THE USE OF DUBBING TO IMPROVE STUDENTS' SPEAKING ABILITY AT MA PESANTREN MODERN DATOK SULAIMAN PUTRI PALOPO ACADEMIC YEAR 2015/2016

IAIN PALOPO

A THESIS

Submitted to the English Language Studies Program of Tarbiyah and Teaching Science Faculty of institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for Degree of Sarjana Pendidikan (S.Pd) in English Education
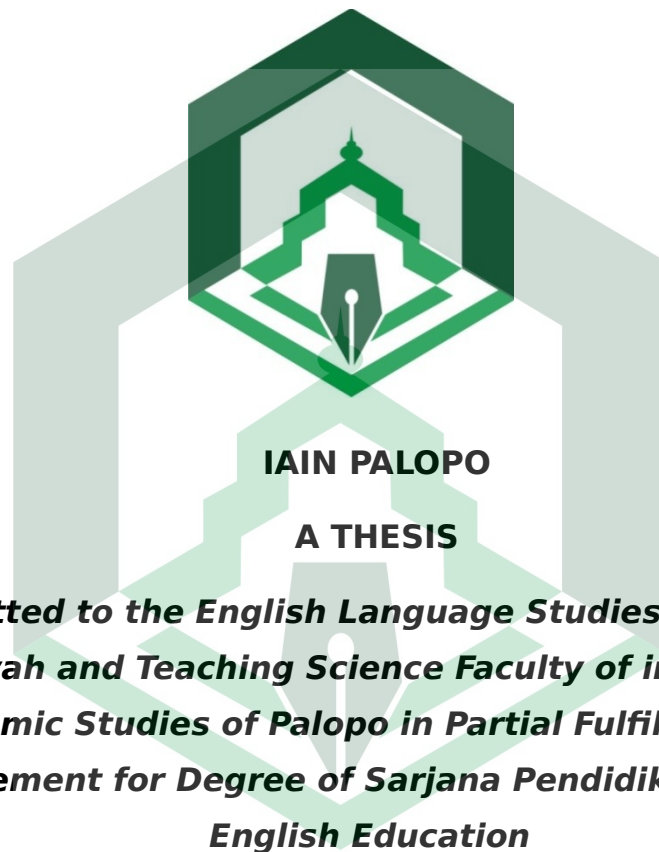
By

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ENGLISH LANGUAGE STUDIES PROGRAM TARBIYAH AND TEACHING SCHINCE FACULTY THE STATE ISLAMIC INSTITUE (IAIN) PALOPO

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ABSTRACT

Iin, 2017. "The Use Of Dubbing to Improve Students' Spaeking Ability at Pesantren Modern Datok Sulaiman Putri palopo Academic Year 2015/2016". A Thesis of English Education Department, Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Pembimbing : (1) Wahibah, S.Ag., M.Hum (2) Jufriadi, S.S., M.Pd

Key Words : *Speaking and Dubbing*

The problem statement of this research is how to the improve students' speaking ability by using dubbing at Pesantren Modern Datok Sulaiman Putri Palopo Academic Year 2015/2016 ?. The objective of the research is to find out the way how to improve the students' speaking ability by using dubbing at Pesantren Modern Datok Sulaiman Putri Palopo Academic Year 2015/2016.

This research used Classroom Action research Method; the target of this research is Pesantren Modern Datok Sulaiman Putri Palopo Academic Year 2015/2016. The procedure of the research used two cycles namely cycle 1 and cycle 2. In collecting data the researcher used speaking test in covering three important aspects such as accuract, fluency and comprehensibility also observation was used to find the effectiveness of this technique. As for the activities of students during learning process were analyzed by considering the students' participation and process of dubbing.

This research found that the good ways in teaching speaking by using dubbing are (a) to promote students' motivation, so the students have been self of confidence, (b) to provide more opportunity to the students to make turns in speaking during the times allocated (c) to observe the students' activities in the classroom more intense (d) the teaching speaking made more interesting and fun.

CHAPTER I

INTRODUCTION

A. Background

Speaking is a means of oral communication that gives information that involves two elements are speaker and listener.[1] The function of speaker gives information and the listener receive the information from the speaker. The speaker and listener have to cooperate each other to avoid misscommunication that happened to them.

Speaking is very important to be taught to the students because it will help them to use their English in communication and interaction with other people. But from pre-survey that the reseacher did on 17th September 2016 at Pesantren Modern Datok Sulaiman Putri Palopo with fasilities such as wifi, computer, book package, and LCD. And the researcher choose Pesantren Modern Datok Sulaiman Putri Palopo special for the class XI. IPA. 1 with total students is 20 students because class XI IPA 1 is very near from my boarding house and students of Pesantren Modern Datok Sulaiman is very kind when I did pre-survey in their school.

B. Identification of Problem

The following is the story during the observation by the researcher

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[1] Widdowson, H. G. 1983. *Teaching Language as Communication.* New York: Oxford University Press.

At 10:00 o'clock. At the moment students class XI IPA 1 study English by Elfiyanti S.Pd. When the teacher went into the class XI IPA 1 and said "Good morning" to the students. After that, the teacher command to the chairman class to pray before study. And the title discussion's about describe of people and than the teacher give explanation about it and give example about describe of people. Such as : "President RI is Mr Jokowi. its people is thin, big ayes, its tall 160 cm and her always wear white shirt, and its people very freandly".

The teacher asked to the students do they understand or not and students answer " understand" . next the teacher give assignment to describe her friends and give deadline 5 minute to describe her friends. However at the moment their presentation its assignment in front of its friends, there are students are nervous and they not know what are they must speaking. Like students named Elviana. when her presentation her assignment, her looks very nervous because her always said "ee".

After finished study. The researcher did interview with Elviana, such below :

Researcher : Hi Elviana
Student   : Hi miss
Researcher   : Can I interview you ?
Students   : Yes miss
Researcher   : I see you, when you present your assignment,   you are very nervous. what happen ?
Student   : hmmmm because I unusual in speaking English
Researceher : Why ? you never training ?
Student   : Yes Miss. Because I do not have friend to practice
                 English conversation and in the learning process of
                 English nothing media that used so we are not
                 interested to follow process of learning.
Reseacher : ooh I see.
                 hmmm thanks for your attention
Students   : you are welcome Miss.[2]

After finished did interview with students class XI IPA 1. The researcher went to the tearcher's room to did interview with

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[2]Elviana, *siswi Pesanren Modern Datok Sulaiman Putri Palopo* (17 sebtember 2016)

Elfianti S,Pd as a English teacher the dialogue during interview, such below :

Researcher : Assalamualaikum mom

Teacher   : Waalaikumsalam. what happen ?

Researcher : Like this , I want to interview you about your

                 Problem in teaching English to your students

Teacher   : Yes, you can interview me

Researcher : Ok mom . Do you have problem in teaching English?

Teacher   : Yes

Researcher : What is it ?

Teacher   : I lack of media in teaching English because school

              not prepare media that could used in learning process

              so this problem make the students not interested in

             study English

Researcher : What is your method to handled your problem ?

Teacher   : I handled my problem used model. For example,

            I make English conversation and than I ask 2 students

             to practies to their friends. The students that

            doing conversation practices called model.

Researcher : ooo it is your way to handled your problem ?

Teacher   : Yes

Researcher : ok mom. thanks for your information and attention

Teacher   : you are welcome.[3]

Based of observation and interview with teacher and students at Pesantren Modern Datok Sulaiman Putri Palopo, the researcher conclude the problem faced by students at PMDS Putri Palopo are Less of practice their speaking and students not

3Elfianti S.Pd, *Guru PMDS PutriPalopo* (17 Sebtember 2016)

interested to study because nothing media used in learning process. And to handled their problem the researcher gave technique of dubbing to used in process of learning because technique of dubbing can as place to practice speaking.

Dubbing is filling a conversation or speech.[4] Dubbing or voiceover can translate language from a foreign language into the local language did by a dubber (the people doing a process dubbing). And students tried became a dubber, so it can made students improve their ability in speaking English language and implementation dubbing in process of learnin made students interested to study.

Based on the backgrounds above, the researcher conduct a study in the form of Classroom Action Research under the titled "THE USE OF DUBBING TO IMPROVE STUDENTS' SPEAKING ABILITY AT PESANTREN MODERN DATOK SULAIMAN PUTRI PALOPO ACADEMIC YEAR 2015/2016".

C. Problem Statement

Referring to the background of the study previously presented, the researcher formulates the research question as follow "How to the improve students' speaking ability by using

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4 Wiyono, Eko Hardi. 2007. *Kamus Bahasa Indonesia Lengkap Disertai EYD (Ejaan Yang Disempurnakan)*. Jakarta : Palanta.

dubbing at Pesantren Modern Datok Sulaiman Putri Palopo academic year 2015/2016".

D. Objective of the Research

Relevant to the research question above, the researcher state that the specific objective of the research as follow "To find out the way how to improve the students' speaking ability by using dubbing at Pesantren Modern Datok Sulaiman Putri Palopo academic year 2015/2016".

E. Significant of the Research

This research will be expected to be useful information for many people in learning process, such as:

1. For the teacher, this research is expected to add information of teaching approach in the class and to encourage their teaching, especially for teaching speaking.
2. For the students, this research is expected to increase the students' achievement in learning English and make them interest to speak English.

3. For the researcher, this research is expected information or contribution to other researcher who want to conduct more complex research especially in experiment

F. Scope of the Study

This research focuses on the used dubbing a video in teaching speaking with Technique of dry Dubbing. Furthermore, this research limits on describing people in speaking and used formal speaking.

G. Operational Definition

Based on the title is **'' the use of dubbing to improve students' speaking ability at pesantren modern datok sulaiman putri palopo academic year 2015/2016".**the researcher gave definition as follow, Dubbing or voiceover is the turn of the dialogue and narration of a foreign language or source language into the language used by viewers.
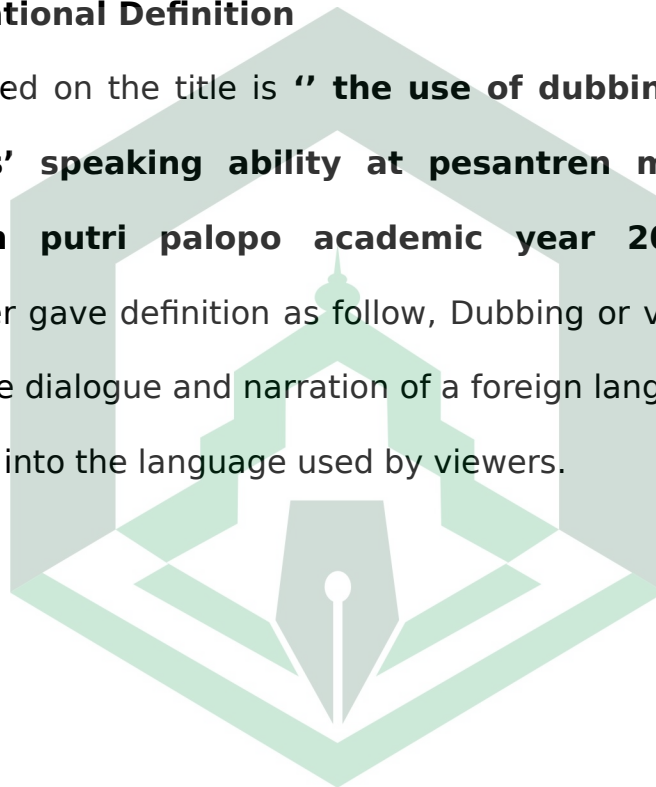
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Research

There are few researchers who have conducted previous research aimed on the use of various techniques in teaching speaking are:

1. Intan Fahmawati in her research is meningkatkan keterampilan berbicara bahasa Jawa dengan teknik Dubbing film pada siswa kelas VII SMP Negeri 1 Tambak Kabupaten Banyumas. The research finding shows that, there were significant improvement that could be gained in teaching speaking by dubbing are: Dubbing improvement students' speaking ablility, Dubbing increase the motivation of students in the learning and Dubbing improvement students' vocabulary and pronunciation so that implied to increase their speaking skills.[5]

2. Akriani, stated that on improving students' speaking ability by means of Problem Based Instruction Method. She

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5Intan Rahmawati, *peningkatan keterampilan berbicara bahasa Jawa dengan teknik Dubbing film pada siswa kelas VII SMP Negeri 1 Tambak Kabupaten Banyumas, (*Universitas Negeri Semarang 2011)

reported that teaching speaking by using quantum teaching method is more effective in improving students speaking ability than that without using it, in this case direct method and it has a good influence of the students' motivation in improving speaking ability.[6]

Based on previous study above, the researcher concluded that there are some differences and similarities of those previous studies.

1. The similarity of the researcher with Intan Fatmawati is the used of technique dubbing as a place to practice speaking, and its differences is Intan fahmawati using Javanese language while the researcher used English.
2. The similarity of the researcher with Akriani is improving students' speaking ability and its differences is Akriani used problem Based Introction Method while the researcher used technique dubbing to improve students' speaking ability.

B. Theories of Speaking
1. Definition of Speaking

Heaton defines speaking ability at the ability to communicate ideas appropriately and effectively.[7] Of all the four skills

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[6]Akriani, *improving students' speaking by means of problem Based Introction Method*, (universitas UNHAS Makassar 2007)

[7] J.B. Heaton, *Writing English language Test* (New York : Longman Grup UK Company,1988), p, 87.

(listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a crucial part of language and it became a communicative skill for the students.[8]

And in the Oxford Dictionary, Speaking is the action of conveying information or expressing one's thoughts and feeling in spoken language[9]. However, Jack C Richard & willy A. Renandya, Speaking is one of the elements of communication[10].

In conclusion, speaking ability is the ability to speaking appropriately and effectively in real communicative situation in order to communicate ideas to another people.

2. Kinds of Speaking

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[8] Burns, A., & Joyce, H., *Focus on Speaking.* (Sydney: National Center for English Language Teaching and Research, 1997)

[9] Oxford Dicttionary, *speaking.* http//oxfordDictionaries.com/Us/definition/America English/speaking, 2013

[10] Jack C Richard & willy A. Renandya*, methodology in language teaching: An Anthology of current practice*(United state of America : Cambridge University press, 2002), p. 210

Speaking is commonly divided in two kinds; namely speaking competency and speaking performance.

a. Speaking Competency

Competency is having ability, skill, and knowledge to do something.then through this basic definition, we also may conclude that speaking competency is the abality of someone to speak in combaining their inclusive skill and how to delivered competence is what one knows.

b. Speaking Performance

Performance is the person's process or manner of a play.Therefore we may conclude that speaking performance is the way of one's manners in speaking with accessed their opinion with fluency and accuracy performance is what one does.[11]

3. The Main Aspect of Assessing Speaking Skill

The main aspects of assessing speaking skill by Brown are:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undo hesitation and searching. According to scott Thonburi, fluency is the capacity to

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11   Bygate, Martin. 2000. *Teaching and Researching Speaking*. London: Longman.

string long runs together, with appropriately placed pausing.

b. Accuracy

Accuracy is the ability in used target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing student to focus on the elements of phonology grammar and this course in their output.

c. Comprehensibility

Comprehension is exercise to improve one understands. According to Scott Thornbury, comprehension is ability to understand quite well to the topic nomination with considerable repetition and rephrasing.[12]

David crystal and Derek Davy, Assessing Speaking Skill there are :

a. Fluency, that is highly comple nation related mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentense very in word order and omit elements of structure and also certain aspect of the prosody of discourse.

b. Intelligibility essentially depents on the recognizably of the words and sentence patterns of speech. Therefore it

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12H. Douglas Brown, *Teaching by Principle*: *An Interactive Approach to Language Paedagogi.* (Ed II;San Fransisco: Addison Westley Long Man Inc. 2001), p.268

involvet us in considering the phonetic character of conversation english,
particularly from thr point of view of its segmental (vowel and consonant) system.

c. Appropriateness refers to the suitability of the language to situation. It is also about th way in which informality is epressed by choice of vocabulary, idiom and syntax.[13]

4. The Problem of Speaking

There are many experts that suggest about problem. One of them says that problem will appear if there is inappropriate between exception and reality. Another defines that a problem will happen if someone's necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is perceived gap between the existing state and a desire state, or a deviation from a norm, standard or status quo, although most problems turn out to have several solution. Problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty.

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[13]David crystal and Derek Davy, Advanced conversation english (england : Logma Group limited, 1975), p. 55

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The Following are the problems of speaking skill.

a. Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

d. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.[14]

There are some characteristic which can make speaking difficult as well as, in some case, difficult.

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their

Output both cognitively and physically (in both group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize this feature of spoken language.

c. Reduced form

Construction, elision, reduced vowel, etc. all forms are all special problems in teaching spoken language.

d. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a

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14 Penny Ur ,*A course language teaching.(*australia:Chambrige Universits Press,1996)p 121

certain number of performances of hesitation, pauses, backtracking, and corrections.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words. Idiom and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners to achieve an acceptable speed along with other attributed of fluency.

g. Stress rhythm and characteristic

The most important characteristic of English pronunciation will be explained below. Those are the stress; rhythm of spoken English and its intonation pattern convey important message.

h. Interaction

Learning to produce forms of language is a vacuum without interlocutors rob speaking skill of the richest components: The creatively of conversational negotiation.[15]

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15 Brown H. Douglas, *Teaching by Principle : An Interactive Approach to Language Pedagogy* (New York : Prentice Hall, 2001), p. 270-271

Based on the problem of sepaking, the teacher can help students to solve of the problems as follow :

a. Use group Work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the class. This is true taht group means the teacher cannot supervise all learner speech, so that not all utterances will be correct and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, usef oral practice is still likely to be far more than in the full class set up.

b. Base the activity on easy language

In genarals, the levvel of language needed for discussion should be lower than that used in intensive language learns activities in the same class : it should be easily recalled and produce by the paretic. On the whole, teacher has to choose a interesting titleto make students easy and the clearer the purpose of the discussion the more motivated participatants.

c. Give some intruction or training in discussion skill

If the task based on group discussion then include instruction about participation when introducing it. teacher must give clear instruction before conducting discussions.

d. Keep students speaking the target language

You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, the perhaps report later to the teacher how well the group manage to keep to it. The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas work as their wishes. Teacher should know the characteristic of successful speaking activity.

Penny also expalains that there are four characteristic of successful spekaing activity as follows :

a. Learners talk a lot

As much as possible teacher gives a chance to learners to talk a lot. So,   learners do not feel shy and they have become accustom.

b. Participation is even

Classroom discussion was not dominated by a minority of talkative   participants. All students have chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

Teacher must give them interesting title, in order to learners are eager to   speak. According to Jeremy Harmer, "Motivation was some kondss of   internal drive that encourage somebody to pursue a course of action"[16].

d. Language is of an acceptable level.

Learners express themselves or speak in utterances that are relevant easily comprehensibility to each other and of an acceptable level of language accuracy. According to Manroe, the characteristics of the successful speaker are the more important human activities success depends upon knowledge, self confidence, and skill ; these sane characteristic form thr basis for effective in speaking. Whithout knowledge, self confidence and skill when you speak becomes empty, lacks power and often crude or monotonous.

According to porter, patricia and grant, Margaret : the success of speaking include :

a. Making sure that students' participantion was talking a lot.

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16 Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman

b. Making sure that students' want to speak because they are interested in the topic.

c. making sure that there are not frequent interruptions while a student is   speaking.

5. Some Ways to Increase Speaking Skill

Womact in Pahannei states that we all have people with whom we have to work to get things done. Our ability to communication with clients, costumers, subordinates, peers, and superiors can enhance our effectiveness or sabotage us. Many times, our verbal skills make the difference. Here are ten ways to increase your speaking skill:

a. Develop Voice

A high whiney voice is not perceived to be one of authority, in fact, a high soft voice can make your sound like prey to an aggressive co-worker who is out to make his/her career at the expense of anyone else. Begin doing exercise to lower the pitch of your voice. Here is one to start; sing – but do it an octave lower on all your favorite songs. Practice this and, after a period of time, your voice will begin to lower.

b. Slow Down

People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the

point where people begin to finish your sentences just to help you finish.

c. Animate Voice Avoid a Monotone

Use dynamics, your pitch should raise and lower. Your volume should be soft and loud. Listen to your vocal TV news anchor, take notes.

d. Enunciate Words Speak Clearly

Not mumble if people are always saying, "huh," to you, you are mumbling.

e. Use Appropriate Volume

Use a volume that is appropriate for setting. Speak more softly when you are alone and close. Speak loader when you are speaking to larger spaces.

f. Pronounce Word Correctly

People will judge your competency through your vocabulary. If you are not sure how to say a word, don't use it.

g. Use the Right Words

If you're sure of the meaning of a word, don't use it. Start a program of learning a new day. Use it sometime in your conversation during the day.

h. Make Eye Contact

I know a person who is very competent in her job. However, when she speaks to individuals or groups, she does so with her eyes shut. When she opens them periodically. She stares off in a direction away from the listener. She is perceived as incompetent by those with whom she consults. One technique to help with this is to consciously look into one of the listener's eyes and then move to the other. Going back and forth between the two (and I hope they only have two) makes your eyes appear to sparkle. Another trick is to imagine a letter "T" on the listener's face with the cross bar being an imaginary line cross the eye brows and the vertical line coming down the center of the nose. Keep your eyes scanning that "T" zone?

i. Use Gesture

Make your whole body talk. Use smaller gesture for individual and small group that one is addressing increase in size.

j. Do not Send Mixed Messages

Make your word, gesture, facial expression, tone, and message watch. Discipline an employee while smiling sends a mixed message and, therefore is ineffective. If you have to deliver a negative message, make your word, facial expression, and tone watch the message.

As for the use structure signals, students learn it by acquiring asset of habits and not merely by recording example of usage, it has been state to require the habits of producing it automatically, this is best done through oral pattern practice.

6. Principle for Teaching Speaking

Before teaching speaking in the classroom, it is very important to know the principle for teaching speaking. There are five principles for teaching speaking according to Khatleen, those are:

a. Be aware of the differences between second language and foreign

Language learning contexts

b. Give students practice with both fluency and accuracy

c. Provide opportunities for the students to talk by using group work or

Pair work and limiting teacher talk

d. Plan speaking task that involve negotiating for meaning

e. Design classroom activities that involve guidance and practice in both

Transactional and international speaking[17].

7. Teaching Speaking

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17 Khatleen M. Balley, *Practical English Language Teaching,* David Nunan (ED), Speaking (USA: International Editor), p. 54

One way to contend problem in teaching speaking is to find the root of the problem and start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desks differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class through out the term.

Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English? Don't worry if you are not completely fluent or don't

have that elusive perfect native accent, as Murcia wrote "We learn to speak by speaking" and that goes for teachers as well as students.[18] The more you practice the more you will improve your own oral skills as well as help your students improve theirs.

C. Theories of Dubbing

1. Definitioan of Dubbing

Amir Hassanpour explains dubbing or voiceover is the replacement of dialogue and narration of a foreign language or the source language into the language used by the viewer.[19] And Zatlin stating dubbing is replacing the source language (foreign language concerned) with the target language.[20] Dubbing is the post-production process of recording and replacing voices on a motion picture or television soundtrack subsequent to the original shooting. The term most commonly refers to the substitution of the voices of the actors shown on the screen by those of different performers, who may be speaking a different language remains in use to enable the screening of audio-visual material to a mass audience in countries where viewers do not speak the same language as the original performers.

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18 . Celce-Murcia. M. (2001). *Pengajaran Bahasa Inggris sebagai Kedua atau Bahasa Asing* (3rd ed). USA: Heinle & Heinle.

19 Amir Hassanpour (Dubbing, para.2)

20Zatlin, Ph., (2005), *Theatrical Translation and Film Adaptation*: A Practitioner's View

In conclusion Dubbing is replace or to change the sound of someone who is a role in a film into another language or the viewer.

2. Techniques of Dubbing.

There are two techniques of dubbing as follow :

a. Technique of Wet Dubbing

Preparation of mouth motion with sound files that already, so that the author simply adjust the motion of the mouth with a voice that already   exists.

b. Technique of Dry Dubbing

Preparation of mouth motion with sound files that have not been made so that the author must determine how long the mouth animation required.[21]

3. Terms for Being a Dubber

There are Terms For Being a Dubber Such as :

a. Character

A dubber before playing role, he must know the character of the player and a dubber should be able to distinguish one character to the other players.

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21 http://miwaw22.blogspot.co.id/2015/03/tentang-dubbing.html

b. Manage Emotions

A dubber must have technique manage emotion because technics emotions can take the example of the exercise when the figure was angry, happy or sad.

c. Lip-synchronization

Hassanpour said that the lip-synchronization is one of the requirements that must be considered in the process of dubbing. To make it look natural, as much as possible the words which are used in accordance with the motion of the lips or actors and actresses whose voice was replaced.[22]

d. Improvisation

Improvisation is in need for a dubber in order to turn the character or atmosphere in the film.

4. Basic Exercise Becomes a Dubber

In doing basic exercise become a dubber, the students can training their speaking performance because the students learning about articulation related to accuracy and intonation

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related to fluency. There are two basic exercise becomes a dubber as follow **:**

a. Vocal Exercise

Vocal exercises are necessary for sound to be honed properly and have high weight or quality. To be able to have good vocals we have to qualify the volume, Articulation of fragments, tempo and color of sound:

1. Volume means our voice must have power or weight. We must dare to

   sound, Not afraid or embarrassed in voicing

2. Articulation is the clarity of sound pronunciation. So the sound should be

   Heard clearly not like gargling

3. Catching is that we must be able to determine exactly when we cut off a

   long dialogue.

4. The intonation that we should be able to set when we have to say high

when to low noise, when fast noise and when to speak softly.

5. Voice color is we have to find what kind of sound is right to turn on or

fill the given role.

b. Flavor

The sense of feeling is processing our inner in order to appreciate the role given so that it can turn it on properly. Taste is divided into:

1. Concentration (Concentration of mind) is the ability to direct all spiritual

Power and mind toward a target.

2. Memory of emotion is our ability to sue or present emotions or events we've ever experienced. For example everyone must have felt sad, happy and others and how we can feel it again.

3. Imagination or imagination is that we must be able to imagine or explore the character that we will play.

4. Observation or observation that we must always observe all human characters, observing all human professions with the aim that we can know the habits of life, the view of his

life so that when we play a character like that we can turn or play a figure like That we can turn on or play well.[23]

5. Procedure of Dubbing

The use of Media in process learning is very important because it will make students become interested in study. there are many media can used in learning such as video with technique dubbing. Applying video with technique dubbing is another way to try practice speaking English.

Prosedure of dubbing in process learning are :

a. Students viewed overall video so that they understand the story of its.
b. The video was made become mute
c. students start to do process dubbing and the voice recorded
d. Recorded from students enter into the video that already become mute by using windows movie maker application[24].

6. Advantages of the Technique of Dubbing

There are advantanges of the technique of dubbing such as :

a. Dialogues do not need to be abbreviated as in theory there is no limit to space. However, the writer of a dubbed script will have to pay attention to the movements of the lips.
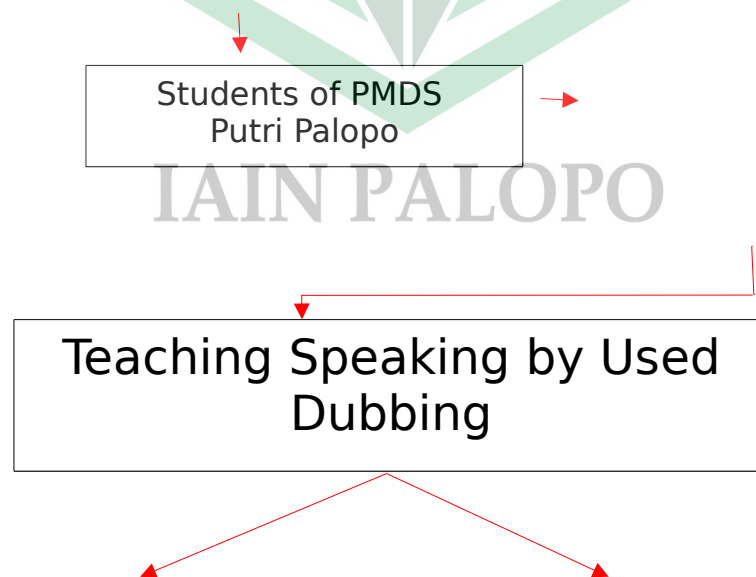
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23 http://myblackpink.blogspot.co.id/2017/07/persiapan-seorang-calon-dubber.html
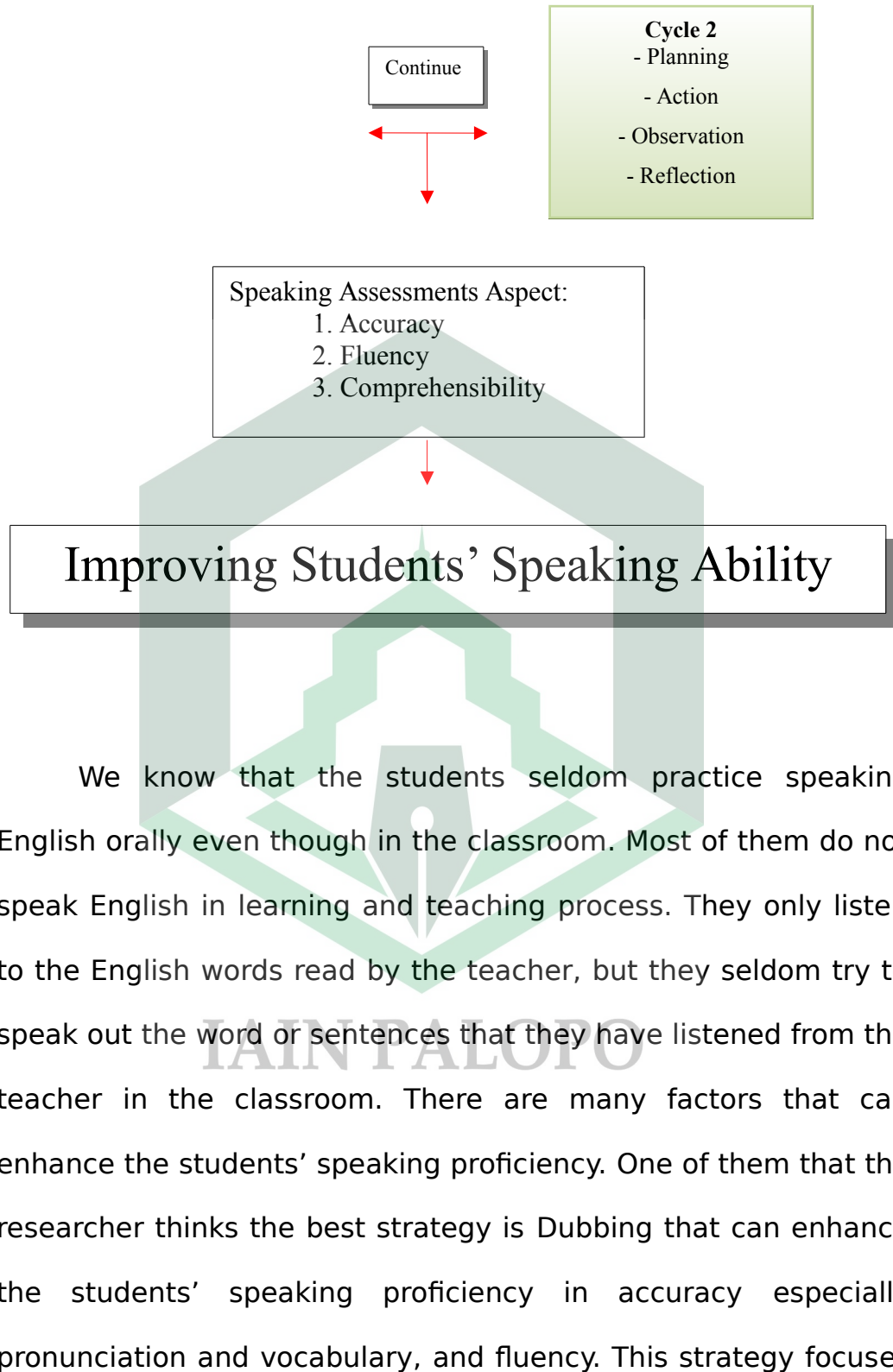
24 Amir Hassanpour (Dubbing, para.2)

b. The viewers can focus their attention on the images and the words at the same time whereas in subtitled versions they constantly have to look up and down the screen to be able to follow the story.[25]

D. Conceptual Framework

The conceptual framework underlying in this research is in the following diagram:

Students of PMDS
Putri Palopo

Teaching Speaking by Used Dubbing

25TRANSLATION DIRECTOR, *Subtitling and Dubbing*: Restrictions and Priorities, [Online].

Continue

Cycle 2
- Planning
- Action
- Observation
- Reflection

Speaking Assessments Aspect:
1. Accuracy
2. Fluency
3. Comprehensibility

Improving Students' Speaking Ability

We know that the students seldom practice speaking English orally even though in the classroom. Most of them do not speak English in learning and teaching process. They only listen to the English words read by the teacher, but they seldom try to speak out the word or sentences that they have listened from the teacher in the classroom. There are many factors that can enhance the students' speaking proficiency. One of them that the researcher thinks the best strategy is Dubbing that can enhance the students' speaking proficiency in accuracy especially pronunciation and vocabulary, and fluency. This strategy focuses

to make the students always practice speaking English orally in learning and process of teaching.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used Classroom Action Research design which consists of 4 stages, namely planning, action, observation, and reflecting.

| PLAN | | ACTION |

	Cycle I, II	

REFLECTION ⟵ OBSERVATION
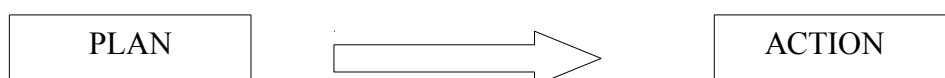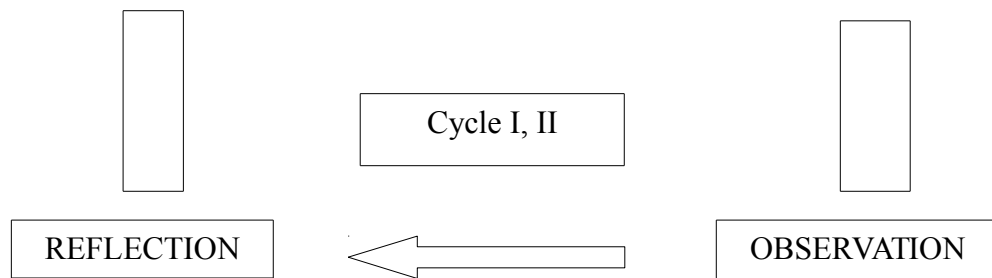
General structure by Kemmis and Taggart. In Mulyadi Hamid, S.E.,M.Si.[26]

B. Setting

This research start on 26 April 2017 conducted at students of Pesantren Modern Datok Sulaiman Putri palopo academic year 2015/2016. The total number were 20

C. Data Sources

1. English teacher

English teacher was the researcher in this research, where the english

teacher applied Dubbing to improve students' speaking ability in the

classroom.

2. Students

The position of students in this researcher as subject of the researcher, the

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26 Mulyadi Hamid, S.E., M.Si, et all. *Metodologi Penelitian Tindakan Kelas.* p. 13

researcher hoped after researching the students could improve their

speaking

3. Collaborator

The position collabolator in research is as an observer, the collaborator

helped the researcher to observe the students. So, the researcher was able

to know the students condition in learning process and gave suggestion and

solution to the problem for each cycle.

D. Technique and intrument of collection data

1. Technique

a. Test : tes was important part of every teaching and earning experienc. test was a set of question that used to measure the skill knowledge, intelligence, and talent of an individual or a group. The test was speaking test was used in the first cycle to know students' speaking ability. The test was also used in the second cycle to know which there were improvement of students' speaking ability.

b. Observation : in this research, the researcher did participant observation. It meant that the research observed the students' participation in their activities. In getting more datail

data, the researcher did collaboration with patner. The researcher gave observation sheet to the observer. The aspect that was observed was the students' behavior during teaching and learning process. Observation sheet used to observer the students' participant during the use of Dubbing in learning and teaching process. Also, as the basic instrument in discussion with patner as a way to make reflection in each cycle.

2. Instrument

a. Speaking Test : in collecting data of students' achievement during

learning and teaching speaking process was taken by using test. It is

used to measure students' improvement in every cycle.

b. Handphone : used to take picture, made video and record

students' voice

c. Laptop used to show video to the students

D. Research Procedure

This study begins with identifying the problems of students' ability of speak English at Pesantren Modern Datok Sulaiman Putri Palopo academic year 2016/2017 characterized by cycle and reflection.

In cycle consist of four meetings. Meeting 1-3 in cycle used as a learning process, and the last meeting (four meeting) the cycle used as a test cycle. Cycle I was also carrying out as well as Cycle II. Here is the explanation of procedure:

Cycle I

a. Planning

Before conducting the action, observation is done to find out the condition of the student performance in learning process. The researcher consulted her thesis advisor to find information whether the situation of the students, which the researcher find while she do the preliminary study, could improved students' speaking ability in English teaching learning process usedn Dubbing.

b. Acting

In this study, the researcher act as the practitioner who implemented the proposed strategy by referring to the activities done in class. The study conducted in four meetings in which each meeting have a different focus. The first meetings focus on introduce material about describe of people and dubbing technique. The second meetings focus on made a video. The third meeting focus on the translate source language into the target language and the lass meeting focus on recorded and process of dubbing.

c. Observation

In this phase, the research observed the students' active, response, participation and everything which is found during the teaching and learning process. In learning speaking skill, the students should pay attention to dubbing technique.

d. Reflection

During the process used Dubbing, the researcher   get data. The researcher tried to criticize the strengths and weaknesses of her procedure in implementing the research plan. After the analyzing of data, she made the reflection from the action in cycle 1, based on observation sheets, to decide and plan the next cycle's step. The result of the analysis from next cycle has matched the criteria of success, the action finish.

Cycle II

In this cycle just like the first cycle, the second cycle was planned in four meetings. The phase they did in this cycle were not different with the cycle before. Something that still less in the first cycle was improved in the second cycle.

E. Data Collection Method

In analyzing the data, the researcher was determining the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained by J.B. Heaton as follow:

There are three criteria that resided in speaking skill and those all will be evaluated, they are:

1). Fluency

The ability to produce what one wishes to say smoothly and without undue hesitation and searching.

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally

Classification	Score	Criteria
		fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searchers for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

2). Accuracy

The ability in use of the target language fluently and in accepting and giving information is quickly.

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly

		influenced by the mother tongue. Two or three minor grammatical and lexical error,.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A view minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.
Average	3	Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.

Very Poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

3). Comprehensibility

The ability to understand the general meaning and the speaker intention the category of oral test assessment as follow[27]

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are

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27 J.B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p. 98

		necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of speakers' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything he seems to have said.

Calculating the mean score of the student's speaking test by using the following formula according to Arikunto Suharsimi.[28]

$$Md = \sum x / N$$

28 Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas,* (Cet.6; Jakarta: Bumi Aksara, 2007), p.74

Md   =   Mean Score

∑x   =   Total Raw Score

N   =   Total Sample

After collecting the data of the students' the researcher classified the score of the students'. To classify the students' score, there were seven classifications which were used as follow:[29]

Classification	Score	Rating
Excellent	86- 100	6
Very Good	71 – 85	5
Good	56 – 70	4
Average	41 – 55	3
Poor	26 – 40	2
Very Poor	<25	1

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29 Piet A Sahertian, *Konsep Dasar dan Tehnik Supervisi Pendidikan*, (Isrediwon: Rineka Cipta, 2000), P. 60

Activity of student's during the learning process. This is analyze by considering the student's participation and classify into passive and active classification. Implementation of learning by using Dubbing in teaching speaking by analyzing the successful level of implementation, then it would be categorized into success, less success and not success.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Condition of The Class

The first step before research, the researcher did observation and got some data about the students' condition in the class, which students' problem. The researcher got information which they are Less of practice speaking and students not interested to study. It means,   the students need a new technique to improved their ability in speaking.

2. Desription the Result of The First Cycle

The first cycle in this research was consisted of planning, action, observation and reflection.

a. Planning

In planning section, the researcher prepared all tools that needed to carry out study in the class before doing action in the cycle 1 were :

1. Preparing a lesson plan.

2. The researcher prepared all facilities needed in doing learning teaching

process used dubbing.

3. The researcher determained the success indicators before began this

research.

b. Action

The first Meeting

The action started on   26th April 2017, at the first lesson at 16:00 am for the first meeting of the cycle 1. The researcher opened the class by saying " Assalamualikum Wr.Wb...." and students saying "Waalaikumsalam Wr.Wb". And the researcher asked condition of the students such as "Hello ! How are you today?.."and the students answered " Fine". And then the researcher introduced herself and her collaborator.

In this action, the researcher explain about describing people used technique of dubbing. The researcher start explain from Appearance until Personalities. And then the researcher explain about definition of dubbing, terms for being a dubber and steps to did dubbing.

The researcher closed the class by conclusion. And then, the researcher suggested to all students to study again, because the next meeting students will made a video about describing people.

The Second Meeting

The second meeting continued on 27th April 2017 at 10:45 am. The researcher greeted the students by saying Assalamualaikum Wr. Wb. After that, the researcher checked the students in the attendant list.

In this action, the researcher started to made video about describing people and the students very enthusiastic to made video because very interesting said the students.
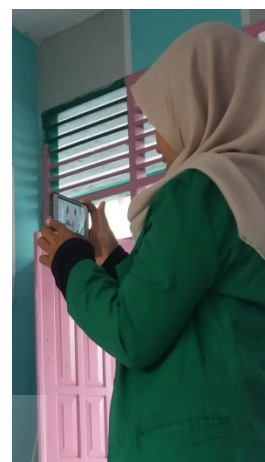
And then, the researcher suggested to all students to study again, because the next meeting students will translate dialogue in the video into the target language (English)

The Third Meeting

The third meeting continued on 27th April 2017 at 20:00 am. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying "Waalaikumsalam Wr.Wb". The researcher asked to the students " are you ready to study tonight?", the students saying " yes".The researcher "Ok I want you choose your friend as your patner in translating the video and I start to play the video and you with your patner start to translating the video.

After translate the video, the researcher explain what the meaning about the video and gave dialogue that finished

translate by the researcher. so that the students can correction their assigment.

Bella : Hi Sinta

Sinta : Yes, Why ?

Bella : Did you go for vacation?

Sinta : No, I want to go because I want to see my   idol

Bella : Really? Who's your idol?

Sinta : Kim tae yung, do you know him?

Bella : a singer or an actor?

Sinta: yes! He is a singer and actor

Bella : wow! Really?

Sinta : Yes, I like very much with Kim Tae Yung   and I like Big Boy

Bella : That's good, you are a woman but you   like   dance

Sinta : Yes of course and you, who is your idol?

Bella : my idol is Salsabila Indriani

After that, the researcher suggested to all students to read the dialogue, because the next meeting students will doing process of dubbing.

The Fourth Meeting

The fourth meeting continued on 28th April 2017 at 20:00 am. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying "Waalaikumsalam Wr.Wb". Before start to study, the researcher gave intruction to the students " Ok, before start to doing process of dubbing, I want you sit down with your patner".

during the process of dubbing or voiceover, there are students that difficulty in lip-synchronization because its model in the video is very quick in speaking.

After done process of dubbing, the researcher suggested to all students to study again because the next meeting continued

to cycle II and students will doing process of dubbing to know is any increase or not.

c. Observation

Evaluation on students' ability in speaking showed that the students know the used technique of dubbing in speaking there were mostly in low score. The mean score was only 62 from the cycle 1. see on the table 1 in below :

Table 1

Cycle 1

Respondents	Aspects of Assessment			Total	Skore of test
	Accuracy	Fluency	Comprehensibility		
R1	2	2	4	8	44
R2	3	2	3	8	44
R3	3	3	2	8	44
R4	2	3	3	8	44
R5	3	2	4	9	50
R6	3	3	4	10	55
R7	2	3	3	8	44
R8	2	3	4	9	50
R9	2	3	4	9	50
R10	3	4	4	11	61
R11	4	3	3	10	55
R12	3	2	4	9	50
R13	2	3	4	9	50
R14	4	3	4	11	61
R15	4	4	3	11	61
R16	3	3	4	10	55
R17	2	3	3	8	44
R18	3	2	3	8	44
R19	3	2	4	9	50

R20	3	2	3	8	44
	Accuracy + Fluency + Comprehensibility			181	1000

Calculating the mean score of the students' speaking test cycle 1

$$Md = \sum x / N$$

$$Md = \frac{1000}{20}$$

$$= 50$$

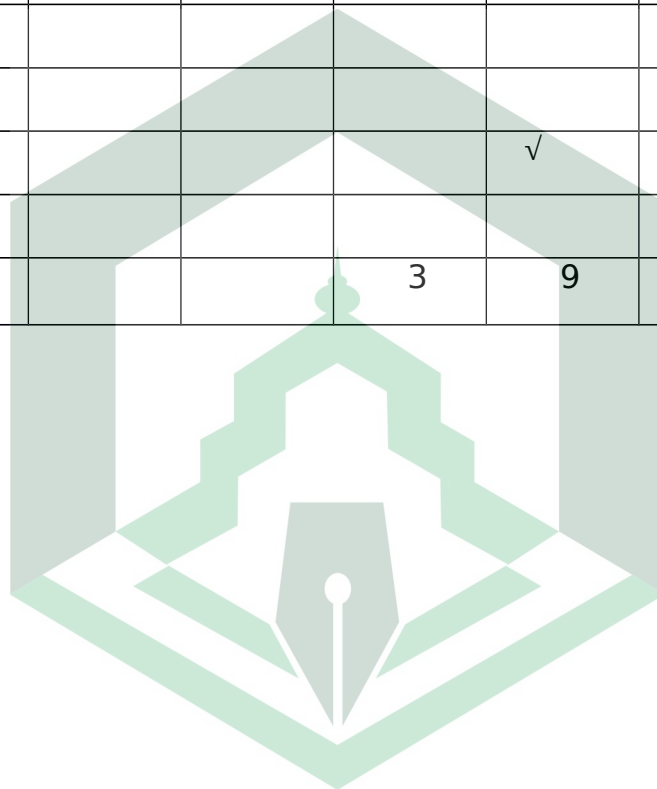1. The result of observation students' activities during the teaching and

learning process. it could be seen in the table below :

Table 2

Observation list cycle 1

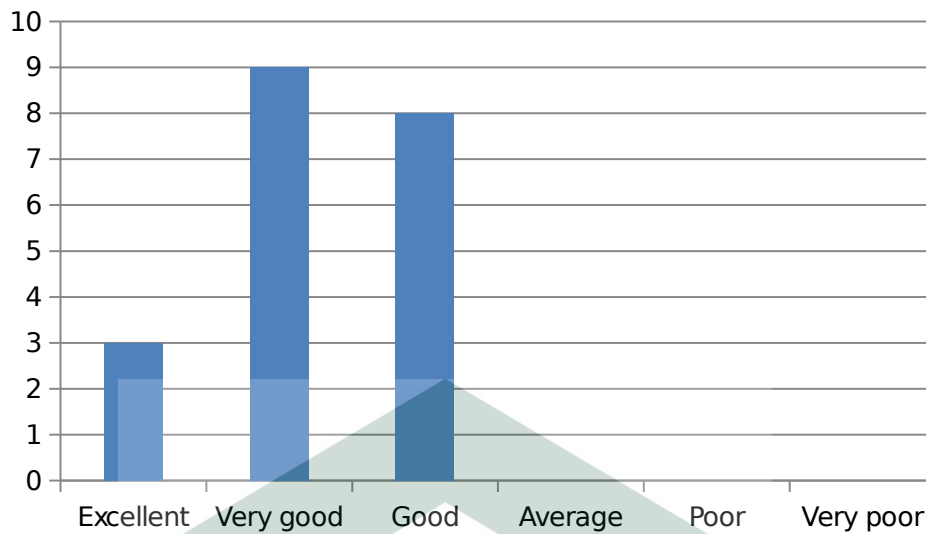| Respondent	Students participation					
	Excellent	Very Good	Good	Average	poor	Very Poor
R1					√	
R2					√	
R3					√	
R4					√	
R5				√		
R6				√		
R7					√	
R8				√		
R9				√		
R10			√			

R11				√		
R12				√		
R13				√		
R14			√			
R15			√			
R16				√		
R17					√	
R18					√	
R19				√		
R20					√	
Total			3	9	8	

Diagram 1

cycle 1 observation

Based on the scoring of the test in cycle 1, it can be seen at the table :

1. Accuracy

Table 3

Clasification	Score	Frequency	Total Sample
Excellent	6		20
Very Good	5		20
Good	4	3	20
Average	3	10	20
Poor	2	7	20
Very Poor	1		20

The table above showed that the sstudents score in the area of accuracy of cycle 1 which there were none of the students got "Excellent", 3 of the students got "good", 10 of the students got "average" and 3 of the student got "Poor and none of the students got "Very Poor".

2. Fluency

Table 4

Clasification	Score	Frequency	Total Sample
Excellent	6		20
Very Good	5		20
Good	4	2	20
Average	3	11	20
Poor	2	7	20
Very Poor	1		20

The table above showed that the sstudents score in the area of fluency of cycle 1 which there were none of the students got "Excellent, very good and very poor", 2 of the students got "Good", 11 of the students got "average" and 7 of the student got "Poor".

3.Comprehensibility

Table 5

Clasification	Score	Frequency	Total Sample
Excellent	6		20
Very Good	5		20
Good	4	11	20
Average	3	8	20
Poor	2	2	20
Very Poor	1		20

The table above showed that the sstudents score in the area of comprehensibility of cycle 1 which there were none of the students got "Excellent, very good and very poor", 11 of the

students got "Good", 8 of the students got "average" and 2 of the student got "Poor".

d. Reflection

There are significance weakness in the cycle 1 most of the students were still not familiar used technique of dubbing in speaking because they said that it was still a new term that they had faced and students difficulty :

1. Fluency

   The students still stumbling in speaking because the students still often say "ee".

2. Accuracy

   Pronunciation is seriously influenced by mother tongue, and students not gave stressing and intonation in the dialogue example the sentence "Really? Who's your idol?".

3. Comprehensibility

   The listener can understand a lot what is said, but he must constantly seek clarification. cannot understand many of speakers' more complex or longer sentence.

In the findings, there were only some students were average in giving responding the topic that given by the researcher. In fact, after making abservation the researcher concluded that the learning process that occurs in the classroom

was relatively ineffective because the students seldom used media in process of learning so the students are stiff to spoken.

Based on the result of the observation, the students' score of the test were still disappointing in the first cycle. Therefore the researcher needed to did reflection to identify the weakness action in the cycle 1 they were : (1) the mean score result of the students' test in cycle 1 were 50 it means the score was still low, so the students' score of the cycle II must be improved. (2) Based on the result the observation, the students' ability in speaking used technique of dubbing were still low. Related to the students' ability in speaking, the solution of problems would be prepared such as :

- The researcher explained more the material
- The researcher used model differnce in cycle 1
- The researcher make certain about patner's students in doing process of dubbing.

2. Description the Result of The Second Cycle
a. Planning

The researcher hoped in the cycle II the students were more active than before. Planning in the second cycle was different with the first cycle. In the second cycle to make students to be active in the class. The reflection in the first cycle was considered to plan the second cycle.

In order to descrease the weakness of the first cycle, the second cycle was planned as follows:

- The researcher explained more the material
- The researcher used model diffirent in cycle 1

- The researcher make certain about patner's students in did process of dubbing.

b. Action

The First Meeting

The first meeting in the cycle II continued on 03ʳᵈ May 2017 at 16:00 am. The researcher greeted the students by saying "Assalamualaikum. Wr.Wb". After that the researcher checked the students in list attendant and then asking the readiness of the students to take apart in learning process.

In this action, the researcher said to the students "the first I want tell you about result by cycle 1 is many students get averange in the test and I hope to you all to improve more your ability in speaking and now I will explain again the material about describing people, terms to being a dubber and steps to doing dubbing".

After done process of learning the researcher suggested to all students to study again because the next meeting students will make a video to cycle II with model diffirent with model in cycle 1.

The Second Meeting

The second meeting in the cycle 1 continued on 04ᵗʰ May 2017 at 10:45 am. The researcher greeted the students by

saying "Assalamualaikum. Wr.Wb". After that the researcher checked the students in list attendant and then asking the readiness of the students to take apart in learning process.

In this action, the researcher made a new video to used in the test and students very interested to made a video because they said " I mis, I want become model in the video".

After done process to made a video, the researcher suggested to all students to study again because the next meeting students will translate dialogue of video into the target language (English).

The Third Meeting

The third meeting in the cycle II continued on 04th May 2017 at 20:00 am. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying "Waalaikumsalam Wr.Wb". Before start to study, the researcher gave intruction to the students "Ok, I want make certain about your patner in doing traslating dialogue of video which the

student get good score in the cycle I pair with the student get poor score in the cycle I.

Nisa : Good morning Tiri

Tiri   : Good morning too Nisa.

Nisa : Have you seen our newest English teacher?

Tiri   : Yes, I have. She is so beautiful

Nisa : What do you think about her?

Tiri   : She is tall woman; she has pointed nose and smiling woman. She,

How about you?

Nisa : She is fat enough but she always uses the uniform elegantly. The

saying Assalamualaikum Wr. Wb. and students saying "Waalaikumsalam Wr.Wb". Before start to study, the researcher gave intruction to the students " Are you ready to do dubbing ? The students " "Ready". The researcher "Ok, before start to doing process of dubbing, I want you sit down with your patner".

In this action the students very active to do process of dubbing aspecially in the recorded because they can handle their problem about lip-synchronization.

After done process of dubbing, the researcher said "Thank very much because you all already to help me in my research.

c. Observation

Based on the observation activities made by resercher and collaborators in the second cycle, the resercher and observer to observe the learning activity and participation about condition class and students' activity during learning process in this cycle used technique of dubbing, many students to be active in class to did process of dubbing , their self confidence more increase to speak English, the class situaion more conducive than the first cycle, and then the students' speaking improved in the second cycle.

Table 6

Cycle II

Responde nts	Aspects of Assessment			Tota l	Skore of test
	Accura cy	Fluen cy	Comprehensib ility		

R1	4	4	5	13	72
R2	5	4	4	13	72
R3	5	4	5	14	78
R4	5	5	5	15	83
R5	4	5	5	14	78
R6	5	4	6	15	83
R7	5	4	4	13	73
R8	6	4	5	12	83
R9	4	4	5	13	73
R10	4	5	5	14	78
R11	4	4	5	13	72
R12	4	6	5	15	83
R13	5	6	5	16	87
R14	4	5	4	13	72
R15	4	4	5	13	72
R16	4	5	5	14	78
R17	6	4	4	14	78
R18	4	6	4	14	78
R19	4	6	5	15	83
R20	4	6	4	14	78
	Accuracy + Fluency + Comprehensibility			277	1,554

Calculating the mean score of the students' speaking test cycle II

Md = ∑x / N

Md = 1,554

20

= 78

1. The result of observation students' activities during the
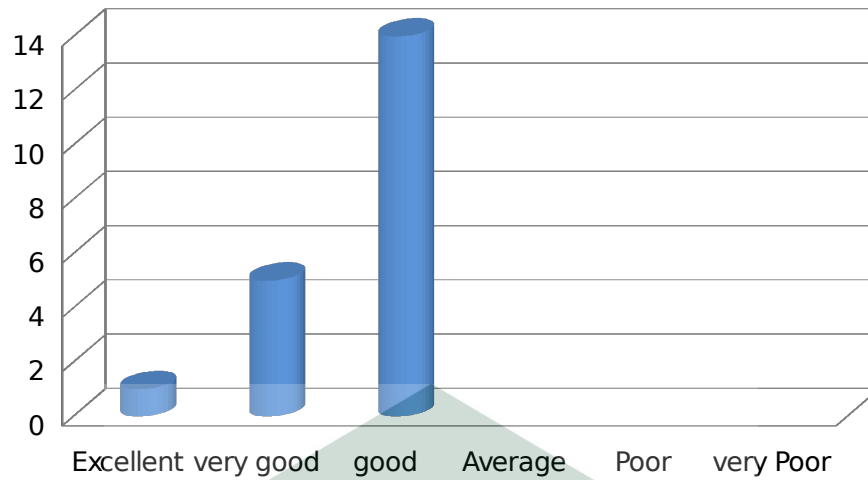
teaching and

learning process. it could be seen in the table below :

Table 7

Observation list cycle 1

Respondent	Students participation					
	Excellent	Very Good	Good	Average	poor	Very Poor
R1			√			
R2			√			
R3			√			
R4		√				
R5			√			
R6		√				
R7			√			
R8		√				
R9			√			
R10			√			
R11			√			
R12		√				
R13	√					
R14			√			
R15			√			
R16			√			
R17			√			
R18			√			
R19		√				
R20			√			
Total	1	5	14			

Diagram II cycle II observation

Based on the scoring of the test in cycle 1, it can be seen at the table :

1. Accuracy

Table 8

Clasification	Score	Frequency	Total Sample
Excellent	6	2	20
Very Good	5	6	20
Good	4	12	20
Average	3		20
Poor	2		20
Very Poor	1		20

The table above showed that the sstudents score in the area of accuracy of cycle II which there were 2 of the students got "Excellent, 6 of the students got "Very good", 12 of the students got "Good", and none of the student got Poor and average.

2. Fluency

Table 9

Clasification	Score	Frequency	Total Sample
Excellent	6	5	20
Very Good	5	5	20
Good	4	10	20
Average	3		20
Poor	2		20
Very Poor	1		20

The table above showed that the students score in the area of fluency of cycle II which there were 5 of the students got "Excellent", 5 of the students got "Very good", 10 of the students got "Good", and none of the student got "average, Poor and Very Poor.

3. Comprehensibility

Table 10

Clasification	Score	Frequency	Total Sample
Excellent	6	1	20
Very Good	5	13	20
Good	4	6	20
Average	3		20
Poor	2		20
Very Poor	1		20

The table above showed that the sstudents score in the area of comprehensibility of cycle II which there were 1 of the students got "Excellent", 13 of the students got "Very good", 6 of the students got "Good", and none of the student got "averange, poor and very poor".

d. Reflection

Some succescful points in cycle II namely: the meang score is 78 and most of the students were familiar with the used technique of dubbing in learning speaking skill and fluency, accuracy and comprehensibility in the cycle II is increas than cycle I.

1. Fluency

   The students already fluent in speak because the students cannot say again "ee" in done conversation.

2. Accuracy

   pronounciation is slightly influenced by the mother tongue but the students can gave stressing and intonasion when they done conversation, example in the sentence "What do you think about her?".

3. Comprehensibility

   Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clasification.

   Based on the result of the observation, the researcher conclude is cycle II success than cycle I.

B. Discussion

In this part, the researcher cooperate with Yuliani Aziz, S.Pd (Collaborator) to give score to the students in the cycle I and cycle II. The students were study about speaking. The researcher used technique of dubbing in teaching and learning to improve students' speaking ability and then prepared to do cycle I that consisted of four phases namely: planning, action, observation, and reflecting.

At the first cycle the researcher found that the students were difficult to speak terms of accuracy, fluency and comprehensibility:

1. Accuracy

The students still influenced by mother tongue, and students not gave stressing and intonation in the dialogue. For example in the sentence "No, I want to go because I want to see my idol" Which there were none of the students got "Excellent", 3 of the students got "good", 10 of the students got "average" and 3 of the student got "Poor and none of the students got "Very Poor".

2. Fluency

The students still stumbling in speaking and the students still often say "ee" (filler). For example in the sentence

"Kim tae yung, do you know him?" which there were none of the students got "Excellent, very good and very poor", 2 of the students got "Good", 11 of the students got "average" and 7 of the student got "Poor".

3. comprehensibility
The listener can understand a lot what is said, but he must constantly seek clarification. cannot understand many of speakers' more complex or longer sentence. For example in the sentence "Yes, I like very much with Kim Tae Yung and I like Big Boy" which there were none of the students got "Excellent, very good and very poor", 11 of the students got "Good", 8 of the students got "average" and 2 of the student got "Poor".

Solution of the problem is the researcher give teks of video to read in their home. In the case event the oral in speaking so increas the students' fluency. Students training to express what the player said in the video so can increas the students' accuracy. The students become a dubber must to know what the mean or story of video so the student and their patner in doing process of dubbing can make conversation without miscomunication. Mean score from the cycle I is 50.

In cycle II, the researcher gets a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score is improved in cycle II.
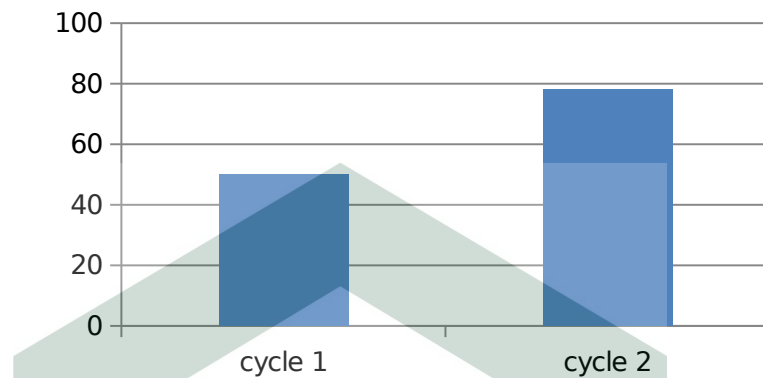
Based on the improvement students' speaking accuracy ,fluency and comprehensibility could show that there is also a significant improvement both of them from cycle I to cycle II where mean score the students' speaking in cycle I is 50 and in cycle II is 78. It mean the use of dubbing to improve students' speaking ability at Pesantren Modern Datok Sulaiman Putri Palopo Academic year 2015/2016 is success.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based an finding and discussion from the data analysis:

A. Conclusion

Based on the result of data analysis and finding in the previous chapter, the conclusion that can be drawn from this study as follow :

The result of the research conclude the effective way in teaching speaking used dubbing are : (a) give students motivation, so the students have been self of confidence, (b) give more opportunity to the students to make turns in speaking during the times allocated (c) observe the students' activities in the classroom more intense (d) the teaching speaking made more interesting and fun.

Most of the students of Pesantren Modern Datok Sulaiman Putri Palopo in English speaking ability subject had positive improvement in learning teaching process used dubbing such as in motivation, confidence and their ability in speaking English. The checklist of the teacher activities in implementing the used dubbig and their score.

From the cycle 1, the researcher found that 50 score, students have positive response and active involvement in learning and teaching process can be seen from students attitude and the quality of learning and teaching process increase from the behavior emerges during learning and teaching process, the checklist of the teacher activities, observation sheet an test.

B. Suggestion

Related to the conclusion above the researcher gave suggestions for the sake of the improvement of the students' ability used dubbing in speaking English

1. For the Teacher

In teaching English lesson in the school, the tearcher should use some techniques to teach for the students so that the students are not bored in learning English lesson. One of techniques is using dubbing the way of using dubbing are the teacher prepares the material and toll that be needed in learning process. After that, the teacher explains about the material and then applying dubbing in the class. The next, the teacher can know about the activity of students after students are given a

task by teacher. Dubbing is simple media, but can interseting for

students if the teacher applies in the class.

    2. For the Students

    The students should have strategies in speaking, such as

used dubbing to improve their speaking ability and then the

students should be diligent to practice their speaking in English.

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