

IMPROVING STUDENT'S SPEAKING SKILL USING DUBBING VIDEOS ACTIVITY

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ABSTRACT

The research objective is to determine whether Dubbing Videos significantly improves student's speaking skill at tenth grade of MIPA 1 in SMA TAMANSISWA MOJOKERTO or not. In this research, using Classroom Action Research (CAR) was applied in two cycles. The steps of Classroom Action Research are Planning, Action, Observation, and Reflection. The number of the participant was 28 student's. The instrument of the research was speaking test in each cycle. The result of this studying that Dubbing Videos can improve student's speaking skill using narrative text material. The results can be seen from the speaking score it increase in each cycle. In cycle 1, completed percentages student's 21,42% with and average score 64,71. In cycle 2 completed percentages student's 85,71% with average score 79,10. This can be conclude that student's speaking ability can continue to increase through each cycle using Dubbing Videos Activity.

Key Words: *Speaking Skill, Dubbing Video Activity, Narrartive Text*

INTRODUCTION

English is a world language taught at multiple levels of education in Indonesia, Elementary Level, Intermediate Level, Advance Level, etc. The standard capability are four skills to learning English: speaking, listening, and writing. Students struggle with speaking skills. You don't know how to pronounce English words correctly. When The teacher approach cannot effectively solve this problem, speaking is one of the four skills of English and is a communication process.

Speaking is a speech or utterance intended to be known by the speaker and processed by the listener with the speaker's intention (Gert and Hans, 2012). The researchers chose to study at SMA Tamansiswa because, While practicing the hands-on experience, the researcher observed that the students still had problems speaking English. The first grade of the school lacks the pronunciation of some words and makes it impossible To convey their thoughts. Based on the preliminary investigation results, we will propose a solution to overcome the problem. We offer video dubbings applied in class to improve students' language skills. Video dubbing is one of the Techniques that help people better understand video content.

It is free, straightforward, and easy to understand to achieve your goals. Improve your

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speaking skills, and students participate in many activity videos Voice over. Based on the theory, the conclusion is that the video is dubbed a Re-voiced video of another original sound.

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Based on the preliminary investigation results, we will propose a solution to overcome the problem. We offer video dubbings applied in class to improve students' language skills. I think video dubbing can be used in third-grade Students at Tamansiswa School. Many students are now interested in studying the media.

According to (YiHui Chiu, 2014), The dubbing technique allows students to change the voice of the video speaker on the chosen topic. The film dubbing method (the same term as video dubbing in this context) provides a unique way of imitating English pronunciation and intonation in contextual scenarios (Sada Nuryandi, 2017). Video dubbing is one of the Techniques that help people better understand video content. It is free, straightforward, and easy to understand to achieve your goals. Improve your speaking skills, and students participate in many activity videos Voice over. Based on the theory, the conclusion is that the video is dubbed a Re-voiced video of another original sound.

LITERATURE REVIEW

Speaking

Speaking, according to Harmer (2007:269), is the capacity to talk eloquently. This necessitates that speakers be able to emit sounds autonomously without the need for any kind of intervention. According to Hasrianti (2020), Widdowson spoke oral communication in providing information. David (2003) stated do speaking can be a common oral skill. He consists of structural word in verbal context for transmission means. Teaching speech is sometimes seen as a simple process. Commercial language schools worldwide are training to show that you are talking.

Aspects of speaking normally partly for three areas: Comprehension Accuracy, and Fluency. According to Marcel (2020), Accuracy is how people use words and sentence patterns correctly. Nature (2014) stated have an ideas about how pronunciation as the accuracy important part, by speak. Become a person with a good accent who just talks. Impossible to study language without vocabulary. More vocabulary knows more about speaking, reading, writing, and listening. For this occasion, understanding how to communicate, give students the correct number of words, and you need to know how to use it properly.

To start a conversation, we must arrange the sentences into good Grammar. Ability to speak fluently and easily. This means you can talk without hesitation. Anyone can speak fluently even if you make mistakes in pronunciation and Grammar. Communicating concerns how words flow at a specific time without losing the main terms of their speech.

Speaking problems In daily activities you may encounter some problems. Marlina's Penny Ur (2014) has four language problem activities. Speaking is different from listening, writing, and reading. Students mostly prevented from expressing themselves, worrying

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about class English mistakes and lacking confidence. Even if the students have a lot of message they want deliver, if the speaker doesn't think and tell, it won't be transmitted in English.

The Concept of Dubbing Videos

Quoted in Manurung and Pohan (2019), is dubbed type of audiovisual translation consisting of substitution Movie original or song with dialogue in the source language for others to view the recorded conversation translated in the target language. To improve speaking skills, students engage in many dubbing a video activities. On the other hand, according to the Cambridge English Dictionary (2020), the definition of a project is a part of the planned work or activity. Aim to complete over a certain period and achieve a particular goal purpose.

Based on the above theory, dubbing projects are a way for student activities to create soundtracks to achieve this; replace the original sound of the video with your sound; the goal is to improve speaking skills.

METHOD

The research uses qualitative research. This research uses the number to represent and contribute to goals, design for use, a data source to be selected, and instruments to be developed. This research focuses on the class or learning process in the classroom, rather than on the input class (syllabus, lesson plan, material, etc.) or output (learning outcomes). The researcher will research the tenth grades students of SMA Tamansiswa Mojokerto. The location is in Jl. Tamansiswa No. 30, Mojokerto, Jawa Timur in academic year of 2021/2022. The subject of the study is a student grade tenth (MIPA 1) of One Mojokerto Senior High School.

The speaking test is carried out after students have recorded their voices and put it together with a video which will later become their media. The video is 1-3 minutes long. After that, the researcher assessed the Students' ability to get their speaking data in pronunciation and vocabulary before and after giving treatment. Second, the technique collecting data. In addition, the studies used the activities offered and whether they were bored with the activities remembered. Twice video was recorded in class. Each student fills out the sync video twice—student test in reflection. After the video records the activity, the writer will do a pretest to determine how well your students are before submitting maintenance.

FINDINGS

Findings

Video dubbing succeeded in improving students' speaking ability in two cycles with the previous 70 (KKM) cycle. These results can be concluded from the reflection on students' speaking skills. The test material is narrative text. In this speaking test, students make videos with audio recordings of their speeches to measure their speaking ability. Researchers and English teachers who use a word-adjusted speaking rubric (Brinton and Goodwin, 2010) are informed for the creation of the ISEP Rubric”.

Table 1 The Result of the Data Reflection in Cycle I

No.	Name	P	F	Total	KKM 70
1.	ARD	33	33	66	Incompleted
2.	ABR	31	30	61	Incompleted
3.	ABA	31	31	62	Incompleted

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4.	AWV	34	34	68	Incompleted
5.	AFD	30	31	61	Incompleted
6.	AH	36	35	71	Completed
7.	ATS	31	34	65	Incompleted
8.	CAW	30	35	65	Incompleted
9.	CDP	35	36	71	Completed
10.	CDW	35	31	66	Incompleted
11.	DF	34	33	67	Incompleted
12.	DAW	35	35	70	Completed
13.	ESF	35	35	70	Completed
14.	ENM	32	32	64	Incompleted
15.	IAR	33	35	68	Incompleted
16.	IS	33	32	65	Incompleted
17.	MFI	29	28	57	Incompleted
18.	MRM	31	31	62	Incompleted
19.	MDA	36	35	71	Completed
20.	MNM	30	29	59	Incompleted
21.	MRD	31	32	63	Incompleted
22.	MSS	30	31	61	Incompleted
23.	NYS	29	29	58	Incompleted
24.	RJP	30	39	69	Incompleted
25.	RDD	32	31	63	Incompleted
26.	RM	35	38	73	Completed
27.	SAI	30	27	57	Incompleted
28.	WF	28	31	59	Incompleted
Total Value	899	913	1812		
Average	32,10	32,60	64,71		
Completed Percentages	21,42%				

Table 2 The Result of the Data Reflection in cycle II

No.	Name	P	F	Total	KKM 70
1.	ARD	43	40	83	Completed
2.	ABR	42	40	82	Completed
3.	ABA	43	40	83	Completed
4.	AWV	44	41	85	Completed
5.	AFD	37	40	77	Completed
6.	AH	42	41	83	Completed
7.	ATS	42	40	82	Completed
8.	CAW	40	40	80	Completed
9.	CDP	45	40	85	Completed
10.	CDW	46	34	80	Completed
11.	DF	42	42	84	Completed
12.	DAW	45	40	85	Completed

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13.	ESF	47	40	87	Completed
14.	ENM	47	42	86	Completed
15.	IAR	43	43	86	Completed
16.	IS	46	39	85	Completed
17.	MFI	36	39	75	Completed
18.	MRM	42	42	84	Completed
19.	MDA	45	41	86	Completed
20.	MNM	40	35	75	Completed
21.	MRD	35	42	77	Completed
22.	MSS	33	30	63	Incompleted
23.	NYS	34	42	76	Completed
24.	RJP	32	39	71	Completed
25.	RDD	38	30	68	Incompleted
26.	RM	35	40	75	Completed
27.	SAI	33	33	66	Incompleted
28.	WF	35	31	66	Incompleted
Total Value		1132	1086	2215	
Average		40,42	38,78	79,10	
Completed Percentages		85,71%			

Discussions

In this study. The vocabulary shown in the exercises is taken from the video. Its purpose is to help students understand the video. The video plays twice. After watching the video, they identified the linguistic expressions used in the video. In cycle I, the narrative quotation used is oral comprehension. This is to help students understand the video and get the most out of what they have watched. On the other hand, in the second cycle, the English teacher and I agreed to adopt a more complex video narration task.

At the practice stage, students must record their own voice and combine the voice recording with video/video complete with voice recording. I prepared two different videos and then divided the students into two groups. A student must be included in the narrative video. So in one class there are two other videos. The students have more time to prepare and practice before taking the exam. In addition, videos are authentic materials that provide a list of vocabulary that students can acquire. After undergoing a series of treatments, the students seemed to have given speeches related to various topics. When learning a language, students can get the visual context provided by the pictures in the video, describing situations, environments, gestures, and other visual cues that can help students understand the message. Videos provide contextual learning and can improve understanding of spoken language.

Narrative videos can be a great model for speaking practice because they can introduce native speakers. Students will look to see what they see or hear, and videos will be provided to make their learning more enjoyable. This makes students more active in class participation, especially when practicing video dubbing. Furthermore, learning experiences about fun tend to leave memories with lasting memories as they learn. Voice over video helps students make auditory, visual, and mental connections to help them improve their long-term memory. In addition, it takes a lot of things to get them used to

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using and pronouncing the vocabulary they have. In addition, this film provides a different figure. Repetition is important in learning; For the speaking part, students need more than one clear pronunciation to imitate on their own. However, when they speak, their dialect still has a great influence on their speech. The following chart illustrates some of the common pronunciations in their conversation. Finally, video dubbing supports cross-cultural awareness. This supports students to see situations outside their classroom. This research was conducted in two cycles. There are two meetings per cycle. In cycle 1 the action succeeded in attracting students' attention and succeeded in improving students' speaking skills, but there were still weaknesses and obstacles. The purpose of using video as a medium to convey the right speech model has been successfully achieved. Students are interested in learning through voice-over videos..

CONCLUSION

Conclusions

The classroom action study included in this study was conducted on X grade students of SMA TAMANSISWA in May 2022, in the second semester of the 2021/2022 academic year. This study aims to determine the improvement of students' speaking skills using video dubbing in learning. The activities carried out in two cycles effectively improve students' grammar, vocabulary, comprehension, fluency and pronunciation. Functions as a video dub input text that combines learning and discussion. After completing two cycles, the researcher found a practical way to improve the speaking skills of 10th graders at SMA TAMANSISWA MOJOKERTO using video dubbing. First, the use of video dubbing can attract students' attention and motivation in the teaching and learning process. The use of video dubbing also makes the classroom atmosphere more comfortable and enjoyable so that students are interested in expressing their feelings. It is effective to make children more confident, and class activities make students speak English. They can make students more active by participating in group discussions or sometimes providing instant feedback in some cases.

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