

**THE USE OF DUBBING TECHNIQUE TO ENHANCE
STUDENTS' SPEAKING SKILL AT THE FIRST GRADE OF
MADRASAH TSANAWIYAH SALUBANGA**

A Thesis

*Presented as Partial Fulfillment for the Attainment of S.Pd. Degree in English
Education Study Program Tarbiyah and Teacher Training Faculty State Islamic
Institute of Palopo*



IAIN PALOPO

Compiled By

Shavira Marwah

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

2022

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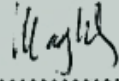
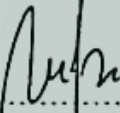



THESIS APPROVAL

This thesis entitled **“The Use of Dubbing Technique to Enhance Students’ Speaking Skill at the First Grade of Madrasah Tsanawiyah Salubanga”** Which is Written by **Shavira Marwah**, Reg. Number. **17.0202.0100**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 20th of April 2022 M**, coincided with **19 Ramadhan 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Wednesday, 20th April 2022

19 Ramadhan 1443 H

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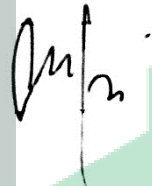
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Palopo, November 25, 2021



The Researcher

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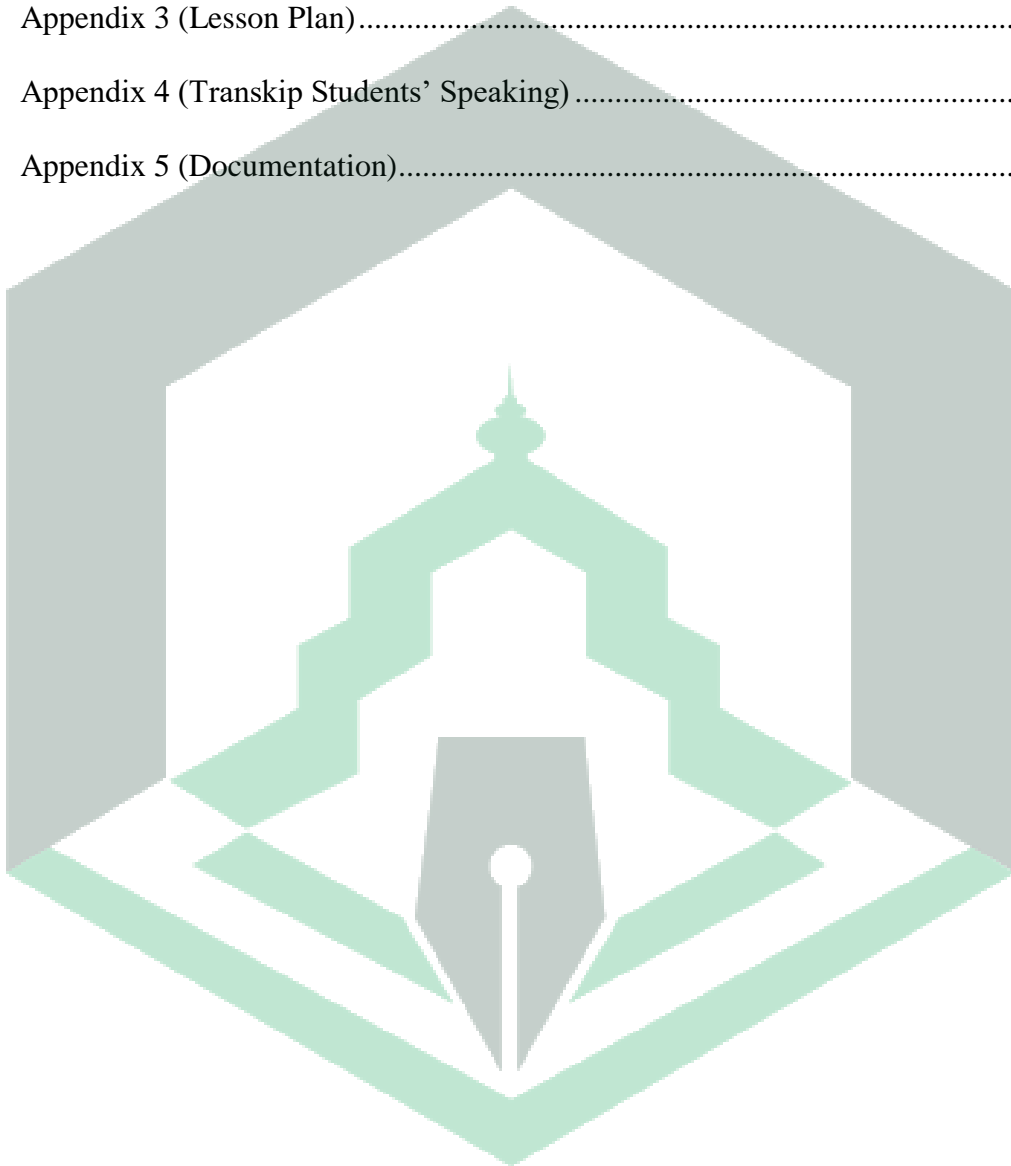
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ABSTRACT

ShaviraMarwah, 2021, *"The Use of Dubbing Technique to Enhance Students' Speaking Skill at the First Grade of Madrasah Tsanawiyah Salubanga."* Thesis English Education Study Program Tarbiyah and Teacher Training Faculty in the State Islamic Institute Palopo supervised by Abdul Pirol and Magfirah Thayyib.

This research aimed to find out the students' improvement in learning speaking skill through dubbing technique and to measure students' enthusiasm when learning by using dubbing technique at the first grade of MTs Salubanga. This research applied the pre-experimental method. The population of this research was the first grade students of MTs Salubanga and also as the sample of the research. The sample was taken by total sampling which consist of 16. The researcher scored three aspects in speaking skill; accuracy, fluency, and comprehensibility by using a test, namely pre-test and post-test. An observation was made during the three treatment in progress. The mean score in the pre-test is 25,37 and in the post-test is 50,31. The statistical result showed that $t_{\text{the test}}$ (6.368) was higher than the t_{table} (2.144). And also from an observation that were 44% students who categorized as very good and 39% students who categorized as good and 14% students who categorized as enough and 3% students who categorized less. It indicated that the dubbing technique effectively enhanced speaking skill at MTs Salubanga.

Keywords: *dubbing technique, speaking skill, pre-experimental method*

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is perhaps the main expertise to foster while mastering a language. Primarily in English language study, this ability is important to be dominated by everybody. When people have mastered speaking skill, they will actually want to get to any data they need. Having an expansive information base will make their regular routines more straightforward. It will be simple to have their everyday existence by having comprehensive information. Talking is the ability somebody needs to offer their viewpoints and convey English. Correspondence can happen when both the speaker and audience get it, and the listener can answer well until there is intuitive correspondence.

However, some people ignore the important of speaking ability because of it is difficulty, particularly the students. They think that speaking in English is a difficult movement. It also happened to the first-grade students in Madrasah Tsanawiyah Salubanga, Suli Barat District, Luwu regency. The researcher found a some problem, either from the students or the teacher, when observing on October 20th, 2020. The researcher identified that the students were not enthusiastic about the teaching learning process, including speaking material. Mrs. Yuliana Yusuf S.Pd stated that "some of the students only listen to the teacher's instruction without

giving feedback".¹ Whenever the students were welcome to talk, obviously they could not answer the specialist's request. They look confused about the question and cannot express their thoughts. The researcher concluded they did it because they are less in vocabulary and expression. The students were bored and had low motivation in learning speaking.

The researcher uses the dubbing technique as a game to solve the problem in the class of MTs Salubanga. Dubbing is filling a conversation or speech.² Using dubbing video can be one of the techniques that teachers can use to promote teaching and learning, especially in teaching speaking. There are advantages of the technique of dubbing, namely: grabbing students' attention, focusing students' concentration, drawing on students' imagination, building a connection with other students and instructors, and also increasing the memory of content.³

Based on the explanation above, the writer conducts research entitled "The Use of Dubbing Technique to Enhance Students' Speaking Skill at the 1st grade of MTs Salubanga." The researcher focuses on how to solve the learners' speaking problem by implementing a dubbing technique at the first grade of Madrasah Tsnowiyah Salubanga.

¹ Interview with Mrs. Yuliana Yusuf, (October, 20th 2020) "English teacher of Madrasah Tsnowiyah Salubanga". Suli barat

²Wiyono, EkoHardi, *Kamus Bahasa Indonesia Lengkap Disertai EYD (Ejaan Yang Disempurnakan)*. Jakarta: Plantae, 2007

³Resha Rina Navisha, 2019. "Improving Students' Speaking Ability by Using Dubbing Movie Technique Among the Eleventh Grader of MA Ma'arif 06 Pasir Sakti East Lampung In Academic Year 2018/2019", 2019 p. 39

B. Research Question

Based on the problem that have been identified, the researcher question are:

1. Is dubbing technique effective in improving students' speaking skill at the first grade of Madrasah Tsawiyah Salubanga?
2. How is students' enthusiasm when learning by using dubbing technique at the first grade of Madrasah Tsnawiyah Salubanga?

C. The Objective of the Research

Based on the research questions above, the objectives of this research are:

1. To find out whether the dubbing technique is effective to improve students speaking skill at the first grade of MTs Salubanga
2. To measure students' enthusiasm when learning by using dubbing technique at the first grade of MTs Salubanga

D. Significance of Research

1. The theoretical significance

This research gives a solution to find out the effective way to teach speaking skill.

2. The practical significance

The result of the research is expected to help the teacher enhance the students' speaking skill and give input to the teachers who use the dubbing technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

Some previous studies that are related to this research, are:

Rizki Nur Rokani (2018), in her theory with the title "The Effectiveness of Dubbing Movie Strategies on Students' Speaking Ability at the Second Grade of MA at Tohiriyah Ngantru." She directed the examination strategy with semi explore research with a quantitative methodology. Her postulation shows that understudies' talking expertise in the test class is better than understudies' talking ability before the test. Understudies instructed through naming vivified films talk account text more smoothly than those educated through conventional techniques.⁴

Vivy Zuny Mandasari (2014), in her theory with the title "Working on Students' Speaking Skill Through Video Dubbing." The reason for this exploration was to work on understudies' talking expertise. This examination configuration is Classroom Action Research. She presumed that video naming might be utilized in English classes to assist understudies with improving their

⁴ Rizki Nur Rokani (2018) "*The Effectiveness of Dubbing Movie Strategies on Students' Speaking Ability at the Second Grade of MA at Tohiriyah Ngantru*", (Universitas of Tulungagung).

talking abilities. The utilization of naming during execution has two qualities and shortcomings with regard to the instructing and learning process.⁵

Dian Christina (2021). In her proposal with the title "Naming Method And Learning Videos for Improving Students' English Speaking." This exploration plans to examine the understudies' capacity to communicate in English when the naming technique test. This examination utilized the pre-test strategy. She reasoned that the naming technique would assist understudies with working on communicating in English.⁶

Resha Rina Navisha (2019). In her proposition with the title "Further developing Students Speaking Ability by Using Dubbing Movie Technique among the Eleventh Grade of Ma Ma'arif 06 Pasir Sakti Eat Lampung". The examination centers around executing movement video naming to work on speaking ability. She led an exploration strategy with study hall activity research. Her exploration was effectively seen as a sign of achievement on the grounds that 70% or 14 of the absolute understudies who previously passed the rules scored no less than 80.⁷

⁵Vivy Zuny Mandasari (2014) "*Improving Students' Speaking Skill Through Video Dubbing*" (English Education Department of Teacher Training and Education Faculty Sebelas Maret University)

⁶ Dian Christina (2021) "*Dubbing Method and Learning Videos for Improving Students' Speaking Skill*" (Universtiats Putra Indonesia "YPTK" Padang, Padang Indonesia)

⁷ Resha Rina Navisha (2019) "*Improving Students Speaking Ability by Using Dubbing Movie Technique among the Eleventh Grade of Ma Ma'arif 06 Pasir Sakti Eat Lampung*" (Universitas Islam Negeri Metro)

Intan Fahmawati (2011), in her theory named "Working on communicating in the expertise of Javanese language by utilizing Dubbing-film strategy at seven grade understudies of Junior secondary school 1 Tambak Kabupaten Banyumas". The justification for this analyst was to upgrade the understudies talking capacity. This analyst utilized CAR. She presumes that naming could fundamentally build the preparation for talking. Naming further develops understudies talking capacity, expands understudies' inspiration during the learning movement, and works on understudies' jargon and articulation, which expands their talking abilities.⁸

Based on the previous related studies above, the researcher have concluded some differences and similarities. The similarity of the researcher with Riski Nur Rokani is used dubbing to improve students speaking skill and the different is Riski Nur Rokani used quasi-experiment while the researcher used pre-experimental. The similarity of the researcher with Vivy Zuny Mandasari used dubbing as media to improve students' speaking skill and the different is Vivy Zuny Mandasari used CAR while the researcher used pre-experiment. The similarity of the researcher with Dian Christina is used the pre-experiment and the different is Dian Christina used Dubbing as the method while the researcher used dubbing as the media. The similarity of the researcher with Resha Rina Navisha is used dubbing technique to improve students' speaking skill and the

⁸IntanFahmawati, "*Improving speaking skill of Javanese language by using Dubbing-film technique at seven grade students of Junior high school 1 TambakKabupatenBanyumas*"(Universitas Negeri Semarang 2011)

different is Resha Rina Navisha used CAR while the researcher used pre-experiment. The researcher's similarities with Intan Fahmawati are the dubbing technique to practice speaking. The difference is that Intan Fahmawati used the Javanese language while the researcher used English.

B. Some Partinents Ideas

1. Definition of Speaking

There are a few definitions of speaking that some experts have given.. Speaking is characterized as saying things, expressing even though out loud, and utilizing the voice. Spoken language and speaking are comparable in that individuals utilize the voice loudly, which occurs in time, cannot go back and change, and is produced and processed online.⁹

The first impression to others when they speak to each other is their speaking skill, especially for their fluency and comprehensively.¹⁰ Speaking is a technique for moving or trading data with others. Likewise, talking is a movement where people utilize their voices to convey their thoughts, data, ideas, assessments, etc. Speaking is the verbal use of language to communicate with others.¹¹

The conversation needs speaking as everyday things to result from meaningful conversations between others. . Each conversation includes two important things there are speakers and listeners eliciting feedback.¹² In speaking,

⁹Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Francisco State University press2001), p. 257.

¹⁰ Hornby. "*Definition of speaking skill*" (NewYork: publisher 2016)

¹¹Glenn Fulcher, *Testing Second Language Teaching*, (London: Longman, 2003), p. 23.

¹²" UbadillahIbnuSholihin, "*Definition of Speaking Skill*" www.zakymedia.com accessed on Tuesday, July 25th, 2019

we can express our ideas and opinions, express something we wish to, negotiate or resolve specific issues, or establish our social relationships and friendships.¹³

Based on the statements above, it can be concluded that students should be mastered speaking skills as a tool in conversation and connect to everyone in their social life. Without learning the speaking skill, the student will not be able to face their real-life, especially during the learning process in their school.

2. The Factor that Influences Speaking Comprehension

Before the teacher assists the students in learning to speak, the teacher should identify some factors that influence their speaking performance. For example, performance conditions, affective factors, listening skills, and feedback during speaking tasks influence learners' speaking performance.¹⁴

- a. The first part is connected to one's present degree of execution. Understudies participate in an assortment of talking assignments in an assortment of. Thusly, execution conditions influence talking execution, including time requirements, arranging, nature of execution, and level of help.
- b. The second is jargon. If jargon shrewd understudies impact language perception, the understudies should get natural words about others. Jargon procurement includes perceiving a few sections, definitions, logical signs, and how sentences work. This jargon assists with extending understanding.

¹³Anggani LB, Dwi and Hartono, Rudi (2015) "*Improving students' self-concept through role technique in teaching speaking skill*" Universitas Negeri Semarang, Indonesia

¹⁴Leong Lai-Mei & Ahmadi, Seyedeh Masoumeh "*An Analysis of Factors Influencing Learners' English Speaking Skill*" (UniversitiSains Malaysia, 2017) p. 2

c. The third component concerns individuals impacted by feelings. Numerous pertinent attributes have been connected to the three essential types of securing, and numerous analysts have concentrated on inspiration, self-assurance, and uneasiness.

d. The fourth variable is paying attention to expertise. Understudies who need to develop their talking abilities should likewise chip away at their listening abilities. Understudies ought to get the importance of the discussion, and the key is to listen cautiously to what the speaker says. A speaker likewise ought to have great articulation. It tends to be reasoned that understudies will not be able to answer on the off chance that they are not sure what is being said. In other words, talking is firmly connected with tuning in.

e. The 6th element is connected with the criticism during talking exercises. Numerous students anticipate that their instructors should give them essential input on their talking execution.¹⁵

3. Teaching Speaking

Some essential points are applied in the teaching speaking process. They are:

a. The Elements of Speaking

A few components of communicating are language highlights and mental/social handling.

¹⁵ Hoang Tuan, Nguyen(2015) "*Factors affecting students' speaking performance at Le ThanhHienhighSchool.*" Asian Journal of Education Research, Vol 3 no.2

1) Language Features There are four components applied in the language highlights; interface discourse, expensive innovations, lexical and linguistic standards, and significance arrangement¹⁶.

a) The first component is associated discourse. A speaker ought to have the option to deliver the singular phonemes of English.

b) The second component is expressive gadgets. A speaker should do what nearby speakers of English do. Nearby speakers of English adjust to pitch and push explicit pieces of articulation, very volume and speed, and use paralinguistic features to seem what they are feeling.

c) The third component is lexis and language structure. Speakers can precipitously talk utilizing a few normal lexical expressions, particularly in specific language capacities.

d) The fourth component is the exchange of importance. Talking requires the capacity of the speaker to arrange the importance used to look for an explanation and show the construction of what the individual in question is talking about.

From Harmer's assertion over, the analyst reasoned that in everything in talking, there are steps that the speaker ought to be utilized in the discussion or talking process.

2) Mental/social handling

¹⁶ Antoni,Rivi and Rasyidah,Ummi (2015) "*An analysis on students' speaking skill at seond grade smp 8 rambahilir*". University of PasirPengaraian

To wage an effective language association, it is essential to understand the utilization of the language highlights through mental/social handling - with the assistance of 'the quick handling abilities,' as Harmer calls them. 'Mental/social handling' incorporates three elements - language handling, cooperating with others, and on-the-spot data handling. Once more, give a clearer perspective on what these highlights incorporate.¹⁷ As per harmer, there are three parts to mental/social handling: language handling, interfacing with others, and data handling.¹⁸

- a) The first part is language handling. The speakers need to deal with the language in their mind and orchestrate it in a conflicting request to comprehend and convey the acquired implications.
- b) The second part is the association with different parts. Talking incorporates an incredible chance to stand by listening to different members, comprehend how they feel, and comprehend their capacity to alternate and reach out.
- c) The third part is data handling.

b.Types of Classroom Speaking Performance

Numerous ads and instructive settings have utilized study hall execution. An innovative device bears the cost of educators to connect with understudies in

¹⁷ Vilimec, Erik. "Developing speaking skills." University of Pardubice

¹⁸ Ibid p 3

dynamic advancement without any problem. Homeroom execution permits and urges all understudies to become dynamic students during guidance.¹⁹

Imitative, Intensive, Responsive, Transitional (discourse), Interpersonal (exchange), and broad (speech) are kinds of homeroom talking execution²⁰.

1) Imitative

A negligible part of homeroom talking time might truly create a "human recorder" discourse. For instance, students practice a pitch shape or pinpoint a specific vowel sound. Impersonation of this sort is not so much for significant communication yet for zeroing in on some specific component of language structure.

2) Intensive

Concentrated talking goes one stage past imitative to incorporate any talking execution intended to rehearse a language's phonological or linguistic angle. Concentrated talking can be self-started, or it could shape some portion of some pair work action, where students are "going over" certain types of language.

3) Responsive

¹⁹ Hunter Allison, Tracy Michelle. *"The impact of classroom performance system-based instruction with peer instruction upon student achievement and motivation in eighth-grade math students ."*Liberty University

²⁰ Amalianirmawati,Lia(2015) *"Improving students' speaking skill through speaking board games of grade VII of smpn 13 yogyakarta,Universitasnegeriyogyakarta*

A decent arrangement of understudy discourse in the study hall is responsive: short answers to educator or understudy started questions or remarks. These answers are normally adequate and do not reach out into exchanges.

4) Transactional (exchange)

Value-based language, done to pass on or explicit trade data, is a drawn-out responsive language.

5) Interpersonal (exchange)

The other type of discussion was a relational exchange, completed more to keep up with social connections than communicating realities and data.

6) Extensive (discourse)

At long last, understudies at moderate to cutting edge levels are approached to give broadened discourses in oral reports, outlines, or short addresses. Here the register is more formal and deliberative. These talks can be arranged or off the cuff.

In light of the six sorts over, the naming procedure accompanies the imitative kind since this kind could expand a few parts of understudies' talking expertise, for example, sentence structure, syntax, jargon, and the main capacity to offer understudies' viewpoints and thoughts.

4. Enthusiasm in Learning

Enthusiasm is an attitude the spirit, the motivation, the impulse that comes from in man himself without being a coercion of anyone. In the process learning in

the classroom, students need to have an attitude of enthusiasm in receiving and responds to material entities.²¹

Factors that influence enthusiasm in learning:

- a. The teachers in managing learning activities must be lively and energetic
- b. The teachers always explain the purpose and benefits and learning given to the students' future life.
- c. The teacher must always guide the student in the performance of duty.
- d. Every task the students has been assigned should be reviewed and judged by the teacher.
- e. The teachers give awards to students' work.²²

5. Nature of Dubbing Technique

a) Definition of Dubbing Technique

Dubbing is the term used to portray how the first discoursed of component movies or TV programs are supplanted by new exchanges, made an interpretation, and adjusted to empower watchers to comprehend general media material created in unknown dialects.²³

²¹ Jurnal Pelita Pendidikan by "Department of Biology Education Faculty of Mathematics and science, Universitas Negeri Medan" <https://doi.org/10.24114/jpp.v5i1.8451>

²² Khosiyati (2010) "Increasing Students' Enthusiasm for Study", Universitas Muhammadiyah Purwokerto

²³ Alison Duggan, etc., *Gentle Obsessions Literature, Linguistics And Learning In Honor Of John Morley*, (Roma: Artemide,2015), p.251

The interpretation for dubbing is not the eventual outcome proposed to the crowd; it is "a half-completed item" that requires further work.²⁴ In Indonesia, naming is frequently utilized in the show, telenovela, film kid's shows (anime), and dramas. The term 'dubbing' is now and then a shortened form for 'overdubbing,' a studio practice where different vocal and instrumental sounds are kept in fleeting progression on multi-track tape. In light of the definitions above, naming is a recording cycle or replacement for a video or film/film character to upgrade understudies' talking abilities.²⁵

b) Teaching Speaking by Using Dubbing Technique

Conversely, with the customary way to deal with articulation guidance, film naming is an advantageous technique by which EFL students secure English elocution. The way to deal with film naming undertakings has been framed by a few specialists for application in an EFL setting. The strategy for film naming offers a unique chance for the Imitation of English articulation and pitch with contextualized Scenarios.²⁶

²⁴ Czech Scholar P. Reich "*Audio-Visual Translation: Subtitling and Dubbing Technique - Movie Soundtrack in Frozen: Let it Go*

²⁵ Theberge, Paul. (n.d.). Retrieved September 5th, 2017, from *Continuum Encyclopedia of Popular Music of the World* website, http://www.sfu.ca/cmns/faculty/marontate_j/386/06-fall/Readings789/Theberge1989.pdf.

²⁶ Resha Rina Navisha, "*Improving Students' Speaking Ability by Using Dubbing Movie Technique Among the Eleventh Grader of Ma Ma'arif 06 Pasir Sakti East Lampung in Academic Year 2018/2019*"

There should be a few systems in the video naming exercises overall. Dealing with a video naming task includes a few phases: video determination, scene trimming and quieting, beginning class show off the objective video, bunch listening appreciation or situation creation exercises, individual and gathering practice, and soundtrack dubbing.²⁷

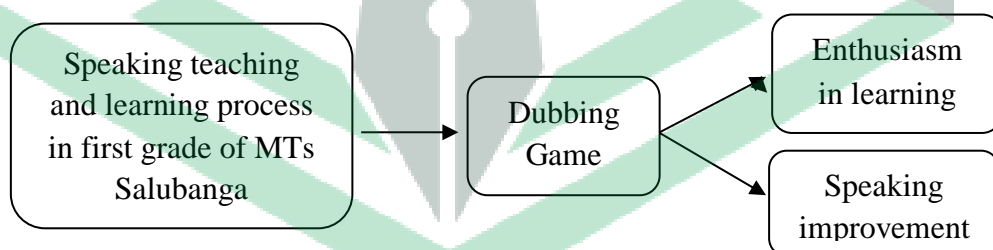
c) The Advantages of Dubbing Technique

There are advantages of the technique of dubbing, such as:

- a. Theoretically, there are no space constraints, so there is no need to shorten the dialog. However, dubbed screenwriters take into account lip development.
- b. They kept moving the screen up and down to follow the story in the subtitled.²⁸

C. Conceptual Framework

The conceptual framework of this research is displayed in the following diagram



²⁷ Jack Burston. "Video Dubbing Projects in the Foreign Language Curriculum: Calico Journal ."Vol.23. No. 1

²⁸Leonardo JordaoCoelh, "Subtitling and Dubbing Restrictions and Priorities"[Online]

In the classroom, the students seldom practice speaking English orally. Although, most of them do not speak English during the class. Sometimes they, as it were, tune the English words examined by the teachers, but they also seldom try to speak out the word or sentences that they have listened from the teacher in the classroom. Therefore, many factors can enhance the students' speaking proficiency. Based on the theory above, one of the theories of promising technology that we can use is dubbing which can improve the students speaking proficiency inaccuracy, especially pronunciation and vocabulary, and fluency.

D. Hypothesis

The research hypothesis is shown below:

1. H_0 : The Dubbing technique is not effective to improve students' speaking skills at the first grade of MTs Salubanga.
2. H_1 : The dubbing technique is effective to improve students' speaking skills at the first grade of MTs Salubang.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

The researcher used a quantitative method. Quantitative research is an approach for testing objective theories by examining the relationship between variables. These variables can usually be measured on instruments so that statistical techniques can analyze numbered data.²⁹

2. Design

In this research, the researcher applied the pre-experimental method. Pre-experimental with the application of one organization pre-test (to truth ease of implementation) or intervention of short period is selected as an intervention primarily based totally on a small pilot test. Decided on a set of contributors inside the populace and furnished the discovery to them.³⁰

The examination configuration is displayed in the accompanying recipe:

PRE-TEST	TREATMENT	POST-TEST
01	X	02

Where:

²⁹ Dr. Wahidmurni, M.Pd, “*Pemaparan Metode Kuantitatif*” p.3

³⁰John W. Creswell, *Education Research*, (Fourth Edition; Library of Congress Cataloging in Publication Data, 2012) P. 321

01: Pre-test

X: Treatment

02: Post-test

B. The Variable of the Research

The variable of this research consisted of two variables, namely:

1. The dependent variable was the students' speaking skill
2. Independent variable were by using dubbing technique

C. Population and Sample

1. Population

The population of this research was the first grade of MTs Salubanga 2021/2022 academic year. There is only one class in grade that consists of 16 students.

2. Sample

The researcher carried out total sampling, and the researcher took first-class that consisted of 16 students. Although the students were still lacking in speaking learning in this class, all of the students in this class had good participation.

D. The Instrument of the Research

1. Test

This research provides two sets of tests, namely pre-test, and post-test. A pre-test was conducted before implementing the actions, and the post-test was

conducted after the implementation of the actions. Namely, the researcher used the speaking test to retell a story from a cartoon video

2. Observation

Observation is the action of containing attention to an object by using the containing attention to an object by using the full range of senses. So observation can be made through sight, smell, hearing, touch, and taste can be interpreted as direct observation.³¹

The observation was made to monitor the students' enthusiasm for the learning process during treatment. The instrument for collecting the data is the observation rating scale.

E. The Procedure of Data Collection

The data were collected by following the steps below:

1. Giving pre-test

Before giving treatment, the researcher gave a pre-test to determine the students' speaking skills. First, the researcher showed a cartoon video titled "The Fox and The Crow" in the pre-test. Then the students' watched and studied the conversation of the video in fifteen minutes. After that, students repeated the contents of the story from the video. On the other hand, the teacher recorded the students repeating the story.

³¹ Suharisimi Arikanto "A Research Procedure a Practice Approach" (Jakarta: Rineka Cipta,2006), hal. 156-157

2. Giving Treatment

The treatment was given to the students after they had done the pre-test. The treatment was conducted in six meetings. The steps are as follows:

a. The first treatment

- 1) The researcher explained the dubbing technique to keep students' attention and motivate them to enhance their impressive speaking ability.
- 2) The researcher clarified and gave an illustration of using the dubbing technique. The focus of the first treatment was accuracy.
- 3) The researcher showed a video as an example to students. Then the researcher explained the video content, and afterward, the researcher divided the role of the dialogue in the video.
- 4) The researcher gave time to the students and asked them to practice the conversation on the video with their companions. Then the researcher controls the situation of the student in the class.
- 5) After that, the researcher gave correction of the students' mistakes to upgrade the students speaking accuracy.
- 6) After practicing the material, the researcher gave some comments about all of the elements of speaking to the student. So the next meeting they would improve their speaking better and avoid the mistake.

- b. The following treatment proceeded, but the focus was changed until the six meetings. The 1st and 2nd treatment focused on accuracy, the 3rd and 4th focused on fluency, and the 5th and 6th focused on comprehensibility.

3. Post-test

After conducting six meetings, the researcher gave a post-test of speaking to them to know their ability after learning by using dubbing. In the post-test, the researcher showed a cartoon video with the title "The Lion and The Mouse," then the students' watched and studied the conversation of the video in fifteen minutes. After that, students repeated the contents of the story from the video. On the other hand, the researcher recorded the students repeating the story.

F. The technique of Data Analysis

The data were analyzed by using the following steps:

1. Scoring Classification the Students' Speaking in Pre-test and Post-test

The researcher must choose a scoring system that considers accuracy, fluency, and comprehensibility.³²

a. Accuracy

Table 3.1. Students' Rubric Scoring

Classification	Score	Criteria
Excellent	6	The mother tongue barely affects two or three minor grammatical and lexical errors.
Very good	5	The mother tongue very barely impacts pronunciation. There are a few minor grammatical and lexical errors; however, maximum utterances are correct.
Good		

³²Rahmawana, " *Using Story Completion in Teaching Speaking to the Second Grade Students of SMAN 6 Soppeng* "

	4	Pronunciation is pretty motivated via way of means of the mother tongue. However, it has no excessive phonological blunders, some syntactic and lexical errors, however most effective confusing.
Average	3	Pronunciation is propelled with the help of utilizing mother tongue, as it were a few phonological mistakes: a few syntactic and lexical blunders, several of which confound.
Poor	2	Pronunciation is critically inspired via means of mother tongue, inflicting a conversation breakdown—May primary grammatical and lexical errors.
Very poor	1	Serious pronunciation errors in addition to basic grammatical and lexical errors. There is no evidence of having mastered any of the language skills and exercises in the course.
<hr/>		
b. Fluency		
<hr/>		
		Classification Score Criteria
		<hr/>
Excellent	6	Speak without an extraordinary exertion with a generally broad run of expression. Rummage around for words sometimes, but as it were two unnatural stops.
Very good	5	Has to make an effort to search for words nevertheless, easy shipping at the complete and only some unnatural pauses.
Good	4	Although he has made an attempt and look for words, there are not too many unnatural pauses. Relatively clean delivery, mostly. Occasionally fragmentary, however, a hit in conveying the overall which means sincere variety expression.
Average	3	Has to make an effort for much time. Often has to research the desired meaning frequently fragmentary and halting delivery. The almost surrender-making attempt at times. Limited variety of expression.

Poor	2	Long pauses simultaneously as he searches for the favored meaning—frequently fragmentary and halting delivery. Almost surrender, making an attempt at the times. He has confined variety expression.
Very poor	1	Full of lengthy unnatural pauses. Very halting and fragmentary transport at instances offers up making an effort—minimal variety expression.

c. Comprehensibility³³

Classification	Score	Criteria
Excellent	6	The listener can easily distinguish the speakers' interest and widespread importance. Little breaks or classes are required.
Very good	5	The speaker's interest and trendy meaning are exceptionally straightforward. However, some interruptions by the listener for classification are necessary.
Good	4	Most of what the speakers say is simple to take after. His consideration is always explicit, but a few interruptions are necessary to help him convey a message or look classification.
Average	3	The listener can understand a lot of what he said. However, he must constantly seek classification. As a result, the researcher can not get numerous more complex or longer sentences from the speaker.
Poor	2	Only little bits (usually short sentences and phases) can be caught on and after that with impressive exertion by someone listening to the speaker.
Very poor	1	Barely anything of what is she can get it. Indeed when the audience makes an extraordinary exertion or hinders, the speaker cannot clarify what he appears to have said.

2. Converting students' score

³³ Heaton, J. B. *Writing English Language Test* (New York Longman), p. 100

The score is converted to the maximum score set using the following simple formula:

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

3. Classifying the students' score

The students' scores were divided into five categories, as follows:

Table 3.2. The Classification Score for Test³⁴

No	Score		Classification
1	86-100	6	Excellent
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Very poor

4. Calculating the rate percentage of the students' score

SPSS 2.0 version was used to compute the percentage and mean score of the students' speaking test in the pre-test and post-test.

5. A rating scale will assess the students' enthusiasm for the observation checklist paper.

³⁴ Piet A Sahertian, *Konsep Dasar dan tehnik Supervisi Pendidikan*, (Isrediwon: Rineka Cipta, 2000), p.60

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this part, there are two analyses that have been analyzed and tabulated statistically. The analysis of students' scores in the test and the analysis of students' enthusiasm from observation. The analysis can be seen as follows:

1. Analysis of understudies' scores in the test

a. Pre-test

In this section, the researcher shows a table of students' score based on the accuracy, fluency, and comprehensibility.

1) Accuracy

The accuracy score is presented through the table of rate percentage score as follow:

Table 4.1 The Rate Percentage Score of Students' Accuracy in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	10	62%
6	Very poor	1	6	38%

Total 16

100%

The table on 4.1 showed the accuracy of score that no student got excellent, very good, good, and average (0%). It can be seen that ten students got poor scores, which is 62%. Six students got very poor, and the rate is 38%. Therefore, it can be reasoned that the students have an poor skill of accuracy in the pre-test.

2) Fluency

Fluency score is presented in the table rate percentage value that can be seen as follow:

Table 4.2 The Rate Percentage Score of Students' Fluency in Pre-test

No	Classification	Rating	Pre-test Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	5	31%
6	Very poor	1	11	69%
Total			16	100%

Table 4.2 indicates the score of fluency in percentage. It can be seen that no student got an excellent, very good, sound, and average. Five students got a poor score and the percentage is 31%. Moreover, eleven students got a low score and the percentage was 69%.

3) Comprehensibility

The comprehensibility score is presented through the table rate percentage score as follow:

Table 4.3 The Rate Percentage Score of Students' Comprehensibility in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	13	81%
6	Very poor	1	3	19%
Total			16	100%

The table on 4.3 shows the score of comprehensibility in percentage. It can be seen that no students got excellent, very good, good, and average categories. 13 students got a poor score and the percentage is 81%. There were three students with very poor scores and the percentage is 19%.

4) The total score of student's pre-test

Table 4.4 The total score of students speaking pre-test

Classification	Score	Pre-test	
		Frequency	Percentage
Excellent	86-100	0	0%
Very good	71-86	0	0%

Good	56-70	0	0%
Average	41-55	0	0%
Poor	26-40	10	62%
Very poor	≤ 25	6	38%
Total		16	100%

The table on 4.4 shows that no student (0%) got excellent, very good, good, and average classification. It can be seen that ten students got poor classification and the percentage is 62%. Six students got very poor classification and the percentage is 38%.

b. Post-test

In this section, the researcher shows a table of students' score based on accuracy, fluency, and comprehensibility.

1) Accuracy

After the treatment using the dubbing technique, the researcher got a score of students' accuracy which is presented in the table below.

Table 4.5 The Rate Percentage Score of Students' Accuracy in Post-test

No	Classification	Rating	Pre-test Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	5	31%
4	Average	3	4	25%

5	Poor	2	6	38%
6	Very poor	1	1	6%
Total			16	100%

The table on 4.5 indicates the score of accuracy. Based on the table, it can be seen that no student got excellence and very good score. Five students gain good classification (31%), four students gain average classification (25%), six students gain poor classification (38%), one student got very poor classification (6%).

2) Fluency

After doing the treatment, the researcher got the students' fluency by giving a test to the students. It can be seen from the table below:

Table 4.6 The Rate Percentage Score of Students' Fluency in Post-Test

No	Classification	Rating	Pre-test Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	5	31%
3	Good	4	1	6%
4	Average	3	-	0%
5	Poor	2	9	57%
6	Very poor	1	1	6%
Total			16	100%

The table on 4.6 shows the score of fluency in percentage. It shows there is no student got excellent and average. Five students got very good classification and the percentage is 31%. One student got good classification and the percentage is 6%. Nine students got poor classification and the percentage is 57%. There is one student who got very poor classification and the percentage is 6%.

3) Comprehensibility

The researcher also had the score of the students' comprehensibility that can be seen from the table below:

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Post-test

N0	Classification	Rating	Pre-test Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	5	31%
3	Good	4	5	31%
4	Average	3	3	19%
5	Poor	2	2	13%
6	Very poor	1	1	6%
Total			16	100%

Table 4.7 indicates the score of comprehensibility there is no student got excellent. But, there were five students (31%) who got very good and good

categories, three students (19%) got average, two students (13%) got poor, and one student (6%) got very poor.

4) The result of students' post-test

Table 4.8 The consequence of understudies' talking post-test

Classification	Score	Pre-test	
		Frequency	Percentage
Excellent	86-100	0	0%
Very good	71-86	5	31%
Good	56-70	5	31%
Average	41-55	3	19%
Poor	26-40	2	13%
Very poor	≤ 25	1	6%
Total		16	100%

In the table on 4.8, no student got excellent classification. On the other hand, very good is gained by five students (31%), good classification is also gained by five students (31%), average classification is gained by three students (19%), poor classification is gained by two students (13%), and very poor classification is gained by one student (6%).

c. The Comparison of the Students' scores in Pre-test and Post-test

In this section, the researcher presented the pre-test and post-test results of the mean score and standard deviation.

Table 4.9 The Mean Score and Standard Deviation of Pre-Test and Post-Test.

Paired Samples Statistics

				Lower	Upper			
Pret								
Pa est -								
ir -	24.937	15.6651	3.91628	-	33.28485	-16.59015	6.36	15
1 Pos	50	2					8	.000
ttest								

From table 4.11, the paired sample test shows that t_0 (count) = 6.368 and df (degree of freedom) = 15, $t_t = 2.144$. Based on the result, t_0 (count) was higher than t_{table} (t_{table}), $t_0 > t_t$

$$6.368 > 2.144$$

Based on the formula from table 4.17, the research result was that ($t_0 > t_t$) the count was higher than t_{table} . Therefore, it can be concluded that there was a significant improvement after using the dubbing technique. So the researcher believed that teaching speaking skills by using the dubbing technique is effective in the first grade of MTs Salubanga.

2. Analysis of Students' Enthusiasm from Observation

The researcher used an observation checklist to find out the students' enthusiasm for speaking by using the dubbing technique.

Table 4.12 The Result of Students' enthusiasm through observation checklist

No	Aspects Observed	The response observed				
		Very good	Good	Enough	Less	Total

1	Students follow their roles well when the dubbing simulations take place.	8	6	2	0	16
2	Students like the dubbing technique, Proven by high enthusiasm during the learning	8	6	2	0	16
3	Students are constantly energetic all through the method of studying English by using the dubbing technique	6	8	2	0	16
4	Students follow the agreed dubbing technique rules with the teacher	8	6	2	0	16
5	Students release ideas when the students practice the conversation	6	5	3	2	16
6	Students speak with a precise intonation during learning	6	5	3	2	16
7	Students understand the teacher's teaching instrument through the dubbing technique	8	6	1	1	16
8	Students can use specifically the language patterns which have been given	6	8	2	0	16

	through the teacher well					
9	Students look enthusiastic in the dubbing learning process	7	6	3	0	16
10	Students look confident as the dubbing technique goes on	7	6	3	0	16
Percentage %		44%	39%	14%	3%	
Total percentage		100%				

Table 4.12 showed that each aspects of observation is accompanied by a number of responses from different students. An observation was made during treatment three in progress. Because, in hindsight during the learning process in the three treatment, there is an increasing growth of the students.

This research present the result of data analysis from the observation checklist, concerning the findings of the percentage on the students' enthusiasm in learning speaking by using dubbing technique. It was supported by the data that were 44% students who categorized as very good and 39% students who categorized as good and 14% students who categorized as enough and 3% students who categorized less. The researcher concludes that dubbing technique makes the students enthusiastic in learning.

B. Discussion

Dubbing technique can help with learning media in the form of videos. The use of videos allows foreign language learners have the opportunity to view and actively participate in lesson at their place. Dubbing technique help learners to gain information by placing them in real-life contexts. So video can make things interesting for students' interest in learning process. Students' can get a new learning model that can allow them to dub or dub using English.³⁵ It is line with Resha Rina Navisha (2019), which said that implementation of video dubbing can improve students' speaking skill.

After doing this research, the researcher found a some problem that the students did during the class. For example, the students were still felt nervous when they were asked to speak in front of the class. They were not felt confident. It happened because they were worried and afraid if they made a mistake. The students also did not have enough vocabulary, making it difficult to speak without reading the text.

This research used the dubbing technique to enhancing the students' speaking skills. It can be seen in the pre-test that the students' mean score is 25, 37 (enough), and the students' sscore in the post-test is 50, 31 (good). The data have been analyzed utilizing (tt) standard of significant 5% with a degree of freedom (DF) = 15, obtained $t_t=2.144$, and standard of signification 0, 68. The result of t_0 (count) was

³⁵ Dian Christina, "Jurnal Pedagogi dan Pembelajaran", Vol.4, No.3, 2021, pp. 502-510

6,368 from this research gave an interpretation that t_0 (count) was higher than t_t (table),
 $6,368 > 2,144$.

The analysis result of the research. As an addition the researcher prove this research result by presented the example of students speaking:

a) Pre-test

R1: Perkenalkan nama saya bunga (long pause) good ... good are (long pause) good day.. good day mrs cr cr crow (long pause) how bat bat beautiful .

: *Perkenalkan nama saya Bunga (lɔŋ pɔ:z) gʊd..... gʊd a: (lɔŋ pɔ:z) gʊd ..dei haʊ 'glɔsi jɔ: Mrs cr Cr krəʊ (lɔŋ pɔ:z) haʊ bæʔ bæʔ 'bju:təfʊl*

b) Post-test

R1: lion, the king of jungle was sleeping under a tree, a little mouse jumped on him soon the lion wake up pick up the mouse and opened his mouth to eat him

: *'laɪən, ðə kiŋ vɪ 'dʒʌŋgl wɒz 'sli:pɪŋ 'ʌndə ə tri:, ə 'lɪtl maʊs dʒʌmpt vɪn hɪm su:n ðə 'laɪən weɪk ʌp pɪk ʌp ðə maʊs ænd 'əʊpənd hɪz maʊθ tu: i:t hɪm*

The example shows above the development of student who become representative for all samples. The explanation would be in three aspects (accuracy, fluency and comprehensibility).

a) Accuracy

In this aspect, both of the sample's accuracy explanation in speaking from pre-test data above, the sample pronunciation is more influence by the mother tongue with a few grammatical errors, like: *Perkenalkan nama saya Bunga (lɔŋ pɔ:z) gʊd..... gʊd a: (lɔŋ pɔ:z) gʊd ..dei haʊ 'glɔsi jɔ: Mrs cr Cr krəʊ (lɔŋ pɔ:z) haʊ bæʔ bæʔ 'bju:təfʊl*.

b) Fluency

In the fluency aspect, it analyzed the effort of sample in searching expression or word in speaking. From the pre-test data above the sample did many pauses like in: *Perkenalkan nama saya bunga (long pause) good ... good are (long pause) good day*. In the post-test, there is no sample did long pauses.

c) Comprehensibility

In the comprehensibility aspect, it explain how easy for listener to understand the speakers' intention and general meaning. From the data above, the listener could understand a lot what is said but must seek clarification when the speaker was spoken in longer sentences.

For example in the statement "Perkenalkan nama saya bunga (long pause) good ... good are (long pause) good day.. good day mrs cr cr crow (long pause) how bat bat beautiful . *Perkenalkan nama saya Bunga (lɔŋ pɔ:z) gɔd..... gɔd a: (lɔŋ pɔ:z) gɔd ..dei haw 'glɔsi jɔ: Mrs cr Cr krəv (lɔŋ pɔ:z) haw bæt bæt 'bjɜ:təfəl*.

Based on the sample explanation above, the sample of the pre-test include in poor classification. While the post-test include the good classification

After learning the dubbing technique, students' speaking skills increased from accuracy, fluency, and comprehensibility. In addition, while learning the dubbing technique, students were interested in the dubbing technique. They had never learned anything like this before, so they were interested in learning new things (dubbing technique). It is line with Riski Nur Rokani (2018) which said that the

students' speaking skill in the experimental class is better than students' speaking skill before the experiment.

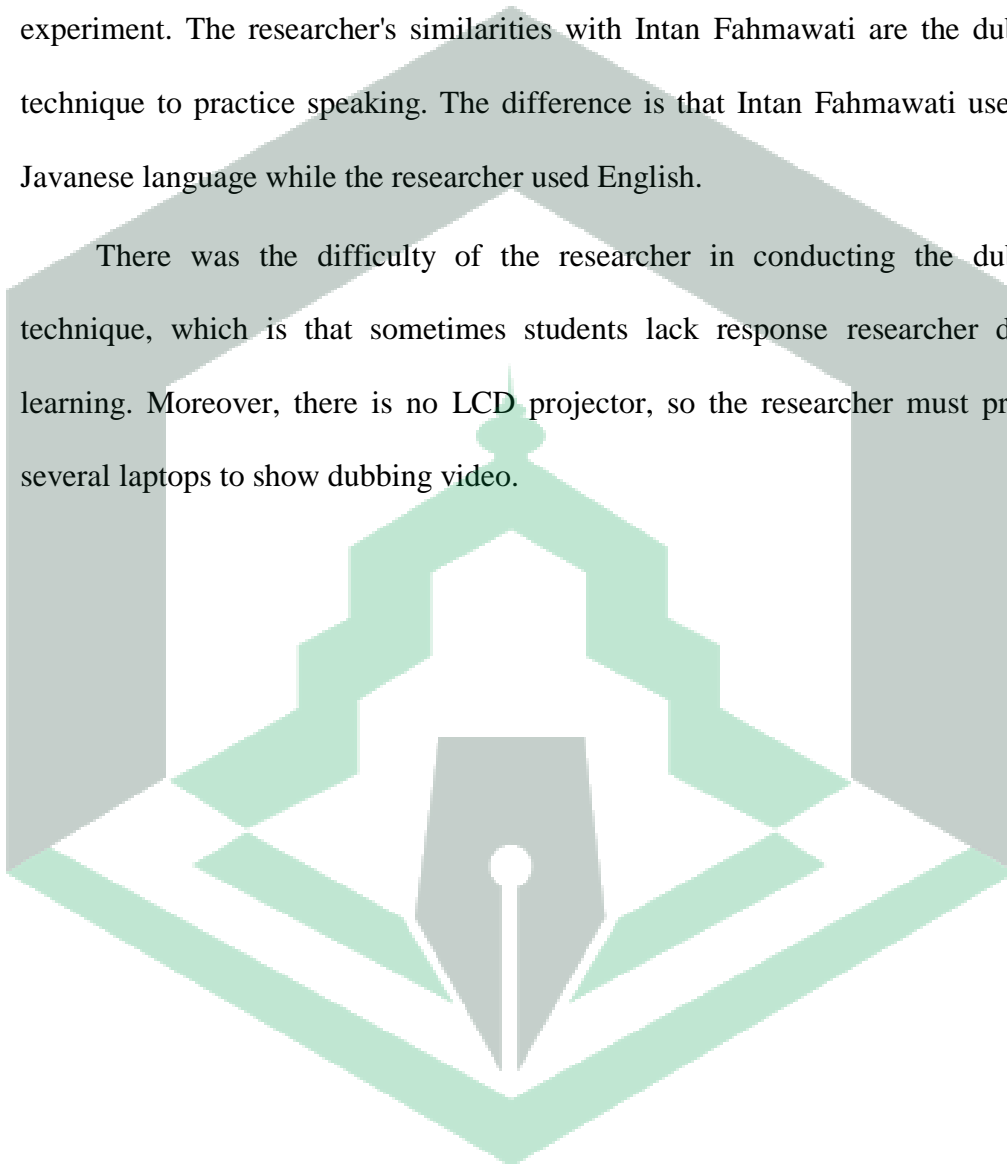
During the pre-observation, the researcher observed the students learning. However, they were not as enthusiastic about the material. This is because the learning activity was so monotonous. First, the students opened the book, read it, and then the teacher explained the material and then was given an assignment. And then, the researcher gave dubbing as a method in the learning process.

During the treatment in the class, the student's enthusiasm is better. They are more intense in the study because the dubbing material that the researcher brought was so attractive to the students, so they did not get bored. In addition, the students were motivated and enthusiastic in the learning process and interested in learning because they used dubbing techniques and talked with their friends or groupmate. It is also supported that Vivy Zuni Mandasari (2014), which stated that dubbing was effective to implemented in English lesson to improve students' speaking skill.

The researcher have concluded some differences and similarities. The similarity of the researcher with Riski Nur Rokani is used dubbing to improve students speaking skill and the different is Riski Nur Rokani used quasi-experiment while the researcher used pre-experimental. The similarity of the researcher with Vivy Zuny Mandasari used dubbing as media to improve students' speaking skill and the different is Vivy Zuny Mandasari used CAR while the researcher used pre-experiment. The similarity of the researcher with Dian Christina is used the pre-experiment and the different is Dian Christina used Dubbing as the method while

the researcher used dubbing as the media. The similarity of the researcher with Resha Rina Navisha is used dubbing technique to improve students' speaking skill and the different is Resha Rina Navisha used CAR while the researcher used pre-experiment. The researcher's similarities with Intan Fahmawati are the dubbing technique to practice speaking. The difference is that Intan Fahmawati used the Javanese language while the researcher used English.

There was the difficulty of the researcher in conducting the dubbing technique, which is that sometimes students lack response researcher during learning. Moreover, there is no LCD projector, so the researcher must prepare several laptops to show dubbing video.



CHAPTER V

CONCLUSION AND SUGGESTION

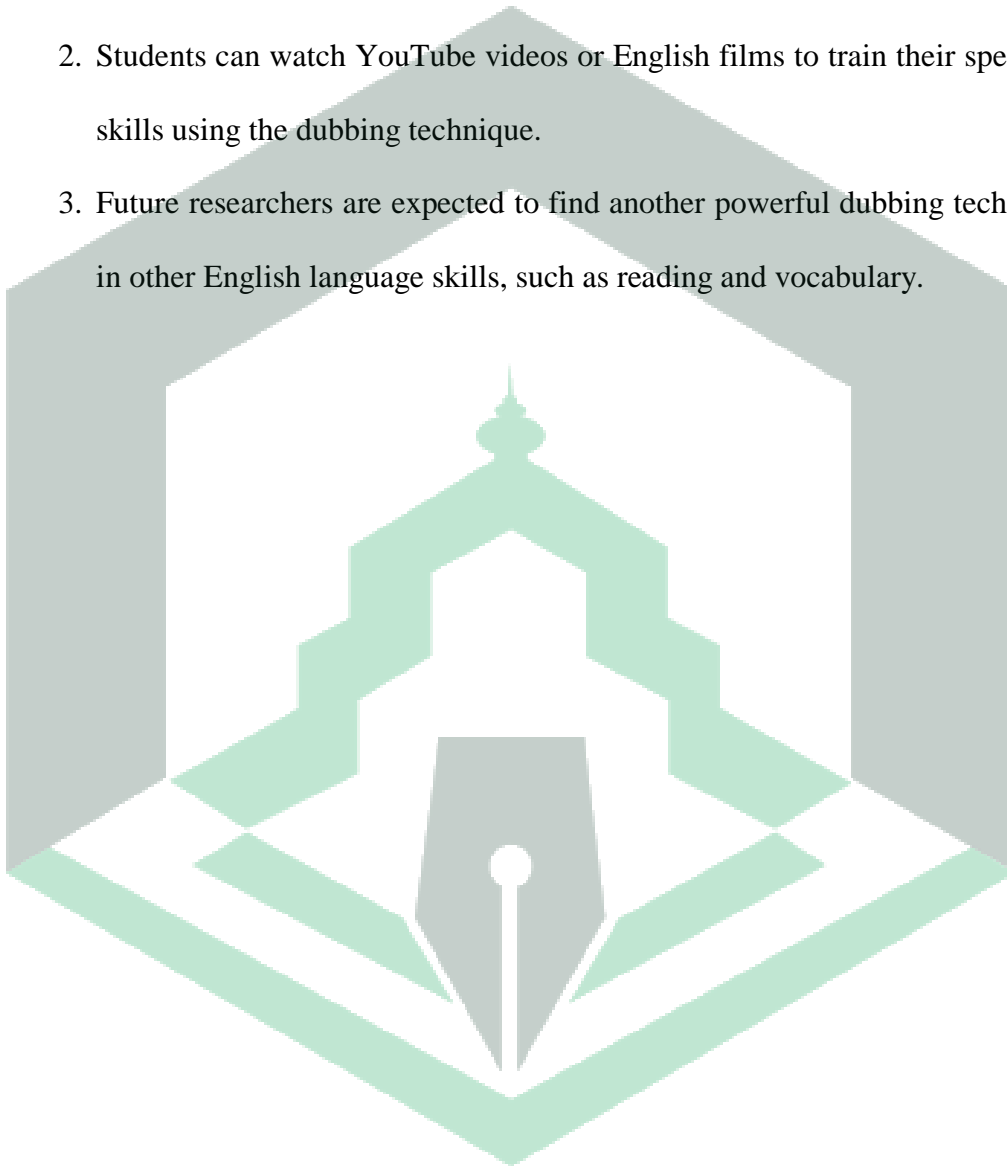
A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that:

1. Using the dubbing technique effectively improves the students' speaking skills in the first grade of Mts Salubanga. In the pre-test, the students' mean score is 25, 37 (enough), and the student's score in the post-test is 50, 31 (good). The data have been analyzed using (tt) standard of significant 5% with a degree of freedom (DF) = 15, obtained $t_t=2.144$, and standard of signification 0, 68. The result of t_0 (count) was 6,368 from this research gave an interpretation that t_0 (count) was higher than $t_{(table)}$; $6,368 > 2,144$ is an improvement of significance. It is proven that there is a significance between the students' mean scores in pre-test and post-test.
2. Using dubbing techniques is a good method to improve students' enthusiasm. It is based on the result that students are enthusiastic during the teaching-learning process. All of the students' responses are advantageous in the direction of using the dubbing technique. It was supported by the information that were 44% students who categorized as very good and 39% students who categorized as good and 14% students who categorized as enough and 3% students who categorized less.

B. Suggestion

1. To make it easier, to show a video it is suggested for the teacher provide tools with LCD projector, speakers, etc.
2. Students can watch YouTube videos or English films to train their speaking skills using the dubbing technique.
3. Future researchers are expected to find another powerful dubbing technique in other English language skills, such as reading and vocabulary.



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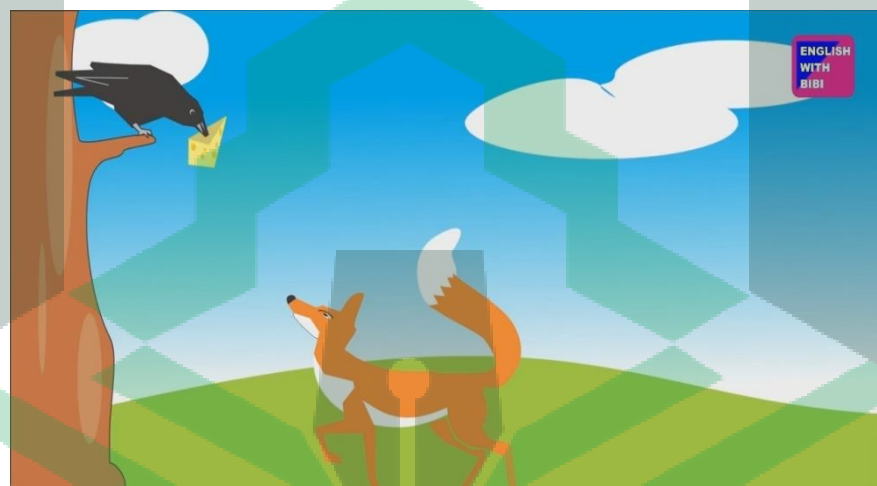
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APPENDIX 1 PRE-TEST

A. Pre-Test

Perhatikan video tersebut dalam waktu 15 menit, lalu ceritakan kembali isi video tersebut



<https://youtu.be/dprpVJPexXA>

APPENDIX 2 POST-TEST**A. Post-Test**

Perhatikan video tersebut dalam waktu 15 menit, lalu ceritakan kembali isi video tersebut.



<https://youtu.be/9ccJWSses6Q>

APPENDIX 3

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Salubanga
 Kelas/Semester : VII/ I (Ganjil)
 Materi pokok : Describing people/Appearance and Personalities
 Pertemuan : I
 Alokasi waktu : 1X45 Menit

I. TUJUAN

1. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian dubbing, manfaat belajar tekning dubbing, dan tata cara pelaksanaan dubbing teknik.
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui dubbing teknik.
3. Siswa dapat berbicara dengan jelas menggunakan dubbing teknik

Media Pembelajaran

Alat dan bahan

- Laptop
- Kamus
- Video yang akan di dubbing (The fox and The Crow)

Sumber Belajar

Buku paket.

II. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru mengabsen siswa 5. Guru menyampaikan tujuan pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa memperhatikan guru menjelaskan tentang appearance and personalities, pengertian dubbing guna untuk menarik perhatian dan antusias siswa dalam meningkatkan speaking skill siswa. 2. Siswa memperhatikan guru menjelaskan tentang ilustrasi penggunaan dubbing. 3. Guru memberikan/menunjukkan contoh video yang akan di dubbing. Kemudian guru menjelaskan tentang isi video tersebut, setelah itu guru membagi peran dialog kepada

	<p>siswa.</p> <ol style="list-style-type: none"> 4. Kemudian guru memberikan waktu yang terbatas untuk siswa dan siswa akan mulai mendubbingkan percakapan yang ada pada video. 5. Setelah itu, guru memberikan koreksi apabila ada kesalahan penyebutan pada percakapan yang dilakukan oleh siswa guna untuk meningkatkan kaakuratan/ketelitian siswa. 6. Setelah materi selesai, guru memberikan beberapa komentar terhadap kesalahan-kesalahan siswa pada saat melakukan dubbing. Agar pertemuan selanjutnya siswa dapat lebih meningkatkan speaking skill mereka dan menghindari kesalahan yang sama. 7. Siswa bertanya mengenai penjelasan yang diberikan oleh guru
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan materi hari ini 2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

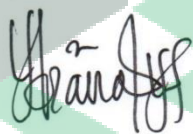
III. PENILAIAN

- *Penilaian : Observation rating scale*

Mengetahui
2021
Guru Mata Pelajaran

Salubanga, 29 September

Mahasiswa



Yuliana Yusuf, S.Pd
NIP.



Shavira Marwah
17 0202 0100

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Salubanga
 Kelas/Semester : VII/ I (Ganjil)
 Materi pokok : Describing people/Appearance and Personalities
 Pertemuan : II
 Alokasi waktu : 1X45 Menit

II. TUJUAN

1. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian dubbing, manfaat belajar tekning dubbing, dan tata cara pelaksanaan dubbing teknik.
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui dubbing teknik.
3. Siswa dapat berbicara dengan jelas menggunakan dubbing teknik

Media Pembelajaran

Alat dan bahan

- Laptop
- Kamus
- Video yang akan di dubbing (The Ant and The Grasshapper)

Sumber Belajar

Buku paket.

III. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru mengabsen siswa 5. Guru menyampaikan tujuan pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa memperhatikan guru menjelaskan tentang appearance and personalities, pengertian dubbing guna untuk menarik perhatian dan antusias siswa dalam meningkatkan speaking skill siswa 2. Siswa memperhatikan guru menjelaskan tentang ilustrasi penggunaan dubbing. 3. Guru memberikan/menunjukkan contoh video yang akan di dubbing. Kemudian guru menjelaskan tentang isi video tersebut, setelah itu guru membagi peran dialog kepada siswa. 4. Kemudian guru memberikan waktu yang terbatas untuk siswa dan siswa akan mulai

	<p>mendubbingkan percakapan yang ada pada video.</p> <ol style="list-style-type: none"> 5. Setelah itu, guru memberikan koreksi apabila ada kesalahan penyebutan pada pada percakapan yang dilakukan oleh siswa guna untuk meningkatkan kaakuratan/ketelitian siswa. 6. Setelah materi selesai, guru memberikan beberapa komentar terhadap kesalahan-kesalahan siswa pada saat melakukan dubbing. Agar pertemuan selanjutnya siswa dapat lebih meningkatkan speaking skill mereka dan menghindari kesalahan yang sama. 7. Siswa bertanya mengenai penjelasan yang diberikan oleh guru
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan materi hari ini 2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

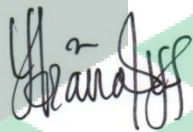
IV. PENILAIAN

- *Penilaian : Observation rating scale*

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Salubanga, 29 September

Mahasiswa




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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Salubanga
 Kelas/Semester : VII/ I (Ganjil)
 Materi pokok : Describing people/Appearance and Personalities
 Pertemuan : III
 Alokasi waktu : 1X45 Menit

IV. TUJUAN

- I. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian dubbing, manfaat belajar tekning dubbing, dan tata cara pelaksanaan dubbing teknik.
- II. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui dubbing teknik.
- III. Siswa dapat berbicara dengan jelas menggunakan dubbing teknik

Media Pembelajaran

Alat dan bahan

- Laptop
- Kamus
- Video yang akan di dubbing (The Mouse and The Crocodile)

Sumber Belajar

Buku paket.

II. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru mengabsen siswa 5. Guru menyampaikan tujuan pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa memperhatikan guru menjelaskan tentang appearance and personalities, pengertian dubbing serta menjelaskan tata cara pelaksanaan dubbing teklinik 2. Siswa bertanya mengenai penjelasan yang diberikan oleh guru 3. Guru memberikan/menunjukkan contoh video yang akan di dubbing. Kemudian guru menjelaskan tentang isi video tersebut, setelah itu guru membagi peran dialog kepada

	<p>siswa.</p> <ol style="list-style-type: none"> 4. Kemudian guru memberikan waktu yang terbatas untuk siswa dan siswa akan mulai mendubbingkan percakapan yang ada pada video 5. Setelah itu, guru memberikan koreksi apabila ada kesalahan penyebutan pada percakapan yang dilakukan oleh siswa guna untuk meningkatkan kelancaran/kefasihan siswa. 6. Setelah materi selesai, guru memberikan beberapa komentar terhadap kesalahan-kesalahan siswa pada saat melakukan dubbing. Agar pertemuan selanjutnya siswa dapat lebih meningkatkan speaking skill mereka dan menghindari kesalahan yang sama. 7. Siswa bertanya mengenai penjelasan yang diberikan oleh guru
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan materi hari ini 2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

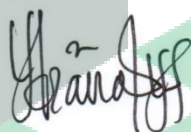
III. PENILAIAN

- *Penilaian : Observation rating scale*

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Guru Mata Pelajaran

Salubanga, 29 September

Mahasiswa



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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Salubanga
 Kelas/Semester : VII/ I (Ganjil)
 Materi pokok : Describing people/Appearance and Personalities
 Pertemuan : IV
 Alokasi waktu : 1X45 Menit

I. TUJUAN

1. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian dubbing, manfaat belajar tekning dubbing, dan tata cara pelaksanaan dubbing teknik.
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui dubbing teknik.
3. Siswa dapat berbicara dengan jelas menggunakan dubbing teknik

Media Pembelajaran

Alat dan bahan

- Laptop
- Kamus
- Video yang akan di dubbing (The fox and The Goat)

Sumber Belajar

Buku paket.

II. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru mengabsen siswa 5. Guru menyampaikan tujuan pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa memperhatikan guru menjelaskan tentang appearance and personalities, pengertian dubbing serta menjelaskan tata cara pelaksanaan dubbing teknik 2. Siswa bertanya mengenai penjelasan yang diberikan oleh guru 3. Guru memberikan/menunjukkan contoh video yang akan di dubbing. Kemudian guru menjelaskan tentang isi video tersebut , setelah itu guru membagi peran dialog kepada siswa. 4. Kemudian guru memberikan waktu yang terbatas untuk siswa dan siswa akan mulai mendubbingkan percakapan yang ada pada video. 5. Setelah itu guru memberikan koreksi apabila ada kesalahan penyebutan pada percakapan yang dilakukan oleh siswa guna untuk meningkatkan kelancaran/kefasihan siswa.

	<p>6. Setelah materi selesai, guru memberikan beberapa kementar terhadap kesalahan-kesalahan siswa pada saat melakukan dubbing. Agar pertemuan selanjutnya siswa dapat lebih meningkatkan speaking skill mereka dan terhindar dari kesalahan yang sama.</p> <p>7. Siswa bertanya mengenai penjelasan yang diberikan oleh guru.</p>
Penutup	<p>1. Guru memberikan kesimpulan materi hari ini</p> <p>2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.</p>

III. PENILAIAN

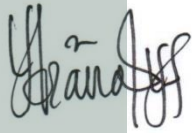
- *Penilaian : Observation rating scale*

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Salubanga, 29 September

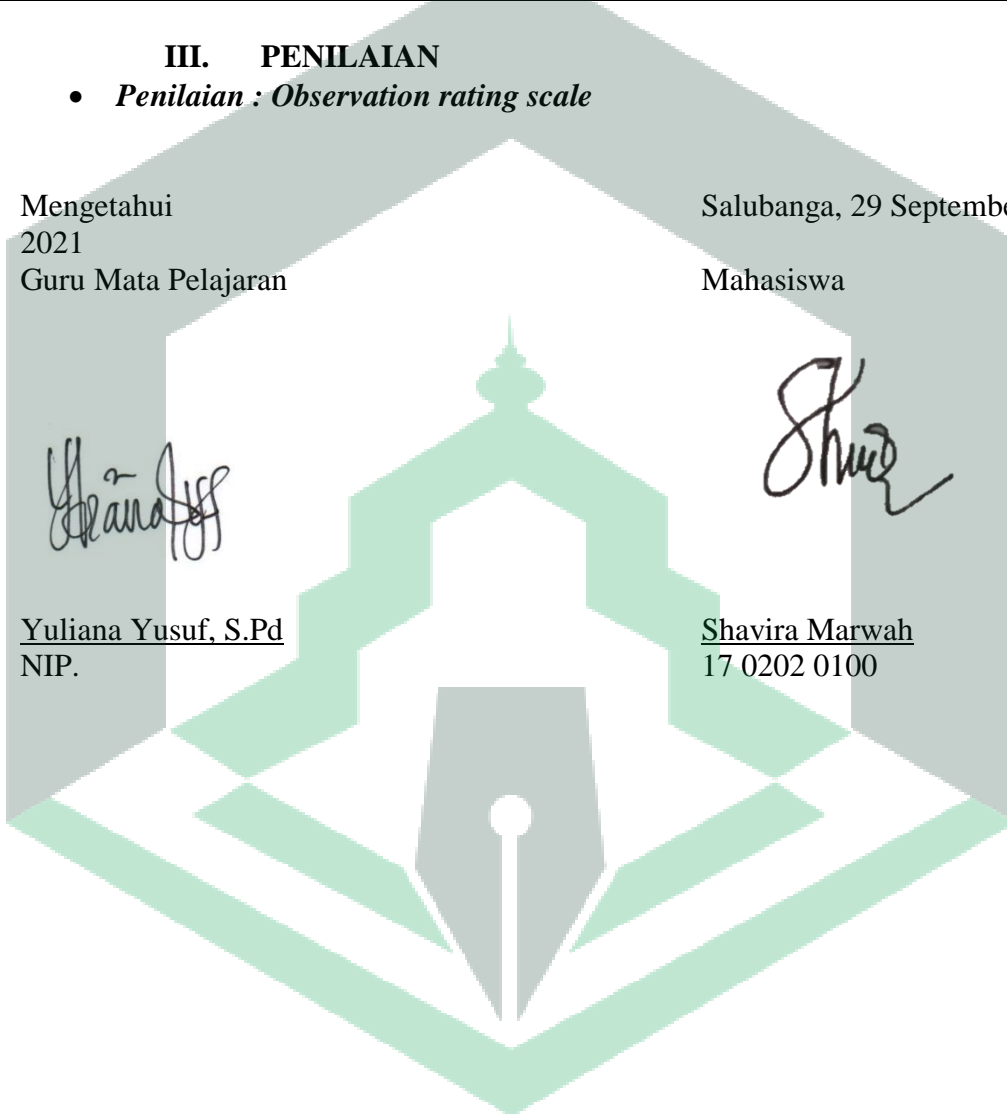
Mahasiswa



Yuliana Yusuf, S.Pd
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17 0202 0100



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Salubanga
Kelas/Semester : VII/ I (Ganjil)
Materi pokok : Describing people/Appearance and Personalities
Pertemuan : V
Alokasi waktu : 1X45 Menit

I. TUJUAN

1. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian dubbing, manfaat belajar tekning dubbing, dan tata cara pelaksanaan dubbing teknik.
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui dubbing teknik.
3. Siswa dapat berbicara dengan jelas menggunakan dubbing teknik

Media Pembelajaran

Alat dan bahan

- Laptop
- Kamus
- Video yang akan di dubbing (The Rabbit and The Turtle)

Sumber Belajar

Buku paket.

II. KEGIATAN PEMBELAJARAN

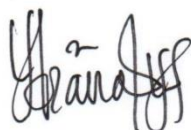
Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru mengabsen siswa 5. Guru menyampaikan tujuan pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa memperhatikan guru menjelaskan tentang appearance and personalities, pengertian dubbing serta menjelaskan tata cara pelaksanaan dubbing teknik 2. Siswa bertanya mengenai penjelasan yang diberikan oleh guru 3. Guru memberikan/menunjukkan contoh video yang akan di dubbing. Kemudian guru menjelaskan tentang isi video tersebut, setelah itu guru membagi dialog kepada siswa. 4. Kemudian guru memberikan waktu yang terbatas untuk siswa dan siswa akan mulai mendubbingkan percakapan yang ada pada video. 5. Setelah itu guru memberikan koreksi apabila ada kesalahan penyebutan pada percakapan yang dilakukan oleh siswa guna untuk meningkatkan pemahaman siswa 6. Setelah materi selesai, guru memberikan beberapa komentar terhadap kesalahan-kesalahan siswa pada saat melakukan dubbing. Agar pertemuan selanjutnya siswa dapat lebih meningkatkan speaking skill mereka dan menghindari kesalahan yang sama. 7. Siswa bertanya mengenai penjelasan yang diberikan oleh guru
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan materi hari ini 2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

III. PENILAIAN

- *Penilaian : Observation rating scale*

Mengetahui
2021
Guru Mata Pelajaran

Salubanga, 29 September
Mahasiswa



Yuliana Yusuf, S.Pd
NIP.



Shavira Marwah
17 0202 0100

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MTs Salubanga
 Kelas/Semester : VII/ I (Ganjil)
 Materi pokok : Describing people/Appearance and Personalities
 Pertemuan : VI
 Alokasi waktu : 1X45 Menit

I. TUJUAN

1. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian dubbing, manfaat belajar tekning dubbing, dan tata cara pelaksanaan dubbing teknik.
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui dubbing teknik.
3. Siswa dapat berbicara dengan jelas menggunakan dubbing teknik

Media Pembelajaran

Alat dan bahan

- Laptop
- Kamus
- Video yang akan di dubbing (The Rabbit and The Mouse)

Sumber Belajar

Buku paket.

II. KEGIATAN PEMBELAJARAN

Kegiatan/Sintaks	Deskripsi Kegiatan
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa 2. Guru meminta salah satu siswa memimpin do'a 3. Guru Menanyakan kondisi dan kehadiran siswa 4. Guru mengabsen siswa 5. Guru menyampaikan tujuan pembelajaran
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa memperhatikan guru menjelaskan tentang appearance and personalities, pengertian dubbing serta menjelaskan tata cara pelaksanaan dubbing teklinik 2. Siswa bertanya mengenai penjelasan yang diberikan oleh guru. 3. Guru memberikan/menunjukkan contoh video yang akan di dubbing. Kemudian guru menjelaskan tentang isi video tersebut, setelah itu guru membagi dialog kepada siswa. 4. Kemudian guru memberikan waktu yang terbatas untuk siswa dan siswa akan mulai mendubbingkan percakapan yang ada pada video. 5. Setelah itu guru memberikan koreksi apabila ada kesalahanpenyebutan pada percakapan yang dilakukan oleh siswa guna untuk meningkatkan pemahaman siswa 6. Setelah meteri selesai, guru memberikan bebarapa komentar terhadap kesalahan-kesalahan siswa pada saat melakukan dubbing. Agar pertemuan selanjutnya siswa dapat lebih meningkatkan speaking skill mereka dan menghindari kesalahan yang sama.

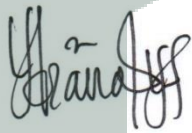
	7. Siswa bertanya mengenai penjelasan yang diberikan oleh guru
Penutup	1. Guru memberikan kesimpulan materi hari ini 2. Guru mengarahkan siswa untuk berdoa dan mengucapkan salam.

III. PENILAIAN

- *Penilaian : Observation rating scale*

Mengetahui
2021
Guru Mata Pelajaran

Salubanga, 29 September
Mahasiswa



Yuliana Yusuf, S.Pd
NIP.



Shavira Marwah
17 0202 0100



APPENDIX 4

TRANSCRIPT STUDENTS' SPEAKING

Transcript students' Speaking Pre-Test

R1: Perkenalkan nama saya bunga (long pause) good ... good are (long pause) good day.. good day mrs cr cr crow (long pause) how bat bat beautiful .

: *Perkenalkan nama saya Bunga (lɒŋ pɔ:z) gʊd..... gʊd a: (lɒŋ pɔ:z) gʊd ..dei haʊ 'glɒsi jɔ: Mrs cr Cr krəʊ (lɒŋ pɔ:z) haʊ bæʔ bæʔ 'bju:təfʊl*

Accuracy: 1

Fluency: 1

Comprehensibility: 1

R3: My name is Sucianti Ramadani good day mrs crow how beautiful you are today, how glos your (long pause) father and how bright your your. Sudah mi

: *maɪ neɪm ɪz Sucianti Ramadani gʊd dei Mrs krəʊ haʊ 'bju:təfʊl ju: a: tə 'dei, haʊ glɒs jɔ: (lɒŋ pɔ:z) 'fa:ðər ænd haʊ braɪt jɔ: jɔ:.*

Accuracy: 2

Fluency: 2

Comprehensibility: 2

Transcript Students' Speaking Post-test

R1: lion, the king of jungle was sleeping under a tree, a little mouse jumped on him soon the lion wake up pick up the mouse and opened his mouth to eat him

: *'laɪən, ðə kɪŋ vɒ 'dʒʌŋgl wɒz 'sli:pɪŋ 'ʌndər ə tri:, ə 'lɪtl maʊs dʒʌmpt vɒn hɪm su:n ðə 'laɪən weɪk ʌp pɪk ʌp ðə maʊs ænd 'əʊpənd hɪz maʊθ tu: i:t hɪm*

Accuracy: 4

Fluency: 5

Comprehensibility: 5

R2: on a time a lion the king of jungle was sleeping under a a tree, a little mouse jumped on him, soon the lion wake up pick up the mouse and open his mouth to eat him

: *vɒ ə taɪm ə 'laɪən ðə kɪŋ vɒ 'dʒʌŋgl wɒz 'sli:pɪŋ 'ʌndər ə ə tri:, ə 'lɪtl maʊs dʒʌmpt vɒn hɪm, su:n ðə 'laɪən weɪk ʌp pɪk ʌp ðə maʊs ænd 'əʊpənd hɪz maʊθ tu: i:t hɪm*

Accuracy: 4

Fluency: 5

Comprehensibility:

APPENDIX 5 DOCUMENTATION



(The research explain about the material)



(Students doing the pre-test)



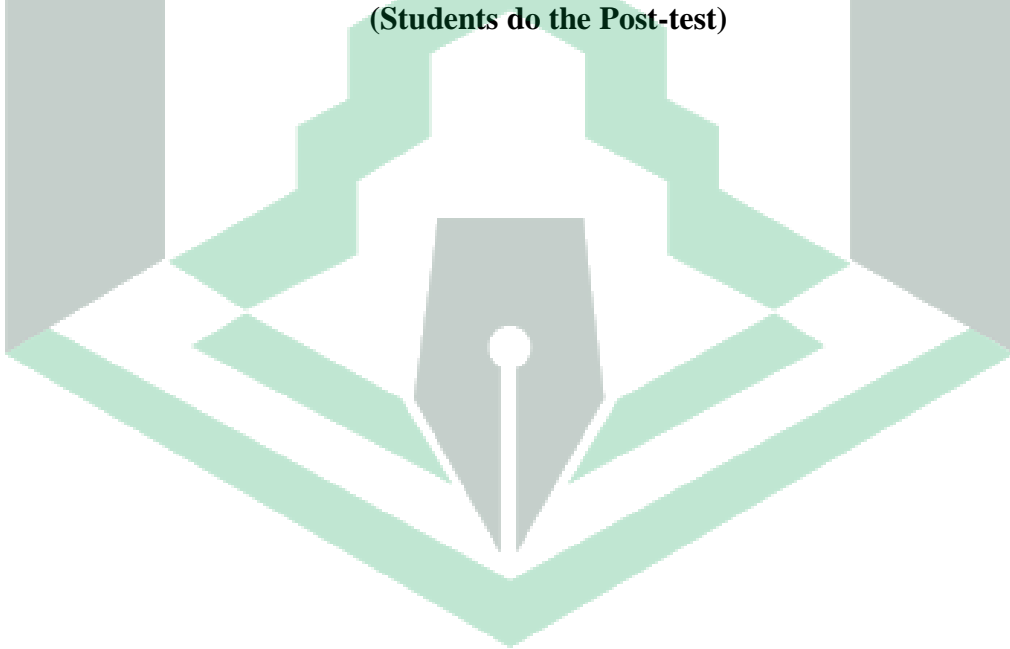
(The research asked the students some question)



(Students doing the treatment)



(Students do the Post-test)





PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 339/PENELITIAN/04.04/DPMPSTP/IX/2021
 Lamp : -
 Sifat : Biasa
 Perihal : **Permohonan Izin Penelitian**

Kepada
 Yth. Ka. MTs Salubanga
 di -
 Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1859/In.19/FTIK/HM.01/09/2021 tanggal 21 September 2021 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Shavira Marwah
Tempat/Tgl Lahir	: Enrekang / 30 Oktober 1999
Nim	: 17 0202 0100
Jurusan	: Tadris Bahasa Inggris
Alamat	: Muhajirin Desa Muhajirin Kecamatan Suli Barat

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**THE USE OF DUBBING TECHNIQUE TO ENHANCE STUDENTS SPEAKING SKILLS AT
 MADRASAH TSANAWIAH SALUBANGA**

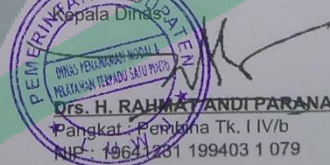
Yang akan dilaksanakan di **MADRASAH TSANAWIAH SALUBANGA**, pada tanggal **27 September 2021 s/d 10 Oktober 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
 Pada tanggal 27 September 2021
 Kepala Dinas



Drs. H. RAHMAT ANDI PARANA
 Pangkat : Pembina Tk. I IV/b
 NIP. 19631231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Shavira Marwah;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA LUWU
MADRASAH TSANAWIYAH (MTS) SALUBANGA
Jalan. Mujahidin, No.100, Ds. Muhajirin, Kec. Suli Barat, Pos. 91995

SURAT KETERANGAN PENELITIAN

Nomor : B-031/ MTs.21.09.13 /PP.00.5/10/2021

Yang bertanda tangan dibawah ini :

N a m a : NURAENI, S.Ag
 NIP : -
 Pangkat/ Gol : -
 Jabatan : Kepala MTS Salubanga

Dengan ini menerangkan bahwa :

N a m a : Shavira Marwah
 Jenis Kelamin : Perempuan
 Alamat : Balandai, Jln. Bakau Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 17.0202.0100

Bahwa yang bersangkutan benar- benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan skripsi yang berjudul *The Use of Dubbing Technique to Enhance Students' Speaking Skill at The First grade of Madrasah Tsanawiyah Salubanga.*

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Muhajirin, 10 Oktober 2021

Kepala madrasah,

NURAENI, S.Ag



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
 Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

No.1150/In.19/FTIK/PBI/PP.00.9/04/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Savira Marwah
 NIM : 17 0202 0100
 Semester : X (sepuluh)
 Program Studi : Pendidikan Bahasa Inggris
 Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 19%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 05 April 2022

Mengetahui,
 Ketua Prodi,

Admin Turnitin PBI,



Amalia Yahya, S.E., M.Hum.
 NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
 NIP 198603272018011001

CURRICULUM VITAE



The researcher, Shavira Marwah was born on October 30th 1999 in Enrekang, Kabupaten Enrekang. She is the first child from five siblings, one sister and four brothers. Her father's name is Rahuddin and her mother's name is Sarina. The researcher finished her study at SDN 471 Salubanga, She graduated in 2011 and then She continued her study at SMPN 02 Suli, She graduated in 2014. Next, She keeps going to continue her education at SMAN 1 Sulibarat, She graduated in 2017. She continue her study at the State Islamic Institute of (IAIN) Palopo and taking English Education Study Program. She finished in 2022.

In the end of the study at the State Islamic Institute of Palopo, She wrote a thesis entitled **“The Use of Dubbing Technique to Enhance Students’ Speaking Skill at the First Grade of Madrasah Tsanawiyah Salubanga”**.