THE USE OF DUBBING VIDEO TO IMPROVE STUDENTS' SPEAKING SKILLS AT NINTH GRADE OF SMPN 01 PALOPO

A Thesis

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

IAIN PALOPO

Compiled by

NABYLAH

1902020031

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUT OF PALOPO
2023**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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THE STATE ISLAMIC INSTITUT OF PALOPO
2023**

STATEMENT OF AUTHENTICITY

Who undersigned below:

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    Reg. Numb   : 1902020031

    Faculty   : Tarbiyah and Teacher Training

    Study Program: English Language Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as many own work or through.
2. All parts of this thesis are my own works expect the citation whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions the act, them the academic degree that I have achieved can be revoked.

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

Palopo, Oct 10th 2023

Regards

Nabylah
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iii

THESIS APPROVAL

This thesis entitled The use of dubbing video to improve students speaking skills at ninth grade of SMPN 1 Palopo, which is written by Nabylah, Reg. Num 1902020031, English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, August 16th 2023 Coincided with Muharram 29th 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd)

Palopo, September 15th 2023
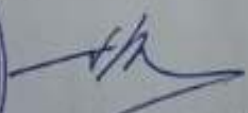
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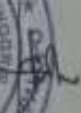|					
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اللّٰهِسْمِ الرَّحْمَنِالرَّحِيْ

وَالْمُرْسَلِيْنَٱللأَنْبِيَاءِاَشْرَفِعَلَىوَالسَّلَامُوَالصَّلَاةُالعَالَمِيْنَرَبِّلّٰهِاَلْحَمْدُ

وَصَحْبِهِاٰلِهِوَعَلَىمُحَمَّدٍلِنَّاوَمَوْسَيِّدِناَ بَعْدُاَمَّااَجْمَعِيْنَ،

</div>

Alhamdulillahi Rabbil Alamin, praise and thanks to Allah swt so the researcher is able to start and finish this thesis entitled "The Use of Dubbing Video to Improve Students Speaking Skills at Ninth Grade of SMPN 1 Palopo". Peace be upon to our prophet Muhammad saw. The researcher realizes that the existence of this thesis receiving much advice, guidance, and encouragements from many people. Therefore, the researcher would like to express thankful to:

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Palopo, 14 August 2023

The Researcher
NABYLAH
Reg, Num1902020031

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ABSTRACT

Nabylah, 2023, *"The Use of Dubbing Video to Improve Students' Speaking Skill at the Ninth Grade of SMPN 1 Palopo."* Thesis English Language Education Study Program Education and Teacher Training Faculty in the State Islamic Institute Palopo supervised by Amalia Yahya and Rusdiansyah.

This research aimed to find out the students' improvement in learning speaking skill through dubbing video at the ninth grade of SMPN 1 Palopo. This research applied the pre-experimental method. The population of this research was the ninth grade students of SMPN 1 Palopo. The sample was taken by total sampling which consist of 31. The researcher scored three aspects in speaking skill; accuracy, fluency, and comprehensibility by using a test, namely pre-test and post-test. The mean score in the pre-test is 4.39 and in the post-test is 9.45. The statistical result showed that the test (18.218) was higher than the ttable (2.042). And that were 6% students who categorized as very good and 29% students who categorized as good and 39% students who categorized as enough and 26% students who categorized less. It indicated that the dubbing video effectively to improve speaking skill at the ninth grade of SMPN 1 Palopo.

Keywords: describing, speaking skill, video.

CHAPTER I

INTRODUCTION

A. Background

Speaking skill is regarded as one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems using a foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken english.[1] Speaking is a means of oral communication that gives in formation that involves two elements are speaker and listener. 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 miss communication that happened to them.[2]

Based on the observation, the students think that speaking in english is a difficult movement. It also happened to the ninth-grade students in SMPN 01 Palopo. The researcher found a some problem, either from the students or the teacher, when observing on January 13th 2023. The researcher identify as a factor mentioned above, students in schools lack vocabulary, and students are not interested in teaching methods of teaching.

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[1]Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2.1 (2017), 34–41

[2] Rahmawati, Y & Ertin. *Developing Assessment For* Speaking Yenny Rahmawati & Ertin (International Journal of English Education, 2014) 1(2), 199-210

Sometimes the students learn english by themselves using textbooks from the library. There are reasons why students cannot successfully speak in english most students are lazy to memorize and enhance their vocabulary. Another problem is Mrs.Fitri stated that "the students did not pay attention to the teaching-learning process"[3], some of the students are busy talking with their friends. They feel bored with the teacher's method of teaching.[4]

The use of technology can be an effective way to be combined english teaching and learning. Technology also can help students to improve their speaking skills. Video is the best type of media to use for dubbing. Video is a type of multimedia that synchronizes the display of text, images, and audio on the screen..[5] For language acquisition, videos can provide a visual stimulus. Kamelia states that playing videos in the classroom learning process will help students find authentic information.[6] Through video, English language teaching can be delivered optimally because the visual stimulation in the video includes illustrations, sound, and text.It is related to teaching English as a foreign language in this case improving students' speaking skills.

Based on the explanation above, a dubbing video is one of the effective ways and the media that has a strong effect on improving students' speaking skills. Therefore, it will help the teacher to have one of the most effective media of

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[3]Interview with Mrs. Fitri, *"English teacher of SMPN 01 Palopo"*. Palopo. (2023)

[4]Iin, *'The Use of Dubbing to Improve Students' Speaking',(*Unpublished Thesis, Institut Agama Islam Negeri Palopo), (2017).

[5]Firdaus Ditya Pamungkas, 'How Video Dubbing Can Imptove Students' Speaking Pronounciation', *Eternal (English, Teaching, Learning, and Research Journal)*, 5.1 (2019), 41 <https://doi.org/10.24252/eternal.v51.2019.a4>.

[6] Kamelia Kamelia, *'Using Video as Media of Teaching in English Language Classroom : Expressing Congratulation and Hopes'*, 1.1 (2019), 34–38.

teaching speaking skills. So this research focuses on a dubbing video to improve students' speaking skills in class IX H of SMPN 1 Palopo.

B. Research Question

The research problem of this research is formulated as, "Can dubbing video improve students' speaking skills in class IX H of SMPN 01 Palopo?"

C. Objective of the Research

The objective of this research is, "To find out if dubbing video can improve students' speaking skills in class IX H of SMPN 01 Palopo"

D. Significances of the Research

The significances of the research are, :

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.

E. Research Scope

This research focuses on improving students' speaking skill used dubbing a video, especially on accuracy, fluency, and comprehensibility. Furthermore, this research limits on describe person and used formal speaking.

F. Operational Definition

The researcher defines it as follow :

1. Dubbing Video, dubbing video animation, in the process of making it, involves a number of sound fillers, better known as dubbers, to revive a character in the story. There are purposes and benefits obtained by using animated video dubbing as a learning media, among them speaking skills aspects. From there, video dubbing can be used as a learning media.

2. Speaking, using language in the sound we make, say words, and can use the language that explains ourselves and also with what we mean, speaking skill is the ability to use language that for ideas.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The researcher present some preview research related to research, they are as follow :

1. Shavira Marwah. "The Use of Dubbing Technique to Enhance Students' Speaking Skill at The First Grade of Madrasah Tsanawiyah Salubanga" The results showedusing 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.[7] The difference with this study is that Shavira's study sought to find out the enthusiasm of students for using dubbing video to improve student speaking ability, while this study sought to see if dubbing video can improve student speaking skills.

2. Nursafitrah. "Dubbing Project to Improve Students Speaking Skills (A Classroom Action Research at the Second Grade of SMAN 3 Takalar)" The research was conducted in one cycle, where it consisted of 4 meetings. The research findings showed that the implementation of the dubbing project could improve Students' speaking skills. The research showed that the students' mean score on D-test was 46.50 and it improved to 80.30 in cycle 1. The percentage of improvement in speaking skills was 72.70%. It can be concluded that the

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[7]Shavirah Marwah, *The Useof Dubbing Technique to Enhance Students' Speaking Skill at The First Grade of Madarasah Tsanawiyah Salubanga*, (Unpublished Thesis, Institut Agama Islam NegeriPalopo), 2022.

implementation of a dubbing project in the learning process has a beneficial effect on Students' speaking skills.[8] The difference is Nursafitrah used CAR while the researcher used pre-experiment.

3. Putri Sari Ayu. "Improving students' pronouncing of Friction consonants through dubbing video at the first grade of SMA Negeri 1 Way Jepara" The results showed that i) dubbing video technique significantly improved the students' achievement of pronouncing friction consonants with significant level 0.05, and ii) there was statistically significant difference achievement of friction consonants between the students taught through dubbing technique and those through conventional learning method without dubbing video technique. The showed that the students taught with dubbing video techniques had better achievement than those with conventional learning techniques. This suggests that the dubbing technique facilitates students to improve their achievement of pronouncing friction consonant sounds.[9] The difference is Putri Sari Ayu focus to improve students' pronunciation of friction consonant while the researcher improves students speaking skills.

4. Dahlia D Moelier and Ulfah Syam, "The Use of Dubbing Video Technique to Improve Students' Speaking Skill at SMPN 35 Makassar" this study used a pre-experimental design with pre-test, treatment, post-test, and data analysis. The data was collected and analyzed from several recording voices from the students in the

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[8]Nursafitrah, *Dubbing Project to Improve Students' Speaking Skill (A Classroom Action Research at the* Second *Grade of SMAN 3 Takalra)*, (Unpublished Thesis, Universitas Muhammadiyah Makassar). 2021.

[9]Putri Sari Ayu, *Improving Students' Pronouncing of Friction Consonants Through Dubbing Video at The First Grade of SMA Negeri 1 Way Jepara*(Unpublished Thesis, Universitas Lampung), 2022.

English classroom. The population of this research was second grade from class VIII.2 which consist of 20 students as a sample. This study indicated the result of the use of voice notes and dubbing video short animation movies to improve students' speaking skills by data analyzed from accuracy and fluency. And the result indicated mean score on the pre-test was 56.15 and the mean score on the post-test was 87.45, which means that was influenced the improvement of students speaking skills.[10] The differences Dahlia D Moelier used dubbing as the method while the researcher used dubbing video as media forthe learning process.

5. Hariana. "Improving Students' Speaking Skills by Using Snake and Ladder Games for the Eight Grade Students at SMPN 03 Bupon" The snake and ladder game is beneficial in enhancing students' speaking skills for students in eighth grade at SMPN 3 BUPON, according to the researcher's findings and discussion. It is visible following treatments. The results revealed that there is a significant change between the pre-test and post-test mean scores of the students. The students' mean score on the pre-test was 29,2, while their mean score on the post-test was 44,55.[11] The difference has Hariana used a snake and ladder games as the media while the researcher used dubbing video as media for the learning process.

Based on the Previous study above, the researchers concluded that previous studies have used dubbing videos as a method, some have also used manuals as a medium for improving student speaking skills; and some have used research

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[10]Haerunnisa Haerunnisa, Dahlia D Moelier, and Ulfah Syam, *'The Use of Dubbing Video Technique to Improve Students' Speaking Skill at SMPN 35 Makassar'*, The Academic: English Language Learning Journal, 6.2 (2021), 13–22 <https://doi.org/10.52208/aellj.v6i2.168>.

[11]Hariana*, 'Improving Students' Speaking Skills by Using Snake and Ladder Games for the Eighth Grade Students at SMPN 3 Bupon'*Unpublished Thesis,English Education Research Program State Islamic Institute of Palopo', 2022.

called CAR (Classroom Action Research), while this study focuses on the use of dubbing video as a media to improve students' speaking skills, it uses pre-experimental approaches to find out whether the use of dubbing video can improve student speaking skills.

B. Theories of Speaking

1. Definition of Speaking

Speaking is a major aspect of language learning. Speaking as one of the language skills also has a great role in communication, Heaton defines speaking ability as the ability to communicate ideas appropriately and effectively.[12] According to Brown, speaking is a productive skill that can be directly and empirically observed, and those observations are invariably positive. colored by the accuracy and effectiveness of the test-takers listening skills, which necessarily compromise the reliability and validity of an oral production test.[13] Of all the four skills (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 knowledge, 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 acrucial part of language and it became a communicative skill for the students.[14]

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[12]Heaton, 'J_B_Heaton_Writing_English_Language_Tes.Pdf', *(Longman Handbook for Language Teacher)* 1988.
[13]H. Douglas Brown, *Principles of Language Learning and Teaching* (Pearson Longman, 2007).
[14]'Burns,A., & Joyee, H., *Focus on Speaking*. (Sydney : National Center for English Language Teaching and Research,1997)'.

And to the Oxford Dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. In conclusion, the ability to talk refers to the capability of speaking appropriately, accurately, and successfully by taking into account scenarios that allow for good communication when trying to convey ideas or thoughts to another.

2. **Aspect of Speaking**

The main aspect of assessing speaking skills Brown are :

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undo hesitation and searching. Fluency is the capacity to string long runs together, with appropriately placed pausing.

b. Accuracy

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

c. Comprehensibility

Comprehension is an exercise to improve one understanding. According to H. Douglas Brown, comprehension is the ability to understand quite well the topic nomination with considerable repetition and rephrasing.[15]

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[15]H. Douglas Bown, *Teaching by Principle : An Interactive Approach to Language Paedagogi. (Ed II;SanFransisco*: Addison Westley Long Man Inc. 2001), p.268

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

a. Fluency, which is a highly complex nation related mainly to the smoothness of continuity in discourse. It includes a consideration of how sentences are connected, how sentencesare very in word order, and omits elements of structure and also certain aspects of the prosody of discourse.

b. Intelligibility essentially depends on the recognizability of the words and sentence patterns of speech. Thereforeit involved us in considering the phonetic character of conversation English, Particularly from the point of view of its segmental (vowel and consonant) system.

c. Appropriateness refers to the suitability of the language to the situation. It is also about the way in which informality is expressed by choice of vocabulary, idiom, and syntax.[16]

3. The Problem of Speaking

Many specialists offer advice regarding the issue. One of them asserts that a problem will arise if the gap between the exception and reality is insufficient. Another characterizes that as a problem. will occur if someone's need is not satisfied. A problem is something that, when it manifests, will cause widespread displeasure. Anyone who acquires an issue constantly wants to solve it because it might cause trouble and hardship for them or other people. A problem is a perceived discrepancy between the current state and the desired state or a departure from the status quo, however, most problems turn out to have multiple

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[16]Maryam. Bahadorfar, "Technology In Teaching Speaking skill", *Acme International Journal of Multidisciplinary Research*, no.2, (April 2014), 09.

solutions. Any issue that needs to be resolved, anything that needs to be done, or something that is challenging is referred to as a problem.

Learning the language presents challenges for each learner individually. It can be challenging for Students to improve their speaking abilities in particular. The following are the problems with speaking skills.

a. Inhibition

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

b. Nothing to say

Even if 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. Mother tongue use

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

d. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; in a large group, this means each one will have only very little talking time. This problem is

compounded by some learners dominating, while others speak very little or are not tall.[17]

Based on the problem of speaking, Teachers can assist students in the following ways :

a. Use a group work

This boosts the volume of student conversation in a short amount of time and reduces the inhibitions of students who are shy about speaking in front of the class. It is true that in a small group, the teacher cannot monitor every student's speech, so mistakes will occasionally happen and students may speak in their mother tongue. Nevertheless, even with mistakes and mother tongue use, there will still likely be more time for productive, useful oral practice than in a full class setting.

b. Base the activity on easy language

The level of language required for conversation in general should be lower than that used in intensive language learning activities in the same class; it should be simple for the paretic to retain and generate. Overall, teachers must select an intriguing subject to engage students, and the more participants are inspired to participate, the clearer the discussion's objective must be.

c. Give some instruction or training in the discussion skill

Include participation instructions when introducing the work if it involves group discussion. Before starting a debate, the teacher must provide clear instructions.

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[17]David R. Tobergte and Shirley Curtis, 'A Course in Language Teaching', *Journal of Chemical Information and Modeling*, 53.9 (2013), 1689–99. (australia:ChambrigeUniversits Press, 2013)

d. Keep students speaking the target language

One of the group members may be designated as the monitor, whose responsibility is to remind everyone to speak the target language. The monitor could then report to the teacher later on how well the group managed to adhere to it. When the speaker and listener have a shared understanding that the ideas they are communicating will accomplish their goals, communication has been successful. A teacher should be familiar with the traits of effective speaking activities.

Penny explains that successful speaking activities have the following four characteristics:

a. Learners talk a lot

As much as possible, teachers encourage students to speak frequently. As a result, students no longer feel shy and have become more confident.

b. Participation is even

The discussion in the class was not dominated by a small group of chatty students. Each student has a chance to speak, and contributions are spread pretty equitably.

c. Motivation is high

The teacher must give them an interesting title in order for the to learners are eager to speak. According to Jeremy Harmer, "Motivation was some kind of internal drive that encouraged "somebody to pursue a course of action"[18]

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[18]Harmer, Jeremy. *The Practice of English Language Teaching*. London: Longman, (2001).

4. Principle for Teaching Speaking

Knowing the teaching concept for speaking is crucial before beginning any classroom speaking instruction. According to David, there are five guidelines for teaching speaking. They are as follows:

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 tasks that involve negotiating for meaning

e. Design classroom activities that involve guidance and practice in both Transactional and international speaking.[19]

5. Teaching Speaking

One way to contend with problems in teaching and 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 best way to overcome cultural barriers is to create and establish your own classroom. A culture where speaking out loud in English is the norm. One way to do this, you must distinguish your classroom from other classrooms. In your school by arranging the classroom desks differently, ingroups instead of lines, etc., or decorating the walls in English language and culture posters from day one,

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[19]David. Nunan, *Practical English Language Teaching* (McGraw-Hill/Contemporary, 2003).

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. They are constantly working on their public speaking skills. in class throughout the term.

Another way to encourage your students to speak the best way to learn English is to speak it 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 accentand that goes for teachers as well as students. 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 Video

1. Definition of Dubbing Video

The phrase "dubbing" refers to the process of replacing the original dialogue from a movie or television show with new dialogue, which is then modified so that the listener or audience fully understands what is meant. One can comprehend the lessons in the learning video more fully by dubbing the video.

Dubbing video is a media that can be used in modern learning. Santuri et al, dubbing is a fun activity to improve speaking skills in fluency, pronunciation, and

vocabulary.[20] Dubbing can foster creativity in students in learning activities so that fun and different activities can be found by students while researching.

Video is the best type of media to use for dubbing. Video is a type of multimedia that synchronizes the display of text, images, and audio on the screen. For language acquisition, videos can provide a visual stimulus. Kamelia states that playing videos in the classroom learning process will help students find authentic information. Through video, English language teaching can be delivered optimally because the visual stimulation in the video includes illustrations, sound, and text. Students will be motivated to choose the right vocabulary to fill in the voice in the dubbing video.[21]

Based on the explanation above, the researcher concludes that the dubbing video is replacing the original voice of the dialogue in the video. With the dialogue voice made by the speaker and lip movements according to the original video.

2. Teaching speaking using video

Using skilled video dubbing as a teaching tool, some methods of teaching speaking include the following :

1. According to Wati & Rozimela,there are new steps for conducting Dubbing Videos in the classroom :

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[20]Boy Santuri, Istina Atul Makrifah, and Ahmad Saifudin, '*Development Animated Dubbing Video as Learning Media in English Speaking at Senior High School*', 6.May (2022), 76–83.

[21]Kamelia Kamelia, '*Using Video as Media of Teaching in English Language Classroom : Expressing Congratulation and Hopes*', 1.1 (2019), 34–38.

a)   Video watching session

Students will be asked to pay close attention to some parts of the video to emphasize the video played by the teacher. During the video playback, the teacher will pause the dialogue. This session aims to allow students to practice natively in an indirect way with videos.

b)   Video discussion

A dialogue will be given to students. Students are asked to learn how to pronounce the correct sentences in the dialogue. Researchers will allow students to be able to open the voice dictionary to make it easier.[22]

2.   According to Pamungkas, there are several teaching steps in using video dubbing to improve students' speaking pronunciation, namely :

a)   Explaining basic pronunciation

b)   Giving practice to students

c)   Explaining the use of dubbing video in improving speaking pronunciation

d)   Providing a script for students for dubbing video practice

e)   Giving practice in adjusting their voice with a muted video for preparation of dubbing practice

f)   Asking students to create their own scripts for dubbing video practice.[23]

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[22]Indria Merdeka Wati and Yenni Rozimela, 'Journal of English Language Teaching The Use Of Dubbing Video Technique For Improving Students Speaking Skill and Confidence of Senior High School Students', *Journal of English Language Teaching*, 8.1 (2019).

[23]Iin, *'The Use of Dubbing to Improve Students' Speaking',*(Unpublished Thesis, Institut Agama Islam Negeri Palopo), (2017)<http://repository.iainpalopo.ac.id/>.

D. Conceptual Framework

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

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        ┌─────────────────────────┐
        │     English Learning     │
        └─────────────────────────┘
                     │
                     ▼
        ┌─────────────────────────┐
        │      Dubbing Videos      │
        └─────────────────────────┘
                     │
                     ▼
    ┌─────────────────────────────────┐
    │  Improving Students Speaking Skill │
    └─────────────────────────────────┘
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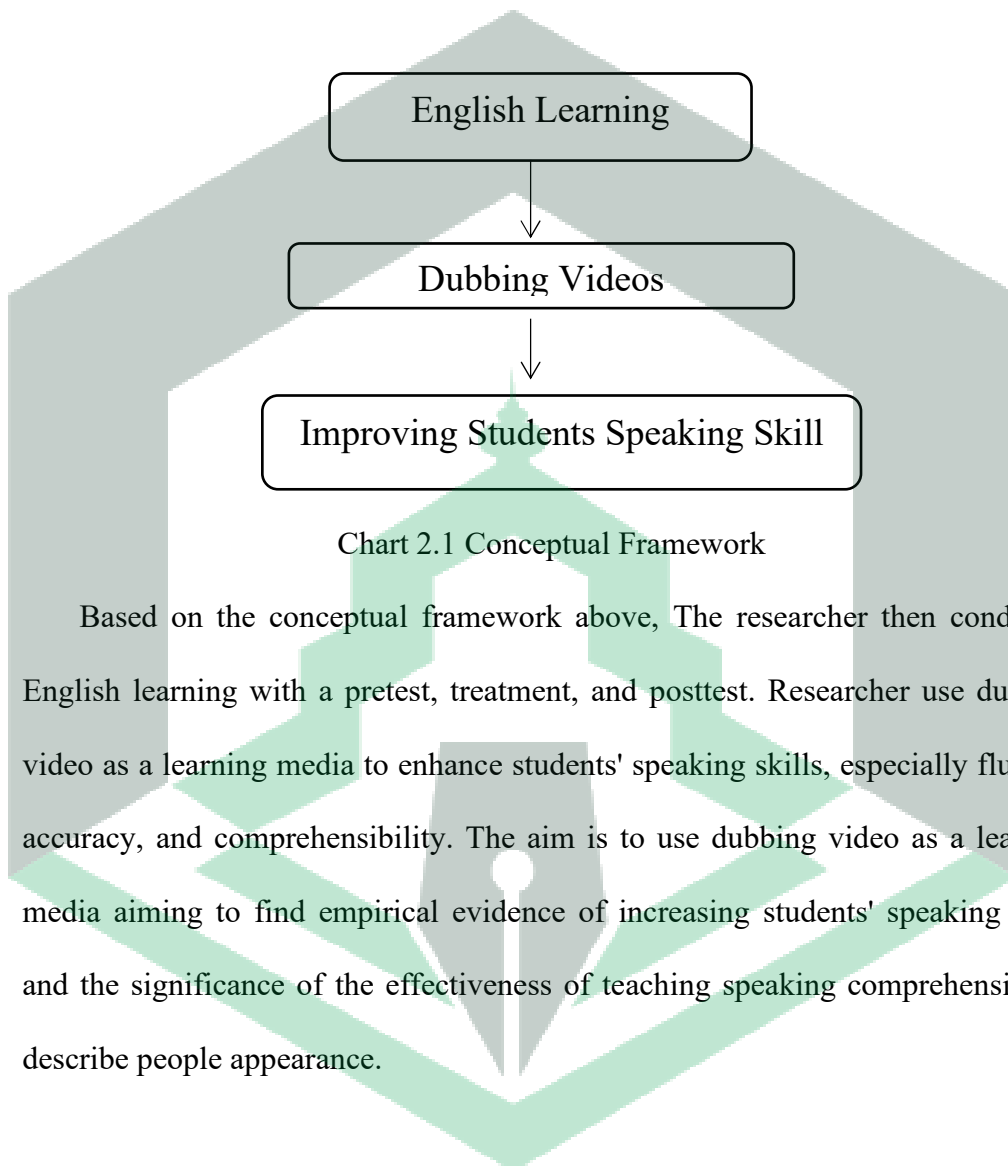
Chart 2.1 Conceptual Framework

Based on the conceptual framework above, The researcher then conducted English learning with a pretest, treatment, and posttest. Researcher use dubbing video as a learning media to enhance students' speaking skills, especially fluency, accuracy, and comprehensibility. The aim is to use dubbing video as a learning media aiming to find empirical evidence of increasing students' speaking skills and the significance of the effectiveness of teaching speaking comprehension of describe people appearance.

E. Hypothesis

There are two hypotheses in this research: H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

H0: There is no significant improvement in students' speaking skills through the dubbing videos.

H1: There is a significant improvement in students' speaking skills through dubbing videos.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a quantitative method. Quantitative research is anapproach 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[24]. This research be designed used pre-experimental research with Pre-test and post-test design for one group There are some steps in one group, pre-test, and post-test design :

Table 3.1 Design experiment

Pre-Test	Treatment	Post-Test
O1	X	O2

Adapted from Gay[25]

Where :

O1   = Pre-Test

X   = Treatment

O2   = Post-Test

In this study, the researcher take a pre-test before therapy and a post-test following treatment. The purpose of this study is to as certain whether or not the dubbing video approach is useful for enhancing students' speaking abilities at SMPN 01 Palopo.

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[24]Prof. Ma'ruf Abdullah, *Living in the World That Is Fit for Habitation : CCI's Ecumenical and Religious Relationships*, *Aswaja Pressindo*, 2015.

[25]LR Gay, Geoffrey E Mills, and Peter Airasian, *Educational Research*. (2013)

B. Settings

This research on 28 March 2023 conducted on students of ninth grade at SMPN 01 Palopo academic year 2023/2024.

C. Research Variable

1. Independent Variable

The independent variable in this research was the influencing factor, namely the dubbing video method (X).

2. Dependent Variable

The Dependent variable in this research was speaking skill (Y).

D. Population and Sample

1. Population

The population of this research was the ninth grade students of SMPN 01 Palopo in the academic year 2023/2024. There are eight classes in ninth grade, which consists of 210 students.

2. Sample

The researcher used a random sampling technique. In choosing the right sample, the researcher would choose students in class IX H totaling 31 students.

E. Research Instrument

1. Speaking Test

This research provides two sets of test, 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 describing people appearance.

2. Dubbing videos

Dubbing videos aim to encourage students' interest in learning speaking. The tools used to play Dubbing video are (1) Laptop, (2) Lcd, and (3) Speaker.

F. Procedure of Collecting Data

1. Pre-test

Before treatment, the researcher give a pre-test to the pre-test student. At the first meeting, the researcher asked students to make a groups in pairs, and than take turns describing their group mates.

2. Treatment

After the pre-test, Treatment was carried out in four meetings. Each meeting takes 60 minutes, so the total time for all sessions is 240 minutes. It was carried out for two weeks. The details of this step are as follows:

a. The first meeting

The researcher explained material about describing, explain from adjective and structure describing then the researcher play the dubbing video and than the researcher explained about videos to example for them.

b. The second meeting

The researcher explained material about describing, explain from adjective and structure describing then the researcher play the dubbing video and than the researcher explained about videos to example for them.

c. The third meeting

The researcher explained material about describing, explain from adjective and structure describing then the researcher play the dubbing video and than the researcher explained about videos to example for them.

d. The four meeting

The researcher explained material about describing, explain from adjective and structure describing then the researcher play the dubbing video and than the researcher explained about videos to example for them.

3. Post-test

After the treatment, teaching with the dubbing video, the researcher would administer a post-test to gauge the students' speaking skills. In the post-test, the researcher ask students to describe a picture in the screen in front of class. After that, the researcher evaluated student speaking: fluency, accuracy, and comprehensibility.

G. The Technique of Data Analysis

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

1. Fluency

The Ability to Produce what one wishes to say smoothly and without undue hesitation and searching.

Table 3.2 Fluency

Classification	Score	Criteria
Excellent	6	Make minimal effort while speaking, using a variety of expressions. Infrequent word searches; 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	There are not many unnatural pauses, even when he must manufacture and find words. generally a smooth delivery. Occasionally incomplete but effective at communicating the main idea. Fairly wide expressiveness range.

Average	3	Has to make an effort too much. One frequently needs to look for the desired meaning. delivery that is sometimes halting and incomplete. At times, I almost give up trying. restricted in terms of expression.
Poor	2	Long pauses while he searches 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 capacity to accept and give information swiftly, as well as to speak the target language fluently.

Table 3.3 Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.

Very Good	5	The mother tongue has a very minor influence on pronunciation. Minor grammatical and lexical faults are present, but the majority of the sentences are intelligible.
Good	4	Mother tongue has a minor impact on pronunciation, yet there are no significant phonological problems. Several grammatical and lexical mistakes, but they merely confuse.
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 the 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

		skillsand areas practiced in the course.

3. Comprehensibility

The ability to understand the general meaning and the speaker's intention in the category of oral test assessment is as follows[26] :

Table 3.4 Comprehensibility

Classification	Score	Criteria
Excellent	6	The speaker's goal and overall meaning are clear to the listener. Very little clarification or interruption is necessary.
Very Good	5	The speakers' intentions and general meaning are fairly clear. A few interruptions by the listener for the shake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey a message or to seek clarification.

[26]Heaton, 'J_B_Heaton_Writing_English_Language_Tes.Pdf', *(Longman Handbook for Language Teacher)* 1998.

Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the 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 to 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 speaker is unable to clarify anything he seems to have said.

Calculating the mean score of the students speaking test by using the formula,

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

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[27]:

Table 3.5 Score

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

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

[27]Alvin Fahmi Addini and others, 'Konsep Dasar Supervisi Pendidikan', *Jurnal Wahana Pendidikan*, 9.2 (2022), 179 <https://doi.org/10.25157/wa.v9i2.7639>.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research were showed to describe the result of the data that analysed statistically and tabulating of data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test.

1. Pre-Test

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

Table 4.1 The Score of Students' Speaking Skill In Pre-test

No.	Aspect Speaking (Pre-Test)		
	fluency	accuracy	comprehensibility
1	2	2	1
2	1	2	1
3	1	1	1
4	2	1	2
5	2	2	1
6	2	2	2
7	2	1	2
8	2	2	2
9	1	1	2
10	2	1	2
11	1	1	1
12	1	1	1
13	2	2	2
14	1	2	2
15	1	2	1
16	2	1	1
17	1	2	2

18	2	2	2
19	2	2	2
20	1	2	1
21	2	1	1
22	1	1	2
23	2	1	1
24	1	1	1
25	1	1	1
26	1	1	2
27	1	1	2
28	1	1	2
29	1	1	1
30	1	2	2
31	1	1	1

a. 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	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	42%
6	Very poor	1	18	58%
Total			31	100%

Table 4.2 indicates the score of fluency in percentage. It can be seen that no students got an excellent, very good, good, and average. Thirteen students got a poor score and the percentage is 42%. Moreover, eighteen students got a very poor score and the percentage was 58%.

b. Accuracy

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

Table 4.3 The rate percentage score of students accuracy in pre-test

No.	Classification	Rating	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	42%
6	Very poor	1	18	58%
	Total		31	100%

Table 4.3 indicates the score of accuracy in percentage. It can be seen that no students got an excellent, very good, good, and average. Thirteen students got a poor score and the percentage is 42%. Moreover, eighteen students got a very poor score and the percentage was 58%.

c. Comprehensibility

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

Table 4.4 The rate percentage score of students comprehensibility in pre-test

No.	Classification	Rating	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	16	48%
6	Very poor	1	15	52%
	Total		31	100%

The table on 4.4 shows the score of comprehensibility in percentage. It can be seen that not students got excellent, very good, good, and average categories. 16 students got a poor score and the percentage is 48%. There were fifteen students with very poor scores and the percentage is 52%.

d. The total score of students pre-test

Table 4.5 The total score of students speaking pre-test

No.	Classification	Score	Frequency	Precentage
1	Excellent	86-100	0	0%

2	Very good	71-86	0	0%
3	Good	56-70	0	0%
4	Average	41-55	0	0%
5	Poor	26-40	14	45%
6	Very poor	≤25	17	55%
Total			31	100%

The table on 4.5 shows that no student (0%) got excellent, very good, good, and average classification. It can be seen that fourteen students got poor classification and the percentage is 45%. Seventeen students got very poor classification and the percentage is 55%.

2. Post-test

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

Table 4.6 The Score of Students' Speaking Skill InPost-Test

No.	Aspect Speaking (Post-Test)		
	fluency	accuracy	comprehensibility
1	4	4	5
2	4	2	3
3	2	2	2
4	3	2	4
5	4	2	2
6	3	4	5
7	3	4	3
8	3	2	4
9	2	2	2
10	5	4	3

11	3	3	3
12	3	4	3
13	3	3	4
14	4	3	3
15	3	3	4
16	3	4	4
17	3	4	4
18	5	4	3
19	4	3	4
20	4	3	3
21	3	4	5
22	4	2	2
23	2	3	2
24	2	2	2
25	2	3	3
26	2	4	3
27	3	3	3
28	3	2	4
29	4	3	3
30	3	4	2
31	2	2	4

a. 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 4.7 The rate percentage score of students' fluency in post-test

No.	Classification	Rating	Frequency	Precentage
1	Excellent	6	0	0%
2	Very good	5	2	6%
3	Good	4	8	26%
4	Average	3	14	45%

5	Poor	2	7	23%
6	Very poor	1	0	0%
Total			31	100%

The table on 4.7 shows the score of fluency in percentage. It shows there is no student got excellent and very poor. Two students got very good classification and the percentage is 6%. Eight students got good classification and the percentage is 26%. Fourteenstudent got average classification and the percentage is 45%. Seven students got poor classification and the percentage is 23%.

b. Accuracy

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

Table 4.8 The rate percentage score of students' accuracy in post-test

No.	Classification	Rating	Frequency	Percentage
1	Excellent	6	0	0%
2	Very good	5	0	0%
3	Good	4	11	36%
4	Average	3	10	32%
5	Poor	2	10	32%
6	Very poor	1	0	0%
Total			31	100%

The table on 4.8 indicates the score of accuracy. Based on the table, it can be seen that no student got excellent, very good, and very poor score. Eleven students gain good classification (36%), ten students gain average classification (32%), ten students gain poor classification (32%).

c. Comprehensibility

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

Table 4.9 The rate percentage score of students' comprehensibility in post-test

No.	Classification	Rating	Frequency	Precentage
1	Excellent	6	0	0%
2	Very good	5	3	10%
3	Good	4	9	29%
4	Average	3	12	38%
5	Poor	2	7	23%
6	Very poor	1	0	0%
	Total		31	100%

Table 4.9 indicates the score of comprehensibility there is no student got excellent and very poor. But, there were three students (10%) who got very good categories, nine students (29%) got good, twelve students (38%) got average, and seven student (23%) got poor.

d. Total result of students speaking post-test.

Table 4.10 The total score of students speaking post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Very good	71-86	2	6%
3	Good	56-70	9	29%
4	Average	41-55	12	39%
5	Poor	26-40	8	26%
6	Very poor	< 25	0	0%
	Total		31	100%

In the table on 4.10, no student got excellent and very poor classification. On the other hand, very good is gained by two students (6%), good classification is gained by nine students (29%), average classification is gained by twelve students (39%), and poor classification is gained by eight student (26%).

3. The comparison of students score in the 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 4.11 The mean score and standard deviation of Pre-Test and Post-Test.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	4.39	31	1.022	.184
	Postest	9.45	31	1.823	.327

The table on 4.11 is about paired sample statistics of pre-test and post-test above. It showed that the standard deviation value in the pre-test is 1.022and in the post-test is 1.823

Based on the table, it can be seen that in the pre-test, the standard error was 0.184, but in the post-test, it was 0.327. On the other hand, the mean score of the pre-test was 4.39, but in the post-test was 9.45. So, it can be concluded that the students' scores improved from 4.39 to 9.45.

Table 4.12 The matched examples connections of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest &Postest	31	.529	.001

Table 4.12 showed the pre-test and post-test sample correlation of thestudents' ability before and after treatment 0,529. It means a significant correlation between students' ability in teaching speaking and using dubbing videos.

Table 4.13 The Paired Sample Test of Pre-Test and Post-Test Paired

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2 tailed)
		Mean	Std. Deviati on	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test – Post-test	-5.065	1.548	.278	-5.632	-4.497	-18.218	30	.001

From the table 4.13, the paired sample test shows that t_0 (count) = 18.218 and df(degree of freedom) =30, t_t = 2.042. Based on the result, t_0 (count) was higher than t_{table}(t_{table}), $t_0 > t_1$

$$18.218 > 2.042$$

Based on the formula from table 4.13, 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 videos. So the result can be concluded that the dubbing videos can improve students speaking skills at the third grade of SMPN 1 Palopo.

B. Discussion

Dubbing video 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 video 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.[28] It is line with Shavira Marwah, which said that implementation of video dubbing can improve students' speaking skill.[29]

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

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[28] Dian Christina, "*JurnalPedagogidanPembelajaran*", Vol.4, No.3, 2021,pp. 502-510

[29]ShavirahMarwah, *The Useof Dubbing Technique to Enhance Students' Speaking Skill at The First Grade of Madarasah Tsanawiyah Salubanga*, (Unpublished Thesis, Institut Agama Islam NegeriPalopo), 2022.

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 video to improve the students' speaking skills. It can be seen in the pre-test that the students' mean score is 4,39 (enough), and the students' score in the post-test is 9,45 (good). The data have been analyzed utilizing (t_t) standard of significant 5% with a degree of freedom (DF) = 30, obtained t_t= 2.042, and standard of signification 0,52. The result of t_0 (count) was18.218 from this research gave an interpretation that t_0 (count) was higher than t_t (t_{table}), 18.218 > 2,042.

Based on findings, the use of dubbing video to improve students speaking skill is effective. It is line with Kiki Amalia, that the implementation of video dubbing technique improved the students' ability in speaking based on data, it was found that the class ran effectively.[30]

After learning the dubbing video, students' speaking skills increased from accuracy, fluency, and comprehensibility. In addition, while learning the dubbing video, students were interested in the dubbing video. They had never learned anything like this before, so they were interested in learning new things (dubbing

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[30]Kiki Amalia*"Improving the Students Speaking Skill Through Video Dubbing at the Eleventh Grade of Private Islamic Senior High School AmaliyahSunggal"*, (Unpublished Thesis, State Islamic University of North Sumatera Medan), 2019.

video). Riski Nur Rokani, said that, the uniqueness of dubbing movie is that very simple but very effective way for someone to learn a certain topic.[31]

In terms of the benefits of the media the researcher employed in this study, students can learn English more actively, get more confidence, and communicate in English without fear as researchers are more focused on speaking so that students can speak in English. Firdaus Ditya Pamungkas, said that, as for the advantages of the game used by the researcher in this research, students can be more active in learning English, have more confidence, and are not afraid to speak in English because researchers are more focused in speaking so that students can speak in English.[32]

During the treatment in the class,the students 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 in the learning process and interested in learning because they used dubbing video and talked with their friends or groupmate. It is also supported that Vivy Zuni Mandasari, she said that result of the research conclude the effective way in teaching speaking used dubbing is give students motivation, so students have been self of confidence.[33]

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[31]Rizki Nur Rokani *"The Effectiveness of Dubbing Movie Strategies on Students' Speaking Ability at the Second Grade of MA at Tohiriyah Ngantru"*, (Unpublished Thesis, Universitas of Tulung agung), 2019

[32]Firdaus Ditya Pamungkas *"How Video Dubbing Can Improve Students Speaking Pronunciation"* (Unpublished Thesis, Education Faculty Sebelas Maret University), 2019

[33]Vivy Zuny Mandasari *"Improving Students' Speaking Skill Through Video Dubbing"* (Unpublished Thesis, English Education Department of Teacher Training and Education Faculty Sebelas Maret University) 2019

Based on the explanation above, Dubbing video can make the student learning process more active and make them not feel bored because they are learning something new, so that it becomes a motivation for students to learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Dubbing video is a media that can be used in modern learning, dubbing is a fun activity to improve speaking skills in fluency, pronunciation, and vocabulary. The dubbing video is beneficial in improving students' speaking skills for students in ninth grade at SMPN 1 Palopo, according to the researcher's findings and discussion. It is visible following treatments. The results revealed that there is a significant change between the pre-test and post-test mean scores of the students. The students' mean score on the pre-test was 4,39, while their mean score on the post-test was 9,45. It can be concluded that dubbing video can improve students speaking skills in class IX H of SMPN 01 Palopo.

B. Suggestion

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various methods to manage the class more lively and enjoyable. The media also helps the teacher and lecturer, and gives much opportunity for the students to be active in teaching learning process. Regarding to the teaching speaking used dubbing videos, the researcher gives some suggestion for the teacher and students as follow:

1. For the lecturer and teacher, it is better to use dubbing videos. The researcher suggest the teacher and lecturer to use dubbing videos in teaching speaking

because it can be simulate and motivate the students to be active in speaking English.

2. For the students, they should still be active and speak up in class having applied these activities. They should have braveness to express their opinions and do not be shy or afraid to make grammatical error in speaking because to have a good speaking we have to always practice.

3. For the next researcher, the next researcher who wants to develop this research in the future by using this dubbing video, this dubbing video can be used in improving students' speaking skill, and researcher can use this research as an additional reference for pertinent research certainly with different variables and method.

Finally, the researcher realizes that this thesis is far frombeing perfect and because of that; constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher in concluding other researchers with more detailed information about interactive activities to improve students speaking skill.

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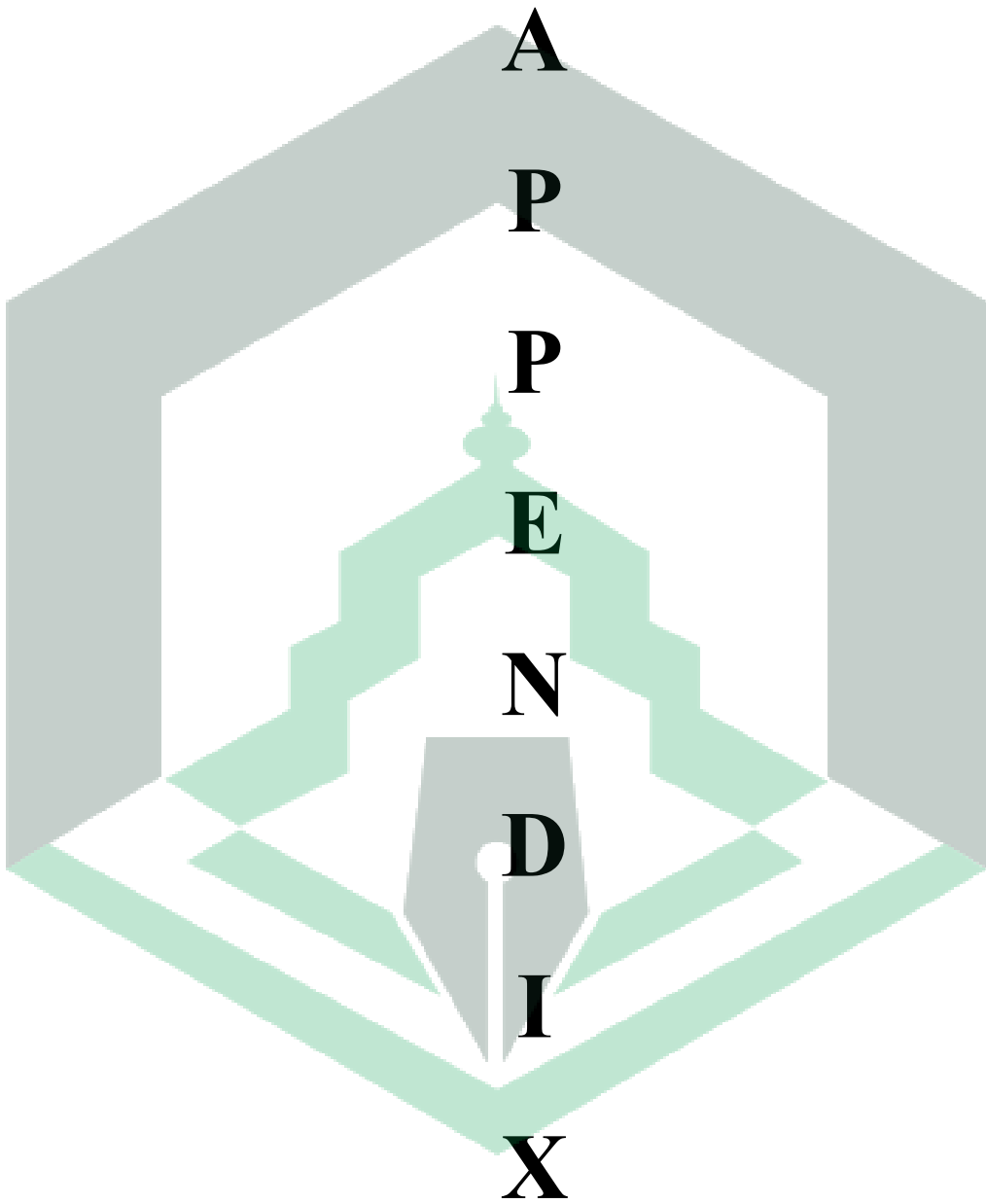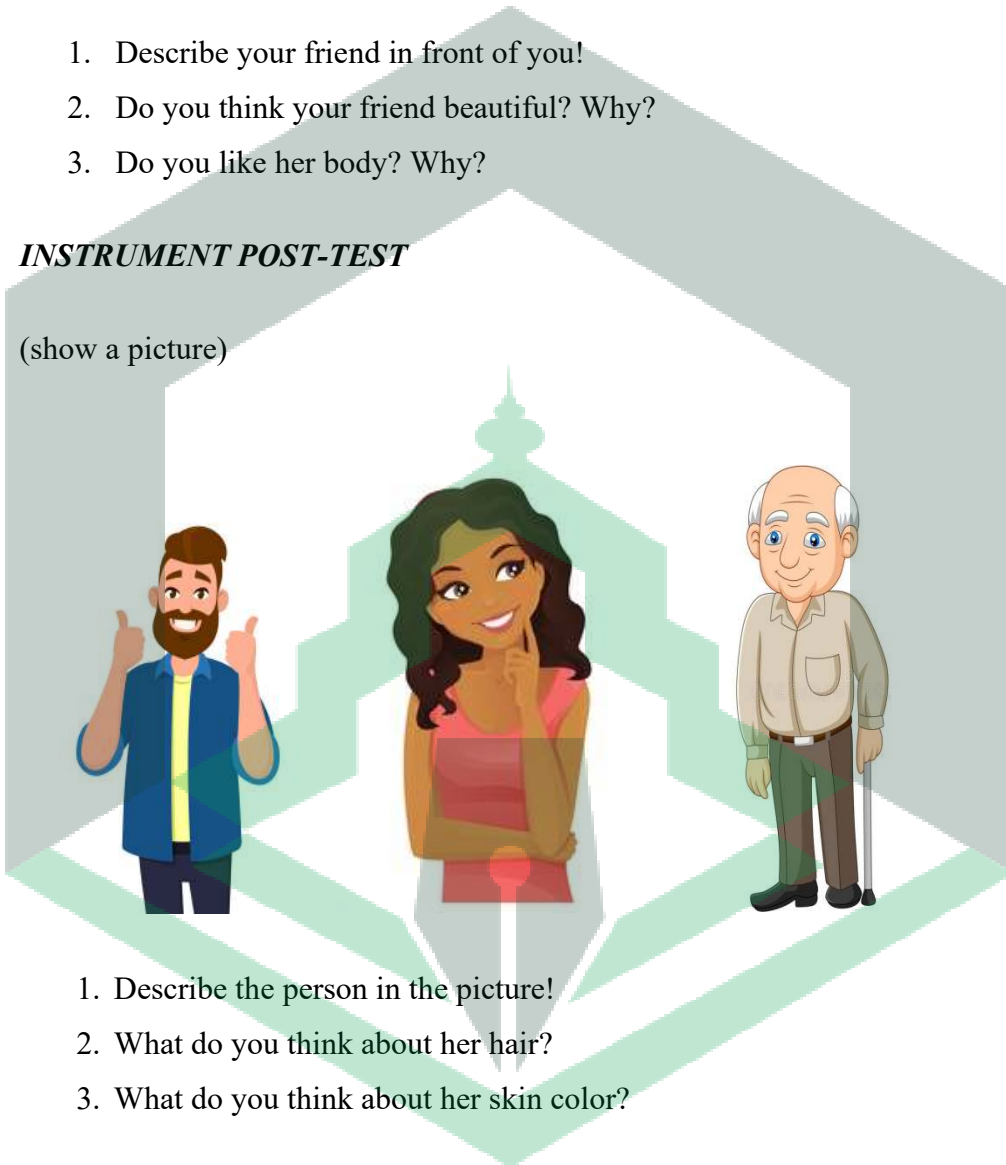
APPENDIX

Appendix 1

INSTRUMENT PRE-TEST

(Students stand in pairs.)

1. Describe your friend in front of you!
2. Do you think your friend beautiful? Why?
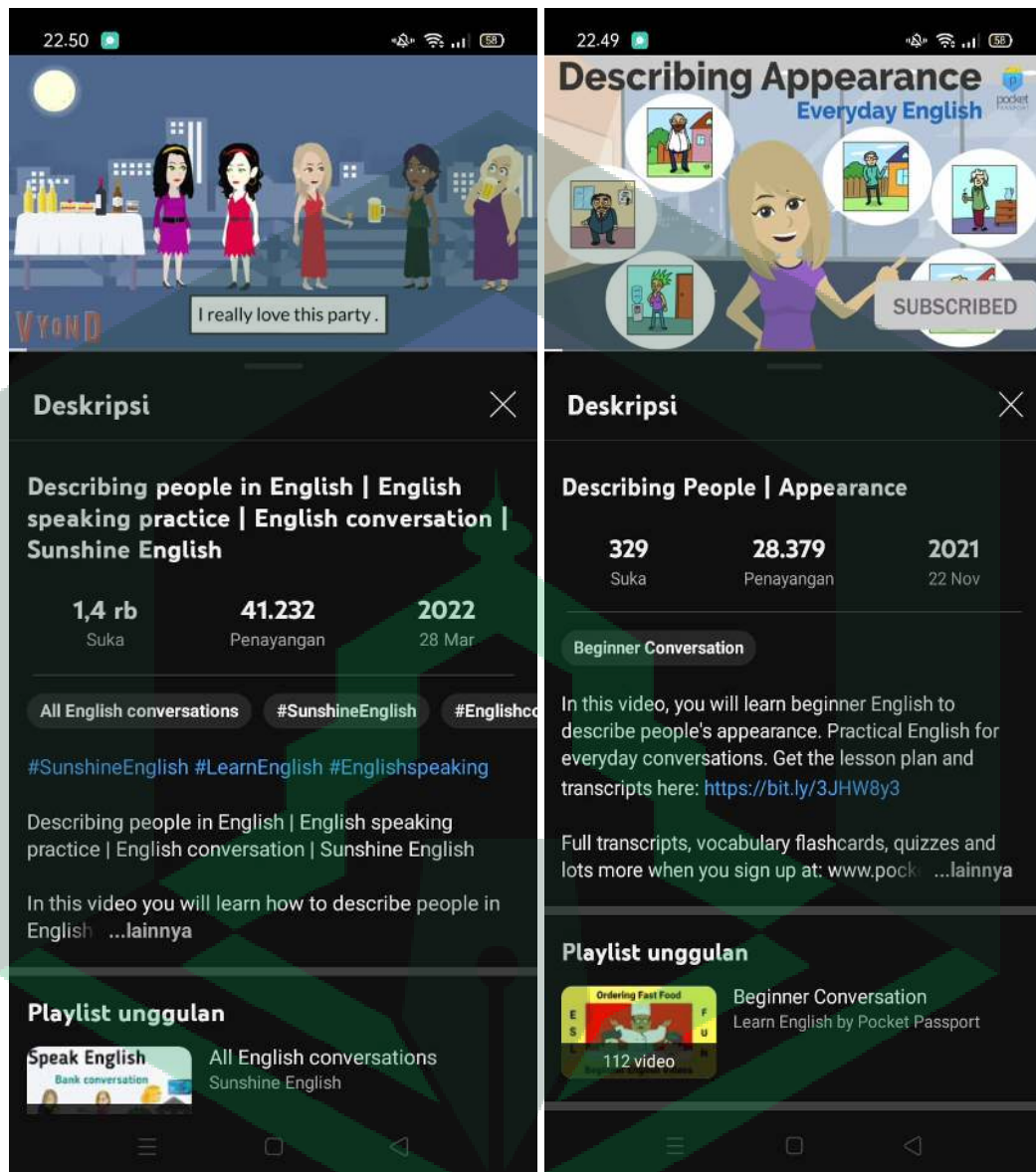3. Do you like her body? Why?

INSTRUMENT POST-TEST

(show a picture)

1. Describe the person in the picture!
2. What do you think about her hair?
3. What do you think about her skin color?

Appendix 2

Instrument Treatment

Appendix 4

Lembar Validasi Instrument Penelitian

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

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

Menyatakan bahwa Instrumen Penelitian dengan judul:
"The use of Dubbing Video to improve students speaking skill for ninth grade at SMPN 1 Palopo" dari mahasiswa:

Nama : Nabylah
Program Studi : Pendidikan Bahasa Inggris
NIM : 1902020031

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

Siap untuk dipergunakan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 30 Maret 2023
Validator,

Ermawati, S.Pd., M.Hum.
NIP. 199111172020122019

*coret yang tidak perlu
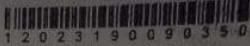
Appendix 5

Dokumentasi Penelitian

Pre- Test

Treatment

Post-Test

Appendix 6

Izin Penelitian

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

ASLI

IZIN PENELITIAN
NOMOR : 350/IP/DPMPTSP/III/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NABYLAH
Jenis Kelamin : Perempuan
Alamat : Jl. Patang II No. 25 Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1902020031

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

THE USE OF DUBBING VIDEO TO IMPROVE STUDENTS' SPEAKING SKILL FOR NINTH GRADE AT SMPN 01

Lokasi Penelitian : SMPN 1 PALOPO

Lamanya Penelitian : 24 Maret 2023 s.d. 24 April 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 28 Maret 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP. 19830414 200701 1 005

Tembusan :

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

Appendix 7

Keterangan Telah Meneliti

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 1 PALOPO
Alamat : Jl. Andi Pangerang No.2 Palopo Sulawesi Selatan Telp.0471-21058 Fax.0471-21058
Website : http://www.smpn1-palopo.com email: http://mail.smpn1_plp@yahoo.co.id

SURAT KETERANGAN
Nomor : 142.3/077/SMP.01/VI/2023

1. Yang bertanda tangan dibawah ini :

   Nama   : SURIADI RAHMAT,S.Ag.,M.Pd.I
   NIP   : 19730516 200902 1 001
   Pangkat/Gol.   : Pembina, IV/a
   Jabatan   : Kepala Sekolah

2. Dengan ini menerangkan bahwa :

   Nama   : NABYLAH
   Pekerjaan   : Mahasiswa
   NIM   : 1902020031
   Jenis Kelamin   : Perempuan
   Alamat   : Jl. Patang II No. 25 Kota Palopo

   Bahwa yang bersangkutan telah melaksanakan penelitian pada SMP Negeri 1 Palopo pada Tanggal 24 Maret s/d 24 April 2023, dengan judul : "THE USE OF DUBBING VIDEO TO IMPROVE STUDENTS SPEAKING SKILL FOR NINTH GRADE AT SMPN 1 PALOPO"

   Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 08 Juni 2023
Kepala Sekolah,

SURIADI RAHMAT,S.Ag.,M.Pd.I
NIP. 19730516 200902 1 001

Transcript Sound Pre-Test

R1 : He has fat body and short hair

R2 : She has aaa white skin aaa she has eeee body thin

R3 : has tall and thin body

R4 : Chelse she has aaa brown aaa brown skin

R5 : she has white skin ituji

R6 : aaaa she has tall body

R7 : she is … beautiful, smart and pretty

R8 : she she has …thin body….and she has.. black eyes

R9 : ugga eeh anugrah he has black hair

R10 : he has black color and brown skin

R11 : short hair …….. sabar ulang ulang short hair in black color and brown skin

R12 : he is fatir black color …. apa ulang kak saya lupa lagi

R13 : fahri he has black hair

R14 : alvi isthin is thin

R15 : she has…. Curly hair and brownn color

R16 : eros has …eros is slim … and … black eyes

R17 : tundlu tundulu apa rifat he has black skin

R18 : agri has short hair and black color

R19 : itzar he is…black short hair

R20 : farhat… has…. black short hair

R21 : gadra has…. tundlu kak ulangi, gadra has brown skin and black short hair

R22 : fatur has short hair black hair and tall

R23 : she has long black hair itu saja

R24 : she has tall body

R25 : she has slim body

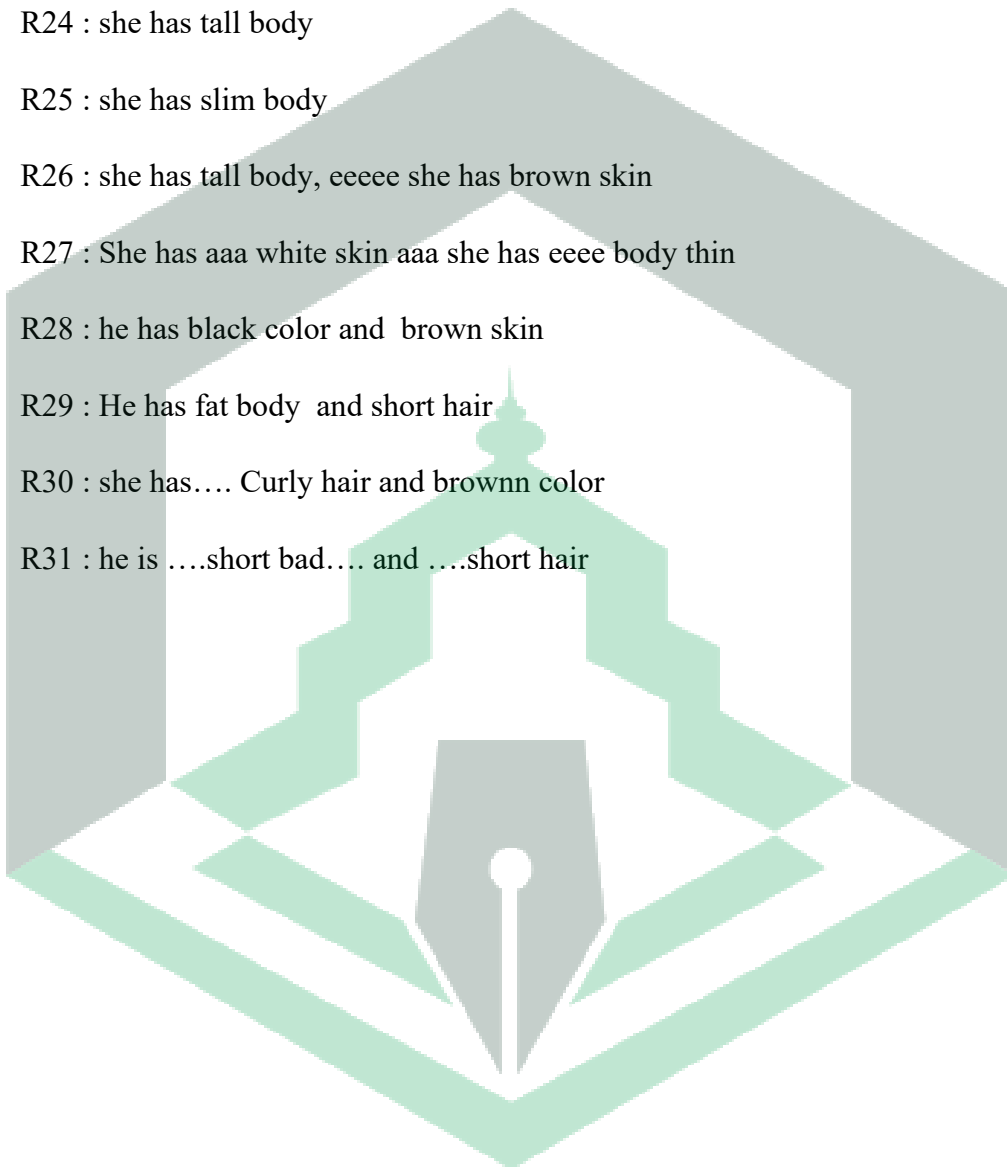R26 : she has tall body, eeeee she has brown skin

R27 : She has aaa white skin aaa she has eeee body thin

R28 : he has black color and brown skin

R29 : He has fat body and short hair

R30 : she has…. Curly hair and brownn color

R31 : he is ….short bad…. and ….short hair

Transcript Sound Post-Test

R1 : he has blur tshirt he has black…black pants … he has …blue eyes he has… short black hair he has ….black sneakers .

R2 : she wear ee pink sweeter she wear white sneekers eee she has black long hair ee she has yellow sling bag

R3 : she has brown hair she has brown skin she has black eyes

R4 : she has fat body she has eee blonde hair eee she has blue eyes

R5 : he has he he has …..he has white…hair he has…beard white he has tshirt brown he has panr brown he has shoes brown

R6 : dress pink eee brown hair

R7 :she she his emm hair curly eeee she black black eyes and she has white skin

R8 : she has white skin and…. brown hair emmm orange dress okey

R9 : he has blue eyes eee he has ee fat body he wiir black shoes

R10 : she has slim body eee she has …brown long hair

R11 : he has body tall and black hair

R12 : he has he has thin body matanya black eyes

R13 : he is short body …..he has hair yellow (actually blonde)

R14 : he has he has …. She his sad eee she has big big brown

R15 : she has she has brown curly hair

R16 : she has black eh brown hair she has black eyes she has thin body and … she has short body

R17 : big body she is blue color bajunya she is white skin and hair black itumi kak

R18 : she has white skin she has… she has black eye and she use orange dress

R19 : he has…brown and and long hair eee she has white skin she has ee black eyes

R20 : he has …brown hair he hes …hair is curly he has…. blue tshirt he has….brown long pants he has….. black shoes

R21 : he is ….short bad…. and ….short hair

R22 : he has fat body and…short body eeaee white beard

R23 : she has … she has white skin ……curly black

R24 : she has…brrbrown hair …brown short hair sama white skin

R25 : he has ta talleee short hair eee brown skin black ee blue eyes and fat

R26 : he is fat and he has black short hair

R27 : big body she is blue color bajunya she is white skin and hair black itumi kak

R28 : he has blue eyes eee he has ee fat body he wiir black shoes

R29 : she has fat body she has eee blonde hair eee she has blue eyes

R30 : she she his emm hair curly eeee she black black eyes and she has white skin

R31 : she has she has brown curly hair