A THESIS

THE USE OF VIDEO DUBBING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMAN 4 PINRANG
(A Quantitative Research)



BY

RIZKYAWAN DZALMAN IQRAM
REG NUM. 2020203888203067

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE

2026

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A THESIS

THE USE OF VIDEO DUBBING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMAN 4 PINRANG
(A Quantitative Research)

BY

RIZKYAWAN DZALMAN IQRAM
REG NUM. 2020203888203067

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE

2026

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

THE USE OF VIDEO DUBBING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMAN 4 PINRANG
(A Quantitative Research)

THESIS

As a part of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

Submitted by

RIZKYAWAN DZALMAN IQRAM
REG NUM. 2020203888203067

To

ENGLISH EDUCATION
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2026

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

SUPERVISORY COMMISSION APPROVAL

Thesis Title	: The Use of Video Dubbing Technique in Improving Students Speaking Ability At SMAN 4 Pinrang
Student Name	: Rizkyawan Dzalman Iqram
Reg. Number	: 2020203888203067
Study Program	: English Education
Faculty	: Tarbiyah
Basis for Supervisor Determination	: 4484 year 2023

Approved By:

Principal Supervisor	: Dr. Magdahalena Tjalla, M.Hum	(.....)
EIN	: 19700320 200501 2 006	
Co-Advisor	: Muajiz Muallim, M.A	(.....)
EIN	: 19910726 202321 1 027	

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN: 19830420 200801 2 010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title	: The Use of Video Dubbing Technique in Improving Students' Speaking Ability At SMAN 4 Pinrang
Student Name	: Rizkyawan Dzalman Iqram
Student Reg. Number	:2020203888203067
Study Program	: English Education
Faculty	: Tarbiyah
Basis for Assigning Examiners	: B.6/In.39/FTAR.01/PP.00.9/01/2026
Date of Graduation	: 06 January 2026

Approved By:

Dr. Magdahalena Tjalla, M.Hum.	(Chairman)	(.....)
Muajiz Muallim, M.A.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag, M.Pd.	(Member)	(.....)
Nur Asiza, M.Pd.	(Member)	(.....)

Knowing:

Dean of the Faculty of Tarbiyah

Dr. Lutfan, M.Pd.

NIP. 19830420 200801 2 010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ACKNOWLEDGEMENT

بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِنَ وَالصَّلَاةُ وَاسَّلَامُ عَلَى أَشْرَفِ ألأنبِيَاءِ والْمُرْسَلِيْنَ وَعَلَى أَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

Alhamdulillahi Rabbil Alamin. First of all, the researcher would like to express sincere gratitude to Allah SWT, for His blessings, guidance, and mercy, which have enabled the researcher to complete this undergraduate thesis successfully entitled "The Use of Video Dubbing Technique in Improving Students Speaking Ability At SMAN 4 Pinrang". Peace and blessings be upon Prophet Muhammad SAW, his family, companions, and followers. The deepest gratitude is dedicated to the researcher's beloved parents, Muh. Nawir M. and Hj. P. Suryani Daddi, for their endless love, prayers, patience, and moral support that have always strengthened the researcher in completing this study. The researcher would like to express the deepest appreciation to Dr. Magdahalena Tjalla, M.Pd., as the first supervisor, and Muajiz Muallim, M.A., as the second supervisor, for their valuable guidance, constructive suggestions, patience, and continuous encouragement throughout the process of completing this thesis.

Furthermore, the researcher would like to thank and appreciate to:

1. Prof. Dr.Hannani, M.Ag., as the Rector of IAIN Pare-pare who has struggled to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd., as the Dean of Tarbiyah Faculty of IAIN Parepare who has arranged such a great service to the students.
3. Nurul Hasanah, M.Pd., as the Chairman of English education for her great dedication and supports to the students.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

4. Dr. Magdahalena Tjalla, M.Pd., and Muajiz Muallim, M.A., as consultants' of the writer for their guidance, supports, suggestions and motivation during doing this research.
5. All lectures of English education who have provided education during his study in IAIN Parepare.
6. PBI 2020 family, Especially the PBI C class who have accompanied the writer's journey start from being new students until graduation.
7. My family, especially my parents and siblings, Ramdhan Ajhi Praditya, Rahmadi Dwi Putra as my brother, and Risnatia Haliza Nasya as my sister.
8. All the family in SMAN 4 PINRANG who has supported the writer to finish his thesis.

Nothing is perfect except Allah SWT. In writing this thesis, the researcher realizes that there are still shortcomings in the writing. Therefore, the author welcomes criticism and suggestions from all parties for future improvements.

Pinrang, 10 December 2025
19 Jumadil Akhir 1447

The Researcher,

Rizkyawan Dzalman Iqram

Reg. Num. 2020203888203067

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name	: Rizkyawan Dzalman Iqram
Student Reg. Number	: 2020203888203067
Place and Date of Birth	: Pinrang, 28 February 2002
Study Program	: English Education
Faculty	: Tarbiyah
Title of Thesis	:The Use of Video Dubbing Technique in Improving Students Speaking Ability At SMAN 4 Pinrang

Stated this thesis was his own writing and if it can be proved that it was coped, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Pinrang, 10 December 2025
19 Jumadil Akhir 1447

The Writer,

Rizkyawan Dzalman Iqram

Reg. Num. 2020203888203067

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ABSTRACT

Rizkyawan Dzalman Iqram. *The Use of Video Dubbing Technique in Improving Students Speaking Ability At SMAN 4 Pinrang. Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare. (Supervised by Dr. Magdahalena Tjalla, M.Pd. and Muajiz Muallim, M.A.).*

This research aimed to investigate the effectiveness of the Video Dubbing Technique in improving students' speaking ability, particularly in terms of pronunciation, fluency and accuracy. The study was conducted at SMAN 4 Pinrang class X.1 with 23 students as the research participants. This research employed a quantitative method with a pre-experimental design using one group pre-test and post-test. The data were collected through speaking tests administered before and after the treatment. The treatment was carried out in four meetings using the Video Dubbing Technique with different descriptive text topics, including describing objects, pets, national heroes, and personal experiences.

The pre-test results showed that the students' speaking ability was relatively low, with a mean score of 32.9. After the implementation of the treatment, the post-test results indicated a significant improvement, with the mean score increasing to 59. The statistical analysis using a t-test revealed that the t-test value (16.5) was higher than the t-table value (1.717) at the 0.05 level of significance, which indicates that the improvement was statistically significant.

Beyond the improvement in test scores, the most noticeable development was seen in specific aspects of speaking. Before the treatment, many students showed weaknesses in pronunciation and tended to be hesitant when speaking English. After participating in video dubbing activities, students demonstrated clearer pronunciation and better fluency. In addition, students became more confident and began to speak English more freely, including initiating simple conversations with their classmates using expressions they had practiced during the dubbing sessions. This indicates that video dubbing not only improved students' technical speaking aspects but also encouraged them to use English actively in real classroom interactions.

Keywords: *Video Dubbing, Technique, Speaking*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TABLE OF CONTENTS

SUPERVISORY COMMISSION APPROVAL ii
APPROVAL OF THE EXAMINING COMMISSION iii
ACKNOWLEDGEMENT iv
DECLARATION OF THE AUTHENTICITY OF THE THESIS vi
ABSTRACT vii
TABLE OF CONTENTS ix
LIST OF TABLES xi
LIST OF PICTURES xii
LIST OF APPENDICES xiii
TRANSLITERATION AND ABBREVIATIONS xiv
CHAPTER I INTRODUCTION 1
A. Background 1
B. Research Question 7
C. Objective of The Research 7
D. Significance of the Research 7
CHAPTER II REVIEW OF RELATED LITERATURE 9
A. Previous Research Findings 9
B. Some Pertinent Ideas 11
C. Conceptual Framework 31
D. Hypothesis 32
CHAPTER III RESEARCH METHOD 33
A. Research Design 33
B. Research Location and Duration 33
C. Population and Sample 34
D. Operational Definition of Variable 35
E. The Instrument of Data Collection 35
F. Procedure of Collecting Data 36
G. Techniques of Data Analysis 38
CHAPTER IV FINDING AND DISCUSSION 42

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A. Findings 42
B. Discussion 60
CHAPTER V CONCLUSION AND SUGGESTION 71
A. Conclusion 71
B. Suggestion 72
BIBLIOGRAPHY I
APPENDICES IV
CURRICULUM VITAE XXII

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF TABLES

Number of Tables	The Title of Tables	Pages
2.1	Level of Speaking Summary	18
3.1	The total of Students in class X SMAN 4 Pinrang	45
3.2	Asesement Of Students Speaking	50
3.3	Classification Students' Score	52
4.1	The Classification Students Speaking Score in Pre-Test	55
4.2	The Classification Score, Frequency and Percentage of Pre-Test	57
4.3	The Students Speaking Score in Post-Test	65
4.4	The Classification Score, Frequency and Percentage of Pre-Test	67
4.5	Score The Mean Pre-Test/Post-Test	70
4.6	Score Standard Deviation Pre-Test/Post-Test	71
4.7	Test of Significant	72

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF PICTURES

Number of Tables	The Title of Picture	Pages
2.1	The Conceptual Framework	29

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF APPENDICES

Number of Appendices	The Title of Appendices	Pages
1	Virtue of Consultant Degree	V
2	Letter of Research permint Recommendation	VI
3	Letter of Research permint Recommendation by PTPS	VII
4	Letter of Research Completion	VIII
5	Intrument of the research	IX
6	Lesson plan	XIII
7	Students score in pre-test activity	XVII
8	Students score in post-test activity	XVIII
9	Mean and Standard Deviation Score	XIX
10	Documentation	XX
11	Curriculum Vitae	XXII

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (ˀ).

2. Vocal

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
يَيْ	Fathah and Ya	Ai	a and i
وَوْ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
يَا /بَي	Fathah and Alif or ya	Ā	aandline above
يِيْ	Kasrah and Ya	Ī	iandline above

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ِيْ	Kasrah and Ya	Ī	iandline above
ُو	Kasrah and Wau	Ū	u and line above

Example :

مات :māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

a. Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].

b.Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses thearticle al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الجَنَّةِ : *rauḍahal-jannahatauraudatuljannah*

اَلْمَدِيْنَةُ الْفَاضِلَةِ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

اَلْحِكْمَةُ : *al-hikmah*

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

رَبَّنَا :*Rabbanā*

نَجَّيْنَا : *Najjainā*

اَلْحَقُّ : *al-haqq*

اَلْحَجُّ : *al-hajj*

نُعْمَ : *nu‘‘ima*

عَدُوّ : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrahِيّ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ:‘Arabi (not‘Arabiyyor‘Araby)

عَلِيٌّ : ‘Ali (not‘Alyyor‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا(*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example :

اَلْشَمْسُ : *al-syamsu (notasy- syamsu)*

اَلزَّلْزَلَةُ : *al-zalzalah (notaz-zalzalah)*

الفَلْسَفَةُ : *al-falsafah*

اَلْبِلَادُ : *al-bilādu*

7. Hamzah

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُوْنَ : *ta’murūna*

النَّوءُ : *al-nau’*

شَيْءٌ : *syai’un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīẓilālal-qur’an
Al-sunnahqablal-tadwin
Al-ibāratbi ‘umum al-lafẓlābikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِيْنُ اللهِ : *Dīnullah*

با الله : *billah*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُمْ فِيْ رَحْمَةِ اللهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi'alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur'an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

1. Abbreviations

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Some of the standardized abbreviations are:

swt. = *subḥānahūwata'āla*

saw. = *ṣallallāhu 'alaihiwasallam*

a.s. = *'alaihi al- sallām*

H = Hijriah

M = Masehi

SM = SebelumMasehi

l. = Lahirtahun

w. = Wafattahun

QS …/…: 4 = QS al-Baqarah/2:187 atau QS Ibrahīm/ …, ayat 4

HR = Hadis Riwayat

Some abbreviations in Arabic:

ص = صفحة

دم = بدون

صلعم = صلى الله عليه وسلم

ط = طبعة

دن = بدون ناشر

الخ = إلى آخرها / إلى آخره

ج = جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of etalia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER I

INTRODUCTION

A. Background

Speaking ability is one of the core competencies in learning English, because it is the main medium in conveying ideas, thoughts, and emotions verbally. However, in practice, this skill is often a challenge for students, especially in the context of English as a Foreign Language (EFL), such as in Indonesia where English is still a foreign language. Many students have difficulty speaking due to lack of confidence, limited active vocabulary, and the mismatch between spelling and pronunciation in English.

The importance of speaking ability has been widely recognized in language learning, and many learners often face challenges in developing their speaking abilities. These challenges can stem from shyness or lack of self-confidence, limited access to communicative experiences, or difficulty mimicking the intonation, accent, and speaking style of native speakers. This requires teachers to find strategies that attract students' attention.

In the context of language teaching, Brown classifies speaking ability into several levels, one of which is imitative speaking, which is the ability to imitate sounds, pronunciation, and intonation without needing to understand the meaning in

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

depth. This level is a basic stage in developing speaking ability, which is the foundation for fluency at the next level.[1] Therefore, an imitation-based teaching approach is very important to improve students' accuracy and fluency properly.

Along with the development of educational technology, various digital media-based learning techniques have begun to be applied in language teaching. One of the innovative techniques relevant to the imitative level is the video dubbing technique, which is the activity of replacing the original voice in a video with the voice of students who imitate the dialogue according to the lip movements of the characters in the video.

This technique is based on the theory put forward by Richard E. Mayer in the Cognitive Theory of Multimedia Learning explaining that learning will be more effective when students receive information through two cognitive channels, namely visual and verbal.[2] Video dubbing involves both simultaneously where students see (visual) video scenes and hear and produce sounds (verbal) to imitate the character's speech. This process not only improves short-term memory processing, but also strengthens pronunciation accuracy through contextual repetition.

Furthermore, from the perspective of Behaviorist theory (Skinner, 1957), language acquisition is acquired through the process of imitation and repetition.[3] Video dubbing provides a native language model that can be imitated directly by

[1]Brown, H. D *Language assessment: Principles and classroom practices*. Pearson Education. 2004
[2]Mayer, R. E. *Multimedia learning* (2nd ed.). Cambridge University Press. 2009
[3]Skinner, B. F. *Verbal Behavior*. New York: Appleton-Century-Crofts. 1957

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students, while providing direct feedback in terms of voice, intonation, fluency, accuracy and timing. This makes this technique very suitable for the principles of drill-based learning in behaviorism, which focuses on reinforcement through repetition on a scale, so that it can improve students' speaking ability by using video dubbing to imitate speaking.

Unfortunately, the practice of speaking learning in many schools, including SMAN 4 Pinrang, still tends to focus on lecture and memorization methods, which do not involve active and contextual speaking activities. Based on the results of initial observations, students still find it difficult to speak due to the lack of pronunciation, intonation, and rhythm of speaking practice. This causes their low fluency and accuracy when speaking English. Based on initial observations made by the researcher on Monday, February 5, 2024, from the teacher Tarbiyah Zainuddin S.Pd, who teaches in class X at SMAN 4 Pinrang, if speaking is still very difficult to learn by students because of different pronunciation and spelling, this is one of the challenges faced by teachers in teaching speaking.[4] Therefore, the researcher aims to use video dubbing to improve students' speaking ability.

In addition, during the observation, the researcher found that students often lacked confidence in speaking, which might be due to their unfamiliarity with correct pronunciation and intonation in English. They struggled with sentence stress and rhythm, which affected their fluency and clarity in communicating their ideas.

[4]Tarbiyah Zainuddin. 2024. interview by author. Pinrang. February 2024.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

This difficulty in pronunciation, accuracy and fluency is often exacerbated by students' limited ability to speak English, as they mainly rely on written materials for learning. This lack of practice with spoken language impacts their ability to talk with the correct pronunciation and natural flow, making speaking activities classless, engaging, and effective.

The challenge of teaching speaking is further compounded by students' fear of making mistakes, especially when speaking in front of peers. Many students hesitate to participate actively in speaking exercises because they fear mispronunciation and its potential embarrassment. This lack of active engagement in speaking practice hinders the development of their speaking skills, as students miss opportunities to improve their pronunciation, intonation, and overall communication skills. While effective for teaching grammar and vocabulary, the teacher's current methods do not sufficiently address students' needs for practical speaking experiences that can boost their confidence and competence.

Given these challenges, video dubbing is a promising technique for teaching speaking by imitating videos of native speakers. By involving students in dubbing, they will be exposed to authentic pronunciation and intonation and get the opportunity to imitate and practice the flow of real conversation. Video dubbing allows students to listen to native or fluent speakers and then try to imitate their speech, which can help improve pronunciation, intonation, and even the confidence

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

needed to speak naturally. This technique is expected to create a more engaging learning experience where students are motivated to practice speaking without fear of being judged by their peers, because they can practice in pairs or small groups before performing in front of the class.

The Video Dubbing Technique is relevant to the speaking learning objectives for tenth-grade students in senior high school based on the national curriculum. Speaking learning at this level aims to help students communicate effectively, express ideas confidently, start and continue conversations, and use appropriate vocabulary. Video dubbing supports these objectives by giving students clear speaking models and repeated practice. Through this technique, students are encouraged to use English more actively and confidently in spoken communication.

Video dubbing may appear to be a simple technique for senior high school students because it focuses on imitative speaking. However, this technique plays an important role in building students' confidence in speaking English. Confidence is a crucial factor in speaking ability, as students who lack confidence often hesitate to speak even when they have sufficient vocabulary and grammatical knowledge.

The researcher believe that video dubbing provides a structured yet enjoyable medium for students to practice their speaking skills because it directly imitates videos from native speakers. This can bridge the gap between theoretical language knowledge and practical application by making speaking practice more interactive

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

and less intimidating. Ultimately, the researcher aim to investigate the extent to which video dubbing can improve students' speaking ability by directly imitating native videos, with a focus on accuracy and fluency, and to evaluate its effectiveness as an English language teaching technique.

Imitative speaking is an important foundation in learning speaking, especially for senior high school students who are still developing their oral English skills. At this level, students need clear examples of how words are pronounced, how sentences are spoken, and how intonation is used in real communication. Without a clear model, students often feel unsure about how to speak correctly and tend to avoid speaking activities. Therefore, imitative speaking becomes a necessary stage that helps students learn by listening and repeating before they are able to produce language independently.

Video Dubbing Technique strongly supports imitative speaking because it provides direct audio and visual models for students to follow. Through video dubbing, students can listen to correct pronunciation while observing facial expressions and mouth movements, which helps them imitate spoken English more accurately. Repeated dubbing practice allows students to become more familiar with English sounds and speaking patterns. As students gain more experience through imitation, they gradually become more confident and prepared to use English in real speaking situations.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Seeing these problems, the video dubbing technique becomes an innovative alternative that is relevant and contextual to overcome these obstacles, especially at the basic level (imitative). This technique not only provides exposure to authentic input, but also trains students to reproduce spoken language naturally and enjoyably, so as to improve accuracy, speaking fluency and confidency.

Therefore, the researcher is interested in studying the effectiveness of using video dubbing in improving students' speaking skills, especially in the aspects of accuracy, fluency and confidence, with a focus on grade X students of SMAN 4 Pinrang. This study is expected to contribute to the development of speaking teaching techniques based on technology and modern learning theories.

B. Research Question

Based on the background above, the researcher formulated the following research questions: Does video dubbing improve students' speaking ability at the tenth grade of SMAN 4 Pinrang?

C. Objective of The Research

Based on the research question above, the researcher's goal is to see whether video dubbing improves the speaking ability of tenth-grade students at SMAN 4 Pinrang.

D. Significance of the Research

The results of this research are expected to be useful for:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. For the Teachers

   This research can be a reference and motivation for using video dubbing as a technique in the English language learning process, especially in speaking lessons.

2. For the Students

   This research is expected to improve students' speaking ability.

3. For the researcher

   The results of this study are expected to help researcher in academic literature related to the use of video dubbing as learning to improve students' speaking.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER II

REVIEW OF RELATED LITERATURE

This section will explain the findings of previous research that are relevant to the background information of the current study.

A. Previous Research Findings

Some previous studies that are relevant to The Use of Video Dubbing (VD) Technique in Improving Students Speaking Ability are as follows:

Issues relevant to video dubbing in learning to speak are contained in the journal Haerunnisa. "The Use of Dubbing Video Technique to Improve Students' Speaking Skill at SMPN 35 Makassar". This study used quantitative methods with a pre-experimental approach, with the results showing that the use of video dubbing in improving students' speaking skills indicated that the mean score on the pre-test was 56.15 and the mean score on the post-test was 87.45, which means that it influenced the improvement of students' speaking skills.[5]

The following relevant research is from Dian Christina. "Dubbing Method and Learning Videos for Improving Students' English Speaking." This study used a descriptive method with a pre-experimental approach, with the results

[5]Haerunnisa Haerunnisa, 'The Use of Dubbing Video Technique To Improve Students' Speaking Skill At Smpn 35 Makassar', *The Academic: English Language Learning Journal*, 6.2, 2021.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

showing if the dubbing method worked effectively in the teaching process to improve students' English-speaking skills.[6]

Furthermore, research that is relevant to the current study is research from Firdaus Ditya Pamungkas. "How Video Dubbing Can Improve Students' Speaking Pronunciation". This research uses the action research method, with the results showing that the application of video dubbing can improve students' speaking pronunciation and has a beneficial effect on students' speaking skills, especially in speaking.[7]

The last research relevant to the current study is Vitania Nursia Anantin's "Improving Student's Speaking Skill Using Dubbing Videos Activity." This research uses the Action Research method, and the results show that students' speaking skills can continue to improve each cycle by using dubbing video activities.[8]

From the previous studies, the researcher can conclude that there are similarities between the four studies, namely, using video dubbing to improve students' speaking ability. However, these studies use different approaches and methods and focus on specific aspects, such as effective strategies for using this

[6]Dian Christina, 'Dubbing Method and Learning Videos for Improving Students' English Speaking', *Jurnal Pedagogi Dan Pembelajaran*, 4.3 2021.

[7]Firdaus Ditya Pamungkas, 'How Video Dubbing Can Improve Students' Speaking Pronunciation', *ETERNAL (English Teaching Learning and Research Journal)*, Volume 5, 2019.

[8]Vitania Nursia Anantin, 'Improving Student's Speaking Skill Using Dubbing Videos Activity', 2022.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

technique in learning. So that researcher can identify and evaluate specific innovations or challenges in using video dubbing techniques in specific educational environments, which can provide new insights for researcher in education. So, the researcher used video dubbing techniques to improve students' speaking abilities.

Although previous studies have shown that video dubbing improves speaking performance in general, this study focus on the use of the Video Dubbing Technique as a means to develop students' speaking ability through imitative speaking while emphasizing students' confidence as a key outcome. Unlike many previous studies that mainly measure speaking improvement through test scores and focus on technical aspects such as fluency and accuracy, this study highlights confidence as an essential component of speaking development. This study provides a more comprehensive understanding of how video dubbing supports speaking development in the context of senior high school students.

B. Some Pertinent Ideas

1. Speaking
    a. Definition of Speaking

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Speaking is the fundamental component of all human languages and the foundation of human communication.[9] Speaking is an oral communication skill in which one uses words to express ideas, thoughts, or feelings to others successfully.

According to Brown, speaking is the interactive process of generating, receiving, and digesting verbal information. It entails the rapid and spontaneous use of language. The capacity to converse with people, answer inquiries, and articulate thoughts and viewpoints clearly and fluidly are all directly tied to speaking.[10]

b. The Functions of Speaking

Speaking is a critical skill in language learning and serves various essential functions in communication, particularly in the context of learning English as a Foreign Language (EFL) in Indonesia. As a productive skill, speaking allows students to express ideas and emotions and functions as a medium for interaction, self-expression, and knowledge sharing. The functions of speaking in the EFL classroom can

[9]Aip Syaepul Uyun, 'Teaching English Speaking Strategies', *Journal of English Language Learning*, 6.1, 2022.

[10]Brown, H. D. 2019. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

be divided into several core areas, including communicative function, social function, cognitive function, and linguistic function.[11]

1) Communicative Function

The primary function of speaking is to enable communication. In this context, speaking is a tool for delivering messages, exchanging ideas, and participating in verbal exchanges. In the EFL setting, this function is particularly emphasized, as students are required to use English as a medium of communication both inside and outside the classroom.[12]

Study involving senior high school students in Jakarta, where speaking activities enhanced the student's communicative competence. The study found that students who were regularly engaged in speaking activities, such as discussions, debates, and presentations, showed improved communicative competence compared to those who focused only on receptive skills like reading and listening. Speaking functions not only as a medium for self-

[11]Rahmatullah, D. 2021. *Enhancing Students' Communicative Competence through Speaking Activities in Jakarta Senior High Schools*. Jurnal Pendidikan Bahasa Inggris, 12(2), 89-101.

[12]Fitriana, A. 2020. *The Role of Speaking Skills in EFL Classrooms: A Case Study of Indonesian High Schools*. Journal of Language Teaching, 15(1).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

expression but also as a means to negotiate meaning, clarify ideas, and respond to others.

2) Social Function

Beyond its communicative role, speaking also fulfills a significant social function. Individuals build social relationships, express solidarity, and create social bonds through speaking. In the classroom, speaking activities allow students to practice English in social settings, allowing them to understand and participate in culturally appropriate ways of interacting.

The importance of speaking in building students' confidence to participate in social interactions. His research at a vocational high school in Bandung found that students who regularly engaged in speaking activities such as role-playing or collaborative problem-solving exhibited higher social competence. These students were better equipped to handle real-life situations requiring English, such as interacting with foreign tourists or participating in online communities.[13]

3) Cognitive Function

[13]Yusuf, A. 2020. *The Social Function of Speaking in Vocational High Schools: A Case Study in Bandung*. Jurnal Bahasa dan Sastra, 13(3).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Speaking also serves a critical cognitive function in language learning. It involves processing and organizing thoughts in real time, thus contributing to mental development. Speaking forces students to structure their ideas, plan their utterances, and think critically about how to express themselves. It requires students to engage in higher-order thinking skills such as analysis, synthesis, and evaluation.[14]

4) Linguistic Function

Speaking is vital in reinforcing linguistic knowledge, including grammar, vocabulary, and pronunciation. As students engage in speaking activities, they practice applying linguistic rules in real-time, which helps solidify their understanding of the language. Repeated speaking practice allows learners to internalize language structures, experiment with new vocabulary, and improve their pronunciation.

In another study, students' pronunciation skills improved significantly after phonetic transcription during speaking practice. Students could speak more clearly and confidently by focusing on

[14]Hadi, R. 2021. *The Role of Speaking in Cognitive Development: A Study in Islamic Senior High Schools in Surabaya*. Jurnal Pendidikan Bahasa.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

the correct pronunciation of complex English sounds, which enhanced their overall speaking performance.[15]

c. Level of Speaking

In the book "Language Assessment: Principles and Classroom Practices", Brown divides speaking skills into five categories or levels, based on their purpose, context, and complexity. [16]These levels also show a progression from basic to complex speaking skills, such as:

1) Imitative Speaking

The ability to imitate or repeat words, phrases, or short sentences accurately in terms of pronunciation and fluency. with the aim of training articulation, intonation, and rhythm in speaking. The main characteristic of imitative speaking is that it does not focus on meaning but on pronunciation and fluency. Example activities: Repeating after the teacher, drilling sounds, mimicking dialogue from videos (as in video dubbing).

This study focuses on the imitative level of speaking, which is the most basic stage in the development of oral language skills. At this level, learners are primarily engaged in repeating words, phrases, or

[15]Widiastuti, R. *Improving Pronunciation through Phonetic Transcription in Speaking Practice*. Journal of English Language Studies, 2023.

[16]Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

sentences after a model, usually a teacher or an audio recording. The primary goal is not to produce native speech, but to build a strong foundation in accurately articulating the sounds and patterns of the target language. This phase is often characterized by controlled and repeated practice aimed at familiarizing the learner with the phonological aspects of the language.

The emphasis in imitative speaking is heavily on fluency and accuracy, with special attention to pronunciation. However, in this context, fluency refers to the fluency and ease of repetition rather than spontaneous speech production. Accuracy, especially in pronunciation, is emphasized to ensure that learners can produce sounds and intonations that closely mirror native-like speech. Such accuracy is crucial, as early habits in pronunciation can significantly affect intelligibility and confidence in future communication situations.

Unlike more advanced speaking levels that encourage spontaneous expression and complex language use, the imitative level does not require learners to generate their own ideas or engage in real-time interaction. Instead, the goal is to improve pronunciation in language acquisition, especially in English. Mastery at this stage serves as a stepping stone to further development in interactive and

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

communicative competence, where learners are expected to produce language more independently and expressively.

2) Intensive Speaking

Speaking in a controlled context, usually with a specific sentence structure or pattern, the goal is to practice language structures (grammar, syntax) and certain forms of speech. Example activities: Reading aloud, sentence completion, controlled dialogue, pronunciation exercises with limited variation.

3) Responsive Speaking

Responsive speaking Giving short verbal responses in two-way interactions. with the aim of Practicing natural and spontaneous responses in short conversational situations. Example Activities: Short question-answers (e.g., "How are you?" – "I'm fine."), giving directions, small talks.

4) Interactive Speaking

Interactive speaking is oral interaction in the form of a longer and more complex conversation or discussion. The goal is to practice negotiating meaning, maintaining continuity of dialogue, and using language in a social context. Examples of activities: Interviews, role-play, group discussions, debates.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5) Extensive Speaking

Extensive speaking, Long and structured speech in a monologue, not a conversation. The goal is to train the ability to convey ideas coherently, informatively, and persuasively. Examples of activities: Oral reports, storytelling, speeches, presentations.

Table 2.1 Level of Speaking Summary

Level	Main Focus	Activity
Imitative	Imitating sounds, intonation, stress, pronunciation, fluency	Repeating words/sentences, video dubbing
Intensive	Sentence structure, articulation	Reading aloud, sentence patterns
Responsive	Short responses in communication	Q&A, giving directions
Interactive	Two-way dialogue or discussion	Interview, conversation, role-play
Extensive	Long speech in the form of a monologue	Storytelling, speeches, oral presentation

d. Component of Speaking

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Based on Jeremy Harmer's book, speaking ability is not just about delivering words, but requires integration of various linguistic, phonological, and strategic aspects.[17] The following are the components:

1) Connected Speaking

Native speakers rarely pronounce words one by one in isolation. In practice, words will be connected through linking, assimilation, elision, and contractions. The implication is that learners need to be trained to understand and produce connected speech so that it sounds natural.

2) Expressive Devises

When speaking, speakers use various expressive tools such as: Intonation, Stress, Pitch, Volume, Speed, Gesture & facial expressions. The goal is to express emotions, intensity, or attitudes more clearly and vividly.

3) Lexical and Grammar

The use of vocabulary and sentence structure appropriate to the communication situation. Its implications Learners need to master the register appropriate to the context (formal vs informal), as well as grammatical structures commonly used in spoken interaction.

4) Negotiation Language

[17]Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Language used to maintain smooth communication, especially when there is misunderstanding or clarification. The goal is to help maintain continuity in interactive conversations.

5) Fluency

The ability to speak fluently, without too many pauses, and with a natural rhythm. Harmer emphasizes that Fluency does not mean speaking fast, but speaking flowingly and understandably.

e. Types of Speaking

The types of speaking in English language learning can be divided into:

1) Formal Speaking

Used in academic or formal situations such as presentations or class discussions. Formal speaking is usually more structured and requires careful preparation.

2) Informal Speaking

Used in everyday situations such as conversations between friends or family. Informal speaking is more spontaneous, flexible, and less bound by strict language rules.[18]

[18]Adi, P. (2019). *Perbedaan kemampuan speaking siswa dalam konteks formal dan informal di lingkungan sekolah menengah atas*. Jurnal Pendidikan Bahasa Inggris.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Speaking into transactional speaking and interactional speaking. Transactional speaking is focused on conveying information, for example, when someone asks for instructions or questions. In contrast, interactional speaking prioritizes social interaction to maintain interpersonal relationships.[19]

f. Technique of Teaching Speaking

Technique refers to implementing methods by teachers and students in the classroom that are appropriate for the method being used. Teachers should employ techniques to make the lesson more engaging and understandable when speaking. Various teaching techniques have been developed to enhance speaking proficiency, each focusing on different aspects of language use. This section will explore some standard and practical techniques in teaching speaking skills, namely:

1) Role-Playing

Role-playing is an engaging teaching method where students are placed in simulated, real-world situations, requiring them to use the target language to communicate effectively. This approach

[19]Rohmah, L. (2020). *Pengembangan kemampuan berbicara siswa melalui teknik role-play di sekolah menengah atas*. Jurnal Bahasa dan Seni, 18(1).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

promotes spontaneous speech, allowing learners to engage in natural conversations within a structured environment.[20]

2) Group Discussion

Group discussions allow students to exchange ideas and opinions, helping to enhance their critical thinking and conversational skills. Smaller groups offer a more comfortable environment, giving learners more chances to participate than they would in larger classes.[21]

3) Debates

Debate is a structured speaking activity in which students argue for or against a particular issue. This technique encourages using persuasive language, logical reasoning, and critical thinking while developing students' ability to speak confidently in public.[22]

4) Storytelling

Storytelling is an effective technique to develop speaking fluency, creativity, and the ability to narrate. This technique encourages students to organize their thoughts logically and use

[20]Amalia, R. (2020). *The Effectiveness of Role-Playing in Improving Speaking Skills among EFL Learners*. Jurnal Pendidikan Bahasa Inggris, 12(1).

[21]Suryani, M. (2021). *Using Group Discussion to Enhance EFL Students' Speaking Skills in Indonesia*. Jurnal Pendidikan dan Pembelajaran, 10(2).

[22]Fauziah, A. (2022). *Improving Speaking Skills through Debating Activities in Indonesian EFL Classrooms*. Jurnal Linguistik dan Bahasa, 15(1).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

descriptive language. Storytelling can be done in various forms, such as personal experiences, fictional tales, or recounting historical events.[23]

5) Video Dubbing

Video dubbing is an innovative technique in which students replace the original audio of a video with their voice recordings. This technique requires learners to carefully listen to and reproduce the original dialogue, promoting accurate pronunciation, fluency, and confidence in speaking.[24]

Teachers can use video dubbing techniques in speaking lessons as an alternative to teaching speaking to students, especially at the imitative speaking level. This video dubbing technique listens to and imitates dialogue in native videos, and students can hone their skills in correcting accuracy and fluency by emphasizing the imitative level. Through this video dubbing, students can speak naturally by following the lip movements in the native speaker video.

2. Video Dubbing

a. Definition of Video Dubbing

[23]Hidayat, F. (2019). *The Impact of Storytelling on EFL Learners' Speaking Performance*. Jurnal Pendidikan Bahasa, 14(3).

[24]Wahyuni, S. (2021). *Using Video Dubbing to Improve Pronunciation in EFL Classrooms: A Case Study in Indonesia*. Jurnal Linguistik Terapan, 14(3).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Video dubbing is a technique in which students replace the original voice on a video with their own. In a learning context, students are asked to listen to the original dialog from the video, understand the context, and then re-record their voice according to the lip movements of the characters on the video.

Video dubbing helps students understand the importance of paralinguistic elements in speaking, such as tone and intonation. Students not only learn how to pronounce words correctly but also how to convey messages appropriately according to the context.

The use of video dubbing techniques is very much in accordance with the principles of utilizing learning media according to Heinich in 2005, because this technique presents interactive and pedagogically relevant media. Video dubbing provides a multi-sensory learning experience, combining visual aspects (seeing lip movements and expressions), auditory (hearing intonation and pronunciation), and kinesthetic (practicing voice production through recordings).[25] In addition, this technique is able to answer students' needs in learning language contextually and communicatively, because they imitate language in real situations through video displays. In the context of

[25]Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2005). Instructional Media and Technologies for Learning. Pearson Education.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

speaking learning, video dubbing is an effective tool, especially at the imitation stage, which is the initial stage of learning to speak that focuses on pronunciation, intonation, and rhythm. This imitation stage is an important foundation for achieving speaking fluency at a more advanced level.

b. Benefits of Video Dubbing in Speaking Learning

1. Improves Pronunciation and Intonation

Video dubbing directly trains students in pronouncing words and phrases, as they have to imitate the original pronunciation of the native speaker in the video. The synchronization between the character's voice and lip movements also forces students to pay attention to the intonation and rhythm of speaking.

2. Improves Fluency

In video dubbing, students are exposed to the natural speaking speed of native speakers, which helps them adjust to a faster and more natural speaking speed. Repetition of this activity helps students become more fluent in speaking as they constantly practice following the rhythm of the language.

3. Boosts Self-Confidence

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Video dubbing also helps increase students' confidence in speaking English. By practicing speaking through engaging media such as videos, students feel more comfortable and motivated to use the language actively. This exercise allows students to practice speaking without the pressure of direct communication with others.

c. Steps of Using Video Dubbing Technique in Speaking

For this technique to be implemented optimally, teachers need to apply structured steps to guide students in the learning process focused on improving speaking skills. Here are the steps of implementing video dubbing in imitate speaking learning in detail:

1) Selection of Appropriate Video Materials

The first step in implementing video dubbing is to choose the right video. Teachers should consider the students' language level, topics relevant to the syllabus, and the duration of the video. Videos with clear, simple, and not-too-long conversations are ideal for early learning. Animated videos, movie scenes, or excerpts from television shows can be a good choice as the visuals help contextualize learning. Video Selection Criteria:

a) Difficulty level: Adjust to the students' level.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

b) Relevance: The video should support the language learning topic being studied.

c) Duration: An ideal video should be around 2-5 minutes long to keep students focused and not be too burdensome for voice-overs.

2) Video Watching and Comprehension

Before students do the voice-over, they should watch the video thoroughly. This step aims for students to understand the dialog's context, storyline, emotion, and intent. The teacher can assign tasks to identify characters in the video, analyze the dialogue, or understand the atmosphere of the conversation. Observation Activity:

a) Watch the video without text: The teacher shows the video without text for the first time so that students focus on the dialog and body language of the characters.

b) Context discussion: After watching the video, students discuss its content.

3) Pronunciation and Intonation Practice

After understanding the video, students need to practice saying the dialog, focusing on pronunciation, intonation, and rhythm of the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

conversation. The teacher can provide a script for the students to compare with the original dialog in the video. At this stage, students practice saying the dialogue while paying attention to synchronization with lip movements and character emotions. Practice steps:

a) Practice with the script: The teacher provides the script of the dialog from the video, and the students read and imitate the original intonation from the video.

b) Pair practice: Students pair up to practice the dialog with each other, discussing complex parts of pronunciation or requiring particular emphasis on intonation.

4) Dubbing the Video

The core stage of the process is dubbing. At this stage, students record their voices to replace the original dialog in the video. This process can be done in groups or individually. Students will synchronize their voices with the lip movements of the characters in the video, which demands high concentration and attention to timing. Voice Over Steps:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a) Record per dialog: The teacher can divide the dialog into short sections so students can focus on small segments before combining them.

b) Re-recording: If the synchronization between voice and lip movements is imperfect, students can repeat the recording until the result is satisfactory.

5) Reflection and Feedback

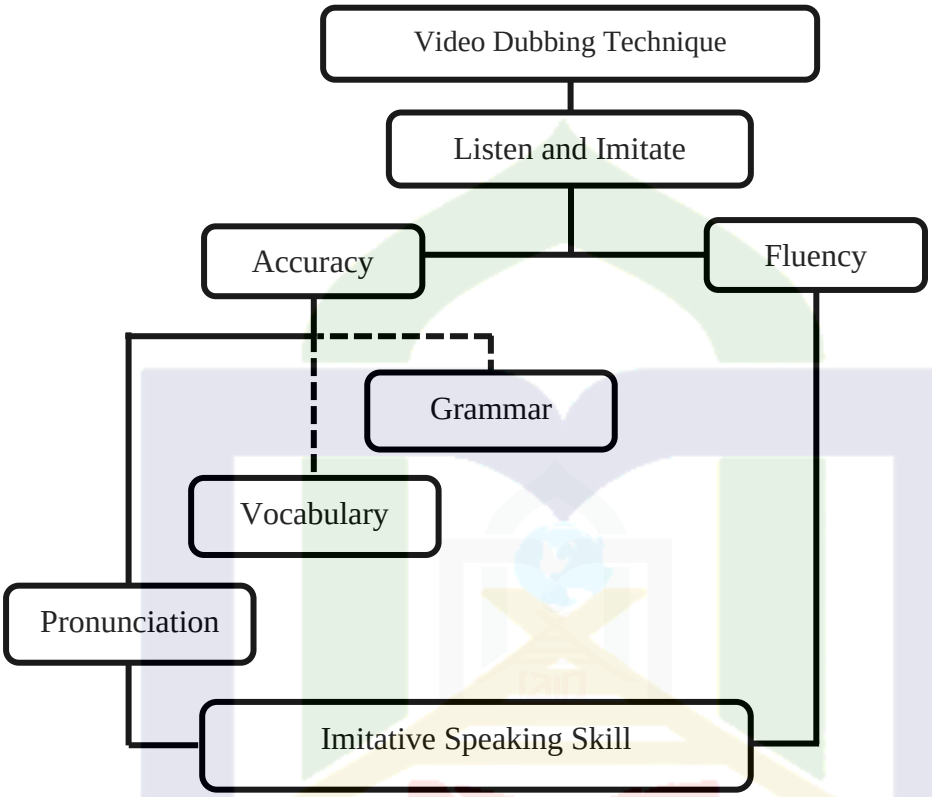
After the students have completed the voice-over process, their dubbing videos are shown in front of the class. The teacher and classmates then provide feedback on pronunciation, intonation, emotion displayed, and compatibility between sound and visuals. Evaluation Step:

a) Video show: The final results of the students' dubbing videos are shown in front of the class for evaluation.

b) Feedback from teacher and peers: The teacher gives feedback on technical aspects (pronunciation and intonation) and creative aspects (emotion and expression). Classmates can also provide feedback.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Conceptual Framework



The video dubbing technique is a media-based learning approach that involves the process of replacing the original voice in a video with the student's own voice. Through this technique, students are required to imitate the speech of native speakers in the video, both in terms of pronunciation, intonation, rhythm, and expression. This imitation process is called imitate speaking, which is the core of the learning activity. By repeatedly imitating native speakers, students get the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

opportunity to practice two main aspects of speaking skills, namely accuracy and fluency. Through consistent practice using this technique, both aspects can develop in a balanced way. Ultimately, this process has a direct impact on improving students' overall speaking ability, both in terms of accuracy and fluency. Thus, video dubbing as a form of imitate speaking practice has proven to be an effective technique for developing students' English speaking ability in an interesting and authentic learning context.

D. Hypothesis

The research formulates the hypothesis as follows:

Ho (Null hypothesis): Using the video dubbing technique cannot improve the students speaking ability.

Ha (Alternative hypothesis): The video dubbing technique improves the students' speaking skills.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER III

RESEARCH METHOD

This chapter describes the research method/design, location and time, population, samples, instruments, and data collection procedures.

A. Research Design

This research used a quantitative approach, applying a pre-experimental design with one group pre-test and post-test design. In the experimental design, the group was observed after actions presumed to cause change. As an experimental research study, this study tested the use of video dubbing to improve students' speaking ability. After this experimental research, students' speaking ability could be enhanced by learning to use video dubbing.

B. Research Location and Duration

1. Location

   The research was conducted at SMAN 4 Pinrang, located on Andi Wanreng Street No.7, Watang Suppa, Suppa sub-district, Pinrang district, South Sulawesi.

2. Duration

   It took one month to collect and analyze the data as an experimental study. So, the researcher spent more than one month collecting and analyzing the data.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Population and Sample

1. Population

This research was conducted on a population consisting of class X at SMAN 4 Pinrang.

Table 3.1 The total of Students in class X SMAN 4 Pinrang

NO.	Class	Sex		Total of Students
		Male	Female	
1	X 1	18	15	33
2	X 2	17	14	31
3	X 3	18	13	31
4	X 4	17	15	32
Total				152

Based on the table above, the population in this study was 152 students of class X at SMAN 4 Pinrang. The researcher chose the X class at SMAN 4 Pinrang as the research population because the researcher had taught the students directly, so the researcher knew some problems in the school.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. Sample

The sampling technique was purposive sampling. The researcher chose class X.1 of 23 students as the sample because this research prioritized students who were still not fluent in English. So, the teacher in school suggested taking X.1 SMAN 4 Pinrang for this research because most of the students in the class were not fluent in English speaking.

D. Operational Definition of Variable

This research had two variables: Video Dubbing Technique and Students' Speaking Ability. In this study, the researcher examined whether video dubbing could improve students' speaking ability. The process included imitating the pronunciation and fluency of the characters in the video to train students' speaking skills. Students' speaking ability was measured based on their skill in conveying messages orally with aspects such as fluency and pronunciation when speaking in English. In this study, the improvement of speaking ability was evaluated through speaking tests before and after the application of the video dubbing technique, using a standardized scoring rubric.

E. The Instrument of Data Collection

The researcher used a speaking test item as the research instrument in the data collection. The speaking tests consisted of a pre-test and post-test. The pre-test was given to the students to measure their speaking skills before treatment, while

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

the post-test was given to the students after the treatment to measure their speaking development.

F. Procedure of Collecting Data

The following were the procedures of data collection that the researcher used:

1. Pre-test

The pre-test aimed to determine students' speaking ability before being given treatment using the video dubbing technique. This pre-test was a speaking test given to students, and the speaking test in this pre-test was a conversation exercise. The pre-test began with the researcher explaining what the students would do.

2. Treatment

In the treatment, there were four meetings. Each meeting provided a native speaker video by animated video, Ted Talk, cartoon, etc., with the following video dubbing technique steps:

1) Video Selection

Choose short videos in English that are appropriate for your student's level.

2) Listening & Imitation

Students listened to and imitated several times the sentences in the video.

3) Practice & Dubbing

Students recorded their voices replacing the original voices in the videos.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

4) Feedback & Correction

The teacher or app provided feedback on accuracy and fluency.

5) Reflection

Students watched their dubbing results and assessed their own progress.

6) Steps in Each Meeting:

Media Used:

a. Meeting 1–2: Animated Video – everyday dialogue

b. Meeting 3–4: Cartoon Movie - interactive scene

Steps	Activity Description	Instruments Used
Pre-Viewing	Students watch a 1–2 minute video	Animation/TED video
Listening Task	Students listen to the dialogue and imitate it orally.	Script dialog & speaker
Practice & Pair Work	Students practice imitation repeatedly in pairs/small groups.	Script video
Dubbing Task	Students re-recorded their voices replacing the original sound of the video.	Recorder/video editor application (eg: CapCut)
Feedback Session	The teacher gives corrections (intonation, pronunciation)	Assessment rubric and teacher notes
Self-Reflection	Students write down difficulties and things learned.	Reflection sheet (optional)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3. Post-test

The researcher distributed the post-test to measure speaking ability after the treatment. This test was the same as the pre-test with a different topic of conversation.

G. Techniques of Data Analysis

After collecting the data, the researcher analyzed the data to obtain valid results. The researcher used quantitative data analysis. The following were the steps of quantitative data analysis:

1. Classifying the score of students by using the following scale:

J.B. Heaton explained that in data analysis, researchers used an assessment scale that included accuracy, fluency, and understanding. Data were collected through tests and analyzed quantitatively. In this study, researcher only use accuracy and fluency as measurements because they are still at the imitate level speaking stage which only focuses on accuracy and fluency. To classify student scores, as follows:

1) Accuracy

Table.3.2 Asessement Of Students Speaking[26]

Score	Accuracy
6	Pronunciation is only very slightly influenced by the mother

[26] Heaton, J. B. (1988). *Writing English language tests* (New ed.). Longman Handbooks for Language Teachers. Pearson Education.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
2	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. many 'basic' grammatical and lexical errors.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

2) Fluency

Score	Fluency
6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
3	Has to make an effort for much of the time. Often has to search desired meaning. Rather halting delivery and fragmentary, range of expression often limited.
2	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Table.3.3 Classification Students' Score

No	Grade	Number Range
1	Very Good	80-100

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very Poor	≤39

2. Calculating the rate percentage of the student's score

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

Where:

% : Percentage

F : Frequency

N : The total number of students

3. The mean score of the student's achievement:

$$X \frac{\Sigma}{N}$$

Where:

X : Mean Score

∑ : The sum of all score

N : The number of Subjects (Students)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The researcher examined the use of Video Dubbing in improving students' speaking ability at SMAN 4 Pinrang. Based on the research conducted in the classroom over six meetings, in the treatment four meeting and pre-test and post-test two meetings, the researcher administered pre-tests and post-tests to all students to answer the research questions and address the hypotheses formulated.Result of Students Pre-Test and Post-Test.

1. The Students' Speaking Before Using Video Dubbing Technique

The implementation of video dubbing in language instruction has contributed to the development of a more structured and interactive learning environment, particularly in enhancing students' speaking proficiency. This method enables learners to practice essential elements of spoken English such as pronunciation, and fluency through exposure to audiovisual materials.

Before giving the treatment, the researcher first explained the learning process that would take place during the treatment. After explaining the learning flow, the students

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

were given a pre-test to assess their initial speaking ability before the treatment was applied.

a. Pre-Test

In the pre-test, researcher gave descriptive text assignments and created them in the form of edited videos using their voices to measure students' initial pronunciation and fluency skills. Researcher then assessed the results of the students' assignments. The following table shows the classification of students' initial test scores. Below is the table of students' pre-test score classifications.

Table 4.1 The Classification Students Speaking Score in Pre-Test

No.	Name	Speaking Competent		FORM $P = \frac{f}{N} x\ 100$	Students Score	Classification
		Accuracy	Fluency			
1	AM	1	2	$P = \frac{3}{12} x\ 100$	25	Very Poor
2	AN	1	2	$P = \frac{3}{12} x\ 100$	25	Very Poor
3	AA	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor
4	H	1	1	$P = \frac{2}{12} x\ 100$	16.7	Very Poor
5	HNR	1	2	$P = \frac{3}{12} x\ 100$	25	Very Poor
6	IM	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

7	IA	4	4	$P = \frac{8}{12} x\ 100$	66.7	Good
8	KH	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
9	NAR	3	1	$P = \frac{4}{12} x\ 100$	33.3	Very Poor
10	NZA	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor
11	NAA	2	3	$P = \frac{5}{12} x\ 100$	41.7	Poor
12	NF	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
13	RMH	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor
14	S	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor
15	SS	2	1	$P = \frac{3}{12} x\ 100$	25	Very Good
16	SO	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor
17	T	2	1	$P = \frac{3}{12} x\ 100$	25	Very Poor
18	UA	1	1	$P = \frac{2}{12} x\ 100$	16.7	Very Poor
19	U	1	2	$P = \frac{3}{12} x\ 100$	25	Very Poor
20	AIH	2	3	$P = \frac{5}{12} x\ 100$	41.7	Poor
21	AL	2	2	$P = \frac{4}{12} x\ 100$	33.3	Very Poor

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

22	FAJ	2	3	$P = \frac{5}{12}\ x\ 100$	41.7	Poor
23	IH	1	1	$P = \frac{2}{12}\ x\ 100$	16.7	Very Poor
					758.3	-

After calculating students' pre-test scores, the next step is to classify these scores into frequency percentages to facilitate analysis. These frequency percentages are used to observe the distribution of students' scores based on specific categories, such as Very Poor, Poor, Fair, Good, and Very Good. The goal is to illustrate students' initial level of speaking before any intervention or treatment is given. This distribution indicates that students' speaking performance before the treatment was far below the expected standard.

Table 4.2 The Classification Score, Frequency and Percentage of Pre-Test

No.	Classification	Score	Frequency of Pre-Test	Calculating Percentage (f/N x 100)	Percentage of Pre-Test
1	Very Good	80-100	0	0	0
2	Good	66-79	1	1/23 x 100	4.3%
3	Fair	56-65	0	0	0
4	Poor	40-55	5	5/23 x 100	21.7%
5	Very Poor	<39	17	17/23 x 100	74%
Total			**23**	**100%**	**100%**

(source : the result of the pre test of the students' at SMAN 4 Pinrang)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Based on the classification results presented in Table 4.2, none of the students achieved a *Very Good* score, and only 1 student (4.3%) reached the *Good* category, while no students were classified as *Fair*. In contrast, 5 students (21.7 %) obtained a *Poor* score, and the majority of the class, consisting of 17 students (74%), fell into the *Very Poor* category. These results indicate that the students' speaking ability prior to the implementation of video dubbing was still at a very low level, as most students demonstrated limited mastery of essential speaking components. To further support this finding, the researcher calculated the pre-test mean score as shown in Table 4.2, confirming that the students' overall speaking performance was significantly below the expected standard.

b. Treatments

The first meeting focused on introducing the concept of video dubbing while still grounding the learning process in descriptive text. At the beginning of the session, the researcher explained the learning objectives, which included improving fluency and accuracy through dubbing activities. Students were also reminded of the structure of descriptive text and how it is used to describe an object clearly. To activate their prior knowledge, the researcher asked students to observe objects around the classroom such as bags, bottles, pencil cases, or tables. They were encouraged to choose one object and describe its color, size,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

shape, and function. The researcher guided them through forming simple descriptive sentences before starting the pronunciation activity.

During this meeting, the researcher conducted an initial speaking test by asking each student to imitate a short YouTube video containing simple descriptive sentences. Students listened carefully to the pronunciation model and repeated each sentence. The researcher paused the video frequently to highlight difficult words and assisted students in pronouncing them correctly. After that, students practiced reading short descriptive sentences out loud to prepare for a mini-dubbing session. This activity helped the researcher identify students' pronunciation challenges and provided baseline pre-test data.

Throughout the first meeting, students showed gradual improvement in recognizing descriptive vocabulary and producing simple descriptive sentences related to objects around them. Although some were hesitant at the beginning, they became more engaged after practicing pronunciation through imitation. Several students who initially struggled with difficult words began demonstrating clearer articulation after receiving direct guidance. This early progress indicated that students were starting to build confidence and develop awareness of basic pronunciation patterns needed for the next meetings.

The second meeting focused on enhancing students' understanding of descriptive text using the theme of pets. Before beginning the lesson, the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

researcher reviewed the previous material and asked students to mention characteristics of common pets such as cats, birds, rabbits, or fish. The researcher provided examples of simple descriptive sentences and explained how to describe animals based on appearance, behavior, and habits. Students were then asked to write a short descriptive paragraph about their pet or a pet they wished to have. This activity strengthened their ability to express descriptive details in written form.

After completing their written paragraph, students practiced reading their descriptions aloud in front of the class or from their seats, depending on their comfort level. The researcher corrected their pronunciation, especially on words describing animal features such as “fluffy,” “active,” “friendly,” or “colorful.” To improve their pronunciation further, the researcher played a dubbing video featuring simple animal descriptions. Students repeated the narration sentence by sentence, helping them develop smoother pronunciation and intonation. This session also provided practice for imitating longer lines, preparing them for more advanced dubbing tasks.

During the second meeting, students began to show increased confidence and fluency when describing familiar pets. Many students produced longer sentences than in the first meeting, and the number of pauses while reading decreased. Students also became more aware of intonation patterns when

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

imitating animal-describing videos, and several learners who were previously shy became more willing to participate orally. This progress demonstrated that repeated practice and consistent exposure to descriptive input helped them develop stronger speaking skills.

The third meeting introduced students to describing Indonesian national heroes, which required more detailed descriptive information. The researcher showed a short video about a hero such as R.A. Kartini, Jenderal Sudirman, or Ki Hajar Dewantara. Students were guided to observe elements such as physical appearance, contribution, and character traits. The researcher then asked students to select one national hero and write a descriptive paragraph based on what they knew. The researcher helped students expand their ideas into well-structured sentences using suitable vocabulary for describing people.

In the second half of the meeting, the researcher explained how to edit videos for dubbing and demonstrated a short example of proper dubbing. Students observed how the voice-over synchronized with the character's mouth movements. The researcher guided them through basic steps using a simple editing application and encouraged them to practice recording their voices. Students then rehearsed their descriptive text about national heroes to practice articulation and timing before recording. This session strengthened their awareness of sound clarity, pacing, and oral expression.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

In the third meeting, students showed improvement in organizing descriptive information, especially when describing national heroes. Their sentences became more detailed and structured, showing better understanding of descriptive text features. Pronunciation also improved as students practiced producing clearer vowels and consonants while synchronizing their speech with video timing. Many students demonstrated better stress placement and rhythm compared to earlier meetings. This progress showed that students were becoming more comfortable with both descriptive speaking and the dubbing process.

The fourth meeting focused on describing personal experiences as part of the evaluation process. Students were asked to think about a memorable moment such as a school event, holiday, or special achievement. The researcher guided them in composing a descriptive narrative that included details about place, time, feelings, and the sequence of events. This activity allowed students to apply descriptive writing skills to more personal and meaningful content.

After completing their descriptive story, students were instructed to dub a short cartoon video as the final evaluation. They were guided to replace the original audio with their own voice using a video-editing application. Students practiced several times before submitting their final dubbing results. This activity allowed the researcher to assess their pronunciation, fluency, and

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

expression after four meetings of training. The researcher compared the students' results with earlier recordings to identify their progress.

During the final meeting, students demonstrated significant progress in describing experiences with clearer pronunciation, smoother sentence flow, and increased confidence. Many were able to record their dubbing with fewer repetitions and displayed better control of rhythm and timing. Their descriptive storytelling showed more natural use of vocabulary and structure, indicating that they had developed a stronger mastery of descriptive text. This improvement shows that the Video Dubbing Technique helped students advance from basic imitation to more expressive and fluent speaking performance.

After completing four sessions using the Video Dubbing Technique in the learning process, the researcher distributed the post-test to the students as the final assessment stage. The post-test was designed to measure the extent of students' progress after participating in a series of dubbing activities that focused on pronunciation, fluency, and expressive delivery. This assessment served as a comparison to the pre-test results, allowing the researcher to see the differences in students' performance before and after the treatment. By administering the post-test, the researcher aimed to obtain objective data regarding how much the students improved in constructing descriptive sentences, producing clearer pronunciation, and demonstrating smoother speech.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The post-test results later became the foundation for analyzing the effectiveness of the Video Dubbing Technique in enhancing students' overall speaking ability.

2. The Students' Speaking Ability after Using Video Dubbing Technique

The students' speaking ability after the use of the Video Dubbing Technique shows a clear improvement compared to their initial performance. This section presents the results of the post-test conducted after the treatment was fully implemented. The data in this part highlight how the technique contributed to changes in pronunciation, fluency, accuracy, and overall speaking performance among students.

The improvement seen in the post-test reflects the positive influence of using audiovisual media in language learning. Through the dubbing process, students had multiple opportunities to listen, imitate, and practice English intonation and pronunciation. This consistent exposure created a supportive environment for students to develop better speaking habits and reduce common errors that previously appeared in the pre-test.

In addition, the results presented here serve as a comparison point for evaluating the impact of the technique. By examining the post-test data, it becomes clear whether the learning experience supported students in achieving higher categorization levels. The

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

analysis in this section also provides the foundation for comparing pre-test and post-test outcomes to determine the overall effectiveness of the Video Dubbing Technique.

c. Post-Test

The post-test was conducted to measure students' speaking ability after participating in learning activities that used the Video Dubbing Technique. The results of this assessment provide insight into how much the students progressed in terms of pronunciation, fluency, and expressive delivery. The post-test data also demonstrate whether the technique helped students move to higher categories of achievement compared with the pre-test.

Table 4.3 The Students Speaking Score in Post-Test

No.	Name	Speaking Competent		FORM $P = \frac{f}{N} x\ 100$	Students Score	Classification
		Accuracy	Fluency			
1	AM	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
2	AN	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
3	AA	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
4	H	2	3	$P = \frac{5}{12} x\ 100$	41.7	Poor
5	HNR	3	3	$P = \frac{5}{12} x\ 100$	50	Poor

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

6	IM	3	2	$P = \frac{5}{12} x\ 100$	41.7	Poor
7	IA	6	5	$P = \frac{11}{12} x\ 100$	91.7	Very Good
8	KH	5	5	$P = \frac{10}{12} x\ 100$	83.3	Very Good
9	NAR	4	3	$P = \frac{7}{12} x\ 100$	58.3	Fair
10	NZA	5	5	$P = \frac{10}{12} x\ 100$	83.3	Very Good
11	NAA	4	4	$P = \frac{8}{12} x\ 100$	66.7	Good
12	NF	5	5	$P = \frac{10}{12} x\ 100$	83.3	Very Good
13	RMH	3	4	$P = \frac{7}{12} x\ 100$	58.3	Fair
14	S	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
15	SS	4	3	$P = \frac{7}{12} x\ 100$	58.3	Fair
16	SO	4	3	$P = \frac{7}{12} x\ 100$	58.3	Fair
17	T	3	3	$P = \frac{6}{12} x\ 100$	50	Poor
18	UA	4	4	$P = \frac{8}{12} x\ 100$	66.7	Good
19	U	2	3	$P = \frac{5}{12} x\ 100$	41.7	Poor
20	AIH	4	4	$P = \frac{8}{12} x\ 100$	66.7	Good

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

21	AL	3	4	$P = \frac{7}{12}\ x\ 100$	58.3	Fair
22	FAJ	3	4	$P = \frac{7}{12}\ x\ 100$	58.3	Fair
23	IH	3	2	$P = \frac{5}{12}\ x\ 100$	41.7	Poor
					1358.3	-

After calculating the students' final exam scores, the next step is to classify the scores into frequency and percentages to facilitate analysis. These frequency percentages are used to observe the distribution of student scores based on specific categories, such as Very Poor, Poor, Fair, Good, and Very Good. The goal is to illustrate students' initial level of speaking before any intervention or treatment is given. This helps the researcher identify areas that need improvement in the next stages.

Table 4.4 The Classification Score, Frequency and Percentage of Pre-Test

No.	Classification	Score	Frequency of Pre-Test	Calculating Percentage (f/N x 100)	Percentage of Pre-Test
1	Very Good	80-100	4	4/23 x 100	17.3 %
2	Good	66-79	3	3/23 x 100	13.1%
3	Fair	56-65	6	6/23 x 100	26.1%
4	Poor	40-55	10	10/23 x 100	43.5%

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5	Very Poor	<39	-	-	-
Total			**23**	**100%**	**100%**

(source : the result of the pre test of the students' at SMAN 4 Pinrang)

Based on the classification table of the percentage frequencies of students' post-test scores above, it can be observed that students speaking ability improved after using the Video Dubbing Technique during the treatment. The percentage of students' scores in the post-test was 17.3% (4 students) in the *Very Good* category, 13.1% (3 students) in the *Good* category, 26.1% (6 students) in the *Fair* category, 43.5% (10 students) in the *Poor* category. There are ten students in did not attend the pre-test, treatment, or post-test. These percentage results demonstrate an improvement in students' speaking abilities.

3. The Improvement of Students' Speaking Ability After Using Video Dubbing Technique.

This section presents a comparison of the students' speaking performance before and after the use of the Video Dubbing Technique. The improvement is examined through changes in student categorization, score differences, and statistical indicators. By comparing the two sets of data, the extent of progress that occurred during the learning process can be clearly identified.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The improvement also provides evidence of how well the technique supported students' speaking development. Analyzing the before-and-after results makes it possible to understand which aspects of speaking such as fluency, pronunciation, or confidence showed the most significant progress. This comparison is essential for evaluating the effectiveness of the technique and determining whether it can be recommended for future use.

Furthermore, these improvements help explain how multimedia-based instruction supports learning outcomes. The results shown in this section align with various theories on speaking and language learning, which suggest that repeated exposure and active engagement with audiovisual materials enhance students' speaking accuracy and fluency. The improvements here therefore serve not only as numerical outcomes but also as theoretical evidence of the technique's benefits.

a. The Mean of Pre-Test/Post-Test

This subsection explains the mean scores of the pre-test and post-test to describe the overall progress made by students. The mean provides a general picture of students' performance before and after the treatment. By comparing these two averages, it becomes easier to determine how much improvement occurred and to what extent the Video Dubbing Technique influenced students' speaking ability.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Table 4.5 Score The Mean Pre-Test/Post-Test

Pre - Test	Post – Test
32.9	59

The results of the study show a significant increase in the speaking ability of students who used the Video Dubbing Technique, with the average pre-test score increasing from 32.9 to 59 on the post-test. This increase reflects the effectiveness of the dubbing technique applied in learning, which can help students, especially in speaking, to improve. The considerable difference between the pre-test and post-test scores also shows that this technique successfully improves speaking skills and motivates students to learn, which in turn produces more optimal learning outcomes.

b. Standard Deviation of Pre-Test/Post-Test

This subsection presents the standard deviation of the pre-test and post-test scores to show the distribution and variation of students' performance. Standard deviation helps identify whether students' abilities were spread widely or closely clustered around the average. By comparing the two standard deviations, the analysis can determine whether the technique helped create more consistent improvements among students.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Table 4.6 Score Standard Deviation Pre-Test/Post-Test

Pre - Test	Post – Test
11.6	14.6

Based on the calculations, the standard deviation of the pre-test scores was 11.6, which was quite high, indicating that the data was widely dispersed or varied. The standard deviation of the post-test scores was 14.6, which was also quite high, indicating that the data was widely dispersed or varied. This was due to the wide range of student scores.

c. T-Test

To ensure the statistical accuracy of each student's score, the researcher used the formula below to calculate the difference in the average scores between the pre-test and post-test.

$$D = \frac{\Sigma D}{N} = \frac{600}{23} = 26.1$$

Based on the calculations above, a result of 23.5 was obtained, which was then used to calculate the t-test value. To determine the t-table value, a significance level of 5% (α = 0.05) was used, with degrees of freedom calculated as df = N – 1, df = 23 – 1 = 22.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Table 4.7 Test of Significant

Variable	T-Test	T-Table
Pre-test and Post-Test	16.5	1.717

This indicates that the t-test value is greater than the t-table value (11.1 ≥ 1.717). Based on the calculation of the t-test and t-table values, it can be concluded that the students' speaking ability improved after receiving treatment using video dubbing. This improvement can be seen from the higher post-test average score compared to the pre-test score. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Thus, the use of the Video Dubbing Technique has been proven effective in helping students in class X.1 at SMAN 4 Pinrang improve their speaking skills, which ultimately contributes positively to their overall English speaking proficiency.

B. Discussion

The findings of this study show clear differences in students' speaking performance before and after learning with the Video Dubbing Technique. The results describe how students developed in pronunciation, fluency, and accuracy. These findings align with theories about speaking competence, imitative speaking, multimedia learning, pronunciation development, and language learning motivation. The discussion presents three main parts: the condition before

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

treatment, the condition after treatment, and the improvement between the two phases.

The pre-test results show that students' speaking ability was still very low before the Video Dubbing Technique was applied. Out of 23 students, 17 students (74%) were categorized as *Very Poor*, and the average score was only 32.9. This means most students had difficulty producing correct sounds, speaking clearly, and expressing sentences smoothly. According to Brown, learners at the imitative level often struggle with repeating sounds, stress, and intonation accurately.[27] This explains why many students mispronounced words, paused too often, and lacked natural rhythm when speaking. Their speech sounded flat and disconnected, which fits Harmer's explanation that students need exposure to stress, intonation, and connected speech to communicate well.

Pronunciation problems were very noticeable in the pre-test. Many students used Indonesian sound patterns, and their articulation was not clear. Harmer states that pronunciation involves stress, pitch, rhythm, and linking, which must be learned to produce natural speech.[28] Gilakjani also explains that poor pronunciation happens when students rarely hear correct speech models. This

[27] Brown, H. D. *Language Assessment: Principles and Classroom Practices*. Pearson Education, 2004.

[28] Harmer, J. *The Practice of English Language Teaching*. Pearson Education, 2015.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

helps explain why students could not imitate simple sentences accurately.[29] They also pronounced words one by one, without linking them smoothly, which shows limited phonological awareness.

The weakest aspect in the pre-test was accuracy, especially pronunciation. Many students mispronounced basic English words and produced unclear sounds. Their pronunciation was influenced by their first language, and they often spoke word by word without proper stress or intonation. This condition made their speech difficult to understand and showed that students had limited exposure to correct pronunciation models.

Fluency was also low in the pre-test. Students paused frequently, repeated words, and often stopped speaking because they did not know how to continue. Nation states that fluency improves when students practice speaking repeatedly and develop automatic responses.[30] The hesitations heard during the pre-test show that students had not developed automaticity. Many of them also used fillers such as "hmm," "apa," or "anu," which indicated difficulty producing continuous English speech. Their speech was not smooth because they were not used to speaking English continuously. This problem shows that students lacked practice and confidence when using English orally. Overall, the pre-test results prove that

[29] Gilakjani, A. (2016). The Significance of Pronunciation in English Language Teaching. *English Language Teaching Journal*.

[30] Nation, I. S. *Teaching Speaking and Listening*. Routledge, 2013.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students needed structured speaking practice and clear models to improve their pronunciation and fluency.

Psychological factors also influenced their performance. Several students appeared nervous, avoided eye contact, and spoke very softly. Fitriana and Yusuf emphasize that confidence strongly affects speaking performance. Dörnyei also states that anxiety can prevent students from speaking even when they understand the material.[31] This supports the observation that many students hesitated not only because of linguistic limitations but also because of low confidence. Overall, the pre-test results show that students needed a learning method that provided more practice, stronger input, and higher motivation. This situation strengthened the reason for using the Video Dubbing Technique.

Before the implementation of the Video Dubbing Technique, students showed low confidence in speaking English. Many students were hesitant to speak, produced very soft voices, and avoided speaking in front of others. Even when they had sufficient vocabulary, they often stopped speaking because they were afraid of making mistakes in pronunciation. According to Brown, speaking performance is strongly influenced by affective factors such as confidence and anxiety, and learners with low confidence tend to have difficulty expressing their

[31] Dörnyei, Z. Motivational Strategies in the Language Classroom. Cambridge University Press, 2001.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ideas orally.[32] This condition explains why many students performed poorly in the pre-test, not because of a lack of knowledge, but because they lacked confidence to speak.

The low level of confidence was also closely related to students' anxiety in using a foreign language. Krashen states that high anxiety and low self-confidence can block language input and output, which is known as the affective filter.[33] In this study, the affective filter was clearly visible during the pre-test, where students hesitated, paused frequently, and avoided eye contact while speaking. These behaviors indicated that students were not comfortable using English orally and needed a learning technique that could reduce anxiety and support confidence development.

After the treatment, students showed significant improvement in the post-test. The results indicate that 4 students (17.3%) reached the *Very Good* category, 3 students (13.1%) reached the *Good* category, and 6 students (26.1%) reached the *Fair* category. This increase shows that many students successfully improved their speaking skills. The average post-test score also rose to 59, which means students' performance almost doubled after using the video dubbing activity.

[32] Brown, H. D. *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Longman, 2001.

[33] Krashen. *Principles and practice in second language acquisition*. Oxford, England: Pergamon Press, 1982.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The improvement in accuracy, especially pronunciation, was very noticeable. Students were able to pronounce words more clearly and correctly after repeatedly imitating the pronunciation models from the videos. They became more aware of stress, intonation, and sound clarity. This improvement helped listeners understand students' speech more easily compared to the pre-test condition. Pronunciation improved greatly after the treatment. Students produced clearer sounds and imitated stress and intonation more accurately. This is supported by Cheng & Wang, who explain that video dubbing helps improve pronunciation because students must match their voice with native-speaker models.[34] The dubbing activity required students to repeat the same dialogue several times, helping them refine their articulation and timing. Mayer's Multimedia Learning Theory also supports this outcome, because students learn better when they receive audio and visual input together. This helped students remember pronunciation patterns more effectively.[35]

Students' fluency also improved in the post-test. They spoke with fewer pauses and produced longer and more connected sentences. Their speech sounded smoother because they practiced repeating the same sentences during dubbing activities. This repetition helped students become more familiar with sentence rhythm and speaking patterns. Their speech became smoother, they used fewer

[34] Cheng & Wang Dubbing as a Technique for Pronunciation Enhancement in EFL Contexts. *Journal of Language Teaching Research*, 2022.

[35] Mayer, R. *Multimedia Learning* (3rd ed.). Cambridge University Press, 2021.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

unnecessary pauses, and they could produce longer sentences. Nation explains that fluency develops through repetition, and the dubbing process gave students many chances to repeat the same lines until they became familiar with sentence rhythm.[36] As a result, students showed better pacing and more natural speech patterns. Confidence also increased after the treatment. Students were more willing to speak, used clearer voice projection, and showed more control over their expressions. Enjoyable learning tasks help reduce anxiety and increase motivation. This matches the classroom observation where students seemed more enthusiastic during dubbing activitie.

After the implementation of the Video Dubbing Technique, students' confidence showed clear improvement. Through video dubbing, students followed clear audio-visual models, which reduced their fear of making mistakes. Repeated imitation helped students become more familiar with English sounds and speaking patterns. Harmer explains that students feel more confident when they are provided with clear models and guided practice before speaking independently.[37] This improvement was reflected in the post-test, where students spoke with clearer voices, better eye contact, and more relaxed body language.

The increase in confidence was also observed in students' classroom interaction. Some students began to initiate simple English conversations with

[36] Nation, I. S. P. *Teaching Speaking and Listening*. Routledge, 2013
[37] Harmer, J. *How to teach English* (2nd ed.). Harlow, England: Pearson Education Limited, 2007.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

their classmates using expressions they had practiced during dubbing activities. This behavior indicates that students were starting to use English more naturally and confidently beyond formal assessment. According to Bandura, confidence develops through successful experiences, and repeated successful speaking practice strengthens learners' belief in their ability.[38] Therefore, video dubbing not only improved students' speaking performance but also played an important role in building their confidence to use English in real communication.

The comparison between the pre-test and post-test scores demonstrates substantial improvement. The mean score increased from 32.9 to 59, which confirms that the Video Dubbing Technique had a strong impact on students' speaking ability. The t-test result of 16.5, which is higher than the t-table value of 1.717, shows that the improvement was statistically significant. This means the progress was not random but resulted from the treatment. Mayer's theory explains that learning through visual and auditory channels strengthens understanding, that multimedia learning motivates students and supports skill development.[39] These theories match the results in this study. Many students who were previously categorized as Very Poor improved to Poor, Fair, Good, and Very Good levels. This change indicates that the Video Dubbing Technique helped students develop both technical speaking skills and confidence. Overall, the post-test results prove

[38] Bandura. *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company, 1997.

[39] Mayer, R. *Multimedia Learning* (3rd ed.). Cambridge University Press, 2021.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

that video dubbing effectively improved students' pronunciation, fluency, and overall speaking ability.

Linguistic theory also supports the improvement. Latifi explains that multimedia-based activities improve accuracy and fluency by giving students authentic models and repeated practice opportunities.[40] Students' improved pronunciation and smoother speech during the post-test show that they internalized the language more effectively. Harmer also states that expressive devices such as stress and tone are important for meaningful communication, and students demonstrated better expression in the post-test, showing that they were more aware of these features.[41]

The use of the Video Dubbing Technique was closely related to the learning objective in national curriculum, terms of expressing ideas and opinions confidently, video dubbing created a learning atmosphere that encouraged students to speak without excessive fear of making mistakes. Students followed clear models from the video, which helped them feel more prepared before speaking. Repeated practice through dubbing gradually increased their confidence, as they became more familiar with English sounds and sentence patterns. This improvement was reflected in their willingness to speak more clearly and participate actively in class.

[40] Latifi, M. Multimedia-Based Instruction and Its Impact on EFL Speaking Skills. Asian EFL Journal, 2021.

[41] Harmer, J. *The Practice of English Language Teaching*. Pearson Education, 2015.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The Video Dubbing Technique also supported students' ability to initiate and maintain conversations. After participating in several dubbing sessions, students began to show changes in their classroom interaction. Some students started speaking English with their classmates by using simple expressions they had practiced during dubbing activities. They appeared more comfortable initiating short conversations and responding to their peers in English, even in informal situations. This showed that students were beginning to use English naturally as a means of communication, not only during structured activities.

Furthermore, video dubbing helped students use vocabulary and language more appropriately. By listening to and repeating the language from the videos, students became more familiar with relevant vocabulary used in descriptive texts. They were able to choose words more accurately and apply them in simple sentences when speaking. This development indicated that students had better control of vocabulary and language use, which supported their overall improvement in speaking ability.

Overall, the results prove that the Video Dubbing Technique effectively improved students' speaking skills. Students gained better pronunciation, fluency, confidence, and expressive ability. The use of videos, repeated practice, and creative engagement made the learning process more meaningful and enjoyable for them. These findings suggest that video dubbing is a useful method for

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

helping students strengthen their speaking foundation before developing more advanced communication skills. Therefore, this technique is recommended for English teachers who aim to improve students' speaking performance through practical and motivating activities.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study show that the use of video dubbing successfully improved students' speaking ability in several key aspects, including pronunciation and fluency. The increase in students' scores from the pre-test to the post-test reflects that repeated imitation of spoken models, supported by visual cues, helped students produce clearer and more natural speech. Exposure to authentic language input through audiovisual material encouraged them to recognize sound patterns more accurately and reduced their hesitation during speaking activities. Throughout the learning process, students benefited from structured practice, consistent repetition, and guided imitation, which gradually strengthened their ability to produce descriptive sentences more confidently and fluently.

The results of the pre-test showed that the students' speaking ability before using the Video Dubbing Technique was still categorized as very low. The majority of the students (74%) were in the *Very Poor* category, while 21.7% were classified as *Poor*, and only 4.3% reached the *Good* category. These results indicate that students encountered difficulties in essential speaking components such as pronunciation,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

fluency, accuracy, and confidence. Therefore, an innovative and engaging technique was needed to help improve their speaking performance.

After the implementation of the Video Dubbing Technique in four treatment sessions, the students demonstrated significant improvement in their speaking performance. The post-test scores revealed that 17.3% of students achieved the *Very Good* category, 13.1% reached the *Good* category, and 26.1% were categorized as *Fair*. These results show that the Video Dubbing Technique successfully assisted students in developing better pronunciation, fluency, accuracy, and confidence in speaking English.

The comparison between the pre-test (mean score 32.9) and post-test (mean score 59) clearly shows a significant improvement in students' speaking ability. The t-test value (16.5), which exceeded the t-table value (1.717), proves that this improvement was statistically significant. Thus, the Video Dubbing Technique played an important role in enhancing students' speaking skills at SMAN 4 Pinrang. The technique supported not only their linguistic development but also cognitive engagement and affective aspects such as motivation and self-confidence.

B. Suggestion

Based on the conclusions above, several suggestions are proposed as follows:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. For Teachers

Teachers are encouraged to implement the Video Dubbing Technique as one of the alternative strategies in teaching speaking. This technique provides opportunities for students to practice pronunciation, fluency, and accuracy through engaging and authentic multimedia activities. Teachers may also integrate other technology-based methods to enhance students' motivation and learning outcomes.

2. For Students

Students are advised to continue practicing their speaking skills by utilizing video-based and audio-based media. Activities such as dubbing, shadowing, and voice recording can help learners improve pronunciation and fluency. Consistent practice will contribute to increased confidence and better communication skills.

3. For Future Researchers

Future researchers are encouraged to explore the effectiveness of the Video Dubbing Technique on other English language skills such as listening, pronunciation, and vocabulary mastery. Research with larger sample sizes, different education levels, or comparative studies with other speaking techniques is also recommended to enrich findings and broaden the application of this method.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

BIBLIOGRAPHY

Al-Qur'an Al Karim

Adi, P. *Perbedaan kemampuan speaking siswa dalam konteks formal dan informal di lingkungan sekolah menengah atas*. Jurnal Pendidikan Bahasa Inggris, 2019.

Amalia, R. *The Effectiveness of Role-Playing in Improving Speaking Skills among EFL Learners*. Jurnal Pendidikan Bahasa Inggris, 2020.

Anantin, Vitania Nursia. *'Improving Student's Speaking Skill Using Dubbing Videos Activity'*, 2022.

Bandura, A. *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company, 1997.

Brown, H. D. *Language assessment: Principles and classroom practices*. Pearson Education. 2004.

Brown, H. D. *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004

Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman, 2019.

Cheng, L, et al. Dubbing as a Technique for Pronunciation Enhancement in EFL Contexts. *Journal of Language Teaching Research*, 2019.

Christina, Dian. 'Dubbing Method and Learning Videos for Improving Students' English Speaking', *Jurnal Pedagogi Dan Pembelajaran*, 2021.

Dörnyei, Z. Motivational strategies in the language classroom. *Cambridge University Press*, 2001.

Fauziah. *Improving Speaking Skills through Debating Activities in Indonesian EFL Classrooms*. Jurnal Linguistik dan Bahasa, 2022.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Fikri, et al. *Pedoman Penulisan Karya Tulis Ilmiah*. IAIN Parepare Nusantara Press, 2023.

Fitriana. *The Role of Speaking Skills in EFL Classrooms: A Case Study of Indonesian High Schools*. Journal of Language Teaching, 2020.

Gilakjani, A. The Significance of Pronunciation in English Language Teaching. *English Language Teaching Journal,* 2016.

Hadi, R. *The Role of Speaking in Cognitive Development: A Study in Islamic Senior High Schools in Surabaya*. Jurnal Pendidikan Bahasa, 2021.

Haerunnisa. 'The Use of Dubbing Video Technique To Improve Students' Speaking Skill At Smpn 35 Makassar', *The Academic: English Language Learning Journal*, 2021).

Harmer, J. *The Practice of English Language Teaching* (3rd ed.). Longman, 2001.

Harmer, J. *The practice of English language teaching* (5th ed.). Pearson, 2015.

Heaton, J. B. *Writing English language tests* (New ed.). Longman Handbooks for Language Teachers. Pearson Education, 1988.

Heinich, et al. *Instructional Media and Technologies for Learning*. Pearson Education, 2005.

Hidayat, F. *The Impact of Storytelling on EFL Learners' Speaking Performance*. Jurnal Pendidikan Bahasa, 2019.

Krashen, S. D. *Principles and practice in second language acquisition*. Oxford, England: Pergamon Press, 1982.

Kurniawan, A, et al. *The effectiveness of dubbing technique in improving students' pronunciation*. Journal of English Teaching, 2020.

Latifi, M. Multimedia-Based Instruction and Its Impact on EFL Speaking Skills. *Asian EFL Journal*, 2021.

Mayer, R. E. *Multimedia learning* (2nd ed.). Cambridge University Press. 2009.

Mayer, R. E. *Multimedia learning* (3rd ed.). Cambridge University Press, 2021.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Nation, I. S. *Learning vocabulary in another language* (2nd ed.). Cambridge University Press, 2013.

Nation, I. S. *Teaching Speaking and Listening*. Routledge, 2013.

Pamungkas, Firdaus Ditya. 'How Video Dubbing Can Improve Students' Speaking Pronunciation', *ETERNAL (English Teaching Learning and Research Journal)*, Volume 5 (2019).

Rahmatullah, D. *Enhancing Students' Communicative Competence through Speaking Activities in Jakarta Senior High Schools*. Jurnal Pendidikan Bahasa Inggris, 2021.

Rohmah, L. *Pengembangan kemampuan berbicara siswa melalui teknik role-play di sekolah menengah atas*. Jurnal Bahasa dan Seni, 2021

Skinner, B. F. *Verbal Behavior*. New York: Appleton-Century-Crofts. 1957.

Suryani, M. *Using Group Discussion to Enhance EFL Students' Speaking Skills in Indonesia*. Jurnal Pendidikan dan Pembelajaran, 2021.

Tarbiyah Zainuddin. interview by author. Pinrang. February 2024.

Uyun , Aip Syaepul. 'Teaching English Speaking Strategies', *Journal of English Language Learning*, 6.1 (2022).

Wahyuni, S. *Using Video Dubbing to Improve Pronunciation in EFL Classrooms: A Case Study in Indonesia*. Jurnal Linguistik Terapan, 2021.

Widiastuti, R. *Improving Pronunciation through Phonetic Transcription in Speaking Practice*. Journal of English Language Studies, 2023.

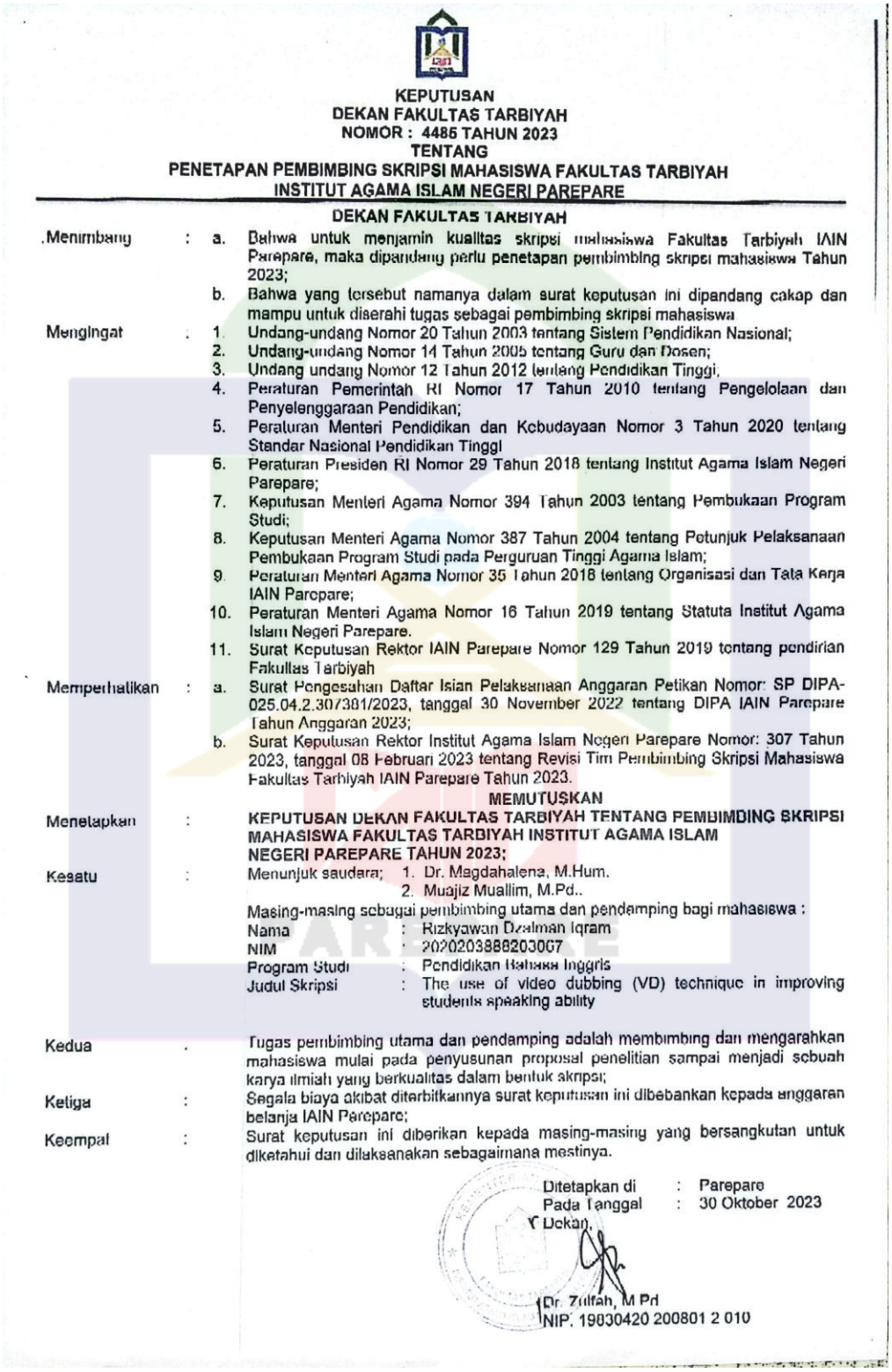
Yusuf, A. *The Social Function of Speaking in Vocational High Schools: A Case Study in Bandung*. Jurnal Bahasa dan Sastra, 2020.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDICES

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. Virtue of Consultant Degree



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4486 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi,
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMDING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;

Kesatu :
Menunjuk saudara; 1. Dr. Magdahalena, M.Hum.
2. Muajiz Muallim, M.Pd..
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Rizkyawan Dzalman Iqram
NIM : 2020203888203007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The use of video dubbing (VD) technique in improving students speaking ability

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 Oktober 2023
Dekan,

Dr. Zulfah, M.Pd
NIP. 19630420 200801 2 010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. Letter of Research Permit Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 🖷 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-2801/In.39/FTAR.01/PP.00.9/07/2025 — 22 Juli 2025
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: RIZKYAWAN DZALMAN IQRAM
Tempat/Tgl. Lahir	: PINRANG, 28 Pebruari 2002
NIM	: 2020203888203067
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: WANUAE, KEL. WATANG SUPPA, KEC. SUPPA, KAB. PINRANG, PROV. SULAWESI SELATAN

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan Skripsi yang berjudul :

THE USE OF VIDEO DUBBING TECHNIQUE IN IMPROVING STUDENTS SPEAKING ABILITY AT SMAN 4 PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 22 Juli 2025 sampai dengan tanggal 22 Agustus 2025.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :
1. Rektor IAIN Parepare

Page : 1 of 1, Copyright©afs 2015-2025 - (muhlis) — Dicetak pada Tgl : 11 Aug 2025 Jam : 09:42:33

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3. Letter of Research Permit Recommendation by PTPS

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0482/PENELITIAN/DPMPTSP/08/2025

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 15-08-2025 atas nama RIZKYAWAN DZALMAN IQRAM, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0731/R/T.Teknis/DPMPTSP/08/2025, Tanggal : 15-08-2025
2. Berita Acara Pemeriksaan (BAP) Nomor : 0481/BAP/PENELITIAN/DPMPTSP/08/2025, Tanggal : 15-08-2025

M E M U T U S K A N

Menetapkan :

KESATU : Memberikan Surat Keterangan Penelitian kepada :

1.	Nama Lembaga	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2.	Alamat Lembaga	: JL. AMAL BAKTI NO. 8
3.	Nama Peneliti	: RIZKYAWAN DZALMAN IQRAM
4.	Judul Penelitian	: THE USE OF VIDEO DUBBING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMAN 4 PINRANG
5.	Jangka waktu Penelitian	: 1 Bulan
6.	Sasaran/target Penelitian	: SISWA KELAS X SMAN 4 PINRANG
7.	Lokasi Penelitian	: Kecamatan Suppa

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 15-02-2026.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 20 Agustus 2025



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

DPMPTSP

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

4. Letter of Research Completion

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PINRANG
Jalan Andi Wanreng No.7 Kel. Watang Suppa Kec. Suppa Kodepos: 91273
Email : sman4pinrang@gmail.com

SURAT KETERANGAN PENELITIAN
No. 400.3.12.1/415/UPT SMAN.04/PRG/Disdik

Yang bertanda tangan dibawah ini Kepala UPT SMA Negeri 4 Pinrang, Kabupaten Pinrang menerangkan bahwa:

Nama	: **RIZKYAWAN DZALMAN IQRAM**
Nomor Pokok	: 2020203888203067
Program Studi	: Pendidikan Bahasa Inggris (S1)
Fakultas	: Tarbiyah
Judul penelitian	: " ***The use of video dubbing technique in improving students speaking ability at SMAN 4 Pinrang*** "
Waktu Penelitian	: Mulai tanggal 04 September s/d 10 Oktober Tahun 2025

Yang tersebut namanya diatas telah melaksanakan penelitian pada UPT SMA Negeri 4 Pinrang dalam rangka penyusunan Skripsi.

Demikianlah surat keterangan penelitian ini kami berikan untuk dipergunakan sebagaimana mestinya.

Pinrang, 13 Oktober 2025
Kepala UPT SMAN 4 Pinrang

Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

IDARAHMA IBRAHIM, S.Pd.,M.Pd.
NIP. 19830603 200604 2 011

Catatan :
- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 '*Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.*'
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
- Surat ini dapat dibuktikan keasliannya dengan melakukan *scan* pada *QR Code*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5. Instrument Of the Research

a. Pre-Test

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAME OF STUDENT	:	Rizkyawan Dzalman Iqram
REG. NUMBER	:	2020203888203067
FACULTY	:	Tarbiyah
STUDI PROGRAM	:	English Education Program
THESIS TITLE	:	The Use of Video Dubbing Technique In Improving Students Speaking Ability At SMAN 4 Pinrang

PRE – TEST

Tujuan: Mengukur kemampuan awal siswa dalam berbicara bahasa Inggris, khususnya pada aspek **accuracy** dan **fluency**, sebelum diberi perlakuan (treatment).

Jenis Tes:

Imitative Speaking – Monolog sederhana

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

VIDEO EXAMPLE TO DUBBING

https://youtu.be/81_Ucpk3iM0?si=hSuyGqJOL0mYMCMX

Accepted by:

Supervisor 1	**Supervisor 2**
Dr. Magdahalena Tjalla, M.Hum	**Muajiz Muallim, M.A**
EIN. 19700320 200501 2 006	**EIN. 19910726 202321 1 027**

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

b. Post-Test

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAME OF STUDENT	:	Rizkyawan Dzalman Iqram
REG. NUMBER	:	2020203888203067
FACULTY	:	Tarbiyah
STUDI PROGRAM	:	English Education Program
THESIS TITLE	:	The Use of Video Dubbing Technique In Improving Students Speaking Ability At SMAN 4 Pinrang

POST – TEST

Tujuan: Mengukur kemampuan lanjutan siswa dalam berbicara bahasa Inggris, khususnya pada aspek **accuracy** dan **fluency**, setelah diberi perlakuan (treatment).

Jenis Tes:

Imitative Speaking – Dubbing sederhana

VIDEO YOUTUBE TO IMITATING AND DUBBING

https://youtu.be/cmuKK8Fr7A4?si=OMJB9NIpOXzD-1h7

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Accepted by:

Supervisor 1	Supervisor 2
Dr. Magdahalena Tjalla, M.Hum	Muajiz Muallim, M.A
EIN. 19700320 200501 2 006	EIN. 19910726 202321 1 027

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

6. Lesson Plan

LESSON PLAN

School : SMAN 4 Pinrang
Subject : English

Phase/Class : Phase D / X

Academic Year : 2025/2026

Topic : Descriptive Text
Learning Model : Video Dubbing Technique
Time Allocation : 4 Meetings (4 × 3 × 45 Minutes)

A. Learning Outcomes

Students are able to understand and produce simple spoken descriptive texts related to people, animals, objects, and experiences by using appropriate pronunciation, fluency, and expression in meaningful communication contexts.

B. Learning Objectives

At the end of the learning activities, students are expected to be able to:

1. Identify the social function and structure of descriptive text.
2. Describe objects, animals, people, and personal experiences orally.
3. Pronounce English words clearly and accurately.
4. Speak more fluently and confidently through video dubbing activities.

C. Essential Questions

- How can descriptive text help us explain people, objects, and experiences clearly?
- How does video dubbing help improve pronunciation and speaking fluency?

D. Learning Materials

- Definition and social function of descriptive text
- Generic structure: Identification and Description
- Language features: adjectives, noun phrases, simple present tense
- Videos related to descriptive topics (objects, animals, people, experiences)

E. Learning Media and Resources

- YouTube videos
- Laptop and LCD projector
- Speakers
- Video editing application
- Worksheet and students' notebook

F. Learning Activities

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Meeting 1

Topic: Describing Objects Around Them

Introduction

- Teacher greets students and checks attendance.
- Teacher explains learning objectives and introduces descriptive text.
- Teacher introduces video dubbing as a speaking practice technique.

Main Activities

- Students observe objects around the classroom.
- Students describe the objects orally using simple descriptive sentences.
- Teacher plays a video describing objects.
- Students imitate the speaker's pronunciation and intonation.
- Teacher corrects difficult words and pronunciation.

Closing

- Students practice short dubbing activities.
- Teacher provides feedback and reflection.

Meeting 2

Topic: Describing Pets

Introduction

- Teacher reviews previous material.
- Teacher introduces the topic of pets.

Main Activities

- Students write a descriptive paragraph about their pets.
- Students read their paragraph aloud.
- Teacher plays a video describing animals.
- Students practice dubbing the video.

Closing

- Teacher gives feedback on pronunciation and fluency.
- Students reflect on their learning.

Meeting 3

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Topic: Describing Indonesian National Heroes

Introduction

- Teacher introduces the topic of national heroes.
- Students watch a short video about a national hero.

Main Activities

- Students write a descriptive paragraph about a chosen national hero.
- Teacher explains basic steps of video editing for dubbing.
- Students practice recording their voices and matching the video timing.

Closing

- Teacher gives feedback on students' pronunciation and expression.

Meeting 4

Topic: Describing Personal Experiences

Introduction

- Teacher explains the evaluation activity.
- Students recall previous learning.

Main Activities

- Students write a descriptive text about a personal experience.
- Students dub a cartoon video using their own voice.
- Students submit their final dubbing video.

Closing

- Teacher gives evaluation and reflection.
- Teacher concludes the lesson.

G. Assessment

Assessment Type

- Performance-based assessment (Speaking)

Assessment Technique

- Oral speaking test

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Video dubbing performance

Assessment Aspects

- Fluency
- Accuracy

H. Differentiation Strategy

- Students with lower ability receive pronunciation guidance and repetition.
- Advanced students are encouraged to use longer descriptive sentences.

I. Reflection

- Students reflect on their speaking improvement after dubbing activities.
- Teacher reflects on the effectiveness of video dubbing in improving speaking skills.

Pinrang, Desember 2024

Mengetahui,

Guru Pengampu	Mahasiswa Peneliti
Tarbiyah Zainuddin S.Pd.	**Rizkyawan Dzalman Iqram**
NIP. 19811101 19 200604 2 016	NIM. 2020202888203067

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

7. Students Score in The Pre-Test

STUDENTS PRE-TEST SCORE

No.	Students Name	Pre-test Score	
		Accuracy	Fluency
1	Alya Muhkbita	1	2
2	Aprilia Nurcamila	1	2
3	Ayu Azurah	2	2
4	Handayani	1	1
5	Hilda Nur Resqiah	1	2
6	Ibah Munifah	2	2
7	Izzahtul Azizah	4	4
8	Khumaerah	3	3
9	Nur Aulia Rahma	3	1
10	Nur Zahra Aulia	2	2
11	Nurul Aisyah		
12	Nurul Annisha Azis	2	3
13	Nurul Firdha	3	3
14	Ratri Maulidia Hatta	2	2
15	Silpa	2	2
16	Siti Salsianita	2	1
17	Syafhira Octavia	2	2
18	Tiara	2	1
19	Uswatunnisa An	1	1
20	Utari	1	2
21	Agung Idzul Haq	2	3
22	Alfiansyah		
23	Alwan	2	2
24	Erwhin Amir		
25	Farid Atilah Jafar	2	3
26	Faris Atilah Jafar		
27	Irfan Hamka	1	1
28	M. Naufal Hibatulla		
29	Muh. Aldyansya Resky		
30	Muh. Alfatur		
31	Muhammad Arfah		
32	Nijam Iksandi		
33	Safril Brugman		

Accepted by:

Supervisor 1

Dr. Magdahalena Tjalla, M.Hum
EIN. 19700320 200501 2 006

Supervisor 2

Muajiz Muallim, M.A
EIN. 19910726 202321 1 027

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

8. Students Score in The Post-Test

STUDENTS POST-TEST SCORE

No.	Students Name	Post-test Score	
		Accuracy	Fluency
1	Alya Muhkbita	3	3
2	Aprilla Nurcamila	3	3
3	Ayu Azurah	3	3
4	Handayani	2	3
5	Hilda Nur Resqiah	3	3
6	Ibah Munifah	3	2
7	Izzahtul Azizah	6	5
8	Khumaerah	5	5
9	Nur Aulia Rahma	4	3
10	Nur Zahra Aulia	5	5
11	Nurul Aisyah		
12	Nurul Annisha Azis	4	4
13	Nurul Firdha	5	5
14	Ratri Maulidia Hatta	3	4
15	Silpa	3	3
16	Siti Salsianita	3	4
17	Syafhira Octavia	4	3
18	Tiara	3	3
19	Uswatunnisa An	4	4
20	Utari	2	3
21	Agung Idzul Haq	4	4
22	Alfiansyah		
23	Alwan	3	4
24	Erwhin Amir		
25	Farid Atilah Jafar	3	4
26	Faris Atilah Jafar		
27	Irfan Hamka	3	2
28	M. Naufal Hibatulla		
29	Muh. Aldyansya Resky		
30	Muh. Alfatur		
31	Muhammad Arfah		
32	Nijam Iksandi		
33	Safril Brugman		

Accepted by:

Supervisor 1

Dr. Magdahalena Tjalla, M.Hum
EIN. 19700320 200501 2 006

Supervisor 2

Muajiz Muallim, M.A
EIN. 19910726 202321 1 027

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

9. Mean and Standard Deviation Students

Mean Score	Standard Deviation
Pre-test mean score $\bar{x} = \frac{\sum Xi}{n}$ $\bar{x} = \frac{\sum 758.3}{23}$ $\bar{x} = 32.9$	Pre-test Standard Deviation $\sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{n}}{n-1}}$ $SD = \sqrt{\frac{\Sigma 28123.35^2 - \frac{(\Sigma x)^2}{n}}{n-1}}$ $SD = \sqrt{\frac{28123.35 - \frac{(758.3)^2}{23}}{23-1}}$ $SD = \sqrt{\frac{28123.35 - \frac{575018.89}{23}}{23}}$ $SD = \sqrt{\frac{28123.35 - 25000,82}{23}}$ $SD = \sqrt{\frac{3122.53}{23}}$ $SD = \sqrt{135.7}$ $SD = 11.6$
Post-test mean score $\bar{x} = \frac{\sum Xi}{n}$ $\bar{x} = \frac{\sum 1358.3}{23}$ $\bar{x} = 59$	Post-test Standard Deviation $\sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{n}}{n-1}}$ $SD = \sqrt{\frac{84921.13 - \frac{(1358.3)^2}{23}}{23-1}}$ $SD = \sqrt{\frac{84921.13 - \frac{1844978.89}{23}}{22}}$ $SD = \sqrt{\frac{84921.13 - 80216.47}{22}}$ $SD = \sqrt{\frac{4704.66}{22}}$ $SD = \sqrt{213.8}$ $SD = 14.6$

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

10. Documentation







CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE







CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE



RIZKYAWAN DZALMAN IQRAM was born on February, 28th 2002 in Pinrang, Pinrang regency , South Sulawesi. He is the third child from the marriage of her parents, Muh. Nawir M and Hj. P Suryani Daddi. Him education background began at SDN 99 Suppa on 2007 until 2013 and graduated on. Then, He continued him study at Junior High School was SMPN 1 Suppa graduate on 2016 and He continued him senior high school at SMAN 4 Pinrang and graduate on 2019. He was accepted in English Education program, Tarbiyah Faculty, State Islamic Institute of Parepare in 2020. He completes him study with him undergraduate thesis with the title "The Use of Video Dubbing Technique in Improving Students Speaking Ability At SMAN 4 Pinrang".

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE