

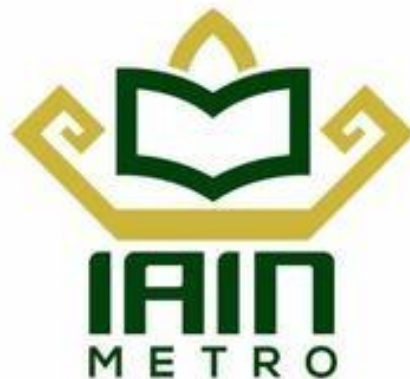
**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING  
MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF SMK YP  
96 BUKIT KEMUNING NORTH LAMPUNG**

**By:**

**SUKMA SETIAWAN**

**Student Number : 1801070063**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445H/2024M**

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96 BUKIT KEMUNING NORTH LAMPUNG**

Presented as Partial Fulfillment of the Requirements For the Degree of Sarjana  
Pendidikan (S.Pd) English Education Study Program

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ENGLISH EDUCATION DEPARTMENT  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445H/2024M**



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**APPROVAL PAGE**

Title : IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING  
MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF  
SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG

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**NOTA DINAS**

Nomor : -  
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Kepada yth,  
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***AssalamualaikumWr.Wb.***

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Judul Skripsi : IMPROVING STUDENT'S SPEAKING ABILITY BY USING  
DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER  
OF SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG

Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

***Wassalamu'alaikumWr.Wb.***

Ketua Jurusan Tadris Bahasa Inggris

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**NOTIFICATION LETTER**

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To:  
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*Assalamu'alaikum, Wr. Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

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Students Number : 1801070063  
Faculty : Tarbiyah and Teacher Training Faculty  
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Title : IMPROVING STUDENT'S SPEAKING ABILITY BY USING  
DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER  
OF SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikumWr.Wb.*

The Head of English Education Department

Dr. Much Demistur, M.Pd  
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**RATIFICATION PAGE**

No. B-0136/In-23.1/D/PP-00.g/01/2024

An undergraduate thesis entitled: IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG, Written by Sukma Setiawan, student number 1801070063, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 29<sup>th</sup>, 2023 at 10.00 - 12.00 a.m.

**BOARD OF EXAMINERS:**

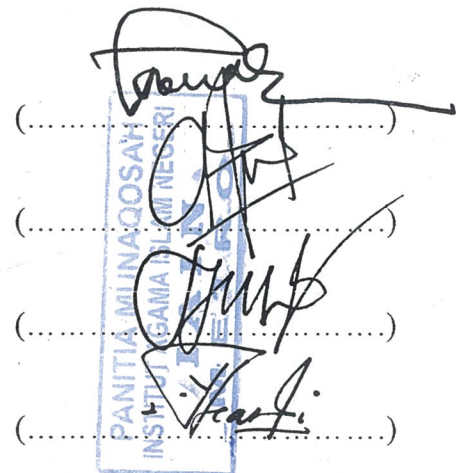
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PANITIA MUNAQOSAH  
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**IMPROVING STUDENT’S SPEAKING ABILITY BY USING DUBBING  
MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF SMK YP  
96 BUKIT KEMUNING NORTH LAMPUNG**

**ABSTRACT**

**By:**

**SUKMA SETIAWAN**

Basically, speaking is one of productive skills in English that has to be learned students. However in reality, there are so many students that find difficulties in speaking because of several factors in teaching and learning process. Based on the data of pre survey, the principal problem that is got by the students’ low skill in speaking skill because they have low motivation.

Teaching by using an appropriate technique is considered as an important necessary related to the problems above. using dubbing movie Technique is considered as the solution for the problems above because this technique gives positive impact. In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research were 20 students in the eleventh grade of SMK YP 96 BUKIT KEMUNING, north lampung . In collecting data, the researcher used test that include of pre-test, post test I and post test 2, observation and documentation. The research was conducted collaboratively with the English teacher of SMK YP 96 BUKIT KEMUNING, north lampung.

It was investigated that the use of dubbing movie technique could improve the students’ in speaking skill. There is progress of students’ grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 20% or 5 students, post-test I 40% or 10 students and post-test II become 76% or 19 students. It is inferred that the use of dubbing movie technique could improve the students’ in speaking skill because the research result had achieved the indicator of success.

In addition, the result of students’ learning activity in cycle I is 51 % and cycle II is 76 %. It means that there is improvement in students’ learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of dubbing movie technique could improve the students’ in speaking skill and their learning activity.

***Keyword : Dubbing Movie Technique, Speaking Skill, Classroom Action Research***

**MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN  
MENGUNAKAN TEKNIK DUBBING FILM DI KELAS 11 SMK YP 96  
BUKIT KEMUNING, LAMPUNG UTARA**

**ABSTRAK**

Oleh:  
Sukma Setiawan

Pada dasarnya, berbicara adalah salah satu keterampilan produktif dalam bahasa Inggris yang harus dipelajari siswa. Namun dalam kenyataannya, ada begitu banyak siswa yang menemukan kesulitan berbicara karena beberapa faktor dalam proses pengajaran dan belajar. Berdasarkan data dari survei sebelumnya, masalah utama yang didapatkan oleh siswa adalah keterampilan berbicara yang rendah karena mereka memiliki motivasi yang rendah.

Mengajar dengan menggunakan teknik yang tepat dianggap penting terkait dengan masalah di atas. Menggunakan film ganda Teknik ini dianggap sebagai solusi untuk masalah di atas karena teknik ini memberikan dampak positif. Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (CAR) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 20 siswa kelas 11 SMK YP 96 BUKIT KEMUNING, Lampung utara.

Dalam mengumpulkan data, peneliti menggunakan tes yang mencakup pre-test, post test I dan post test 2, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMK YP 96 BUKIT KEMUNING, Lampung utara.

Diselidiki bahwa penggunaan teknik dubbing film dapat meningkatkan siswa dalam keterampilan berbicara. Ada kemajuan kelas siswa yang mencapai Minimum Mastery Criteria (MMC) dari pre-test 20% atau 5 siswa, post-test I 40% atau 10 siswa dan post test II menjadi 76% atau 19 siswa. Hal ini disimpulkan bahwa penggunaan teknik dubbing film dapat meningkatkan siswa dalam keterampilan berbicara karena hasil penelitian telah mencapai indikator keberhasilan.

Selain itu, hasil kegiatan belajar siswa di siklus I adalah 51 % dan siklus II adalah 76 %. Ini berarti bahwa ada peningkatan dalam aktivitas belajar siswa karena hasil penelitian telah mencapai indikator keberhasilan. Oleh karena itu, disimpulkan bahwa penggunaan teknik dubbing film dapat meningkatkan siswa dalam keterampilan berbicara dan aktivitas belajar mereka.

***Kata kunci: Dubbing Film, Kemampuan Berbicara, Penelitian Tindakan Kelas (PTK)***



## STATEMENT OF REASERCH ORIGINALITY

### STATEMENT OF REASERCH ORIGINALITY


The undersigned:

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Department : English education department  
Faculty : Tarbiyah and teacher training faculty

States that this undergraduate thesis is originally the result of the writer's research.

In exception of certain parts which are quoted from bibliographies mentioned.

Metro, 21 Desember 2023

  
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Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan di sebutkan dalam daftar pustaka

Metro, 21 Desember 2023



**Sukma Setiawan**  
NPM. 1801070063

## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*Allah does not burden a person but according to his ability. (Q.S Al Baqarah 286)*

*Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.  
(Q.S Al Baqarah 286)*

***Live with simplicity and don't be arrogant. Because only Allah, the One True God has the right to be arrogant.- KRH. H. Tarmadji Boedi Harsono,SE (kang mas tarmadji)***

***Hiduplah dengan penuh kesederhanaan dan jangan sombong. Karena hanya Allah, Tuhan Yang Maha Esa yang berhak sombong.- KRH. H. Tarmadji Boedi Harsono,SE (kang mas tarmadji)***

## **DEDICATION PAGE**

*This piece of work is dedicated to:*

*My Beloved Parents  
(Mr. Paimun and Mrs Royani)*

*My Brother  
(Aji Sanubari)*

*My best friends  
(ijod squad: Ayu Ameliana Putri, M.  
Gilang Febrata, Devi Nitriana Suci)*

*My Lecture, Drs. Kuryani, M.Pd who always guide me during the writing  
process of my undergraduate thesis*

*My Beloved Lectures Of English Education Study Program Of Institute  
Islamic Collage Of Metro*

## ACKNOWLEDGEMENTS

Alhamdulillah, thank God, I thank you for the presence of Allah SWT, who has provided health so that, so that the author can complete this proposal with the title "improving student speaking ability by using dubbing movie technique among the eleventh grade of smk yp 96 bukit kemuning north lampung" sholawat and greetings to the messenger of Allah SAW, may we be a people who always get his intercession.

In completing this thesis, the author has been assisted by several parties, therefore the author would like Thanks to Prof. Dr. Siti Nurjanah, M.Ag, as the rector of IAIN metro, Dr. Much Deiniatur, M.Pd as the head of the English language education department, as well as thesis supervisor who has helped and directed the writing of this thesis.

The author realizes that this thesis is full of shortcomings and is far from perfect, so criticism and suggestions for the sake of improvement of this thesis are highly expected.

Metro, 22 Desember 2023



Sukma Setiawan  
St. ID 1801070063

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# CHAPTER I

## INTRODUCTION

### A. Background of study

English is global language, it has been taught in some levels of education in Indonesia, Such as elementary school, Junior High School, and senior High school in order to make young generations ready to face the globalization era. In this era Globalization, English Language is important for our lives. Infact , it is the second most spoken language in the world. Globalization made the use of English language more widen.

There are four skills in learning English, namely listening, speaking, writing, and reading. Actually, most of students faced some problems in speaking skill. They don't know how to pronoun the word in English correctly. And the teacher's approach can solve this problem effectively.

Speaking is one of four the skills in English, it is a process of communication by using oral form, Speaking is not only for reading or writing , but for expressing the ideas and opinions, speaking performance is extremely needed by the people to communicate with other people.

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to

get things done, for example, to describe things of someone, to complain about people's behavior, asking and giving services and others.

The ability to speak English properly has been one essential benchmark skill in the professional world. Learning English in Senior High Schools are important not only for preparation of the globalization process but also as the provision of Senior High School students to continue higher education level.

The teacher in language teaching, especially the teaching of English. Teacher is responsible to educate the students from little knowledge to sufficient English speaking environment. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of every aspect of their life.

As one of the basic skills of English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose the interest in learning. Video Dubbing is not a new term in this time.

Video Dubbing is one of technique to make people understand more about the video content. It can be used freely, it is simple and understandable operation in order to reach the goal of the speaking ability improvement, student involved in many activities of Video Dubbing. Based on the theory, The conclusion is that Video Dubbing is revoicing a video from the original voiceto the other.

Based on the problems above, the researcher got the data of the students speaking ability which will show bellow:

**Table 1.1 Pre survey Data of Students' English Speaking Score**

No	Name	Score	Criteria
1	Ade Bagus Ariadi	72	Failed
2	Agung Prasetyo	72	Failed
3	Bella Rahma Anggraini	78	Failed
4	Dwi Pratiwi	75	Failed
5	Egi Firmansyah	70	Failed
6	Emilia Widyaningsih	65	Failed
7	Febia Arianti	70	Failed
8	Iwan Kurniawan	80	Passed
9	Meliyni Putri	75	Failed
10	Muhamad Iqbal	82	Passed
11	Rahma Puspita Sari	80	Passed
12	Refki Sanjaya	80	Passed
13	Rifki Ananda	82	Passed
14	Sabrina Maulina	75	Failed
15	Sela Anggraini	70	Failed
16	Sigit	75	Failed
17	Susanti	70	Failed
18	Tiara Zahra	80	Passed
19	Rio Vernando	75	Failed
20	Riski Putra	85	Passed

**Table 1.2 Passing Grade Criteria**

No	Category	Score Interval	Frequency	Presentation
1	Complete	>70	7	35 %
2	Incomplite	<70	13	65 %
<b>Total</b>			<b>20</b>	<b>100%</b>

Based on the data above the writer found that the students are not able to reach a score of 70 as the Minimum Mastery Criterion (MMC) yet. The students can be successful in achieving the material if 65% of the students in the class get at least 70. However, it is only 35% of students that were able to complete the minimum mastery criterion. It is because there are only seven of twenty students able to achieve the minimum.

### **B. Problem identification**

Based on the background of the problem described above, it can be identified several issues such as:

1. The student's motivation is low in learning English.
2. The English teacher has taught about speaking skills but the media is low.
3. The teaching technique is not appropriate on activities to practice speaking in English that's why the students have low speaking skills in English.

### **C. Problem limitation**

Limitations are very useful for researchers to determine the focus point of the problem. In this case, the researcher focuses on students' speaking ability because the English teacher has taught English skills but the media is low.

### **D. Formulation of the problem**

Based on the issues described in the background of the problem above, the writer formulates the problem as follows: "Can the Dubbing Movie technique improve students' speaking ability among eleventh graders of SMK YP 96 Bukit Kemuning?"

### **E. The objective of the study**

The objective of this research is to improve Dubbing movie technique can improve students' speaking ability among Eleventh grader of SMK YP 96 bukit kemuning north lampung.

### **F. Benefit of the study**

The significance of the study will be useful for:

- a. For the English teachers, the result of this research is expected to provide them with an alternative method to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.
- b. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.
- c. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking

### **G. Prior research**

is important to discuss as a guidance and comparison of the research. In this research, there are three prior researches as following: The first prior research was conducted in 2013 by Nurul Yaqin from Universitas Muria Kudus entitled *"Dubbing Film To Improve Speaking Ability Of The Tenth Grade Student Of MA Mazro'atul Huda Karang Anyar Demak In Academic*



*Year 2012/2013*".<sup>1</sup>

The research objective is to solve the student's problem in Speaking ability.

The subject was 37 of class X A of MA Mazro'atulHuda.

The cycle I, the researcher used muted film to make dubbing the students. The cycle II, the researcher unmuted film to make students easier to dub the film. The cycle III, the researcher used unmuted film with subtitle as a technique to dub the film.

The oral test score in cycle I was 61.95, cycle II was 72.43, and cycle III was 76.43. In questionnaire sheet, students showed positive responses to dubbing film as technique to teach speaking. Showing film to the students can offer a good way to increase the students' motivation in speaking. Based on the research result, it is showed that Dubbing Movie (Film) improved the students' ability in speaking.

The second prior research was in 2012 by Ahmad Azwar Hakim "*Implementing Animation Video Dubbing To Improve Speaking Ability For The Tenth Grade Students Of SMA 1 Jekulo Kudus In Academic Year 2011/2012*".<sup>2</sup> The present study is a Classroom Action Research (CAR). Its prime objective is to reveal the way to improve the speaking ability of the tenth grade students of SMA 1 Jekulo Kudus by implementation of animation video dubbing as technique of teaching speaking. Besides, this research aims

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<sup>1</sup> NurulYaqin, "*Dubbing Film To Improve Speaking Ability Of The Tenth Grade Student of MA Maazro'atul Huda Karang Anyar Demak In Academic 2012/2013*", (University Muria Kudus, 2013), unpublished thesis

<sup>2</sup> Ahmad AzwarHakim, "*Implementing Animation Video Dubbing To Improve Speaking Ability For The Tenth Grade Students Of SMA 1Jekulo Kudus In Academic Year 2011/2012*", (University Muria Kudus, 2012), unpublished thesis

at knowing the students' responses to the implementation animation video dubbing.

This action research project was undertaken in the students of X.5 in the second semester of 2011/2012 academic year. The researcher implemented animation video dubbing within three cycles which lasted a total of one month.

The instruments were oral tests which were given in each cycle after taught by using animation video dubbing, observation sheet, and questioner which was given in the post cycle. The third prior research in 2018 by Rizki Nur Rokani "*The Effectiveness Of Dubbing Movie Strategies On Student's Speaking Ability At The Second Grade Of MA At Tohiriyah Ngantru*".

Method of research used quasi experimental research with quantitative approach. Population and sample was the second grade IPS at MA At Tohiriyah Tulung Agung that contains 43 children This study used quasi experimental design in the form of two group pre test post test design with quantitative approach.<sup>3</sup>

In this research the researcher focus to Improving Students Speaking Ability Through Dubbing Movie At The Eleventh Grade Of SMK YP 96 bukit kemuning In Academic Year 2022/2023. Population and sample was The Eleventh Grade Of SMK YP 96 bukit kemuning that contains 20 children with Class Action Research approach.

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<sup>3</sup> Rizki Nur Rokani, "*The Effectiveness Of Dubbing Movie Strategies On Student's Speaking Ability At The Second Grade Of MA At Tohiriyah Ngantru*". (IAIN Tulung Agung, 2018), unpublished thesis

Differences of this research with prior research are, in first prior research The research objective is to solve the students' problem in Speaking ability, in second research the research aims is to knowing the students' responses to the implementation animation video dubbing, in the last prior research focus is to knowing the effectiveness of dubbing movie strategies on student's speaking ability.

## **CHAPTER II**

### **THEORITICAL REVIEW**

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking ability, Dubbing Movie Method, and conceptual framework

#### **A. The Concept Of Speaking**

##### **1. The Definition of Speaking**

Many definitions about speaking have been proposed by language. According to Brown, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill".

In addition, Scott stated that speaking is so much a part of daily life that we take it for granted. The average person uses tens of thousands of words a day, although some people like auctioneers may produce even more than that. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they

have not taught something with a clear learning outcome that can be held up as justification for the lesson.

Ability is possession of the qualities required to do something or get something done. Ability is manifested in action, while capacity does not imply action, as when we speak of capacity for virtue. Capacity is the gift of nature. Ability is partly the result of education or opportunity.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

From the explanation above, the researcher concludes that speaking is an approach to convey and share ideas and feelings orally. Speaking involves some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is every necessary activity for all ages of learners because from this activity people can understand what the other said who

use a foreign language too.

It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society

## **2. Students Speaking Achievement**

The students use achievement in speaking when they wish to express them selves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term “Speaking Achievement” here meanstheability toapply grammatical and discourse to communicate effectively inparticular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers,to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation,writer can summarize that speaking achievement to achieve the language appropriately in social interactions. Diversity in interactions here in volves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy and fluency for Junior High School students. It puts on how students can use their English knowledge in their daily conversationin order to be good in speaking.

### 3. The Function of Speaking Ability

The mastery of speaking Ability in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. “three part version of Brown and Yule’s framework: talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.”<sup>4</sup>

#### a. Speaking as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other.

#### b. Speaking as performance

Speaking as performance refers to public speaking; it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

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<sup>4</sup>Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*. (New York: Cambridge University Press. 2008). p.21

c. Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

**B. The Theory Of Speaking Ability**

Speaking ability refers to a person's proficiency in producing spoken language. It involves the use of language to express thoughts, ideas, feelings, and opinions in a clear, effective, and coherent manner. There are several theories related to speaking ability:

1. Skill-based theory: According to this theory, speaking ability is a skill that can be developed through practice, repetition, and feedback. This theory emphasizes the importance of deliberate practice and the role of feedback in improving speaking ability.
2. Interactionist theory: This theory emphasizes the social and communicative aspects of speaking ability. It suggests that speaking ability is developed through interactions with others, such as conversations, discussions, and debates. This theory emphasizes the importance of context and the ability to adapt language to different situations.
3. Cognitive theory: This theory emphasizes the cognitive processes involved in speaking ability, such as attention, memory, and executive function. It suggests that speaking ability is related to cognitive abilities,



such as working memory, attention control, and cognitive flexibility.

Overall, these theories highlight the complexity of speaking ability and suggest that it involves a combination of cognitive, linguistic, social, and cultural factors.

### 1. The Theory Of Measurement of speaking ability

Based on the Weir Cyril J. There are some indicators that be supposed to measure the speaking skill.<sup>5</sup>

**Table 2. 1 Table of speaking measurement**

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts
	2 (adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and needs regular prompt.
	1 (fair)	The students speak so little that no “fluent” speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of a rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation
	1 (fair)	Words are unintelligible.

<sup>5</sup> Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005) P.195-196

Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.

### C. Dubbing Movie Method

#### 1. Definition of Dubbing Movie Method

Dubbing is the term used to describe the technique through which the original dialogues of feature films or television programer are replaced by new dialogues, translated and adapted for the purpose of enabling viewers to understand audio visual material produced in foreign languages.<sup>6</sup>

Video Dubbing is one of modern teaching technique. Traditional and modern teaching methods are two different terms. In modern one, teacher should be creative and innovative.The method of film dubbing offers a unique opportunity for the imitation of English pronunciation and intonation with in acontextualized scenario.The research aimed to identify:

- a. Whether and to what extent the use of VD improve students' speaking

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<sup>6</sup> Alison Duguan,etc.,. *Gentle Obsessions Literature,Linguistics And Learning In HonourOfJohnMorley*, (Roma :Artemide,2015),p.25

skill

- b. The strengths and the weaknesses of VD when implemented in this research.

Video dubbing is not a new term in this time. Video dubbing is one of methods to make people understanding more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker. In order to reach the goal of the speaking skill improvement, students are involved in many activities of Video Dubbing.

Film dubbing utilizes authentic film clips, with which learners dub the voices of muted characters. The more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack.

Dubbing in film making, is process of adding new dialouge or other sounds to the soundtrack of a motion picture that has already been shot. Dubbing is most familiar to audiences a means of translating foreign – language into the audience’s language. When a foreign language is dubbed, the translated of the original dialogue is carefully matched to the lip movement to the actors in the film. Based on the theory, I could make a construct that Video Dubbing is revoicing a video from the original voice to the other one.

## 2. The Dubbing Process

The process of dubbing begins when a TV channel or a movie house decides to buy (the exhibition rights of) a foreign film in a foreign language in order to offer it in the local language. Then the TV channel or movie house commissions the translation and the dubbing process to a dubbing studio. In the studio, a dubbing director selects the voices (professional dubbing actors and actresses) that will give life to the translation, and stimulates and instructs the actors to put on the most adequate and accurate acting performances.<sup>7</sup>

At the same time, the studio commissions the translation to a professional translator. The translation brief usually consists of a literal translation that reflects all the idiosyncrasies of the source text and culture – these –called rough translation. Then a dialog writer rewrites the translation (sometimes this is also done by the same translator), making it sound like natural speech and taking care of the three kinds of synchronization described below. This text is then passed on to the dubbing actors and actresses who, under the supervision of the dubbing director, will utter and fit

all sentences into the mouth of the original source actors and actresses of the film. A sound technician or engineer will then record the target dialogs on a blank track of the original copy of the film, which will be ultimately mixed with the original tracks so that the film also can be exhibited and heard in the target language.

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<sup>7</sup> F. Chaume-Varela, "Dubbing", (Universitat Jaume I, Castello de la Plana, Spain), hal: 6.

### 3. Synchronization

Synchronization (or lip-sync) is one of the key factors at stake in dubbing. It is commonly considered as the differentiating feature of dubbing, although, in fact, it only represents one important area, together with others such as the need to produce a translation reflecting oral unlabored dialog (a written text to be spoken as if not written), or the effect of the interaction between image and word on translation solutions.<sup>8</sup>

Synchronization undeniably has a direct impact on the translation process and product, and, as such, it should be given due consideration in the study of Audio visual Translation. Synchronization obliges the translator to put in to practice his or her creative skills and move away from literal concept translation to focus on the function of the text and on the viewer, one of the essential features of Audio visual Translation.

When a film is dubbed, the original soundtrack is replaced by a translated soundtrack. Gottlieb therefore states that dubbing creates the perfect illusion—that the translation is actually an original. Dubbing can be both intra- and interlingual, the former being the more commonly used, while the latter is more obvious. Intralingual dubbing is done by replacing the original soundtrack with an identical soundtrack done recorded in a studio rather than on set. This is done for sound quality purposes only, mostly when outdoor sets are in question.

On the other hand, there are some constraints of dubbing which need

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<sup>8</sup> *Ibid.*, p.7.

to be taken into account. The most obvious is probably lip-synching, which needs to be taken into account especially considering close-up scenes, where mismatching vowels and consonants would be more visible to the viewer. Another constraint is isochrony, which concerns the length and speed of the utterance. Lastly, kinesthetic synchrony matches the movements and gestures of the actors with the spoken words. It is not uncommon that these constraints have priority over the translation, although dubbing does require less textual reduction than subtitling.

The dubbing process can be divided into three basic phases. Firstly, during the pre-production stage, an original script of a film or other audio visual product that has been commissioned by a film distributor is viewed, analysed, translated and adapted before any actual dubbing activity starts.<sup>9</sup>

#### 4. Procedure Of Dubbing

Here are the typical steps involved in the creation of a good alternate language track (or “dub”) for your film or video:

- a. A video master is sent to the localization provider, including a script, the video, and an M&E (either stereo or 5.1 and stereo).
- b. A dubbing stem script is created. It is analyzed frame-by-frame, with every pause in the dialogue; taking into account tonal inflections and general tenor to ensure the nuance of the performance is transmitted to the translators.

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<sup>9</sup> Alison Dugan, etc., *Gentle Obsessions*, p.251

- c. A low resolution reference of your video and master script sent to the target language team who may reside in house but often work off-site.
- d. Specialized translators then work with the dubbing script to translate it and adapt it by matching the length of each line of dialogue to the original script.
- e. Voice-casting usually occurs while translators tackle the script.
- f. QC editors work with the dialogue in the target language to ensure the lip-syncing to the video is accurate and well timed.
- g. In some instances, selective technical adjustments are made to imperceptibly slow down or speed up the video in order to improve upon the lipsync of the dub. This will ensure that the actors' voice-overrecordings match the mouth movements exactly. It takes patience and a meticulous eye but will make all the difference in the final product.
- h. Following the thorough preparation of the script, the voice talent and directors go to the recording studio. Directors work closely with translators and will, at this stage, have combed through the script for subtle nuances. They guide the actors to tonal, intonation, linguistic accuracy and expressive excellence.
- i. Finally, sound engineers create a mix that incorporates the M&E tracks and is "laid back" to the original video.<sup>10</sup>

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<sup>10</sup><https://blog.cminyla.com/blog/dubbing-works-video-dubbing-process-best-practices/>  
diunduh pada 8 November 2018

#### **D. Teaching speaking using video dubbing**

In contrast with the traditional approach to pronunciation instruction, film dubbing is a supplementary method where by EFL learners acquire English pronunciation. Approaches to film dubbing projects have been outlined by several researchers for application in an EFL context. The method of film dubbing offers a unique opportunity for Imitation of English pronunciation and intonation with in a contextualized Scenario.

There must be some procedures in the video dubbing activities in general. The management of a video dubbing project involvess everal stages: video selection, scene cropping and muting, initial class presentation of the target video, group listening comprehension or scenario creation activities, individual and group practice, and soundtrack dubbing.

New steps of conducting video dubbing in the classroom:

##### 1. Video Watching Session

In this session, teacher plays the video. Students watch the video carefully. Teacher can pause in some important parts in the video to give emphasis. This session give students big chance to practice like a native while they are watching

##### 2. Video Discussion

Researcher give the script of the scene and ask the student to learn how to pronoun the scriptcorrectly, the researcher allows the student to use voice dictionary.



### 3. Video Recording Session(Posttest)

The last stage, students are asked to record their voice through headset in to the computer. The software use is Windows Movie Maker. The result of the dubbing used as post test score.

#### Advantages And Disadvantages Dubbing Movie Method

##### a. Advantages

- 1) Grab students'attention
- 2) Focus students'concentration
- 3) Draw on students''imagination
- 4) Build a connection with other students and instructor
- 5) Increase memory of content;
- 6) Increase understanding
- 7) Foster creativity
- 8) Make learning fun.
- 9) Disadvantages
- 10)Need more time
- 11)Use many media

## **E. Pronunciation**

### 1. Definition Of Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual.<sup>11</sup>

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<sup>11</sup> AMEPResearch, *Adult Migrant English Program Research Cente*,2002.P.1

## 2. Why is pronunciation important?

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.

### **F. Action hypothesis**

Action hypothesis of this research is stated as follows; "By the use of dubbing movie, the students' speaking ability can be improved among the eleventh grader of SMK YP 96 BUKIT KEMUNING".

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Variable and Operational Definition of Variable**

Variables used in study are defined as operational definitions of variables. The markers found in a component are the product of the theoretical review's synthesis theory. This study's object consisted of two variables: independent variable and dependent variable.

##### **1. Independent Variable (X)**

The independent variable of this research is the variable which observes and measures the effect of the independent variable. Dependent variable of this research is Dubbing movie Technique that was implemented to improve the students' speaking skill which can be defined as a tool to help students in process their learning activity. This technique useful to make their develop in oral activity of spoken language

##### **2. Dependent Variable (Y)**

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. Speaking skill as the dependent variable of someone that has develop or practiced in the classroom of language teaching.

A dependent variable is one that can be increased by an independent variable. The oral examination is the dependent variable in this study. This dependent variable's indicators are as follows:

- a. The learners are required to articulate themselves in English through using sufficient vocabulary.
  - b. The learners are able to communicate easily in English.
  - c. The learners are required to hear what they say when listening.
  - d. The learners to express themselves in English by using acceptable statement constructs.
3. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject that varies from object to another<sup>12</sup>

To evaluate students' speaking skill, the research used test that consist of pre-test and post test. The instrument of the speaking is oral activity the research ask for the student to describe in convey the material.

The research used speaking rubric to measure the students' in develop or asroom there are consist fluency, pronunciation, vocabulary, grammatical accuracy, and the last interactional strategies. Based on the professor Weir Cyri IJ. There are some indicators that be supposed to measure the speaking skill:

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<sup>12</sup> Jhon Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches*, (Lincoln: SAGE Publication, 2002) p12

## B. Research Setting

The researcher will conduct the research in the eleventh grades students of SMK yp 96 bukit kemuning. The writer will take one of the classes in which the student has the lowest average score. Based on the teacher's experience during teaching and learning process of speaking skill, the researcher has found problems such as incapability of the students in speaking. The solution is implement the dubbing movie method.

This research is the Classroom Action Research type, and will be conducted at eleventh grades of students SMK yp 96 bukit kemuning the location is in bukit kemuning north lampung, lampung

## C. Object of The Study

The object of Classroom Action research is the students of class XI of SMK yp 96 bukit kemuning. This class consists of 20 students. The writer chooses the class because most of the students have low on speaking ability.

The teacher taken one of her classes in which the students had low average score. Based on the teachers experience in process learning the student have problem of oral activity there are some minim vocabulary, can improve speaking skill help the student in problem solution.

*Tabel 3.1 Total Students of The Eleventh Grade SMK YP 96 Bukit Kemuning*

No	Class	Gender		Total
		Male	Female	
1	XI	10	10	20

#### D. Research Procedure

The kind of this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process,<sup>13</sup>

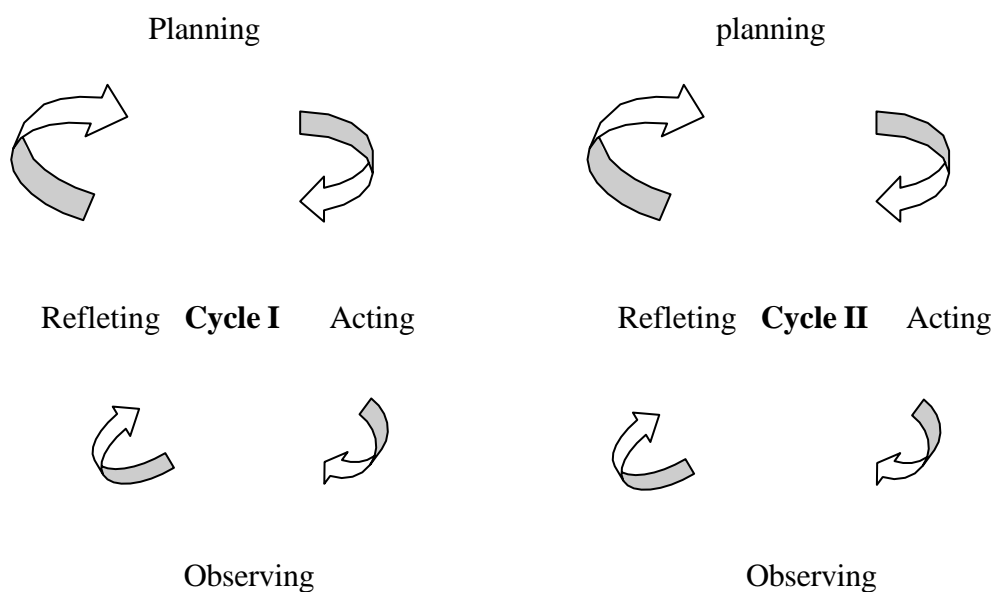
Jean Mc Niff also talked that, Classroom Action Research is a name given to particular way of researchigyour learning. This is a pratical way to look at your practice to check is that what you feel,<sup>14</sup> Based on statement above, the researcher can state about Class Action Research is a reflective study conducted by teacher in the classroom to get solutions to problems until they can be resolved. In addition, classroom action research helps the teacher to solve problems by applying some new technique,methods or strategies as an alternative to innovation in their process learning.

In this Classroom Action Research (CAR), present the of cycle consist of four step planning, acting, observing and the last reflecting. The researcher describes for cycle in classroom action research design.

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<sup>13</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York:Routledge,2010), p. 2

<sup>14</sup> Jean Mc Niff and Jack Whitehead, *Action Research Principle and Practice*, (New YorkRouthledgeFalmer, 2002) Second Edition, p.1



*Figure 3.1 Kurt Lewin's Action Research Design (Adapted from Jean McNiff, 2002)*

CAR was applied in this study because it is considered important to develop the speaking skill of eleventh grade Students of SMK YP 96 BUKIT KEMUNING by applying dubbing movie Technique, by implementing this technique it is expected to be able to solve students' problems process of speaking activity teaching and learning.

The classroom action research design applied in this research collaborative action research. In conducting the research, the researcher collaborated with real English teacher's of SMK YP 96 BUKIT MENUNING as an observer and collaborator. The researcher plays role as an english teacher who teaches speaking skill through dubbing movie Technique to the students, with the real English teacher's role is an observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teachers acts as collaborator when help the researcher in designing

lesson plan, carrying out reflection, and determining the follow up the study, Here, the researcher is not only as an observer but the researcher also took some action by making lesson plan and giving assesment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of speaking oral result in their learning process.

According to the Kurt Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

### **1. Cycle 1**

#### **a. Planning**

Planning is the first step in every activity, Writer explains about what, why, when, where, who and how the action is done.<sup>15</sup> Without planning, the writer's activity will not focus. The planning will be reference in doing action. Here is the step that the writer can make in planning:

- 1) The writer identifies the problem causes and finds the problem solving.
- 2) The writer makes a lesson plan.
- 3) The writer prepares the material, approach and technique of teaching.
- 4) The writer prepares the source of learning.
- 5) The writer prepares format to observe.
- 6) The writer prepares format to evaluate the students' activities

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<sup>15</sup> *Ibid*, p.16



after teaching learning process.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made. Without the action the planning just imagination that never can be real. There are the steps that the writer does in the action:

- 1) The teacher applies the lesson plan
- 2) The teacher explains the advantages of using dubbing movie in learning process
- 3) The teacher explains the strategies of learning process by dubbing movie
- 4) The teacher guides the students in teaching learning process based on the lesson plan.

c. Observing

Observing is the activity of recording the event and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation

d. Reflecting

The reflecting is the fourth steps that writer is done. The writer will try to see and amuse again something that writer has done. It is

also know whether there is effect to the students' learning process. By reflection, the writer and teacher will know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in previous cycle.

## 2. Cycle 2

### a. Planning

- 1) The writer identifies the problem and finds the problem from the first cycle
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, method and strategy of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the student's activities afterteaching learning process.

### b. Acting

The writer applies the action plan II.

### c. Observing

In this step, the writer observes the process of teaching learning by using format of observation to collect the data in action plan II.

### d. Reflecting

In this step, the writer will compare the score of pre-test and post test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough

or need for the next step.

### **E. Data collecting technique**

To collection data the researcher uses the technique as follow:

#### a. Observation

Is a monitoring and recording systematically to the phenomenon that is investigated. Moreover, the research used activities given and whether they get bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer

#### b. Test

To collect the data, the writer used the test in order to know the student's ability in understanding the material given by the teacher

##### 1. Pre test

After observing the activities, the writer will give pretest to know how far the students' ability to speaking english before giving treatments. This will be done to determine the readiness for

##### 2. Post test

After treatments the writer will be give them posttest. It will bedone to know the students' result in learning to speaking English by using dubbing movie method after giving twice treatment.

#### c. Documentation

Documentation is method that is used to get information from written sources of documents like books, magazines, regulation, notes of meeting and daily report. The research will use the documentation

technique to get the data of the research setting, the students' argumentative writing and the result of interview. It is aimed to be the evidences of the research.

d. Interview

The researcher will use semi-structure interview. It is in-depth interview. The question type of the interview related to the students' and the teachers' opinion. The aim is to find out the students' problem in speaking. There are 20 students which become the participants.

F. Data analysis method

The researcher will compare between pre-test and post-test. Then, the result is matched by the minimum standard score in this school at least 80. If from the cycle 1 there some student not successful, the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in the cycle 2 all of the students are successful. It is not continue to other cycle. Burhan arranges the formula to get the average of pre-test and post-test as follows:<sup>16</sup>

$$\bar{X} = \frac{\sum x}{N}$$

Note:

$$\bar{X} = \text{Average score}$$

$$\sum x = \text{The total number of student's score}$$

$$N = \text{Total of Students}$$

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<sup>16</sup> Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows

$$\text{— } \mathbf{P} = \frac{F}{N} \times 100\%$$

**P** = Class percentage

**F** = Frequency

**N** = Number of student

#### **G. Indicator of success**

The Indicators of succes takes from during in teaching learning process of the action research. This research is declared successful if 65 % of the students achieve Minimum Matery Criteria (70) in their speaking skill and learning activity

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the research**

##### **1. Description Of Research Location**

###### **a. History Of SMK Yp 96 Bukit Kemuning**

SMK yp 96 bukit kemuning north Lampung, established on September 2, 1997, taken within three years of study, starting from class X to Class XII SMK. located on Jl. sumatra bukit kemuning north lampung. has 3 majors, namely accounting, computer and network engineering and motorcycle engineering, has 15 classes and the number of teaching staff is 50 people assisted by 3 education personnel (Administrative and administrative staff) and a total of 385 students.

###### **b. Gheographical Location Of SMK YP 96 Bukit Kemuning**

SMK YP 96 is located in a very strategic place, the school is in the middle of a village, so it is very easy to reach from the village. This school is in the middle of a village, so it is very easy to reach from various surrounding areas. SMK YP 96 is located not far from the village office, health center and elementary school. SMK YP 96 occupies its own permanent building on a land area of -4.8661 Latitude 104.591 Longitude which is located on Jl. Lintas Sumatra Gg. Mangga Village. Sukamenanti, North Lampung

c. Description The School's Vision And Mission

- Vision of SMK YP 96 bukit kemuning

THE REALIZATION OF SMK YP 96 BUKITKEMUNING THAT EXCELS IN ACHIEVEMENT AND HAS NOBLE CHARACTER ROOTED IN THE NATION'S CULTURAL VALUES.

- Mission of SMK YP 96 bukit kemuning

1. Improve the quality of education in accordance with the expertise program
2. Improving achievement in the extracurricular field in accordance with the potential possessed
3. Organizing educational programs that are always rooted in the value system of customs, religion and community culture while keeping abreast of science and technology

d. Organizational Structure Of School Works Procedures

Every organization or institution definitely wants to achieve the goals that have been programmed to the fullest, therefore it requires good coordination of all personnel in accordance with their respective composition and proportions. Work needs to get serious attention, so that problems that are likely to occur can be anticipated and resolved carefully. One of the steps to realize stable personal school

coordination is to draw up an organizational structure that covers the entire field of work or task specialization with the hope that the programs that are planned can run simultaneously. In addition, the existence of an organizational structure is expected to avoid confusion in the implementation of the duties of each field, and can even facilitate the flow of communication, both horizontally and vertically.

For more details regarding the SMK YP 96 organizational structure, it can be stated in the following chart

*Figure 4.1 struktur organisasi yayasan SMK YP 96*

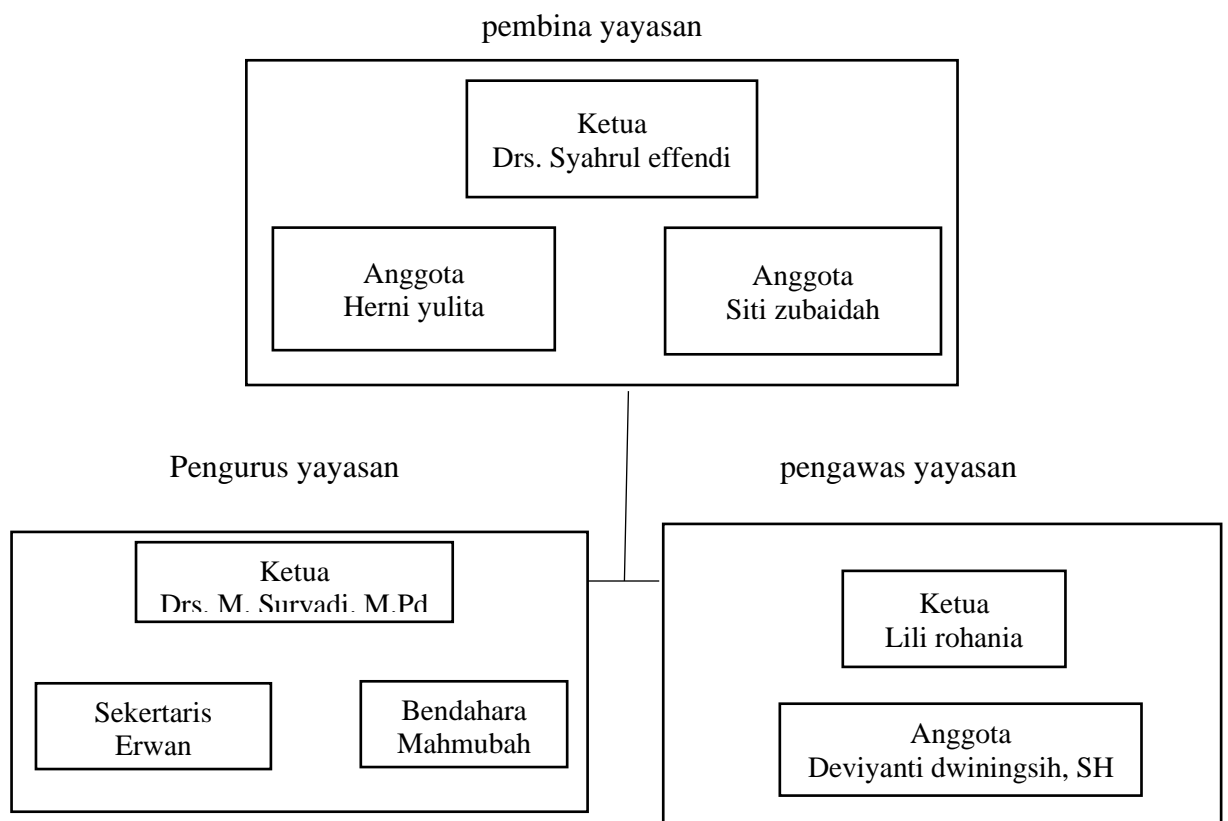
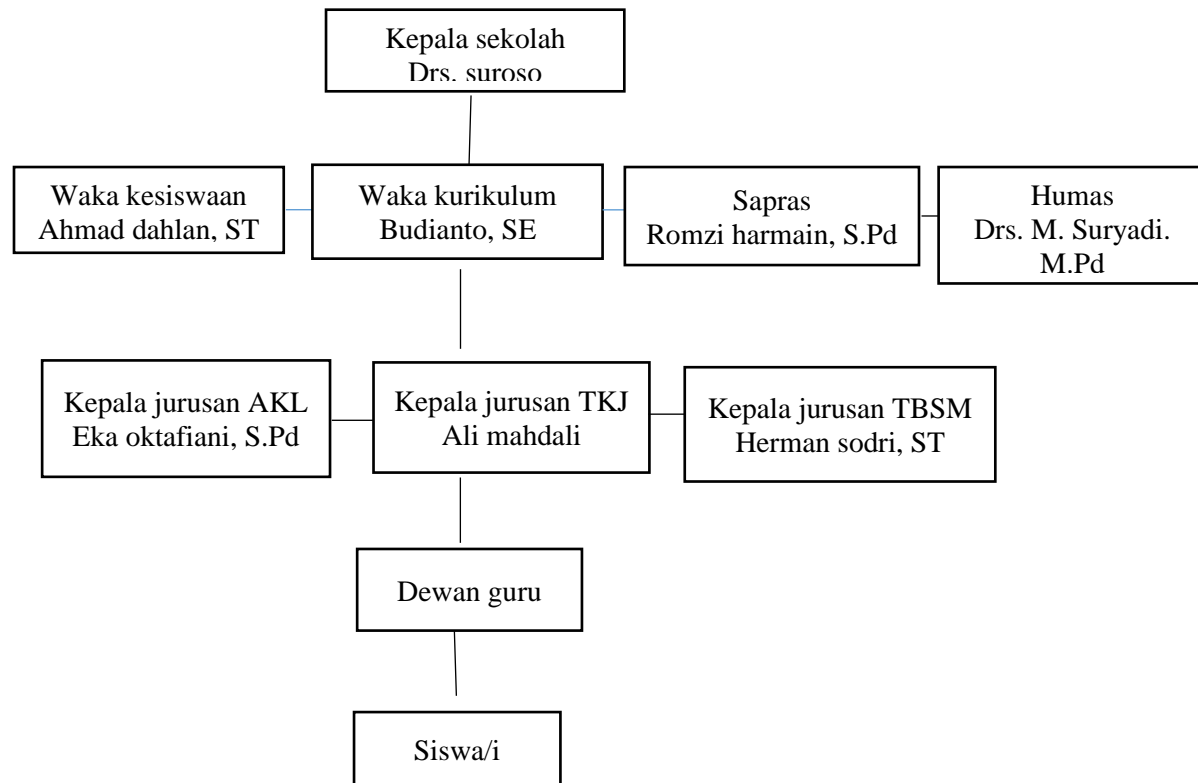




Figure 4.2 truktur organisasi SMK YP 96



e. Human Resource

- The condition of SMK YP 96 bukit kemuning teacher

One of the success factors of the learning process in education is also influenced by teachers as educators and staff who participate in facilitating the learning process. Administratively, this is a list of teachers and staff at SMK YP 96 bukit kemuning

Table 4.1 Teacher data of SMK YP 96 bukit kemuning

NO	NAMA	Jenis kelamin	Jabatan/bd. Studi di ampu
1	Drs. SUROSO	L	Kepala sekolah
2	Budianto, SE	L	Waka kurikulum
3	Romzi Harmain, S.Pd	L	Sarana prasarana
4	Ahmad Dahlan, ST	L	Waka kesiswaan/ guru produktif TBSM
5	Kusnadi, S.Pd	L	Guru matematika
6	Rahmat Adiantoro, S.Pd	L	Guru matematika
7	Husin Taufik	L	Guru olahraga
8	Ismanadi, SE	L	Guru kewirausahaan
9	Subki, SH	L	Kepala perpus/ guru
10	Tumiyanto Dumyati, S.Kom	L	Guru produktif TKJ
11	Rachmat A. Nugroho, S.Pd	L	Guru sejarah
12	Heriyan Priyanto, S.T	L	Guru profuktif TBSM
13	Wahyudi, ST	L	Guru produktif TBSM
14	Herman Sodri, ST	L	Kepala jurusan TBSM
15	Eka Oktafiani, S.Pd	P	Bendahara/kepala jurusan AKL
16	Wita Susanti, S.Pd	P	Guru bahasa inggris
17	Dra. Darhayati	P	Guru ppkn/agama islam
18	Tri Dharmayani, S.Pd	P	Guru simulasi digital
19	Eka Gustriana, S.Pd	P	Guru kewirausahaan
20	Santina Maria Malau, S.Pd	P	Guru produktif AKL
21	Teguh Priyanti, S.Pd	P	Guru produktif AKL
22	Susanti, S.Pd. I	P	Guru pendidikan anti korupsi
23	Ana Purnawati, S.Pd	P	Guru produktif AKL
24	Indah Ratna Juwita, S.Pd. I	P	Guru agama
25	Siti Nuryani, S.Pd	P	Guru ppkn
26	Siti Musarofah, S.Pd	P	Guru ipas

28	Fadila, S.Pd	P	Guru bahasa indonesia
29	Yuliza Kurniawati, S.Pd	P	Guru matematika
30	Kiki Oktaviani, S.Pd	P	Guru Produktif AKL
31	Kiki Krisna Sari, S.Pd	P	Guru bahasa inggris
33	Yanti Mala, S.Pd	P	Guru bahasa indonesia
34	Eka Royani, S.Pd	P	Guru matematika
35	David Nurhidayatullah, S.Kom	L	Guru produktif TKJ
36	Dian Wahyuni, S.Pd	P	Buru bk
37	Yulia Shanti, S.Kom	P	Guru kewirausahaan
38	Lia Monica, S.Pd	P	Guru produktif TKJ
39	Nur Madinah	L	Guru produktif TKJ
40	Ali Mahdali	L	Kepala jurusan TKJ
41	Yusuf Hamdani	L	Guru produktif TKJ
42	Rusneli, S.Pd	L	Guru bahasa inggris
43	Nur Madinah	L	Guru produktif TKJ
44	Erwan	L	Sekretaris yayasan
45	Dahlia Efrina	P	Keuangan
46	Fathir Aviando	L	TU
47	Juli Hartati, S.Pd	P	Keuangan
48	Sukma setiawan	L	Satpam
49	Suwarso	L	Satpam
50	Romdhon	L	Penjaga sekolah

*Source: result of pra-survey at SMK YP 96 bukit kemuning*

- Student condition

The students at SMK YP 96 bukit kemuning generally come from North Lampung Regency and surrounding areas. The number for the 2023/2024 academic year was recorded as many as 385 students from grade X to grade XII. In more detail, the number of students at SMK YP 96 bukit kemuning is as follows:

*Table 4.2 student data of SMK YP 96 bukit kemuning*

NO	KELAS	JUMLAH		JUMLAH TOTAL
		L	P	
1	X	76	72	148
2	XI	50	74	124
3	XII	39	74	113
<b>JUMLAH</b>		<b>165</b>	<b>220</b>	<b>385</b>

*Source: result of pra-survey at SMK YP 96 bukit kemuning*

f. Facilities And Infrastructure At SMK YP 96 Bukit Kemuning

The condition of the facilities and infrastructure at SMK YP 96 bukit kemuning is quite good, this can be seen from the conditions that are adequate for the learning process. The following is data on the facilities and infrastructure available at SMK YP 96 bukit kemuning

Classroom : 15

Office space : 1

Teacher's rooms : 1

Place of warship : 1

UKS rooms : 1

Computer rooms : 3

Library : 1

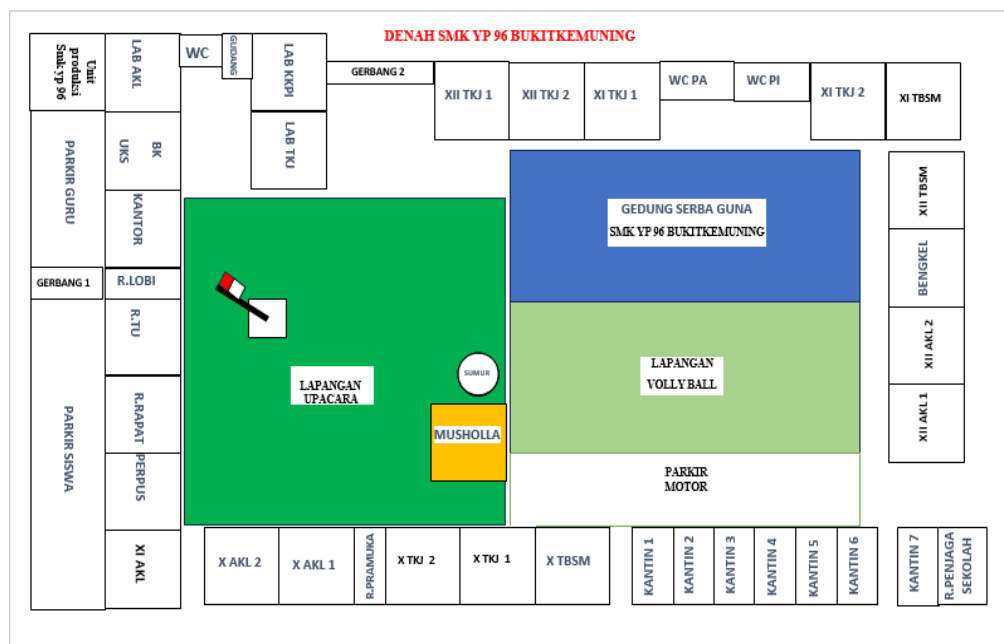
Toilets : 3

Sport field : 1

Warehouse : 1

Student canteen : 7

*Figure 4.3 Location plan of SMK YP 96 bukit kemuning*



From the plan that I presented above, it is only an overview of the position or layout of the SMK YP 96 bukit kemuning school,

## 2. The description of research data

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMK YP 96 bukit kemuning. It was conducted in two cycles. The researcher used dubbing movie Technique to improve the students' speaking skill

This research used classroom action research. It was conducted in Two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Ms.Rusneli,S.Pd is as the collaborator.

### a. Pre-test activity

The researcher conducted the pre-test on september 5th 2023 at

09.00 until 10.30. In the pre-test activity, all students have been already to learn English when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct pre-test in their class in order to know their speaking skill before doing the action of the classroom action research. The pre-test was administered to the students to be finished individually. The kind of test was speaking test that asked the students to practice the English monologue repeat something based on the movie among dubbing movie technique to improve speaking ability. The researcher gave the topic about a action movie the title is (AVENGERS : end game )

*Table 4.3 student pre-test grade*

No	Name	P	V	F	G	Total point	Total grade	Category
1	AB	3	1	1	2	7	44	Incomplete
2	AP	2	1	2	3	8	50	Incomplete
3	BRA	1	3	3	1	8	50	Incomplete
4	DP	1	3	3	1	8	50	Incomplete
5	EF	3	1	1	2	7	44	Incomplete
6	EW	4	3	1	4	12	75	Complete
7	FA	2	2	1	1	6	37	Incomplete
8	IK	1	1	2	1	5	31	Incomplete
9	MP	3	1	2	1	7	44	Incomplete
10	MI	4	2	4	2	8	50	Incomplete
11	MPS	2	2	1	3	8	50	Incomplete
12	RS	1	2	1	1	5	31	Incomplete
13	RA	4	4	4	1	13	81	Complete
14	SM	3	2	1	1	7	43	Incomplete

15	SA	1	4	4	4	13	81	Complete
16	S	2	1	1	2	6	37	Incomplete
17	S	3	2	1	1	7	44	Incomplete
18	TZ	2	1	3	1	7	44	Incomplete
19	RV	4	1	4	3	12	75	Complete
20	RP	4	4	3	1	12	75	Complete
<b>Total pf all students' grade</b>							1036	
<b>Total all off the students (n)</b>							20	
<b>The highest grade</b>							81	
<b>The lowest grade</b>							31	
<b>Average</b>							50	

*Table 4.4 Table of criteria*

No	Symbol	Criteria
1	P	Pronunciation
2	G	Grammar
3	V	Vocabulary
4	F	Fluency

*(source: Adopted from wier's speaking rubric)*

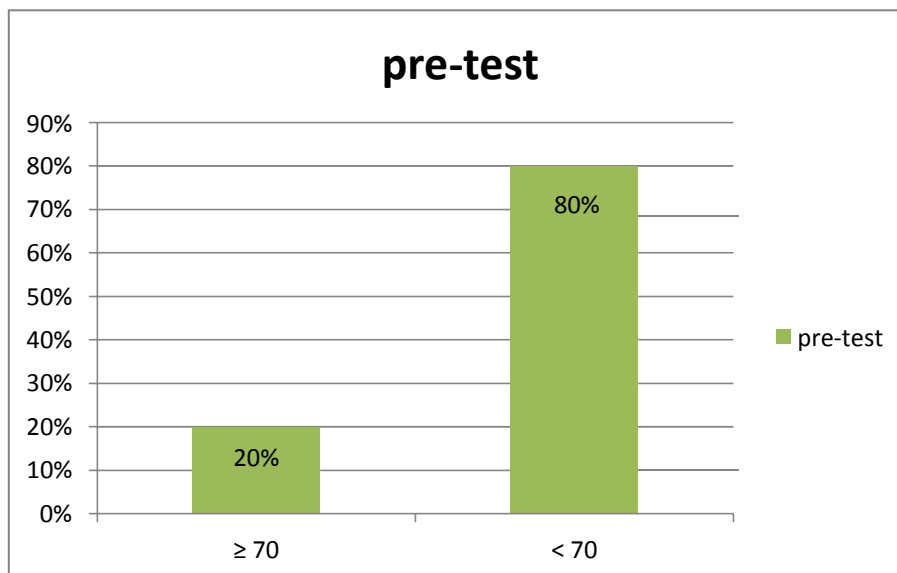
*Table 4.5 Frequency of student grade in pre-test*

No	Grade	Frequency	Percentage	Explanation
1	>70	5 students	20%	Complete
2	<70	15 students	80%	Incomplete
	Total	20 students	100%	

*Source; the grade result of speaking pre-test at XI class of SMK yp 96 bukit*

*kemuning September 5<sup>th</sup> 2023.*

*Figure 4.4 The Percentage of the Student's Grade in Pre-test*



Based on the data above, it could be inferred that 10 students (80%) were not successful and another 5 student (20%) was successful. The successful students were those who got the minimum mastery criteria of English subject at SMK yp 96 bukit keuning north lampungat least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 50, so the result was unsatisfied. Therefore, the researcher used dubbing movie technique to improve the students' speaking ability.

#### **a. Cycle 1**

##### 1) Planning

in the planning stage, researchers and collaborators prepare several things related to the teaching and learning process such as: compiling lesson plans, making question instruments that will be tested as post tests in cycle I, preparing materials, making student activity observation sheets,



identifying problems and finding the causes of problems at the beginning and end of learning activities. which will be tested as post tests in cycle I, preparing materials, making student activity observation sheets, identifying problems and finding the causes of problems at the beginning and end of learning activities. Researchers also plan to provide evaluations to measure students' mastery of the material provided.

## 2) Action

### a. The first meeting

The first meeting was conducted september, 5<sup>th</sup> 2023 at 07.30 until 09.00 and followed by 20 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The Researcher announce purpose of learning of speaking description about movie with using dubbing movie. And then the researcher ask students to discussion from each group and ask complete about movie, and each group in rotation take turns presenting result from others group to get the information relate to other movie and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

b. The second meeting

The second meeting was conducted on september, 6<sup>th</sup> 2023 at 09.00 until 10.30. In the secondmeeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the students“ condition. The Researcher announce purpose of learning of speaking description about caracter movie with using dubbing movie. And then the researcher ask students to discussion from each group and ask complete about the caracter movie, and each group in rotation take turns presenting result from others group to get the information relate to about caracter movie and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it

c. The third meeting

Furthermore, on september 7<sup>th</sup> 2023, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to do the English monolgue the student describe something based on the movie about “Action movie” better than test in pre-test before.

*Table 4.6 The Student’s Speaking Grade of Post-test 1*

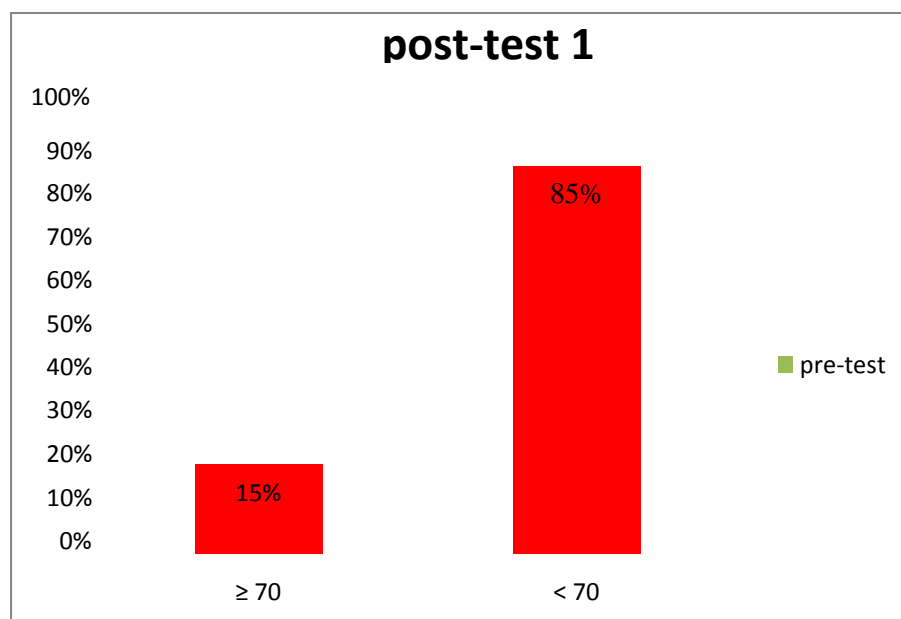
No	Name	P	V	F	G	Total Point	Total grade	Category
1	AB	3	1	1	2	7	44	Incomplete
2	AP	2	1	2	3	8	50	Incomplete
3	BRA	1	3	3	1	8	50	Incomplete
4	DP	1	3	3	1	8	50	Incomplete

5	EF	3	1	1	2	7	44	Incomplete
6	EW	4	3	1	4	12	75	Complete
7	FA	2	2	1	1	6	37	Incomplete
8	IK	1	1	2	1	5	31	Incomplete
9	MP	3	1	2	1	7	44	Incomplete
10	MI	4	2	4	2	8	50	Incomplete
11	MPS	2	2	1	3	8	50	Incomplete
12	RS	1	2	1	1	5	31	Incomplete
13	RA	4	4	4	1	13	81	Complete
14	SM	3	2	1	1	7	43	Incomplete
15	SA	3	1	3	2	9	56	Incomplete
16	S	2	1	1	2	6	37	Incomplete
17	S	3	2	1	1	7	44	Incomplete
18	TZ	2	1	3	1	7	44	Incomplete
19	RV	4	1	4	3	12	75	Complete
20	RP	3	1	2	1	7	44	Incomplete
<b>Total pf all students' grade</b>							950	
<b>Total all off the students (n)</b>							20	
<b>The highest grade</b>							81	
<b>The lowest grade</b>							31	
<b>Average</b>							50	

*Table 4.7 Frequency of students grade of post-test 1*

No	Grade	Frequency	Percentage	Explanation
1	>70	3 students	15%	Complete
2	<70	17 students	85%	Incomplete
	Total	20 students	100%	

*Source; the grade result of speaking pre-test at XI class of SMK yp 96 bukit kemuning September 5<sup>th</sup> 2023.*



*Figure 4.5 The Percentage of the Student's Grade on Post-test 1*

Based on the result above, it could be seen that 3 students (15%) got grade up to the standard and 17 students (85%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 15% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### 3) Observing

in observation, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic taught in meeting 2 of cycle 1 that is about "Actinon movie" by using dubbing movie technique. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation

sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow

*Table 4.8 The Student's Learning Activity Observation in Cycle I*

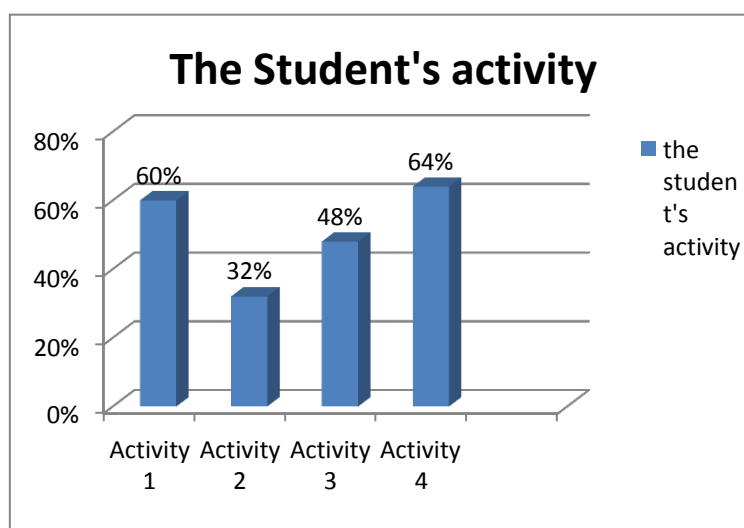
No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Answering the question	Being active in the class	Being able to do the task
1.	AB	√	-	√	√
2.	AP	√	√	-	√
3.	BRA	√	-	√	√
4.	DP	-	-	√	-
5.	EF	√	√	-	-
6.	EW	√	-	√	√
7.	FA	√	-	-	√
8.	IK	√	√	-	√
9.	MP	-	-	√	-
10.	MI	√	-	-	√
11.	MPS	√	√	√	√
12.	RS	-	-	√	√
13.	RA	-	-	√	-
14.	SM	√	√	-	√
15.	SA	-	-	√	-
16.	S	√	-	-	√
17.	S	-	√	-	-
18.	TZ	√	-	-	√
19.	RV	-	-	√	√
20.	RP	√	√	-	-
<b>TOTAL</b>		<b>13</b>	<b>7</b>	<b>10</b>	<b>13</b>

Table 4.9 The Frequency of Student's Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	15	60%
2	Asking/answering the Question	8	32%
3	Being active in the class	12	48%
4	Being able to do the task	16	64%
Total Students		20	
The Average Percentage		51%	

Source: The students' activity at the eleventh grade of SMK YP 96 BUKIT KEMUNING on september 05<sup>th</sup> 2023

Figure 4.6 The Percentage of Student's Activities in Cycle I



The table showed that not all the students were active in learning process. There were 15 students (60%) who gave attention to the teacher explanation. 8 students (32%) who asked/answered question, 12 students who are active in the class (48%), 16 students (64%) who are able to do the task

#### 4) Reflecting

From the result observation in learning process in cycle I, it is

concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows

*Table 4.10 The Comparison Between Pre-test and Post-test I Grade in Cycle I*

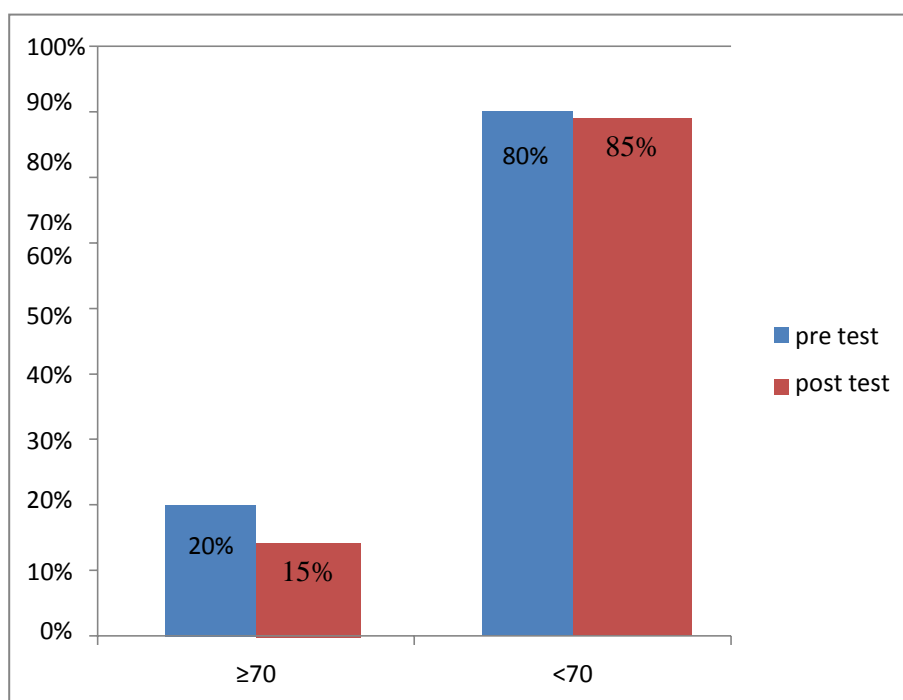
No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AB	44	62	18	Improved
2.	AP	50	62	12	Improved
3.	BRA	50	62	18	Improved
4.	DP	50	56	6	Improved
5.	EF	44	68	24	Improved
6.	EW	75	81	6	Improved
7.	FA	37	75	40	Improved
8.	IK	31	81	50	Improved
9.	MP	44	87	43	Improved
10.	MI	50	75	25	Improved
11.	MPS	50	62	12	Improved
12.	RS	31	44	13	Improved
13.	RA	81	87	6	Improved
14.	SM	43	81	38	Improved
15.	SA	43	62	19	Improved
16.	S	37	68	31	Improved
17.	S	44	50	6	Improved
18.	TZ	44	68	24	Improved
19.	RV	75	81	6	Improved
20.	RP	44	68	24	Improved
<b>Total</b>		967	1380		
<b>Average</b>		50	68		
<b>The highest grade</b>		81	87		
<b>The lowest grade</b>		31	44		

*Table 4.11 The Comparison of Student's Pre-Test and Post-Test I in Cycle I*

Interval	Pre-Test		Post Test I		Explanation
	F	%	F	%	
$\geq 70$	5	20%	3	15%	COMPLETE
$< 70$	15	80%	17	85%	INCOMPLETE
<b>TOTAL</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	

Then, the graph of students' comparison in speaking skill of pre-test and post-test I grade in cycle I could be seen as follow:

*Figure 4.7 The Comparison of Percentage of the Student's Completeness Grade on Pre-test and post-test I*



The table and the graphic above, it could be inferred that 15 students (80%) were not successful and 5 other students (20%) were successful. The successful students were those who got the minimum mastery criteria at SMK YP 96 bukit kemuning north lampung at least 70. The successful students were fewer than those unsuccessful students. From the



pre-test result, the researcher got the average of 50, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 10 students (40%) got grade up to the standard and 10 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

#### **b. Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

##### 1) Planing

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking skill by dubbing movie technique.

##### 2) Acing

###### a) The first meeting

The first meeting was conducted September, 05<sup>th</sup> 2023 at 07.30 until 09.00 and followed by 20 students. The meeting was started by praying, greeting and checking the attendance list. In this

stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The Researcher announce purpose of learning of speaking description about movie with using dubing movie technique. And then the researcher ask students to discussion from each group and ask complete about movie, and each group in rotation take turns presenting result from others group to get the information relate to about other movie and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

b) The secound meeting

The second meeting was conducted on September 06<sup>th</sup> 2023. In this meeting the researcher announce purpose of learning of speaking description about caracter movie with using dubbing movie technique. And then the researcher ask students to discussion from each group and ask complete about caracter, and each group in rotation take turns presenting result from others group to get the information relate to other food and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

## c) The third meeting

Furthermore on September 7<sup>th</sup> 2023 in the third meeting the researcher gave post test II to the students. In this meeting almost all of the students could describe well. It could be seen from the result of the post test II provided in table 16. There were of 20 students got the grade under the minimum mastery criteria in SMK YP 96 bukit kemuning north lampung

*Table 4.12 The Student's Post Test II grade*

No	Students' Name	Grade	Category
1.	AB	75	Complete
2.	AP	81	Complete
3.	BRA	75	Complete
4.	DP	75	Complete
5.	EF	75	Complete
6.	EW	87	Complete
7.	FA	75	Complete
8.	IK	87	Complete
9.	MP	87	Complete
10.	MI	62	Incomplete
11.	MPS	75	Complete
12.	RS	62	Incomplete
13.	RA	87	Complete
14.	SM	81	Complete
15.	SA	68	Incomplete
16.	S	75	Complete
17.	S	68	Incomplete
18.	TZ	81	Complete
19.	RV	87	Complete
20.	RP	81	Complete
<b>Total of all students' Grade</b>		1544	
<b>Total all of the studets (n)</b>		20	

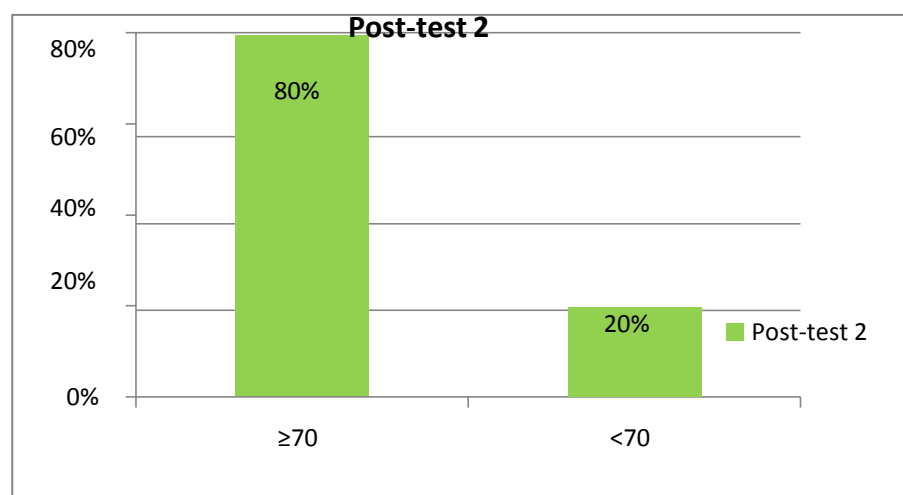
<b>The highest grade</b>	87
<b>The lowest grade</b>	62
<b>Average</b>	77

*Table 4.13 The Frequency of student's grade in Post-test II*

No	Grade	Frequency	Percentage	Explanation
1	$\geq 70$	16 Students	80%	Complete
2	$< 70$	4 Students	20%	Incomplete
	Total	20 Students	100 %	

*Source: The result grade of speaking post test II at XI class of SMK YP 96 bukit kemuning north lampung September 7<sup>th</sup> 2023.*

*Figure 4 8 The Percentage of the Students's Grade in Post-testII*



Based on the result above, it could be inferred that 18 students (76%) were successful and 2 other students (24%) were not successful. From the post test 2 results, the researcher got the average of 77 %. It was higher than post test 1 in cycle I.

### 3) Observing

In this step, the researcher presented the material by hot seating technique. In learning process, there were also four indicators

used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow

*Table 4.14 The Student's Learning Activity Result in Cycle II*

No	Name	The Aspects that observed			
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
1.	AB	√	√	√	√
2.	AP	√	-	√	√
3.	BRA	√	√	√	√
4.	DP	-	√	-	-
5.	EF	-	√	-	-
6.	EW	√	√	√	√
7.	FA	√	-	√	√
8.	IK	-	√	√	√
9.	MP	√	-	√	√
10.	MI	√	√	√	-
11.	MPS	√	√	√	√
12.	RS	√	√	√	-
13.	RA	-	√	√	-
14.	SM	√	√	√	√
15.	SA	√	√	√	√
16.	S	√	√	-	√
17.	S	√	√	-	√
18.	TZ	√	√	√	√
19.	RV	√	-	-	√
20.	RP	√	√	-	√
Total		16	16	14	15

Table 4.15 The Frequency Student's Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	16	84%
2	Aking/answering the question	16	76%
3	Being active in the class	14	72%
4	Being able to do the task	15	72%
<b>Total Students</b>		<b>20</b>	
<b>The Average of Percentage</b>			<b>76%</b>

Source: The students' speaking skill at XI class of SMK YP 96 bukit kemuning north lampung on September, 8<sup>th</sup> 2023.

Then, the graph of percentage students speaking skill in cycle II, as follow:

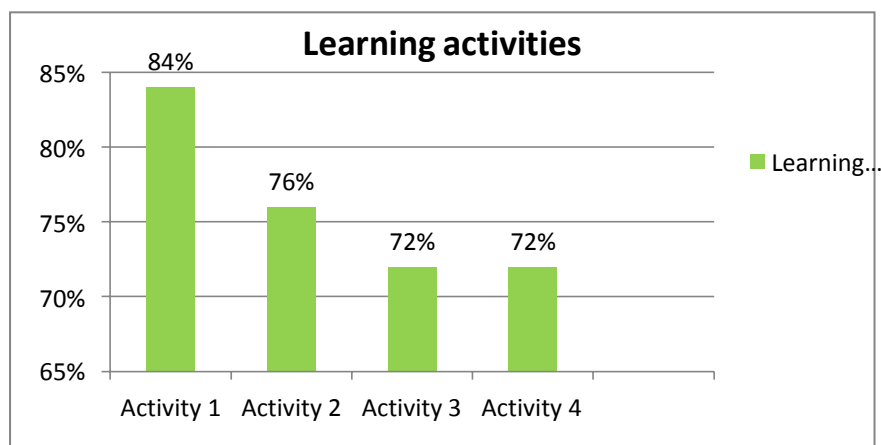


Figure 4.9 The Percentage of Student's speaking skill in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 84%, then, the students asked/ answered the question from the teacher 76% and the students active in the class 72%. and the last the students able do the task 72%. Based on the result above, the researcher indicated that

learning process in cycle II was successful because the students' activity got percentage  $\geq 79\%$ .

#### 4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using gallery walk technique, the students speaking skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

*Table 4.16 The Comparison Between Post-Test I Grade and Post-Test II Grade*

No	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AB	62	75	13	Complete
2.	AP	62	81	19	Complete
3.	BRA	62	75	13	Complete
4.	DP	56	75	19	Complete
5.	EF	68	75	7	Complete
6.	EW	81	87	6	Complete
7.	FA	75	75	0	Complete
8.	IK	81	87	6	Complete
9.	MP	81	87	7	Complete
10.	MI	75	62	-13	Incomplete
11.	MPS	62	75	13	Complete
12.	RS	44	62	18	Complete
13.	RA	87	87	1	Complete
14.	SM	81	81	1	Complete
15.	SA	62	68	6	Complete
16.	S	68	75	7	Complete
17.	S	50	68	18	Complete
18.	TZ	87	81	6	Complete

19.	RV	81	87	6	Complete
20.	RP	68	81	13	Complete

<b>Total</b>	<b>1393</b>	<b>1544</b>	<b>166</b>
<b>Average</b>	<b>68</b>	<b>77</b>	
<b>The highest Grade</b>	<b>87</b>	<b>87</b>	
<b>The lowest grade</b>	<b>44</b>	<b>62</b>	

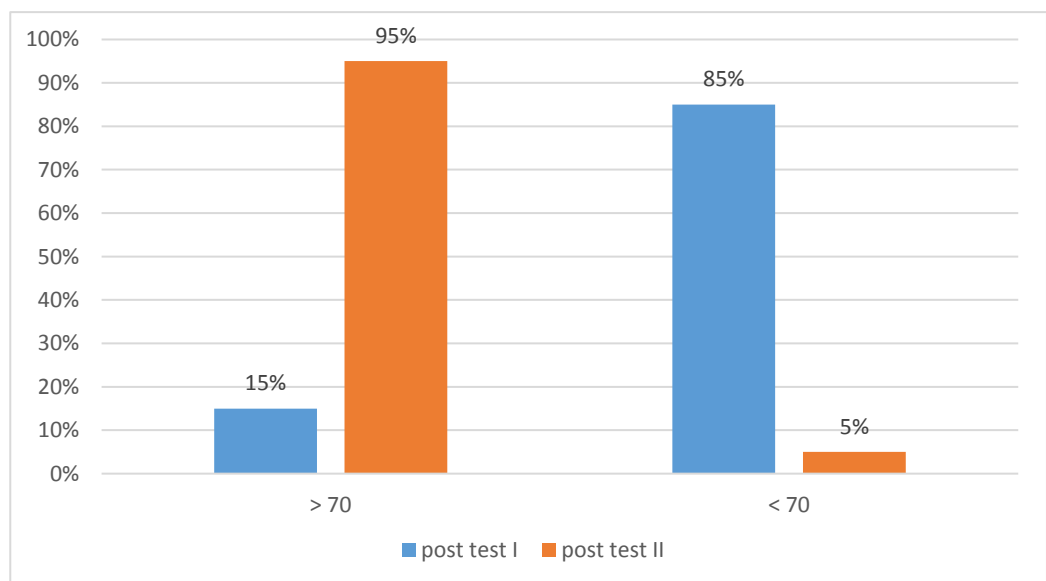
Table 4.17 The Comparison of Student's Grade in Post-test I and Post-Test II

Interval	Post Test I		Post Test II		Explanation
	(F)	%	(F)	%	
$\geq 70$	3	15%	19	95%	COMPLETE
$< 70$	17	85%	1	5%	INCOMPLETE
<b>TOTAL</b>	20	100%	20	100%	

Moreover, the graph of students speaking skill post-test I and post-test

II grade in cycle II could be seen as follow:

Figure 4.10 The Percentage of Comparison of Student's grade on Post-test I and Post test II





From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (95%) were successful and 1 other students (5%) were not successful. From the post test 2 results, the researcher got the average of 77%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students got grade 70. It was indicated that the students' speaking skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that hot seating technique improve the students' speaking skill.

## **B. Discussion**

In teaching speaking skill to the students of SMK YP 96 bukit kemuning north lampung especially in students of XI class, the researcher chose dubbing movie technique to improve the students' speaking skill.

The researcher used this technique to organize students' idea and made students more active in speaking skill in learning English. Therefore, it is proved that the implementation of dubbing movie Technique improves the students' learning activities using dubbing movie Technique. Therefore, dubbing movie technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it was investigated that the use of dubbing movie technique could improve the students' speaking skill. There is progress from the students get grade  $\geq 70$  from pre-test 20% or 5

students, post-test I 40% or 15 students and post-test II become 76% or 15 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade  $\geq 70$  are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay attention of the teacher explanation from 60% become 84%, the students' ask/answer question from 32% become 76%, the students' activeness in the class from 48% become 72%, the students' able do the task from 64% become 72%. The result of students' activities in cycle I is 51 % and cycle II is 76 %. Therefore, there is improvement in students' learning activity.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. CONCLUSION**

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking skill could be improved through dubbing movie Technique at the eleventh graders of SKM YP 96 bukit kemuning north lampung.

It was investigated that the use of dubbing movie technique could improve the students' in speaking skill. There is progress of students' grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 20% or 5 students, post-test I 40% or 10 students and post-test II become 76% or 19 students. It is inferred that the use of dubbing movie technique could improve the students' in speaking skill because the research result had achieved the indicator of success.

In addition, the result of students' learning activity in cycle I is 51 % and cycle II is 76 %. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of dubbing movie technique could improve the students' in speaking skill and their learning activity.

### **B. SUGGESTION**

#### **1. To English Teacher**

- a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which

must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. role the teacher how to made student create to achieve material and made english language interest in their learning process.

- b. It is better for the teacher to use dubbing movie technique in English learning especially in speaking because it can improve students'' speaking skill
- c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made interest English learning.

## **2. To The Students**

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also dubbing movie technique introduce for student about traditional games in generation now to teach move and jump its mean good impact for health and change mindset about monotonelearning.

## **3. To The Headmaster**

To support the english teacher to use dubbing movie technique in learning process, because dubbing movie technique is so helpfull. As we know create in process learning outdoor can made interest

students" different in the classroom role teacher needed for create innovation in their learning.

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## **APPENDICES**



*Appendicess 1 SILABUS SMK*

**Mata pelajaran : Bahasa Inggris**

**Kelas : XI**

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
<p><b>Mendengarkan</b></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutu: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i>, <i>pain</i>, dan <i>pleasure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>2. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>2.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>2.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain, dan pleasure</i></p>
<p>Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i></p>
<p><b>Membaca</b></p> <p>3. Memahami makna teks fungsional pendek dan esei berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks</p>	<p>3.1. Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	3.2.Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>
<p><b>Menulis</b></p> <p>4. Mengungkapkan makna dalam teks esei berbentuk <i>report, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>4.1.Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>4.2.Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i></p>

*Appendicess 2 RENCANA PELAKSANAAN PEMBELAJARAN*

Sekolah: SMK YP 96 BUKIT KEMUNING

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XI/Ganjil

Materi Pokok : Party Time / Invitation Alokasi Waktu : 2 JP (2 x 45

Menit)

*Appendicess 3 KOMPETENSI INTI*

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budayaterkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

*Appendicess 4* **KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi sesuai dengan konteks penggunaannya	3.4.1 Menentukan fungsi sosial dari teks undangan pribadi. (C3)  3.4.2 Menentukan struktur teks undangan pribadi. (C3)  3.4.2 Menentukan unsur kebahasaan dari teks undangan pribadi. (C3)

*Appendicess 5* **TUJUAN PEMBELAJARAN**

Melalui pendekatan Saintifik-TPACK dengan model pembelajaran Problem-Based Learning, peserta didik diharapkan dapat:

1. menentukan fungsi sosial dari teks undangan pribadi dengan tepat.
2. menentukan struktur teks dari teks undangan pribadi dengan tepat.
3. menentukan unsur kebahasaan dari teks undangan pribadi dengan tepat.

*Appendices 6 MATERI PEMBELAJARAN*

Party Time/ Invitation (terlampir)

*Appendices 7 PENDEKATAN, MODEL DAN METODE PEMBELAJARAN*

- 4. Pendekatan : Saintifik-TPACK
- 5. Model : Problem-Based Learning
- 6. Metode : Diskusi, tanya jawab, dan penugasan

*Appendices 8 MEDIA, ALAT DAN SUMBER BELAJAR*

Media : Gambar, handout , video pembelajaran

Alat : Infocus, Laptop

Sumber belajar :

- a. Buku Bahasa Inggris, When English Rings a Bell / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017.
- b. Situs Internet : YouTube

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*Appendices 9 LANGKAH-LANGKAH PEMBELAJARAN***Pendahuluan (10 menit)****Orientasi**

- Peserta didik bersama guru saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing.
- Peserta didik dan guru berdoa bersama.
- Guru memeriksa kehadiran peserta didik.

**Apersepsi**

- Peserta didik dan guru bertanya jawab tentang pelajaran sebelumnya. Pertanyaan yang bisa digunakan seperti *“What did we study last meeting?”*, *Do you still remember, Class?*
- Peserta didik mengamati gambar undangan pernikahan dan undangan kelulusan.
- Peserta didik dan guru mendiskusikan apa yang ada pada gambar kartu undangan. Pertanyaan yang bisa digunakan seperti *“What picture is this, “Have you or your parents ever got invitation like this?”*, *“When did you or your parents get the invitation?”*, *“What did you or your parents do after*

*getting the invitation?”*

### **Motivasi**

- Guru memberikan gambaran tentang tujuan dan manfaat mempelajari materi yang akan dipelajari.
- Peserta didik menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar serta motivasi yang disampaikan.

### **Kegiatan inti (60 menit)**

<b>Sintak Model Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Keterangan</b>
Orientasi peserta didik dengan masalah	<ul style="list-style-type: none"> <li>• Peserta didik dan guru berdiskusi tentang pengalaman peserta didik yang berkaitan dengan perayaan ulang tahun. Pertanyaan yang bisa digunakan seperti               <ol style="list-style-type: none"> <li>1. <i>“Have you ever been invited to a party? What kind of party?”</i></li> <li>2. <i>“Have you ever invited your friend to your party?”</i></li> <li>3. <i>How did you invite your friend at that time?</i></li> <li>4. <i>Why did you invite your friends to your party?</i></li> </ol> </li> <li>• Peserta didik diberikan LKPD individu.</li> <li>• Peserta didik mengamati sebuah video yang berisi percakapan tentang undangan ulang tahun. (TPACK) (<a href="https://www.youtube.com/watch?v=s01qc5tJrN8">https://www.youtube.com/watch?v=s01qc5tJrN8</a>)</li> <li>• Peserta didik menggali informasi yang ada di dalam video dengan menjawab pertanyaan pada LKPD. (HOTs-C3)</li> </ul>	Guru menayangkan video.



Mengorganisasikan peserta didik untuk belajar	<ul style="list-style-type: none"><li>• Peserta didik dibagi menjadi kelompok berjumlah 4 orang.</li><li>• Peserta didik dibagikan handout materi <i>letter of invitation</i>.</li><li>• Secara berkelompok, peserta didik mencermati handout dan video berisi penjelasan tentang the letter of invitation. (TPACK)  (<a href="https://www.youtube.com/watch?v=4JsvDpa7kfg">https://www.youtube.com/watch?v=4JsvDpa7kfg</a>)</li><li>• Peserta didik diminta menanyakan hal-hal yang</li></ul>	Guru menayangkan video.
---	--	-------------------------

	<p>belum dipahami dari penjelasan pada video.</p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik mendiskusikan materi yang disajikan pada video.</li> </ul>	
Membimbing penyelidikan kegiatan belajar kelompok	<ul style="list-style-type: none"> <li>• Peserta didik dibagikan LKPD kelompok.</li> <li>• Secara berkelompok, peserta didik berdiskusi tentang LKPD yang telah diberikan. Peserta didik menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks undangan yang diberikan dalam LKPD. (Collaboration)</li> </ul>	Pendalaman materi, penilaian sikap
Mengembangkan dan menyajikan hasil karya	<ul style="list-style-type: none"> <li>• Setiap kelompok mempresentasikan hasil diskusi di depan kelas. (HOTs-C6)</li> </ul>	Penilaian sikap dan keterampilan
Menganalisis dan mengevaluasi proses pemecahan masalah	<ul style="list-style-type: none"> <li>• Peserta didik beserta guru memberikan feedback tentang hasil presentasi siswa</li> </ul>	Refleksi kegiatan
<b>Penutup (10 menit)</b>		
<ul style="list-style-type: none"> <li>• Guru bersama siswa membuat kesimpulan bersama terkait materi pembelajaran.</li> <li>• Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>• Guru memberikan penugasan.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru menutup pembelajaran dengan salam penutup.</li> </ul>		

*Appendicess 10 PENILAIAN HASIL PEMBELAJARAN*

<b>No,</b>	<b>Aspek</b>	<b>Teknik</b>	<b>Bentuk Instrumen</b>
1	Sikap	Observasi kegiatan pada proses pembelajaran	Lembar observasi
2	Pengetahuan	Tes tertulis	Soal uraian
3	Keterampilan	Penilaian praktik	Lembar pengamatan

*Appendices 11 Soal Pre-Test*

Name :  
Class :  
Subject :  
Time allocation :

**Direction :**

Please practice the English conversation in the topic of giving opinion about one of the following theme :

- a. Giving opinion about the biggest animal in the world.**
- b. Giving opinion about Smoking.**

*Appendices 12 Soal Post-test 1*

Name :

Class :

Subject :

**Time allocation :**

Direction :

- Please practice the English conversation in the topic of giving opinion about one of the following theme :**
  - a. Giving opinion about the benefit of smartphone.**
  - b. Giving opinion about lampung.**

*Appendices 13 Soal Post-test 2*

Name :  
Class :  
Subject :  
Time allocation :

**Direction :**

Please practice the English conversation in the topic of giving opinion about one of the following theme:

- a. **Giving opinion about the instagram.**
- b. **Giving opinion about the kuta beach in bali.**

Name: Iwan Furnidwan

Class: XI TKJ 1

Subject: B. Inggris

A. Giving opinion about the biggest animal in the world

Answer: The blue whale holds the title of the largest animal on earth. It is truly awe-inspiring in terms of its size and sheer mass. These marine giants can reach lengths of up to 100 feet (30 meters) or more and weigh as much as 200 tons.

B. Giving opinion about smoking

Answer: From a health perspective, smoking is widely recognized as a major risk factor for various diseases, including lung cancer, respiratory disorders, heart disease, and numerous other health issues.

## Appendices 15

Name : Iwan Kurniawan

class : XI TKJ 1

Subject : B. Inggris .

A. Giving opinion about the benefit of smartphone.

Answer : Smartphones have become an integral part of modern life, offering a wide array of benefits that have transformed the way we communicate, access information, and conduct aspects of smartphones :

1. Communication
2. Information Access.

B. Giving opinion about Lampung

Answer : Lampung is a province in Indonesia located on the southern tip of Sumatra, and it has its unique charm and characteristics. While opinions about places can vary based on personal experiences and perspectives.



## Appendices 16

NAME : Iwan Furniawan

CLASS : XI TKJ 1


SUBJECT : B. Inggris

A. Giving opinion about the Instagram

ANSWER : Instagram is a popular social media platform that has become an integral part of many people's lives. Opinions about Instagram can vary based on individual preferences, experiences, and values.

B. Giving opinion about Kuta Beach in Bali

ANSWER : Kuta Beach in Bali is one of the most famous and iconic beaches on the island. Opinion about Kuta Beach can vary based on individual preferences and experiences.


**YAYASAN PENDIDIKAN SEMBILAN ENAM**  
**SEKOLAH MENENGAH KEJURUAN SEMBILAN ENAM**  
**SMK YP 96**  
**BUKIT KEMUNING-LAMPUNG UTARA**  
 Alamat : Jl. Lintas Samatris Og. Mangga, Desa Sokamenanti, Bukitkemuning - Lampung Utara  
 Website : www.smkyp96.sch.id, Email : smkyp96@gmail.com

---

No : 1032/12.04.112/SMKYP96/2023  
 Lamp : -  
 Hal : Izin Pra Survey

Kepada Yth,  
 Ketua Jurusan Bahasa Inggris  
 IAIN Metro  
 di  
 Tempat


Dengan hormat,

Dasar:

Surat Ketua Jurusan Institut Agama Islam Neger Metro No : B\_2121/In.28/J/TL.01/05/2023 tanggal 10 Mei 2023 Perihal izin Pra Survey. Atas dasar surat tersebut, pada prinsipnya kami tidak keberatan dan memberikan izin Pra Survey, dengan catatan tidak mengganggu proses belajar mengajar dan semua fasilitas yang ada pada SMK YP 96 Bukitkemuning. Adapun izin tersebut diberikan kepada :

Nama : SUKMA SETIAWAN  
 NPM : 1801070063  
 Semester : 10 ( Sepuluh )  
 Jurusan : Tadris Bahasa Inggris  
 Judul : IMPROVING STUDENT SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF SMK YP 96 BUKIT KEMUNING

Demikian Surat Izin Pra Survey ini dibuat untuk dapat dipergunakan sebagaimana mestinya, dan hasil Pra Survey agar dapat juga diberikan kepada SMK YP 96 Bukitkemuning. Terimakasih.

Bukitkemuning, 17 Mei 2023  
 Kepala SMK YP 96 Bukitkemuning  
  


**Tembusan:**

1. Ketua Yayasan Pendidikan 96 di Kotabumi
2. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Lampung di Bandar Lampung
3. Arsip



YAYASAN PENDIDIKAN SEMBILAN ENAM  
SEKOLAH MENENGAH KEJURUAN SEMBILAN ENAM

**SMK YP 96**

**BUKIT KEMUNING-LAMPUNG UTARA**

Alamat : Jl. Lintas Sumatera Gg. Mangga, Desa Sukamenanti, Bukitkemuning - Lampung Utara  
Website : [www.smkyp96.sch.id](http://www.smkyp96.sch.id), Email : [smkyp96@gmail.com](mailto:smkyp96@gmail.com)

Nomor : 1051/12.04.112/SMK YP.96/L/2023  
Lamp. : -  
Hal : Izin Research.

Kepada Yth. : Ketua Institut Agama Islam Negeri Metro  
Di  
Metro.

Berkenaan dengan Surat Saudara Nomor : B-4356/In.28/D.1/TL.00/09/2023  
Tanggal 4 September 2023.. Tentang izin Research

Sehubungan dengan hal tersebut diatas kami dari Pihak Sekolah tidak berkeberatan  
untuk mengizinkan kepada :

N a m a : SUKMA SETIAWAN  
NPM : 1801070063  
Untuk : Melaksanakan Research/Survey  
W a k t u : Pada Bulan September 2023.  
D i : SMK YP. 96 Bukitkemuning

Demikian surat ini kami sampaikan , atas kerjasamanya diucapkan terima kasih.



Bukitkemuning, 05 September 2023.

Kepala SMK YP. 96 Bukitkemuning

Drs. SURUSO.

Tembusan di sampaikan Yth.

Ketua Yayasan Pendidikan Sembilan Enam.

## Appendices 19

12/21/2023

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4344/In.28.1/J/TL.00/09/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SUKMA SETIAWAN**  
NPM : 1801070063  
Semester : 11 (Sebelas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING STUDENTS SPEAKING ABILITY BY USING  
DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH  
GRADER OF SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 01 September 2023  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**

Appendices 20



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507 Faksimili (0725) 47296 Website: www.tarbiyah.metroain.ac.id, e-mail: tarbiyah.iaim@metroainy.ac.id

**SURAT TUGAS**

Nomor: B-4357/In.28/D.1/TL.01/09/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SUKMA SETIAWAN**  
NPM : 1801070063  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMK YP 96 BUKIT KEMUNING, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 04 September 2023

Wakil Dekan Akademik dan  
Kelembagaan,




**Dra. Isti Fatmah MA**  
NIP 19670531 199303 2 003

Mengetahui,  
Pejabat Setempat





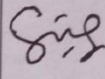
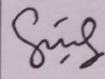
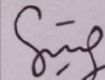
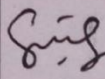
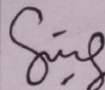
## Appendices 21

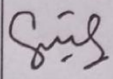
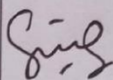
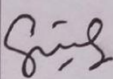
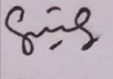
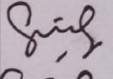
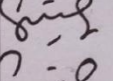
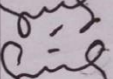
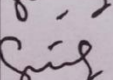
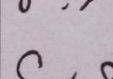
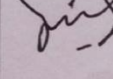
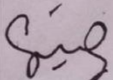

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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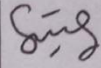
**KARTU KONSULTASI BIMBINGAN PROPOSAL**  
**MAHASISWAFAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAINMETRO**

Nama: Sukma Setiawan  
 NPM : 1801070063


Jurusan : TBI  
 Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang di konsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 16, desember 2022	Drs. Kuryani, M.Pd	- Bimbingan revisi Proposal Bab I Kurang: - Data prasurvey	
2.	Jum'at 03, maret 2023	Drs. Kuryani, M.Pd	- Bimbingan revisi proposal bab I  Sudah menambahkan - Data pra survey  Perbaikan: - Problem identification - Problem limitation - The objective of study	
3.	Jum'at 10, maret 2023	Drs. Kuryani, M.Pd	- Bimbingan revisi proposal bab I  Sudah perbaikan: - Problem identification - Problem limitation - The objective of study Di koreksi acc bab I lanjut bab II	
4.	Sabtu 11, maret 2023	Drs. Kuryani, M.Pd	Bimbingan proposal bab II	
5.	Selasa 21, maret 2023	Drs. Kuryani, M.Pd	Bimbingan proposal bab II Perbaikan - Kurang theory concept of speaking ability - Kurang theory measurement of speaking ability  Telah perbaikan	

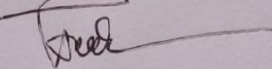
			<ul style="list-style-type: none"> <li>- Menambahkan theory concept of speaking ability</li> <li>- Menambahkan theory measurement of speaking ability</li> <li>- Menghilangkan suggestion dan menghapus table formula of suggestion</li> </ul>	
6	Senin 03, april 2023	Drs. Kuryani, M.Pd	<p>Bimbingan proposal bab II</p> <p>Telah menambahkan - Action hypothesis</p>	
7	Jum'at 07, april 2023	Drs. Kuryani, M.Pd	<p>Bimbingan proposal bab II</p> <ul style="list-style-type: none"> <li>- Telah memperbaiki measurement of speaking ability</li> <li>- Telah merubah Action hypothesis</li> </ul>	
8	Selasa, 18, apri 2023	Drs. Kuryani, M.Pd	<p>Bimbingan proposal bab II</p> <ul style="list-style-type: none"> <li>- Telah memperbaiki action hypothesis</li> </ul>	
9	Jum'at, 28 april 2023	Drs. Kuryani, M.Pd	Acc bab II lanjut bab III	
10	minggu, 30 april 2023	Drs. Kuryani, M.Pd	Bimbingan proposal bab III	
11	kamis, 18 mei 2023	Drs. Kuryani, M.Pd	Revisi proposal bab III	
12	jum'at, 19 mei 2023	Drs. Kuryani, M.Pd	Acc for seminar	
13	kamis, 27 july 2023	Drs. Kuryani, M.Pd	Acc for APD	
14	jum'at, 27 september 2023	Drs. Kuryani, M.Pd	Bimbingan bab VI & V	
15	Selasa, 10 Oktober 2023	Drs. Kuryani, M.Pd	<p>Bimbingan bab VI &amp; V</p> <ul style="list-style-type: none"> <li>- Telah menambahkan 6 point</li> <li>- Telah menambahkan judul pada setiap table</li> <li>- Telah merubah jarak spasi</li> </ul>	
16	Selasa, 31 Oktober 2023	Drs. Kuryani, M.Pd	<p>Bimbingan bab VI &amp; V</p> <ul style="list-style-type: none"> <li>- Telah menghitung kembali</li> <li>- Telah merubah tabel grafik</li> </ul>	

17	Kamis, 9 November 2023	Drs. Kuryani, M.Pd	ACC for munaqosyah	
----	------------------------------	-----------------------	--------------------	---

Mengetahui  
Ketua Jurusan TBI

  
**Dr. Much Deniatur, M.Pd**  
NIP.198803082015031006

Dosen Pembimbing

  
**Dr. Kuryani, M.Pd**  
NIP.196202151995031001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0726) 41507; Faksimili (0725) 47296; Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan dibawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Sukma Setiawan  
NPM : 1801070063  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi pinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Desember 2023

Ketua Prodi TBI

**Dr. Much Deinlatur, M.Pd**  
**NIP. 198803082015031006**

Appendices 23



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
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Nama : Sukma Setiawan  
NPM : 1801070063  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801070063

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Metro, 21 Desember 2023  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002

## Appendices 24

SUKMA SETIAWAN 1801070063 ( IMPROVING STUDENT'S  
SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE  
AMONG THE ELEVENTH GRADER OF SMK YP 96 BUKIT  
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*Appendices 25 DOCUMENTATION*





## **CURRICULUM VITAE**



The writer's name is Sukma Setiawan. This writer is the second child of Mr. Paimun and Mrs. Royani. The writer was born in Kotabumi, August 31<sup>th</sup>, 2000. The writer completed kindergarten at TK Muslimin bukit kemuning, north lampung, Elementary School (SD) at SD Negeri 01 bukit kemuning north lampung, graduated in 2012. Continuing to the at SMP Negeri 03 bukit kemuning north lampung, graduated in 2015. Continuing to high school at SMK MUHAMMADIYA 2 METRO and graduating in 2018. Then the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (PBI). In 2019 the writer selected as secretary of the blood donor field at the Ksr PMI unit of Iain Metro. And in the year 2020 the writer served as Chairman of the HDR division of the HMJ TBIFaculty of Tarbiyah and Teacher Training, Until now, the writer is still following the IAIN Metro Organizing.