts that explain how something works or how to use instruction/operation manuals e.g. how to use the 29 video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity e.g. recipe, rules for games, science experiments, road safety rules. (3) Texts that deal with human behavior e.g. how to live happily, how to success.

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Furthermore, procedural text is a text used to describe how something is conducted through a sequence of action or steps.¹⁰ The advantages of procedure text are the text is very easy to understand, because even in our daily lives, we often perform the procedure steps. For example, when you want to operate a computer, how to use washing machine, how to use a cell phone, making milk, sweet tea and others.

¹⁰Indri YawatiPandu. (2014). *Improving Students' Reading Comprehension Using Procedure Text at the First Year Students of SMK N 2 Palopo*

2. The Purpose of Procedure Text

The purpose of procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequence steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

3. General Structure of Procedure Text

The structure of procedure text can be divide into three as follows: a. Title or goal This part states the goal to be achieved or shows the purpose of text. The generic structure of the procedure text which deals with the goal can demonstrate about command, instruction, or remind how to do things or how to ask other people to do something. b. Materials In this part, it is listed the materials needed, it also often gives detail on the size, color, numbers, shapes, quantity etc. The material of procedure text can be various, but the most important one is the materials should be conditioned with the real life, for example, how to make fried rice, how to make a cup of tea etc. However, not all procedure text requires this step.

4. Language of Procedure Text

The following is the procedure text grammar like:

- a. The procedure text uses the temporal conjunction such as first, second, then, next and finally.
- b. It applies the simple present tense.

- c. It uses the imperative sentence. Imperative sentence is a sentence that asks someone to do something.
- d. It uses action verbs in the steps such as, slice, boil or cut.

D. The Concept of Dubbing Video

1. Definition of Dubbing Video

Dubbing is a technique of imitating the voices of actors who play a role in film¹¹. *In other words it is a process technique that replaces the voice of the original actor in the video.* In another sense, dubbing video in which the music soundtrack is muted.¹² It is most often used to refer to a recorded sound that does not belong to the original player. The purpose of the voiceover is to adapt the conversations of the characters to be more accepted according to the culture of the local community.

In this postproduction stage, the process carried out is the dubbing process, the editing process and the rendering process. In this dubbing process, voice recording for the narration is carried out, as well as voice recording for the voices of each main character and supporting character.

¹¹ Juliana. (2018). *Motivasi Pembelajaran dan Percakapan Bahasa Inggris Melalui Media Film dengan Metode Dubbing Dan Subtitling.*

¹² Wati, dkk (2019). *The Use of Dubbing Video Technique for Improving Students' Speaking Skill and Confidence of Senior High School Students.*

2. The Difference between Dubbing and Voice Error

Dubbing is combining tone of voice, dialect, word, emotion, nuance, and accent to convey a richer message. Whereas voice over: a term used to refer to a production technique in which a voice that is not part of the narrative is used in radio, film, television, theater, or presentation.

3. Advantages and Disadvantages of Dubbing Video

There are two advantages of applying dubbing video especially for the students, for example:

- a. Overcome the language barrier. Dubbing and subtitling give the students ability to communicate effectively to multiple audiences in their heart language. A video produced in a native language can be subtitled in English or any other language.
- b. Keep viewers glued to the screen. A video that has a subtitle can keep the viewer glued to the screen. This retention is possible as the viewer tries to ensure not to miss the message. By doing this activity both the visual and audio messages are passed across effectively.¹³

There are also the disadvantages of dubbing video for the students. Video dubbing is a costly, time consuming and difficult process. It evolves a lot more than just reminding the words into another language. Most of the time editors

¹³*Benefits of Dubbing and Subtitling for Multimedia Translation for your Company / Socialnomics*. Accessed on September 28th, 2022 at 09.00 am.

try to synchronize what is being said to match the lip movements of the character.

E. Teaching Speaking though Dubbing

1. The material that is taught by using dubbing technique

The regular learning material that the researcher found from the observation she made at SMKN 2 Palopo was factual material entitled Procedure text related to the use of technology and tips (tips). Procedure text is a type of text that serves to inform the reader about the steps to do something.

The social function or purpose of this text is to show how something is done through a sequence of steps that allows the reader or actor to achieve his goal. The social structure used in this material is the first is a procedure text that tells the reader how to do or make something, the second information is presented in a logical sequence of events broken down into steps, and the last is a procedure, a sequence of steps in a certain order. It is also known as instructions or hints. The most common example of a procedure text is a recipe.

There are three types of procedure text, the first is the text that explains how something works or how to use the operating instructions or instructions, for example how to use a video game, computer, etc., Second, the text that instructs how to do it. Language Features Procedure Text Written using the Simple Present Tense, because the content of the sentence is in the form of facts

related to how to make or use something. Using imperative sentences (command sentences). Example cut the mango, chop the garlic, pour the water, and others.

2. Teaching Preparation Media

Media is an important thing in the teaching and learning process. Tools used to convey material. The function of the media is to help teachers in teaching and learning activities, Media helps teachers to teach students easily. This thing can make the teaching and learning process become more interesting. Teachers can provide several media such as laptops, projectors, loudspeakers. Next, the teacher must prepare a video. The prepared video must be related to the material.

Furthermore, the teacher can search for videos from the internet, especially on youtube. Keep in mind that the video does not take long because it will affect students' concentration on the video. The length of the video cannot be more than 3 minutes. In addition, videos must not contain negative content. This will have a negative impact on students. Language videos must be in accordance with students' abilities. This is to make it easier for them to understand the video. The teacher must prepare a video dialog that will be used by students to do dubbing activities and will be used by the teacher to check the dubbing of students.

3. The Implementation of Dubbing Video Technique

The teacher has the responsibility to create an active environment and make the class interesting during the teaching and learning process. Before starting the video dubbing process, the teacher must facilitate students to focus on what they are watching.¹⁴

The example of video:

Picture 1



Source: <https://youtu.be/2UPSPcDbFtU>

There are some stages implementing video dubbing for example:

a. Active Viewing

Students watch a video presentation on how to use a digital camera, and focus on finding the information in the video. They watch videos for specific details or specific language features. Students take notes about the

¹⁴ Wati, dkk. (2019). *The Use Of Dubbing Video Technique for Improving Students Speaking Skill and Confidence of Senior High School Students*.

information as the video is presented. This is important so that students do not miss important information or main ideas from the video. After all the videos the teacher asks students to answer the questions that have been given previously. Students are asked to answer questions orally.

After all the videos the teacher asks students to answer the questions that have been given before. Students are asked to answer questions orally. For example, students answer, “The text is procedure text, no, I haven't, Video on how to use a digital camera”. Through these answers, the teacher sees students' understanding of the video. This activity is to practice students' speaking skills and build their confidence in speaking English.

b. Frozen framing and prediction

Frozen framing is excellent for The activity can spark students' imaginations by leading them to predict and infer further information about characters or video scenes. Freezing framing means stopping the image on the screen by pressing the pause button to provide additional information about the character, body language, facial expressions, emotions, reactions and responses. In this activity the teacher plays the video and pauses it at a certain part. Then, ask the students about the next step of the procedure text. The teacher plays the video as feedback to make sure the students' answers are correct or not.

c. Silent watching

Silent watching increases students' interest, stimulates their ideas, and develops anticipation skills. In silent viewing, the teacher plays the video without sound, and tells the students about the steps of the procedure text. The teacher asks students to watch the video carefully. Students see steps on how to use a digital camera, by looking at visual explanations to predict what the speaker is saying. Then, the teacher asked the students to guess what the speaker said based on the video. Finally, the video segment is played back with sound. It aims to provide feedback to students, so that they can compare their impressions with what actually happened in the video.

d. Active sound and activity

Blindness The teacher plays part of the video unit and removes the visual elements of the video, so that students only hear the sound but cannot see the action. The teacher asks the students to listen carefully about the procedure text video. There is no picture on the screen, only the sound of the speakers can be heard. In this step students can imagine the steps of how to use a digital camera from the speaker's words. It is important for students to take notes to remember sequential steps. At the end of this step, the teacher replays the video using visual elements so that students can compare their imaginations about the text what actually happened in the video. This will improve students' listening skills. Besides, it will improve their speaking, and vocabulary.

e. Repetition and Role Play

If there are some difficult words in the video, repetition can be done, necessary steps of communicative production practice. A video scene is played back at certain intervals for repetition either individually or in chorus. Repetition helps students in pronouncing words. In other words, students can improve their pronunciation by doing repetition. While Roleplay is a good communicative activity and correct repetition for real-life situations. Students become confident with role-playing because role-play involves students as active participants. This gives students the opportunity to apply what they learn, and will also increase the likelihood of a correct response.

f. Reproductive Activities

Students are expected to reproduce the information orally that they are in the video. It aims to improve their speaking skills based on the context of the text. Students are not afraid if they make mistakes because the teacher will guide them to provide corrections. Here, students must be active because it will help them to express their ideas, improve vocabulary, pronunciation, speaking ability, and selfconfidence. In this activity, the teacher asks students to find out information about procedural texts from textbooks, the internet, materials provided by the teacher and other sources that can help them to understand the text. They can know the definition, social function, general structure, and linguistic features of the

report text. Next, students should record all the important information they get in their book source.

g. Dubbing activities

The teacher gives a new video to the students. They will be watched the video part by part in two repetitions, so that they can prepare about important points or important information from the video by taking notes so that they can do this activity easily. teachers can share video scripts or notes or specific information to help them voice out videos.¹⁵

Here is the video:

Picture 2



Source: <https://youtu.be/MFWbC6EeY1Q>

The teacher asks students to voice out the video procedure text, how to operate a laptop by yourself. Then, the video will play silently. After that,

¹⁵ Wati, dkk. (2019). *The Use Of Dubbing Video Technique for Improving Students Speaking Skill and Confidence of Senior High School Students*.

students began to voice the video. They have to explain verbally based on the video. They can not only voice according to the script or notes, but they can also voice their ideas related to the video. Then each student will take turns doing this activity. They won't be afraid to try talking because they have gone through several stages to practice before the video dubbing is done. This technique helps students to develop their speaking skills and confidence to produce their own sounds and language according to the context of the text. This will reduce stress for students and make the teaching and learning process enjoyable. Students will not be afraid to try speaking because they have done several stages of practice before the video dubbing is done.

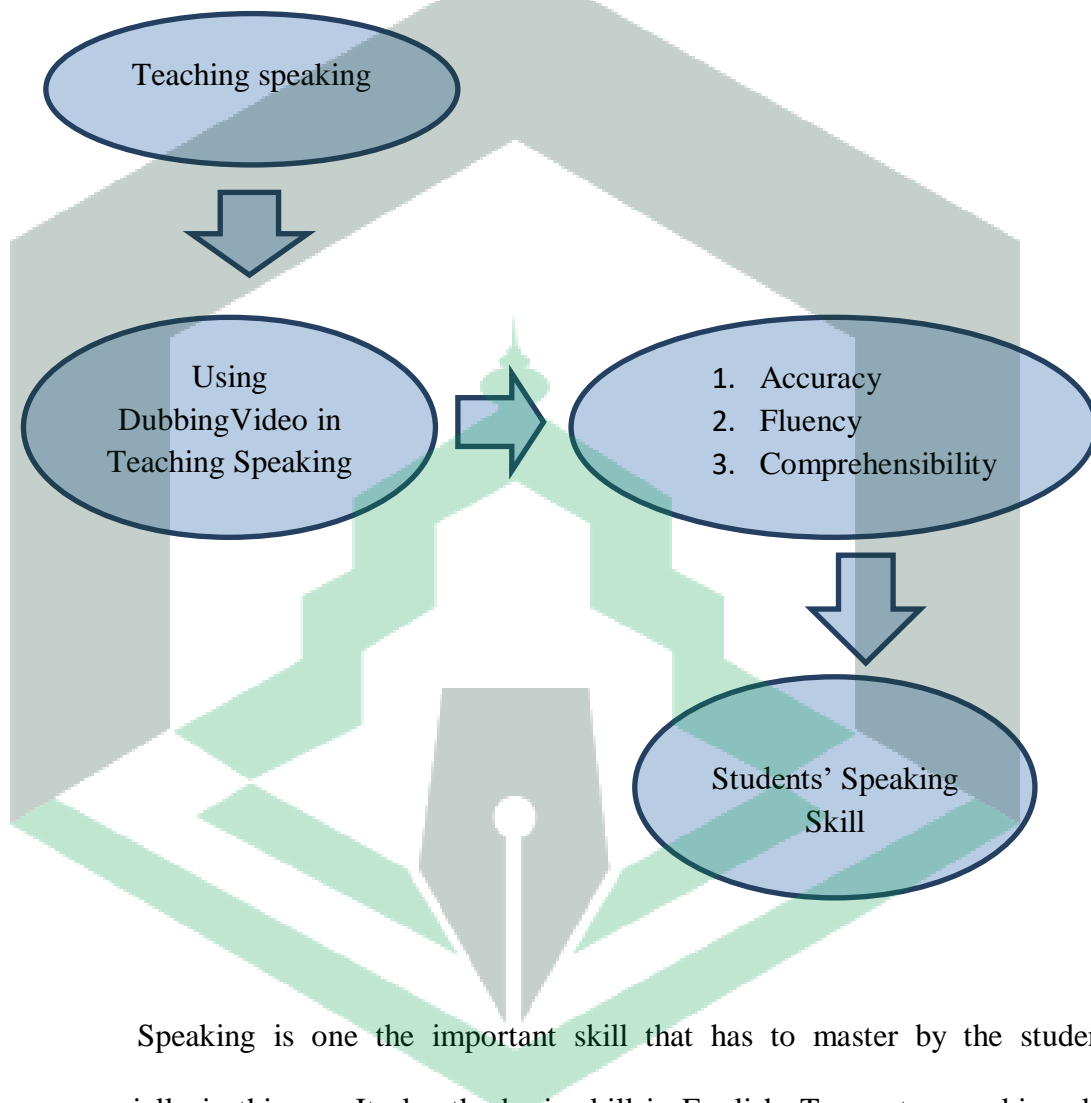
h. Follow Up Activities

In this activity the teacher invites other students to provide comments or there are additions about the appearance of students who dub the video. Each student takes turns doing this activity. Then, students discuss about procedure text videos based on the sources and activities they have done. Students can discuss definitions, social functions, generic structures, and linguistic features of procedural texts. This activity is the end of the teaching and learning process in the implementation of the video dubbing technique. From the appearance of students, the teacher can see the extent of students' understanding of the subject matter. In this activity, the teacher and students conclude about the subject matter. Students can also conclude the

activities that have been carried out and how they were used to improve their speaking skills and confidence in using English.¹⁶

F. Conceptual Framework

The conceptual framework of the research can be seen below



Speaking is one the important skill that has to master by the students especially in this era. It also the basic skill in English. To master speaking skill exactly needed the best technique so that the students can comprehend and

¹⁶ Wati, dkk. (2019). *The Use Of Dubbing Video Technique for Improving Students Speaking Skill and Confidence of Senior High School Students*.

understand about speaking. Therefore here the researcher used one of the technique that sure is effective for them. The technique is dubbing video. In this video there are many examples of video that can practice the skills of students.

Later the students can improve their speaking skill such as accuracy, fluency and comprehensibility. Like the theory in research from Nuryandi (2017) that have proved that this technique is effective for the students. All of can make them always practice more especially from the pronunciation. Finally by using dubbing video the students can improve the speaking skill and exactly they can apply it in their daily life with many people.

G. Hypothesis

Based on the review above, the researcher composed the hypothesis formula as follows:

H_1 = The use of dubbing video is effective to improve the students' speaking skill.

H_0 = The use of dubbing video is not effective to improve the students' speaking skill.

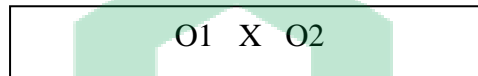
CHAPTER III

METHOD OF THE RESEARCH

A. Type of the Research

This research applied pre experimental design with kinds of pre test and post test in one group design. This research was conducted at SMK N 2 Palopo. This research was given just on one group without comparison group. It aims to know effectiveness of dubbing video in improving students' speaking skill.

This is the rule of Pre Experiment One Group Pre test and Post test design¹⁷ (Heaton: 1990):



The first thing that was conducted by the researcher by giving the test before applying the treatment or method. This test can be called pre test. The aim of the test here to know the students' prior knowledge and then find out their problem about their material. After finding the problem she gave the treatment or method. This method here was dubbing video. After applying the method she gave the test again. The test is post test. Based on the test both of them can be

¹⁷J.B. Heaton (1990). *Longman Handbooks for Language Teachers*. London and New York.

known the result of their skill. After that she compared based on the result between pre test and post test.

B. Population and Sample

1. Population

This research was conducted at SMKN 2 Palopo which is located in Palopo, South Sulawesi. The population in this research were the eleventh grade students of SMKN 2 Palopo. It consists of 20 classess with the total number was 547 students. This table below showed the students of eleventh grade of SMKN 2 Palopo.

Grade	Total
XI APL	30
XI AV	35
XI DPIB	18
XI ELIN	19
XI GEOMATIKA	9
XI ITL A	25
XI ITL B	25
XI ITL C	25
XI TKJ A	28
XI TKJ B	29
XI TKJ C	31
XI TKR A	32
XI TKR B	32
XI TKR C	35
XI TPL A	15
XI TPL B	27
XI TPM A	31
XI TPM B	31

XI TPM C	32
XI TSM	38
Total Number	547

2. Sample

In this research the sample was taken by cluster random sampling technique. The sample was taken by choosing the group of students randomly. Cluster random sampling is a technique which is used to determine the number of sample in a large population (Sugiyono, 2018:80). Therefore, the sample of this research was chosen from 20 classes randomly. It was chosen XI TPL A with the total number of students was 15 students as the sample.

C. Instruments of the Research

The instrument used in this research was in the form of tests and non-tests. The main instrument of this research was dubbing video. Besides that another instrument was the form of questions that had been provided. While the non-test instrument consisted of students' attitudes, questionnaire and the process of dubbing video which were carried out in pairs.

D. Procedures of Collecting Data

1. Pretest was given to students to determine their ability in speaking. Pretest is a speaking test that was given before treatment.

2. Treatment was the process after giving the pre test into the students was taught how to use the dubbing video. The treatment took place in 6 meetings and took 90 minutes for each meeting. Treatment was carried out in the following way:

- a) The first meeting the students were given material about procedure text.
- b) The second meeting the students were given explanation about dubbing video.
- c) The third meeting the students learned about dubbing video and practice about that with the video of *"how to operate a camera"*.
- d) The fourth meeting the students practiced the dubbing video with the video of *"how to operate a laptop"*.
- e) The fifth meeting the students practiced the dubbing video with the video of *"the using of washing machine"*.
- f) The sixth meeting, the students practiced the dubbing video with the video of *"the using of hand phone charger"*.

3. Posttest is the last procedure in this research which is given to students after treatment. Posttest is conducted by giving a video about "how to use a welding machine" and students used dubbing video. The procedure is the same as the treatment. The researcher rated them in terms of accuracy, fluency and comprehensibility.

4. Giving a questionnaire to find out students' response about the dubbing video.
5. Making conclusion from the calculation data that had been analyzed

E. Technique of Data Analysis

In analyzing the data, the researcher used Kolmogorov-Smirnov and Shapiro-Wilk. This technique was used to test whether there is a significant difference between the two variables that will be tested. Before analyzing the data, it is necessary to calculate the data into statistical calculation. The Researcher used a tested formula to calculate the data. A test was used to find whether there were scores between the students' scores in learning to speak by using modified letters and conventional methods. The experiment group was the X1 variable, and the control group was the X2 variable. All of the techniques of data analysis above were analyzed using SPSS.

The formula of t_{test} will be expressed as follows (Heaton: 1990)

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_N}{N}$$

Where:

X: Sample

N: Sample Total

After collecting the data by conducting pre-test, treatment, and post-test, the researcher then focused on data analysis. There are several procedures that will be carried out by researchers. The procedure was explained as follows:

1. Scoring Students' speaking Test

In analyzing the data the researcher determined the scoring classification uses profile J.B Heaton which includes Accuracy, Fluency, and Comprehensibility.¹⁸

Table 3.1 The Accuracy Criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confusing
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic grammatical and lexical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

¹⁸J.B. Heaton (1990). *Longman Handbooks for Language Teachers*. London and New York, p. 1003

Table 3.2 The Fluency Criteria

Rating	Fluency
6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly occasionally fragmentary but success in conveying the general meaning fair range expressions.
3	He has to make an effort for much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

Table 3.3 The Comprehensibility Criteria

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require.
5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek clarification.
3	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
1	Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Classification of Students' Score

The rating classification was used to provide the grades obtained by the students. The following classification was used:

- a) Score 86 – 95 classified as very good
- b) Score 76 – 85 classified as good
- c) Score 66 – 75 classified as fair good

- d) Score 56 – 65 classified as fair
- e) Score 36 – 55 classified as poor
- f) Score 0 – 35 classified as very poor

3. Computing frequency of the rate percentage, the researcher applied the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = The number of samples (total respondents)¹⁹

4. Calculating the average score and standard deviation of students speaking test result by using SPSS 2.2.

¹⁹Ridwan.(2003). *Dasar-DasarStatistika* (Bandung : Alfabeta)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

These findings consist of result of data analysis especially in pre test, post test, classification of students' pretest and posttest, descriptive analysis of pretest and posttest, normality test, homogeneity and t test value.

1. Analysis of Students' Score in Tests

a. Pre test

The researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score were calculated using SPSS 22.

Table 4.1 Students' score in pre test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	2	2	3	39
2.	S2	3	2	3	44
3.	S3	2	3	2	39
4.	S4	2	3	3	44
5.	S5	2	3	3	44
6.	S6	3	2	2	39
7.	S7	3	3	2	44
8.	S8	3	3	3	50
9.	S9	2	2	2	33
10.	S10	3	2	2	39

11.	S11	3	2	2	39
12.	S12	2	3	2	39
13.	S13	2	1	1	22
14.	S14	2	2	3	39
15.	S15	2	1	2	28
Total		Mean Score			38,8

Table 4.1 above that indicated of pretest score in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table above also showed the mean score of students' pretest.

The next part researcher also conducted one of the most important parts in this research. The table showed the rate of percentage of students' pretest. The rate of percentage of students' pretest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 4.2 The rate percentage of students' pretest in accuracy

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	0	0%
5	Poor	2	9	70%
6	Very Poor	1	6	30%
Total			15	100%

From the table previously can be understood that no students who got excellent, good, fair good, and fair (0%). There were 9 students (70%) who got poor and there were 6 students (30%) who got very poor. In other words possible all students performed incorrectly on pretest of speaking skill

2) Fluency

Table 4.3 The rate percentage of students' pretest in fluency

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	3	15%
5	Poor	2	10	75%
6	Very Poor	1	2	10%
Total			15	100%

From the table previously can be understood that no students who get excellent, good, and fair good (0%). There were 3 students (15%) who got fair. There were 10 students (75%) who got poor and there were 2 students (10%) who got very poor.

3) Comprehensibility

Table 4.4 The rate percentage of students' pretest in comprehensibility

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	5	25%
5	Poor	2	9	70%
6	Very Poor	1	1	5%
Total			15	100%

From the table previously can be understood that no students who get excellent, good, and fair good. There were 5 students (25%) who got fair. There were 9 students (70%) who got poor and there was just 1 student (5%) who got very poor.

b. Post test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score. The result was presented in this table:

Table 4.5 Students' score in post test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	3	4	4	61
2.	S2	4	3	4	62
3.	S3	3	4	3	56
4.	S4	3	3	4	56
5.	S5	4	3	4	61
6.	S6	4	3	3	56
7.	S7	4	4	3	61
8.	S8	3	3	4	56
9.	S9	3	4	3	56
10.	S10	4	3	3	56
11.	S11	4	3	3	56
12.	S12	4	3	3	56
13.	S13	4	3	3	56
14.	S14	3	3	4	56
15.	S15	4	3	3	56
Total		Mean Score			57,4

Table 4.5 previously showed that of posttest scoring in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table also showed the mean score of students' post test.

The next session researcher also conducted again one of the most important parts in this research. The table showed the rate of percentage of students' post test. The rate of percentage of students' posttest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 4.6 The rate percentage of students' posttest in accuracy

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	9	70%
4	Fair	3	6	30%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent, and good. There were 9 students (70%) who got fair good. There were 6 students (30%) who got fair and no students who got poor and very poor.

2) Fluency

Table 4.7 The rate percentage of students' posttest in fluency

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	4	20%
4	Fair	3	11	80%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent and good (0%). There were 4 students (20%) who got fair good. There were 11 students (80%) who got fair. There was no student who got poor and very poor (0%).

3) Comprehensibility

Table 4.8 The rate percentage of students' posttest in comprehensibility

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	6	30%
4	Fair	3	9	70%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent and good (0%). There were 6 students (30%) who got fair good. There were 9 students (70%) who got fair. There was no student who got poor and very poor (0%).

c. The Mean Score of the students in pre test and post test.

			Statistic	Std. Error
Pre Test	Mean		38,8	1.279
	95% Confidence Interval for Mean	Lower Bound	56.59	
		Upper Bound	62.08	
	5% Trimmed Mean		59.81	
	Median		60.00	
	Variance		24.524	
	Std. Deviation		4.952	
	Minimum		45	
	Maximum		65	
	Range		20	
	Interquartile Range		0	
	Skewness		-1.737	.580
	Kurtosis		4.637	1.121
Post Test	Mean		57,4	.591
	95% Confidence Interval for Mean	Lower Bound	75.07	
		Upper Bound	77.60	
	5% Trimmed Mean		76.20	
	Median		75.00	
	Variance		5.238	
	Std. Deviation		2.289	
	Minimum		75	
	Maximum		80	
	Range		5	
	Interquartile Range		5	
	Skewness		1.176	.580
	Kurtosis		-.734	1.121

d. Analyzing of hypothesis acceptability.

Table 4.10 The Paired Sample of Pre Test and Post Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Post Test	- 13.000	4.928	1.272	-19.729	-14.271	-13.360	14	.000

From the table previously can be understood that the mean score from pre test and post test was 13.000, standard deviation from this research was 4.928, and standard error was 1.272. Based on the confidence interval of the difference the lower from this research was -19.729 while the upper was -14.271. The last from the probability sig. $0.000 < 0.05$. This thing showed that H_0 was rejected.

Hypothesis

H_0 : There is no difference of the mean score of pre test and post test

H_1 : There is difference of the mean score of pre test and post test

The criteria of taking decision

- If probability (sig.) > 0.05 it means that H_0 is accepted
- If probability (sig.) < 0.05 , it means that H_0 is rejected

2. The Students' Response towards the Use of Dubbing Video

For the next findings these tables below showed that the students' responses about the using of dubbing video in improving speaking skill.

Question 1

I fell happy when study English by using dubbing video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	53.3	53.3	53.3
	Very Agree	7	46.7	46.7	100.0
	Less Agree	0	0	0	0
	Disagree	0	0	0	0
	Total	15	100.0	100.0	

Table 1 above showed that 8 students (53.3%) answered agree and there were 7 students (46.7%) answered very agree. Based on the question previously can be understood that students felt happy in learning English by using dubbing video.

Question 2

Dubbing video is not suitable applied in learning speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	33.3	33.3	33.3
	Less Agree	10	66.7	66.7	100.0
	Agree	0	0	0	0
	Very Agree	0	0	0	0
	Total	15	100.0	100.0	

Based on the table above, it can be understood that 5 students (33.3%) answered disagree and 10 students (66.7%) answered less agree. Based on the answers can be seen that dubbing video is suitable in applying in learning English especially in speaking.

Question 3

I am more enthusiasm in speaking English by using dubbing video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	6.7	6.7	6.7
	Less Agree	2	13.3	13.3	20.0
	Agree	8	53.3	53.3	73.3
	Very Agree	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

From question 3 on the table above showed that just 1 student(6.7%) answered disagrees, 2 students (13.3%) were less agree, 8 students (53.3%) were agree and 4 students (26.7%) were very agree. Based on the answer previously can be understood that the students had more spirit in learning English especially in speaking because just one students was disagree.

Question 4

Learning speaking by using dubbing video gives me motivation to improve my skill in speaking skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	46.7	46.7	46.7
	Very Agree	8	53.3	53.3	100.0
	Less Agree	0	0	0	0
	Disagree	0	0	0	0
	Total	15	100.0	100.0	

Based on table 4 previously can be understood that 7 students (46.7%) were agree and 8 students (53.3%) were very agree. Based on the answers above can be understood that the students had more motivation in improving their speaking skill.

Question 5

Video that is provided by the researcher is very interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	73.3	73.3	73.3
	Very Agree	4	26.7	26.7	100.0
	Less Agree	0	0	0	0
	Disagree	0	0	0	0
	Total	15	100.0	100.0	

From table 5 previously can be understood that 11 students (73.3%) were agree and 4 students (26.7%) were very agree. The students interest in learning English by using dubbing video that was provided by the researcher.

Question 6

Learning by using dubbing video make me difficult in understanding material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	33.3	33.3	33.3
	Less Agree	10	66.7	66.7	100.0
	Very Agree	0	0	0	0
	Agree	0	0	0	0
	Total	15	100.0	100.0	

From question 6 showed that 5 students (33.3%) were disagree and 10 students (66.7%) were less agree. Based on the answers can be seen that learning by using dubbing video don't make the students difficult but make them easy to understand the material.

Question 7

Learning speaking that is taught by the teacher there is no relation with dubbing video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	66.7	66.7	66.7
	Less Agree	5	33.3	33.3	100.0
	Very Agree	0	0	0	0
	Agree	0	0	0	0
	Total	15	100.0	100.0	

For question 7 on the table above can be understood that 10 students (66.7%) were disagree and 5 students (33.3%) were less agree. Based on the answers previously can be seen that the material that was taught by the researcher had main relation with dubbing video.

Question 8

Learning English by using dubbing video make me brave to show my skill especially in speaking in front of the class and make conversation with my classmate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	73.3	73.3	73.3
	Very Agree	4	26.7	26.7	100.0
	Less Agree	0	0	0	0
	Disagree	0	0	0	0
	Total	15	100.0	100.0	

From the question 8 on the table previously can be seen that 11 students (73.3%) were agree and 4 students (26.7%) were very agree. By using dubbing video make the students brave and easy either speak in front of the class or make conversation with their classmate.

Question 9

The instruction in applying dubbing video is not clear and cannot be understood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	60.0	60.0	60.0
	Less Agree	6	40.0	40.0	100.0
	Very Agree	0	0	0	0
	Agree	0	0	0	0
	Total	15	100.0	100.0	

From the question 9 on the table previously can be understood that 9 students (60.0%) were disagree and 6 students (40.0%) were less agree. Based on the answers previously can be understood that dubbing video made all of the materials are clear.

Question 10

Dubbing video that is given does not help me in showing the ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	46.7	46.7	46.7
	Less Agree	7	46.7	46.7	93.3
	Agree	1	6.7	6.7	100.0
	Very Agree	0	0	0	0
	Total	15	100.0	100.0	

From the last question on the table previously showed that 7 students (46.7%) were disagree, 7 students (46.7%) also were less agree and just 1 student (6.7%) were agree.

(6.7%) was agree. Based on the answers above can be seen that the students was helped in showing their ideas.

B. Discussion

This study aimed to find out the effectiveness of dubbing video in improving students' speaking skill at SMKN 2 Palopo and to find out the students' responses in learning speaking through dubbing video at SMKN 2 Palopo. After the data collection and analysis, it can be seen clearly that dubbing video efectively improve students speaking skill and it was also found that the students had a positive response to the use of dubbing video in teaching English. By using the dubbing video the students can practice their speaking skill and also their pronunciation. This is one of the powers of dubbing video, there are many videos that can practice the students' speaking skill. Beside that the technology in this era also supports these dubbing videos because it can determine the accuracy of this technique. It supported by the research of(Nuryandi,2017), in the result also showed that the dubbing video was effective in improving students' speaking skill.It used two classes of quasi experimental method, while this research used one class in pre experimental.²⁰

²⁰Nuryandi (2017). *The Effectiveness of Using Film Dubbing Technique in Improving Students' Speaking Skill*. *Edujapan Jurnal*. Vol. 1.No. 1. P. 43-53.

In this research the researcher used 15 students as sample. Before conducting the research she gave the pretest to them. The purpose of the pre test was to find out their prior knowledge and their condition before doing the treatment. The result of the pretest can be seen on the table previously. After giving pretest the researcher gave the treatment to them in order that can improve students' speaking skill. After giving treatment she gave test again. The name of the test was posttest. The purpose of this test is to find out the improvement of their speaking skill.

The result of pre test was low because the students at SMK N 2 Palopo have low ability in English especially in speaking skill. By looking this condition the researcher was interested to apply dubbing video. After applying dubbing video the students' speaking skill was improved. It can be seen from the result of mean score and the probability score sig. $0.000 < 0.05$. It means that H_0 was rejected. From the result can be understood that there is difference score between pre test and post test. In other words dubbing video was effective for the students.

In another discussion from the questionnaire that had been shared by the researcher, the researcher analyzed the data based on students' answers. This process also conducted in the second previous studies. The interaction between the researcher and the students was very good. They gave their answer well and the situation of the class during the research was very good. They felt comfortable in filling the questionnaire because it didn't disturb their time in learning. The most important part the time that had been given by the researcher was long. It made them comfort and easy to answer questionnaire.

Based on the questionnaire that was given to the students, there were many answers or perceptions from them. Most of them gave positive responses to the questionnaire about the using of dubbing video in learning speaking. It means that use of dubbing video was effective in teaching and learning English.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the findings and discussion previously the researcher concluded especially from paired sample test. The probability was $0.000 < 0.05$. Based on this fact can be understood that H_0 was rejected. Therefore there was different mean score between pre test and post test in this class. By looking this result, the researcher concluded that dubbing video can be used for speaking skill and it was effective in improving students' speaking skill.

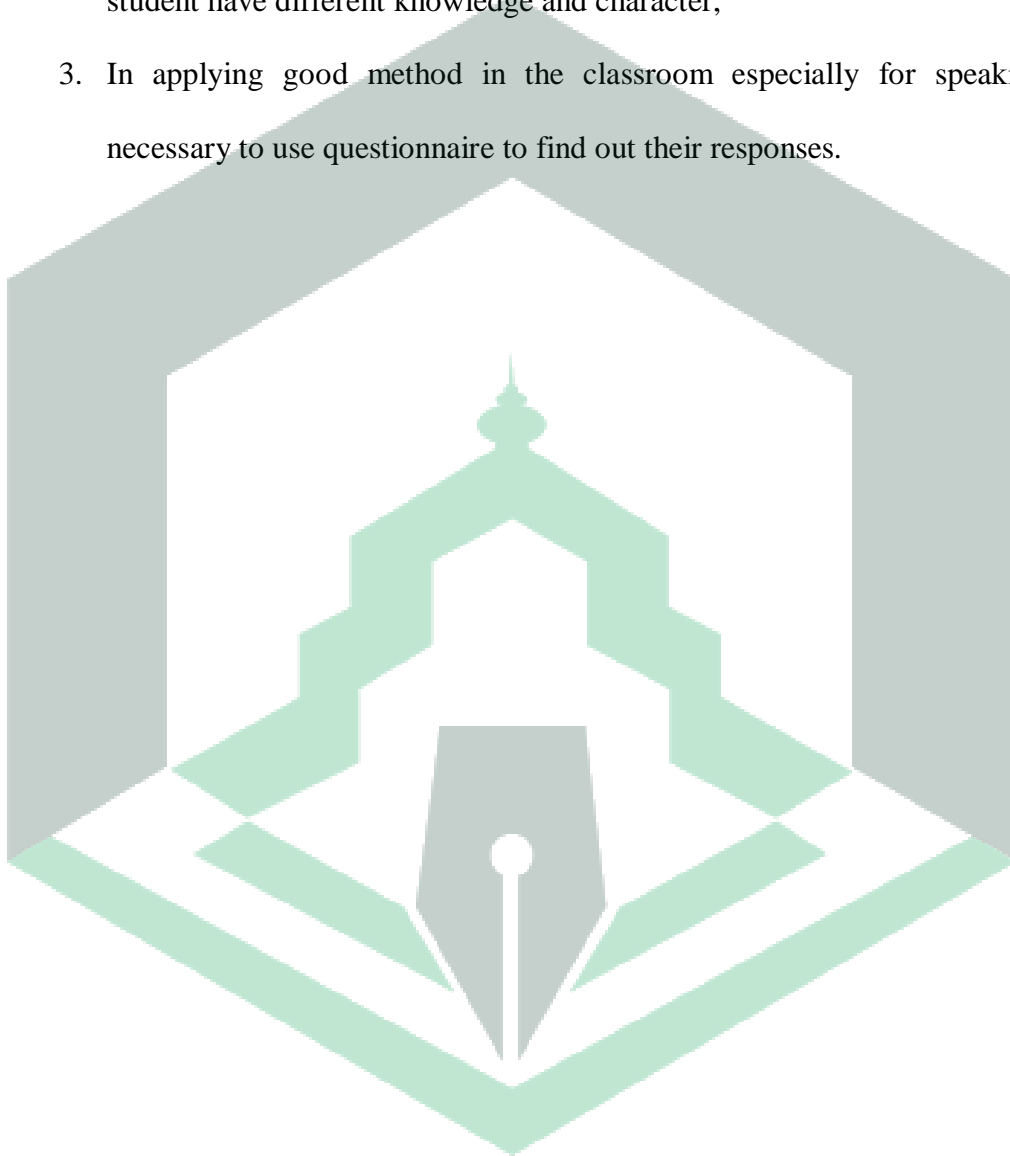
From the questionnaire the students gave positive responses of using dubbing video in learning speaking. By using this method also the students felt enjoy in learning speaking. Beside that in applying this technique one of the difficulties that can be found by the researcher is the time that always limited but still useful for the students. Therefore, the students' responses in learning speaking by using dubbing video were good responses.

B. Suggestions

Based on the conclusion previously, the researcher gave some suggestions, such as:

1. In teaching speaking skill teachers have to use good method so that students can understand easily,

2. Before applying one method in teaching English especially speaking the teachers have to make the test to find out the students' prior knowledge. Students' condition in the classroom also is very important because every student have different knowledge and character,
3. In applying good method in the classroom especially for speaking skill necessary to use questionnaire to find out their responses.



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APPENDICES

SURAT IZIN MENELITI





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 858/IP/DPMTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyerahan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ANDI AFIA KARNAS
 Jenis Kelamin : Perempuan
 Alamat : Jl. Andi Mappanyompa Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0043

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' SPEAKING SKILL THROUGH DUBBING VIDEO AT THE SMKN 2 PALOPO

Lokasi Penelitian : SMK NEGERI 2 PALOPO
 Lamanya Penelitian : 21 Juli 2022 s.d. 21 Oktober 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 21 Juli 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pandit - Penata Tk.I
 NIP. 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul.Sel.
2. Walikota Palopo.
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

SURAT KETERANGAN TELAH MENELITI



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 2 PALOPO**

Jl. DR. Ratulangi Balandi No. (0471) 227-48 Kota Palopo Sulawesi Selatan
Website : <http://www.smkn2-palopo.sch.id> E-mail: smkn2_palopo@selg@yahoo.co.id



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421.5/285 - UPT SMKN.2 /PLP / DISDIK

Yang bertanda tangan dibawah ini kepala UPT SMK Negeri 2 Palopo :

Nama : RIDHO WIDODO WAHID, S.Pd
NIP : 198405122009021004
Pangkat / Gol : Penata Tk. I III/d
Jabatan : PLH UPT SMK Negeri 2 Palopo
Unit kerja : UPT SMK Negeri 2 Palopo

Menyatakan bahwa :

Nama : ANDI AFIA KARNAS
NIM : 1802020043
Program Studi : Pendidikan Bahasa Inggris
Tempat / Tgl.Lahir : Assorongeng, 03 Agustus 1999
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Alamat : Jl. Andi Mappayompa Kota Palopo

Bahwa yang bersangkutan diatas telah melakukan penelitian pada UPT SMK Negeri 2 Palopo pada tanggal, 21 Juli s.d 05 September 2022 judul : “ **IMPROVING STUDENTS SPEAKING SKILL THROUGH DUBBING VIDEO AT THE SMK NEGERI 2 Palopo**”

Demikian surat keterangan ini kami buat , atas kerjasamanya kami ucapkan banyak terima kasih.

Palopo, 05 September 2022

PLH UPT SMK Negeri 2 Palopo

RIDHO WIDODO WAHID, S.Pd
NIP. 198405122009021004
CD. 050/603-CD.WIL.XI/DISDIK
Tanggal, 30 Agustus 2022

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP HOTS)

Sekolah : SMK N 2 PALOPO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI TPL A

Materi Pokok : Teks Prosedur Terkait Manual Penggunaan Teknologi dan Kiat-Kiat

Alokasi Waktu : 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami cara berbicara dengan menggunakan intonasi yang baik dan benar dengan metode dubbing video.

B. Materi dan strategi pembelajaran.

1. materi pembelajaran

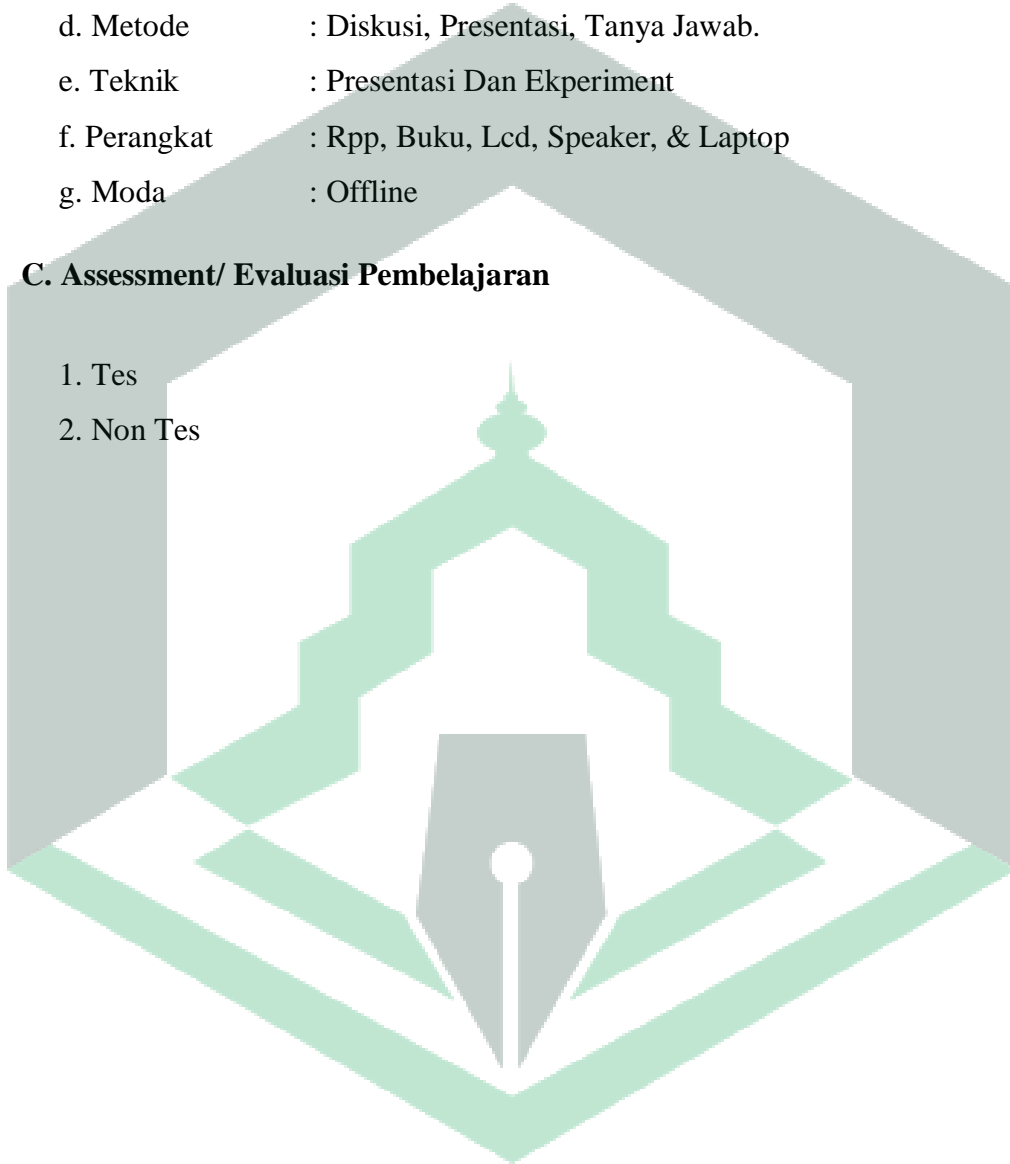
Guru menyampaikan penjelasan dubbing video dan procedure text dan siswa memahami dan mengidentifikasi materi tersebut, kemudian guru memutar 1 video disetiap pertemuan, dengan video yang berbeda-beda dalam empat pertemuan dengan menggunakan teknik dalam mendubbing, kemudian siswa siswa mendubbing video yang telah di berikan.

2. Strategi pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, Presentasi, Tanya Jawab.
- e. Teknik : Presentasi Dan Ekperiment
- f. Perangkat : Rpp, Buku, Lcd, Speaker, & Laptop
- g. Moda : Offline

C. Assessment/ Evaluasi Pembelajaran

- 1. Tes
- 2. Non Tes



INTRUMENT PRE-TEST AND POST TEST

1. Instrument PreTest of Speaking Skill

“In the pre test the researcher gave questions to students”

Direction:

3. Please listen to the questions carefully!
4. Understanding the questions and answer the questions below!

Nama:

Kelas:

Please answer the questions below!

No.	Questions	Evaluation		
		Accuracy	Fluency	Comprehensibility
1.	What is your name?			
2.	Where do you come from?			
3.	What grade are you?			
4.	Why did you take this course?			
5.	Do you like to learn English?			
6.	Do you know dubbing videos?			

2. Instrument Post Test of Speaking Skill

In the post test the researcher gave a video with the title “how to use welding machine”

Direction:

1. The researcher shows the video that will be dubbing by the students
2. Students read the script
3. Students shows dubbing video

Script:

How to use welding machine

Tool : A Welding machine

Steps:

- A : The first, turn on the welding machine
- A: two, select the amperage according to the workpiece to be welded
- A: three, clamp the electrode on the tag.
- A: four, Clamp the mass pliers on the object to be welded.
- A: five, place the electrode on the object to start welding
- A: six, after welding turn off the welding machine.

TREATMENT

VIDEO 1

1. Scripts How To Use Camera

A : So today i will share with you a video of the procedure text of the English assesmentwatch it until it's finished.

A: So first of all what you need is a digital camera, dsl camera or pocket camera or the others camera that you have.

A: And two the object fine something that interesting to you, like animal, building, or the others

A: And step one, handle the camera and turn on it.

A: Step two, center the object in lcd and manage the zoom control until you get the best view.

A : And three when you are ready to take the picture hold the shutter speed and various other calculations.

A :And step four, then a light showed a pair that let you know the camera is set to go.

A :Step five, after that press shuntter all the way down, focus on the desired in the lcd, and manage the control get the best picture.

VIDEO 2

2. Scripts How To Operate A Laptop

A : I'm going to show you gae how to operate a laptop according to my procedure text titled how to operate your laptop

A : So the first thing you neet is a laptop

A : And make sure your laptop is fully charged or has a battery in it otherwise you have to charge it first

A : The first step

A : We have to push the power button over here

A : And then after that we wait

A : And then enter the password if you have any

A : Then after that the laptop gonna scan any viruses that existed in the laptop

A : And then lasty we have to choose which apps we're going to use. Thank you

VIDEO 3

3. Scripts How To Use Washing Machine

A : Hy gaes, now I'am gonna show you how to use the washing machine

A : You will need one washing machine

A : One pile of dirty laundry

A : And one sachet of washing powder or deterjen

A : The first step is separete your clothing.means, you have to separate your clothing into three categories. White,dark, and bright color.

A : Second, read the labels to make sure nothing is dryclean only or hand wash only. If you find it, just separate these items into other new pile.

A : Third, read the label on the detergent to put the correct measure into the machine

A : Next, add the water and wait the tub until full enough.

A: After that, close the lid and set the speed of your machine or you can choose regular speed for most clothing.

A: To get the best result, use hot water for white clothing, cold for dark clothes, and warm for bright colors.

A: After the process of washing has finished, let the clothes drain through the drain hose.

A: After that, see the knob of the wash timer again, set up for three minutes more.

A: Do this twice for a good rinsing

A: Finally, put the wet clothes into the spin compartment, set the knob and wait until the spin processing shuts off.

A: Well done! Your clothes are clean and ready for the drying for a few minutes.

VIDEO 4

4. Scripts How To Use Charger of Hand Phone

A: Today I am going to tell you

A: How to charge your handphone

A: Here I have a handphone and charger

A: What you have to do first

A: Is plug the charger into the electric switch

A: And then connect the charger to your handphone

A: After that wait until the battery icon appears on the screen

A: Next charge the battery approximately five hours or until the battery is fully charged

A: The last remove the charger by pulling out from your handphone.



SURAT KETERANGAN VALIDASI

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati, S.Pd.T., M.Hum.
 Jabatan/Pekerjaan : Dosen Bahasa Inggris
 Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

"Improving Students' Speaking Skill Through Dubbing Video At The SMKN 2 Palopo"
 dari mahasiswa:

Nama : Andi Afia Karnas
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18 0202 0043

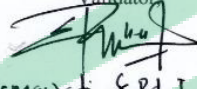
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Buat tabel lebih simpel dan lampirkan rubrik penilaian
 agar memudahkan memberi nilai

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 25 Juli 2022

Validator


 Ermawati, S.Pd.T., M.Hum.

NIP

199111172020122019

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati, S.Pd.T., M.Hum.
 Jabatan/Pekerjaan : Dosen Bahasa Inggris
 Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *post-test* dengan judul:

"Improving Students' Speaking Skill Through Dubbing Video At The SMKN 2 Palopo"
 dari mahasiswa:

Nama : Andi Afia Karnas
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18 0202 0043

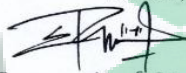
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Buat seperti pre-test : 3 kolom saja.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 25 Juli 2022

Validator,


 Ermawati, S.Pd.T., M.Hum.

NIP 19511117201012204

*coret yang tidak perlu

Documentation



Students' pre test



The researcher was opening the class before doing the treatment



The students gave full attention about the researcher's explanation



The researcher observed students' activities



Students' post test



CURRICULUM VITAE

ANDI AFIA KARNAS she was born on 03rd August 1999 Assorongeng. Her father's name is Alm Andi Bachri and her mother's name is Andi Besse. She has three sisters and Seven brother. She was the eighth child in the family. She

started her study on Elementary School (SDN 6 Bogar) in 2006 and she graduated in 2012. After that, she continued her study at SMPN 3 Palopo. She graduated in 2015 and continued her study at SMKN 1 Palopo, she graduated in 2018. After that in 2018 she continued again for her degree (S1) in the State Islamic Institute (IAIN) of Palopo and taking English Language Education Study Program. She finished her study in 2022. In the end of her study at State Islamic Institute (IAIN) of Palopo, wrote a thesis entitled is “ Improving Students’ Speaking Skill Through Dubbing Video At SMKN 2 Palopo”.