

**THE USE OF DUBBING VIDEO TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING SKILL
AT SMPN 35 MAKASSAR**

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BOSOWA



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA
2022**

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SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the Sarjana Degree



BOSOWA

By
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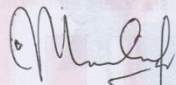
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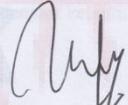
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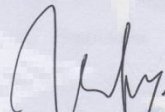
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Mengetahui pernyataan



Haerunnisa

ABSTRACT

HAERUNNISA. 2022. *The Use of Dubbing Video Technique to Improve Students' Speaking Skill at SMPN 35 Makassar,* (Supervised by Dahlia D.Moelier and Ulfah Syam)

This study aimed to find out the improvement of the students speaking skill through implementation dubbing video technique at SMPN 35 Makassar academic year 2020/2021. This study used pre-experimental design with pre-test, treatment, post-test and data analyzed. The data was collected and analyzed from several recording voice from the students in the English classroom. The population of this research was second grade from class VIII.2 which consist 20 students as a sample.

This study indicated the result of the used of voice notes and dubbing video short animation movie to improve students' speaking skills by data analyzed from accuracy and fluency. And the result indicated mean score in pre-test was 56.15 and mean score in post-test was 87.45, it means that was influenced the improvement of students' speaking skill.

Keywords : Speaking, Dubbing Video, Improve

ABSTRAK

HAERUNNISA. 2022. *Penggunaan Teknik Dubbing Video Untuk Meningkatkan Keterampilan Berbicara Siswa Di SMPN 35 Makassar.* (Dibimbing oleh Dahlia D.Moelier and Ulfah Syam)

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa melalui penerapan teknik video dubbing di SMPN 35 Makassar tahun ajaran 2020/2021. Penelitian ini menggunakan desain pre-eksperimental dengan pre-test, treatment, post-test dan analisis data. Data dikumpulkan dan dianalisis dari beberapa rekaman suara dari siswa di kelas bahasa Inggris. Populasi dalam penelitian ini adalah siswa semester dua dari kelas VIII.2 yang sampelnya berjumlah 20 siswa.

Penelitian ini menunjukkan hasil penggunaan rekaman suara dan video dubbing film animasi pendek untuk meningkatkan keterampilan berbicara siswa dengan menganalisis data dari akurasi dan kelancaran. Dan hasil tersebut menunjukkan nilai rata-rata pada pre-test adalah 56,15 dan nilai rata-rata pada post-test adalah 87,45, yang berarti berpengaruh terhadap peningkatan keterampilan berbicara siswa.

Kata kunci : Berbicara, Dubbing Video, Peningkatan

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The use of dubbing video technique to improve students speaking skill at SMPN 35 Makassar as a requirements to obtain degree (S-1) English Education Department of The Faculty of Teacher Training and Education of Bosowa University.

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Makassar, 17 Januari 2022

The writer

Haerunnisa

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CHAPTER I

INTRODUCTION

This Chapter contains background of the research, identification of the problem, scope of the research, formulation of the research, objective of the research, and significance of the research.

A. Background

Every single day humans do interact with others by speaking. using their first language or the second language to speak communicatively for expressing some purpose such as to ask and give some information, to clarify some issue, to tell their idea, opinion, perception, and many other activities in their life.

Many people use different ways to communicate through speaking that involves producing, receiving, and share. According to Adam (2016: 116) speaking is a productive skill that needs active language components of grammar, vocabulary, pronunciation in order to able to produce it.

Speaking is the most important skill which is a need in English learning. Leong and Ahmadi (2017: 35) stated that speaking is the most important skill because is one of the abilities that is needed to perform a conversation. Speaking can train our brain's ability to think critically and argue with others. As in the regulations in the 2013 curriculum, especially on speaking skills, The teacher expects students to speak more and dare to appear confident. Actively to participate in speaking activities using acceptable language accuracy and also have high motivation to speak.

Speaking is a person's way of interacting with each other to convey our arguments, opinion, and ideas. In addition, teaching speaking can help the students to develop an ability to produce sentence by sentence. Speaking skill is an act of making or producing vocal sound to express feeling in spoken language by using grammar and vocabulary that are used to communicate with others.

Speaking is the basic skill for transmitting information, feelings and emotions, ideas, and beliefs, Muklas (2017), People need the capability to express what is on their mind through verbal communication in their daily activities since they have to socialize and interact with other people.

There are some problems in English learning. First, speaking abilities of students were quite low. They still made some mistakes in their speaking such as incorrect pronunciation, many pauses in their direct speaking, and confusion to use the correct tenses. Therefore, The Writer wanted to improve students' pronunciation in this research. Second, students lost their confidence to speak English.

They are passive when a teacher asked about the students' opinions. The less confidence of students would cause nervousness that impacts the students' speaking pronunciation and fluency. This situation can be seen when they afraid of making mistakes in English speaking.

The others problem is lack of ability to communicate in English because they have a limited vocabulary and grammar knowledge, lack of exposure which makes them do not have a chance to practice using the language outside the classroom, lack of confidence and motivation in improving their speaking skill.

According to Bahrani and Tam (2012: 58) English language learners face is a lack of interaction in the language at home, school, or neighborhood, which is generally understood to boost language learning through providing the necessary language input for spoken language learning.

Dealing with these problems, The Teacher needs the best teaching strategy to improve students' speaking skill, especially in pronunciation. The use of technology can be an effective way to be combine with English teaching and learning. Technology also can help students to improve their speaking pronunciation.

Technique in dubbing video is how to replace the voice or exchange voices which is the original sound is mute, dubbing video is how to learn something of the character such as the gesture, intonation, and sounds. Dubbing can be identified as an activity to change the sound or speech on a film or video into another language. Karimzadeh (2017) stated dubbing-based strategies have a significant influence on native like pronunciation development.

Therefore teaching English using dubbing video can be useful for students, firstly video dubbing can provide real capital for students to imitate role players and can increase cultural awareness by teaching something that is suitable for students, second when watching movie clips, students can become more curious or inquisitive and more intellectually motivated. Teaching video dubbing also can make the students excited to improve their knowledge and vocabulary.

B. Research Question

Based on the background. Research questions as follows, Could implementation of dubbing video technique be a solution of students' to improve speaking skill at SMPN 35 Makassar ?

C. Objective of The Research

Based on the research question, the objective of the research was to find out the improvement students' speaking skill through dubbing video technique at the second year students SMPN 35 Makassar.

D. Significance of The Research

The Writer expected that the result of the study given the benefits as follows

a. For The Students

The writer expected that after study The Use of Dubbing Video Technique to Improve Speaking Skill, The Students' can improve their knowledge about speaking skill and students' are more enthusiastic about learning English.

b. For The Teacher

The writer expected hopefully gave motivation, information about speaking skill and help students to improve their speaking skill.

c. For the Writer

The writer expected this research can be the reference and get a lot of knowledge about English teacher strategy in English speaking.

E. Scope of The Research

The Writer focused on the Eight grade students of SMPN 35 Makassar in the second semester 2021-2022 academic year and the problem of the research focused on The Use Of Dubbing Video Technique To Improve Students' Speaking Skill At SMPN 35 Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theoretical review, previous related research findings, and conceptual framework. The following will be explained as follow.

A. Theoretical Review

In the theoretical review, the research examines some theories that become the frames of thoughts of the study.

1. Definition of Speaking

Speaking is a productive skill that needs to develop to communicate with others in the second language or the mother tongue Khabbazbashi (2017). Speaking English is crucial for students since speaking is the necessary language skill for communication. Parmawati (2018) said that speaking is more reflective of what the speaker wants to speak as part of the conversation.

Erdem (2016) In language learning, speaking is one of the primary skill. As a primary skill in language, speaking is the basic skill for transmitting information, feelings and emotions, ideas, and beliefs Muklas (2017) in Namaziandost et al (2019). In addition, speaking is required as an effective way to communicate in any language Boonkit (2010).

People need the capability to express what is on their minds through verbal communication in their daily activities since they have to socialize and interact with other people. Furthermore, since English is used as a lingua franca, speaking

skill is also considered as the most important tool to get information and knowledge Hasan (2014).

Most of the students have some problems such as lack of ability to communicate in English because they have a limited vocabulary and grammar, lack of exposure which makes them do not have a chance to practice using the language outside the classroom, lack of confidence and motivation in improving their speaking skills Al-sobhi & Preece (2018). Speaking skills have some important components which can be measured and considered as successful speaking such as pronunciation, grammar, vocabulary, and fluency. Hence, it is important for the students to be able to speak accurately and fluently Safdari & Fathi (2020).

As a foreign language that is not applied in daily conversation, the students are often feeling anxious when the teacher asked them to speak in front of the class Amini et al (2019). As quoted by Yen, Hou, & Chang (2015), The students' ability in speaking English is based on people around them because speaking English in public around some Asians will be more stressful because the speaker will be nervous when people around them are staring at them. And the speaker who reacts to what they hear and make their contribution. It means each participant has an interaction that will involve each people interactions. Speaking helps learners develop their vocabulary and grammar skill.

Leong and Ahmadi, (2017) stated that when students learn English, speaking is significant to support their ability to apply the language. In speaking skill many

elements that students should understand such as vocabulary, grammar, pronunciation, and intonation, Khoiriyah & Safitri, (2017: 241).

Vocabulary is the basic element in speaking because the total number of words are used to express their idea and information without any problem Rahmawati & Ertin, (2014: 202). Grammar concerns how sentences and utterances are put together to form sentences Hossain, (2015:26). Another element is pronunciation where their students must be able to articulate the words and create the physical sounds that carry meaning Irianti, (2011:8). Wicaksono (2016:125) also stated that speaking activities would be good if teachers give speaking tasks to the students to evaluate whether the class is going well or not and to find out the problem.

Speaking activities should be enjoyable and give high motivation to students. When all students can participate actively in an activity, they would feel completely satisfied with the activity. So, the teacher should set up the speaking activities correctly and give understanding and valuable feedback Hughes & Reed, (2016: 172).

Speaking is an important skill for sharing information, ideas, opinion, and feelings. Speaking is a language skill that we to communicate with other people.

2. The Nature of Speaking Skill

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 taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Finochiro and bonomo in reko (2013: 8) stated

that speaking is one more sound made by human beings for purposing of communication.

Speaking is oral communication that involves two or more people interact with each other. Speaking in a classroom includes the interaction between teachers and students or between the students which depending on how classroom activities are organized. Consider writing and reading skill (commonly assumed as written language, receptive skills). Brown (2004) further states that there are some basic types of speaking as the follow :

1. *Imitative*. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2. *Intensive*. The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3. *Responsive*. Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small4 talk, simple requests, and comments. This is a kind of short reply to the teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
4. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes

multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining the social relationship.

5. *Extensive* (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or rule do it together



3. The Components of Speaking

Richards in Kabestubun (2016:10) Stated that there are six components of speaking skill that are normally recognized as crucial aspect should be mastery. The six elements should be understood. Well by teacher and students in order. There are several important components as in the following :

a. Pronunciation

Pronunciation is an aspect of speaking skill that can be categorized as an important aspect of speaking. According to Webster Dictionary in kebestubun (2016:10) pronunciation is the way in which a word is pronounced, the spelling of a word in the accordance with their usual pronunciation, In addition, Cook (1996) as cited in Gilakjani (2016) defined pronunciation as the production of sounds that is learned by repeating sounds and correcting them when produced inaccurately.

At first of learning pronunciation, learners going to new habits and overcome. It's hard to result from the first language. Therefore it can be explained about pronunciation is the production of voice by the speaker and other voices are identify in a specific language.

b. Vocabulary

According to Hornby in kabestubun (2016:11) vocabulary is total number of a word which (with the rule for combing them) make up a language. It is include of content words, Noun, verb, adjective, and adverb. Vocabulary is the fundamental of dialect. It shows up in each dialect ability. It appears in every language skill. It is very important because we can say nothing without

vocabulary in our minds. Vocabulary is about the choice of the word which is used appropriately based on the context of speaking.

There are some general procedures for teaching vocabulary as follows:

1. Select the important new word and phrases
2. Explain the words carefully through clear illustration or demonstration. A lot of confusion can start at this point if your explanations are long and wordy.
3. Ask students to repeat the words or phrase, for the second
4. Use the words in other sentences in another context.
5. Give the students the meaning and ask them for the word or phrase.
6. Set exercise using the vocabulary.
7. Ask them to write it down in their vocabulary notebooks

c. Grammar

Grammar is a form of internal, linguistic knowledge that operates in the production and recognition of appropriately structured expression in the language Yule in Kabestubun, (2016:12). Ur in Kabestubun,(2016:12) confirms grammar is the way words are put together to make correct sentences. From some theories above can be concluded that the function of grammar is to arrange the true meaning of the sentences based on the context. It means to prevent misunderstanding among communicators with listeners. From the theories above it means grammar is a role that we necessary for the students to arrange the correct sentences in speaking among a written and oral form.

d. Fluency

Fluency is a part of influences students' ability in speaking English. Fluency is determined by the ability to speak communicatively, fluently, and accurately. Actually, fluency refers to express oral language freely without interruption. Chuster in Kastebun,(2016:13) defined fluency as the quality of flowing, freedom, expressiveness, readiness, or smoothness of speeches. Meanwhile Brown in Kabestum,(2016:13) stated that fluency is the ability to use a language spontaneously and confidently and without undue hesitation. It means that the teacher should be able to guide the students to improve to master in to be fluently in speaking. In this case, the students can speak spontaneously using the correctly language.

According to Boyette, (11:2013) fluency is a key contributor toward independent and successful reading and is comprised of three components accuracy, rate, expression, and prosody. Byrne in Kabestum (2016:14) stated that speaking fluency is derived from the experience of oneself. It means the aim of communication, the students to be able to produce language system suitable of them, however mastering of the grammar, vocabulary, and pronunciation, should of the similar time. According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

e. Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output, Muhtar I. Y (2019). The teacher has explain to student how to speak accurately (clearly, articulately, grammatically, and phonologically correct) language and course fluent error.

f. Comprehensibility

Comprehensibility is an ability to receive and stretches of discourse, Comprehensibility refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks Cohen et al., (2005:51). It means comprehension is the students' competence of comprehending all of the speakers say to them.

4. Factor Influencing Students Speaking skill

Actually, the students always think that speaking really hard to understand and usually the students assume learn speaking very difficult. So the research tries to describe some factor influencing students related to yasin in saldi (2015:10) as follows:

a. Linguistics factors**1) Pronunciation**

An Indonesian student does not understand what he has been said when he first hears English spoken. They usually complain that English speech is too difficult to understand. Their listening is speaking are still poor, this caused is he has not to be used to oral speech. The trouble is not caused only by his poor

vocabulary, but also by his inability to recognize the problems. Accordingly, in teaching the pronunciation of English the students should be acquired with sound and should recognize them when they hear them. In fact, the students are confronted with the problem of recognizing the English sound, especially those that are different from their language, before they can learn to produce them freely and properly.

2) Structure

Another element of spoken language is structure. The structure should learn it by acquiring a set of habits and not merely by recording by samples of usage. It has been stated that in sentence patterns, students should be trained to acquire the habits of producing it automatically. This is best done through oral pattern practice. For instance, students imitate the teacher in producing a certain pattern 17 as " He is a lecturer " in such a way that they can produce it with relative ease. Such a practice involves intonation, stress as well as phonemes. In this case, the lecturer must be a good model.

3) Vocabulary

The first element that presents itself to the student of any language is the lexis-the words, whether isolated or in context. The word confronts the student continuously, as they progress from the simplest concept to the most abstract, in learning a given language, including the English language. The vocabulary forms, therefore a center of interest for both the students and the teachers. It is the first language element that should be taken into consideration by every English teacher in method writer of language study. There is no doubt in the statement that

learning a language always means first learning the words of the language. Several definitions of the word have been given by the different writer, such as Hocket in Saldi (2015:12) a word is this any segment of sentence bounded by the successive point at which pausing is possible. The problem for the students is how to choose the most appropriate English equivalent.

b. Non-linguistic Factors

1) Motivation

Deci, Ryan in Saldi (2015:12) distinguish the types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Intrinsic motivation in learning a language appears from the students' own hearts. On the contrary, extrinsic motivation emerges because of extrinsic influence. The students' extrinsic motivation has got some determined purpose in learning the language. On the other hand, the students who have intrinsic motivation exactly do not know why they enjoy learning the language. All activities in the world need motivation like studying English, but sometimes students do not have any motivation to speak although the lecturers have tried to motivate the students to practice their speaking.

2) Self-confidence

Self-confidence is considered to be another significant factor, which profoundly influences the learners' language performance. The students who lack

of confidence are usually found to be extremely fearful and timid, reluctant to express their opinions, and even unable to utter a complete meaningful sentence in class.

Brown in Saldi (2015:13) phrased this factor as "I can do it" or self-esteem principle, i.e., a learner believes in his or her own ability to accomplish the task. "The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task. Speaking is oral communication. Speaking with others needs braveness. There are many students who have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English.

3) Frequency of practice

Language is a habit; this means that all languages need exercise or practice. The difficulties of the students are that they do not know how to express their ideas in English. This indicates that the students are lack of practice in speaking because they only speak English were they very limited occasions.

4) Teacher

The teacher is also an element in the learning and teaching process. The students' success much determine discussed. The important role of teacher in any situation and activity has been discusses by experts' for a long time.

The teacher is the most important thing to guide and help the students to more effectively in speaking fluently. The teacher expects the students can improving their speaking ability. The teacher also expects the students more

interested to learn speaking through dubbing video techniques in order that can help the students to improve their ability and to be more confident.

5. Teaching Speaking

For most Indonesian students, learning English as a foreign language is a unique experience because it cannot be learned organically like their mother tongue. Studying a new language usually entails learning the dictionary, grammar, and sound system of that language. In foreign language acquisition, focusing on linguistic form is crucial, but gaining the ability to communicate in real life is much more crucial. The basic aims of an English language course are to communicate in English. Learners should be able to communicate effectively in English in and out of the classroom for study, work, or leisure at the end of a course. Because English is not a native language in Indonesia, teaching speaking is complicated. People, in general, have a tough time learning it. It is related to the fact that their environments do not speak English. When it's time for teaching, people only interact in English. It indicates that having an opportunity to practice is sufficient.

Teaching speaking is not easy, because English have many rules, especially people have many troubles learning it. It is the impact from the environment usually the students only speak English when they are in the English class or the time of the lesson. It means that the opportunity to practice is not competent.

6. Dubbing Video Technique

Dubbing video is one of the techniques of English speaking fluently. Dubbing video is a replacement between two voices or more based on the

character. According Rokani (2018: 7) dubbing is a replacement of a voice part in a movie. Usually dubbing video techniques are put on the translation. It can make the students more interested to learn English speaking through dubbing video technique, because it is something new for them, and certainly this method can make the students have fun to learn English speaking through dubbing video technique.

Dubbing is the replacement of the original speech by a voice track that attempts to follow as closely as possible the timing, phrasing, and lip movements of the original dialogue Luyken cited in Tanase and Cuza, (2014:970). Dubbing means the technique of the original sounds of the actor be deleting and its substitution with another recording or acting as a voice-over actor.

According Supardi and Putri (2018:389) stated that dubbing is a form of post synchronized re voicing that involves recording voices that do not belong to the screen actors, speaking in a language different from that of the source text and ideally in sync with the film image.

Active dubbing is an audiovisual by which the original speakers' voice is replaced entirely by our students' voice, talavan in Karimzadeh(2017:4). Meanwhile Choume,(2012) defines that dubbing is consist of replacing the original track of a film or any audiovisual text source language dialogue with another track on which translated dialog have been recorded in the target language. Then, Yu,(2013:20) stated that dubbing has two meanings in abroad sense it means to replace and existing soundtrack, and in narrow sense it means to

do a type of lip-syncing to match a voice and lip movements of existing source". It refers to the narrow sense of matching the original voices and lip movements.

Dubbing video is an Education technique that can be used to improve students speaking skill and self-confidence. Grignon, lavaur and blanc in Ebrahimi,(2016:287) compared three versions of the film sequence is dubbed, subtitled, and original versions). Dubbing video technique is one of the methods that can make the students more understanding about video content or the film.

Video dubbing is not a new term at this time. video dubbing is one of the methods to make people understanding more about video content. It can be used freely in this time since its simplicity and understandable operation through the smartphone in a video editor such as VN, inshoot, capcut, and others features, in order to reach the goal the speaking skill improvement, students are involved in many activities of video dubbing.

Film dubbing utilizes authentic film clips. With which learners dub the voice of muted character Chiu (2011), in the same line, Burston (2005:80-81) stated that the more modest activity of video dubbing, that is the simple substitution of the soundtrack of an exited video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At simplest, it need only involve substituting students an exciting soundtrack.

Dubbing can improve vocabulary acquisition, speaking fluency, and pronunciation, fun activity fostering creativity and initiative Danan, (2010:60). claims the preparation of soundtracks affords substantial listening and reading

comprehension activities as well as abundant pronunciation practice, provides practical training, for instructors as well as students, for more ambitious video projects, with some prior video-dubbing experience, can take a muted video clip and create from scratch their own storyline and accompanying script. It refers to the narrow sense of matching the original voices and lip movements. In the other words, dubbing video is a process of fill in the sound of the video where the original soundtrack of the video is turned off. This technique helps students to develop their speaking ability and self-confidence to produce sounds and language by themselves according to the context and it will reduce stress for the students and make the process of teaching-learning being fun.

a. Self Confidence

Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate the speaking skill Utama et al, (2013) and Dornyei et al as cited in Park & Lee, n.d. Self-Confidence is a crucial part of the speaking skill because that can give enthusiasm, brave, and stimulation to the learners. Because that if the learners have high self-confidence, they will achieve the best performance in speaking skill fluently. In communication, self-confidence is the most important thing, especially the learners' willingness to communicate. Because self-confidence give an impact on the students' abilities. High self-confidence can be positively correlated with oral performance (Heyde as cited in Park, 2004:198). Therefore, students should have higher self-confidence than other students can communicate.

That can be supported by the statement that situational self-confidence in communication plays an important role in determining the learners' willingness to communicate. Lee and park, (2004:206). Self-confidence is one element that can make the students it plays an important role, like the fact show many students failed in their high self-confidence. Without self-confidence, the students' may not have the courage to speak to people. Basic on the Writer's experience when she was studying in junior high school up to the university level, most students are reluctant to use English to communicate with another only a few of them usually used it.

B. Previous Related Research Findings

There were several research findings which were relevant with “The use of dubbing video technique for improving students speaking skill and confidence, First is a research Muhtar I. Y (2019) who applied in the research “ *Dubbing Video In Short Animation Movie For Speaking Ability At The Second Year Students Of SMPN 3 Makassar*. In this research explained how to applied of dubbing video technique in animation movies can improving students speaking ability, it can help the students more effectively in speaking skill ability and it can be improving critical thinking of students to speak fluently.

Second research is conducted Indri Merdeka Wati (2019) with the tittle “*The Use Of Dubbing Video Technique For Improving Students Speaking Skill and Confidence of Senior High School Students*” in this research, they found that implementing dubbing video technique for improving students speaking skill. The objective of this paper is to help the students expressing their idea based on the

video technique that they watch in order to improve their speaking skill and self-confidence.

The next research, Vivy Zuny Mandasari (2014) "*Improving Students Speaking Skill Through Video Dubbing*" the research purposed whether and what extent the use of video dubbing improve students speaking skill and the strength and the weakness of video dubbing.

Another research is Sulastri Manurung and Albert Efendi Pohan (2019) with the research paper entitled *Students' Perceptions Towards The Implementation Of Video Dubbing In Teaching Speaking*" This study aimed to investigate the students' perception of using video dubbing project in teaching speaking A set of questionnaires and open-ended interview were conducted to obtain the data. Data were categorized into three levels namely positive, neutral, and negative. The results revealed almost all students perceived a positive perception towards the implementation of video dubbing projects in teaching speaking.

The next research is Firdaus Ditya Pamungkas Sumardi and Dewi Rochsantiningasih (2019) with their research paper entitled "*Improving Students Pronunciation Using Video Dubbing*" The research findings showed that the implementation of video dubbing could improve students' speaking pronunciation. It can be concluded that the implementation of video dubbing in the learning process has a beneficial effect on students' speaking skill, especially in pronunciation. The next research is Putra, I.G.Y.A and Pahmadewi N.N (2018) *Implementing dubbing muted in speaking class*. This Experimental study was aimed at finding out the significant effect of Dubbing Muted Video on speaking

achievement. The next research is Kamelia (2019) "Using Video as Media of Teaching in English Language Classroom Expressing Congratulation and hopes

"This study stands its objectives and sees video as one of the effective media that can make students more enjoyed process teaching and learning. This study recorded that many research has proved the effectiveness of using video as media for students, especially in the EFL classroom. It seems using videos can give a relaxing situation for students in learning English. It also can make students more active and easy to understand the material since the video contains pictures and audio that causes students to see the material directly.

The next research Febriani Puji Lestari (2020) "*The Effectiveness Of Ice Breaking Technique To Improve Students' Speaking Skill At Mtsn 8 Magetan*"

The purpose of this research is to know whether there is a significant difference score between students who were taught by ice-breaking technique and students who were not taught by ice-breaking technique, Imam Sudarmaji (2021) "*Developing students' speaking skill through flipped classroom model on high school students*, The aim of this study was to examine the impact of implementing flipped classroom model on students' speaking skills.

The difference between the previous research findings is that in the research method, previous research used qualitative research methods and some used a combination of qualitative and quantitative research methods, while this study used quantitative research. This research was also conducted online class.

A. The Conceptual Framework

The conceptual framework of this research will be illustrated as follow :

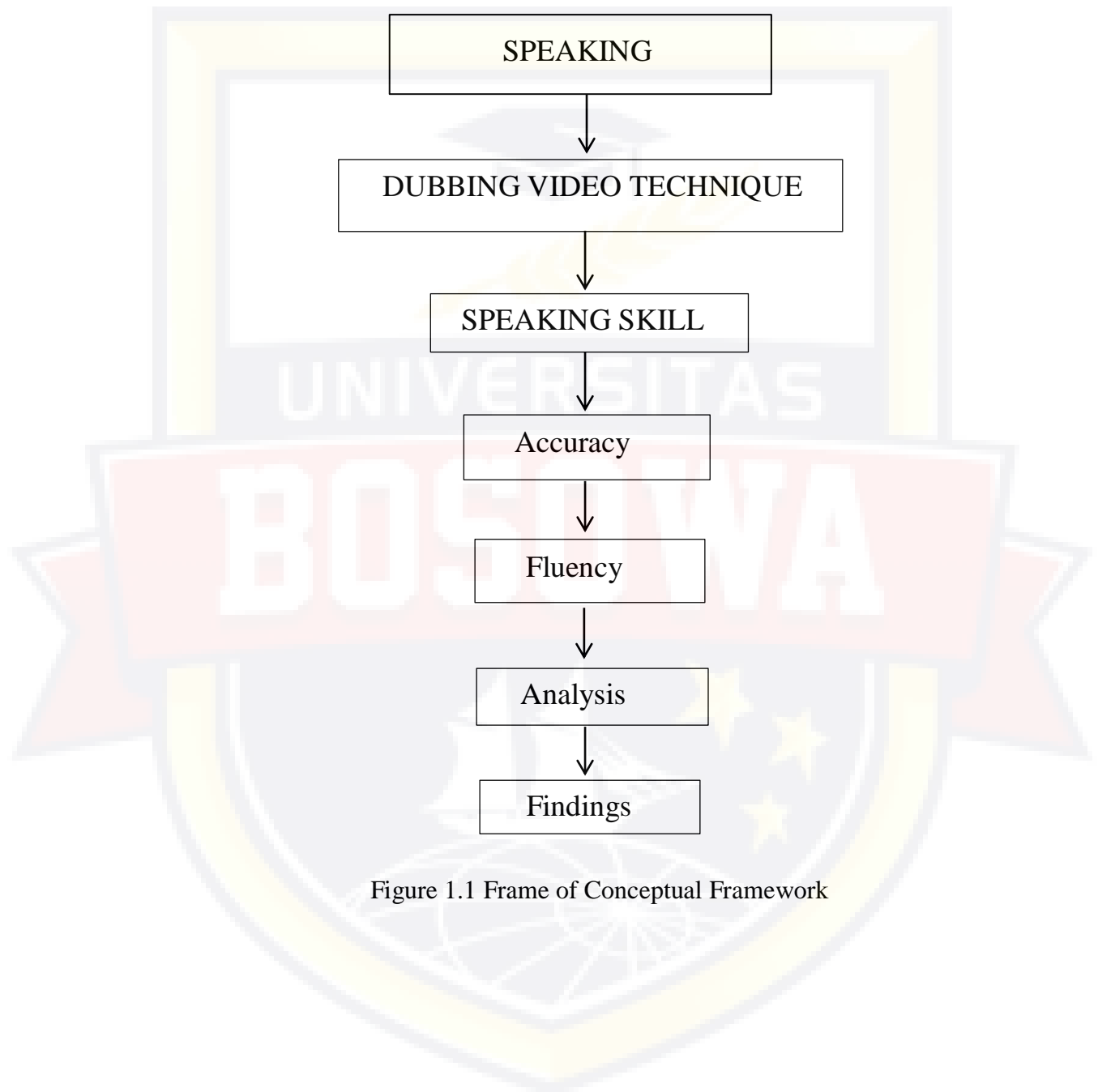


Figure 1.1 Frame of Conceptual Framework

- a. Speaking : Speaking is one of English Skill that necessary to established communication with the other. In speaking have several components that need to develop such as Accuracy where the components include (Pronunciation, Vocabulary and grammar) and then fluency and Comprehensibility.
- b. Speaking Skill : Speaking skill are defined as the skills which allow us to communicate effectively.
- c. Dubbing video : mixing or re-recording, is a post-production process used filmmaking and video production in which additional or supplementary recordings are lip-synced and mixed with original production sound to create the finished soundtrack
- d. Accuracy : accuracy refers to how correct learners' use of the language system is, including their use grammar, pronunciation and vocabulary.
- e. Fluency : fluency in speaking is known as the natural ability to speak spontaneously, quickly and comprehensibly with few numbers from the speaker.

CHAPTER III

RESEARCH METHOD

This chapter discusses, Research Design, Time And Location of The Research, Research Subject, Instrument of The Research, Procedure of Collecting Data, And Technique of Data Analysis.

A. Research Design

There was many kinds of experimental research design, such as pre-experimental design, true experimental, factorial design and quasi-experimental design Ary et al. (2010:302). In this research, the Writer used pre-experimental method, This design involved one class, which was one pre-test (O_1), then exposed to treatment (X), and finally they were given a post-test (O_2) The comparison between the pre-test and post-test score determine the success of the treatment. On the treatment the Writer thought the use of dubbing video technique to improve students speaking skill. The Formula Presented as follow :

Pre-test	Treatment	Post-test
O_1	X_1	O_2

Table 3.1 Research Design

O_1 : Pre-Test

O_2 : Post-Test

X_1 : Treatment

Sugiono (2010: 107)

B. Location of The Research

The Writer conducted approximately three meetings for the research, The Writer would be held at SMPN 35 Makassar into Eight grade students in 2021-2022 Academic year, The location of this research at Jl. Telegraf utama No.1 Biringkanaya, Makassar city, South Sulawesi.

C. Population and Sample

1. Population

The population of this research was 842 students included women and men. There was 285 students at the first grade, 296 students at the second grade, 261 at the third grade students in SMPN 35 Makassar in academic year 2021-2022.

2. Sample

The sample of this research is one class namely VIII.2 with 20 students.

D. Instrument of The Research

The instrument of the research was speaking test, Speaking test will collecting data in pre-test and post-test. The Writer would gave the treatment at VIII grade students.

E. Procedure of Collecting Data

1. Pre-test and post-test

The Writer was took collecting data through voice recording conversation animation movie clip which was carrying out 1-3 minutes for each group. The test

used speaking skill. The research will give speaking test about their favorite English movie.

2. Treatment

The Writer explained about what is the meaning of dubbing video and then gave example and practice how to dubbing video technique.

The treatment was held one meeting.

The Writer was explained about what is the meaning of dubbing video and give example.

- a. The Writer explained materials related to the Treatment.
- b. The Writer showed kind of movie clips “Toy Story 4”.
- c. The Writer gave time to questions and answer.
- d. The Writer divided students in to 2 pairs in groups.
- e. The Writer played movie clip of “ Toy Story 4”
- f. The Writer gave students 15 minutes to prepare with their partner in groups before conducted dubbing video.
- g. The students’ started to dubbing with their partner
- h. The students’ showed their video to the Writer

F. Technique analysis data

The Writer used the test to measure two components of the speaking there are Accuracy, include (grammar, pronunciation, and vocabulary) and fluency include the ability to read, speak or write easily, smoothly and expressively.

a. Grammar

Table. 3.2 Classification of Students' speaking in Grammar

Classification	Score	Explanation
Very good	5	No or few grammatical errors
Good	4	Sometimes makes grammatical errors but doesn't affect the meaning
Fair	3	Often makes grammatical errors that affect meaning
poor	2	Many grammatical errors that hinder meaning and often rearrange sentences
Very poor	1	The grammatical errors are so severe that they are difficult to understand

b. Pronunciation

Table 3.3 Classification of Students' speaking in pronunciation

Classification	Score	Explanation
Very good	5	Easy to reach and has a native speaking accent
Good	4	Easy to understand even with a certain accent

Fair	3	There are pronunciation problems that make listeners have to be fully concentrated and sometimes there are misunderstandings
poor	2	Difficult to understand due to pronunciation problems, often asked to repeat
Very poor	1	Serious pronunciation problem so incomprehensible

c. Vocabulary

Table 3.4 Classification of Students' speaking in Vocabulary

Classification	Score	Explanation
Very good	5	Use vocabulary and expressions like a native speaker
Good	4	Sometimes uses inappropriate vocabulary
Fair	3	Often use inappropriate vocabulary, conversation becomes limited due to limited vocabulary
poor	2	Using vocabulary incorrectly and limited vocabulary makes it difficult to understand
Very poor	1	Vocabulary is so limited that conversation is impossible

d. Fluency

Table 3.5 Classification of Students' speaking in Fluency

Classification	Score	Explanation
Very good	5	Use vocabulary and expressions like a native speaker
Good	4	Sometimes uses inappropriate vocabulary
Fair	3	Often use inappropriate vocabulary, conversation becomes limited due to limited vocabulary
poor	2	Using vocabulary incorrectly and limited vocabulary makes it difficult to understand
Very poor	1	Vocabulary is so limited that conversation is impossible

Hanik (2011)

Table 3.6 Classifying Students Score

NO.	Score	Classification
1.	91-100	Very good
2.	76-90	good
3.	61-75	Fair
4.	51-60	Poor
5.	Less than 50	Very poor

Paskur in Lada (2017 : 30)

To analyze the students; correct answer of pre-test and post-test the Writer

using this formula as follows :

- a. Calculating the mean score of the students.

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

Where :

X : Mean Score

$\sum X$: The Sum of All Score

N : The Total Number of Students

(Gay in lada 2017:31)

- b. Calculating the rate percentage of the speaking score by using in the following :

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

Where :

Σ : Mean Score

X : Frequency

N : The Total Number of Students

(Gay in lada 2017:32)

Calculating the mean score, standard deviation, frequency table, and the value of T-test in identifying the difference between pre-test and post-test the Writer will use inferential analysis in SPSS (Statistic Product and Statistic Solution) version 16.0 program. It means that, the Writer did not manual computation. All the data collected were accounted by using SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter discussed the findings of the research, design obtained through the instruments used during the research. Findings discussed in order to overcome the research problem. In this case, the research discusses the findings of a study that used dubbing techniques to improve students' speaking skills at SMPN 35 Makassar.

A. Findings

The test had been carried out twice, namely pre-test and post-test, the writer obtained data from pre-test and post-test by analyzing the results of students' dialogue conversations through recordings of students' favorite animated films. post-test as mentioned earlier, the writer used an oral test as an instrument in collecting data. It was given to students class VIII.2 of SMPN 35 Makassar, pre-test and post-test were carried out to obtain students' speaking scores. After analyzing the data derived from pre-test and post-test bellow the result of analysis. The data are diving into some tables which consist of some forms of analysis namely score, classification, frequency and percentage, these findings are describe as follows :

1. Students' speaking score

The result of students' speaking score in the pre-test and post-test could be seen in the table below :

Table 4.1 The Students' Score and Classification in The Pre-test

No.	Students Initial	Score of Each Component			
		A	F	Total	Classification
1.	RCM	2	1	52	Very Poor
2.	SS	2	2	55	Poor
3.	NK	1	2	52	Poor
4.	RSM	2	1	52	Very poor
5.	FAA	3	3	65	Fair
6.	NI	2	2	55	Poor
7.	SA	3	2	62	Fair
8.	RK	2	2	55	Poor
9.	HHM	1	3	55	Fair
10.	KK	1	2	52	Very poor
11.	AJS	3	2	62	Fair
12.	LMA	3	2	62	poor
13.	AFH	2	2	55	Fair
14.	VA	3	3	65	poor
15.	AM	1	2	52	Very poor
16.	JG	1	2	52	Very poor
17.	NMS	2	2	55	Poor
18.	IDR	2	2	55	Poor
19.	S N	2	2	55	Poor

20.	JR	2	2	55	poor
Total		40	41	1.119	Very poor
Mean Score		2.0	2.0	56.15	

NOTE : A= Accuracy F=Fluency

Table 4.2 The Students' Score And Classification in The Post Test

No.	Students initial	Score of Each Component			
		A	F	Total	Classification
1.	RCM	4	4	85	Good
2.	SS	4	4	85	Good
3.	NK	3	4	80	Good
4.	RSM	3	4	80	Good
5.	FAA	5	5	98	Very good
6.	NI	4	4	85	Good
7.	SA	5	5	95	Very Good
8.	RK	4	5	90	Good
9.	HHM	4	4	85	Good
10.	KK	3	4	80	Good
11.	AJS	5	5	98	Very Good
12.	LMA	4	5	90	Good
13.	AFH	4	4	85	Good
14.	VA	5	5	98	Good

15.	AM	3	4	80	Good
16.	JG	4	4	85	Good
17.	NMS	4	4	85	Good
18.	IDR	4	5	90	Good
19.	SN	4	4	85	Good
20.	JR	4	5	90	Good
Total		80	88	1.749	Good
Mean Score		4.0	4.4	87.45	

NOTE : A= Accuracy F= Fluency

Table 4.1 and table 4.2 show the results of student assessments, based on the table there were 20 students who were the research sample from, the test was in the form of student conversations in the favorite dialogue of animated short films for students' speaking skills, the test focused on speaking skills. The Writer gave a test in the form of an animated film conversation that they liked and was given 5 minutes to determine 10 pairs, each pair tried again to converse with their partner according to their favorite animated short film, then the students recorded their voice via the WhatsApp voice recording application. The test aimed to determine the ability and skills of students in speaking before students are given treatment.

Table 4.1 shows the results of the pretest and in table 4.2 shows the results of the post-test. Based on the table, the students were good after implementing the video dubbing technique from the Toy Story 4 film, it means that the students on speaking scores showed differences in increasing the scores of the pre-test and post-test based on the data, most students scored in accuracy and fluency in

speaking although not all are good but the data shows students improve significantly.

2. The result of students in accuracy

The result of percentage score of students' speaking in accuracy could be seen on the bellow:

Table 4.3 Rate Percentage of Students' Speaking in Accuracy

NO.	Classification	Score	Pre-test		Post-test	
			Freq	Percent	Freq	percent
1.	Very Good	5	0	0%	4	20%
2.	Good	4	0	0%	14	60%
3.	Fair	3	5	25%	4	20%
4.	Poor	2	9	45%	0	0
5.	Very poor	1	6	30%	0	0
Total			20	100%	20	100%

As could be seen from table 4.3 the data of pre-test and post-test showed a significant different of students speaking performance in accuracy after given treatment. In pre-test shows the students who got very good classification was none, 5 student got Fair classification (25%), 9 students got Poor classification (45%), 6 students got Very Poor Classification (30%). That was indicated that most of students' score in very poor classification. It showed that low achievers were bigger than high achiever.

Meanwhile the post-test section shows the difference, after the treatment was held, The table indicated that there were no students getting poor and very poor, 4 students got Very Good Classification (20%), 14 students got Good Classification (60%), then 4 students got fair (20%). Mostly of students in Good Classification and indicated an enhancement of students' accuracy in speaking.

Based on pre-test and post-test, it could be conclude the use of dubbing technique to improve students' speaking skill was gave greater opportunity on Students more improve speaking ability especially in accuracy.

3. The result of students in fluency

The result of percentage score of students' speaking in fluency could be seen on the table below

Table 4.4 Rate Percentage of Students' Speaking Fluency

NO.	Classification	Score	Pre-test		Post-test	
			Freq	Percent	Freq	percent
1.	Very Good	5	0	0%	8	40%
2.	Good	4	0	0%	12	60%
3.	Fair	3	3	15%	0	0%
4.	Poor	2	15	75%	0	0%
5.	Very poor	1	2	10%	0	0%
Total			20	100%	20	100%

The table 4.4 indicated the rate of students speaking in pre-test and post-test. In pre-test the data indicated that was a different in students' in fluency in mean

score and standard deviation after given treatment. In pre-test the table indicated none of student obtained very good and good classification. Meanwhile 3 students obtained Fair classification (15%). Then 15 students' obtained Poor Classification (75%). And 2 students obtained Very Poor classification (10%). Based on the frequency of the data, it indicated most of the students' score in poor. it means the students in speaking fluency should be improved.

Meanwhile in the frequency of the post-test in fluency indicated none of students obtained very poor, poor and fair classification, meanwhile 12 students obtained good classification (60%), and 8 students obtained very good classification (40%). It means the use of dubbing video technique be success made the students improved the speaking ability especially fluency of students ability.

4. The students' improvement score analysis for speaking test

Table 4.5 The Students' Mean Score And Standard Deviation of Speaking Test

Mean Score	Pre-test	Post-test
		56.15
Standard Deviation	4.4	6.1

The result of mean score in pre-test indicated 56.15 and meanwhile the result of mean score in post-test indicated 87.45. based on the data the students mean score in post-test was higher than pre-test, it means there was enhancement of students ability and skill to speaking. The result of the mean score indicated that the students more influenced use dubbing video technique as well.

5. The test of significant (T-test)

The test result presented in the following table.

Table 4.6 The Value of T-Test the Students Speaking

Variable	T-test	T-table
Pre-test and Post-test	51.67	19

The table explained about T-test value was greater than T-table value. It means the data as final result indicated significant improvement. Could be conclude that the use of dubbing video technique to improve students speaking was very influenced and greater contribute for speaking skill.

B. Discussion

This section explained the discussion the result of the data analysis in pre-test and post-test. The result was conduct three steps. The first steps was given pre-test to students by speaking test as conversation favorite animation film in pairs through whatsapp voice notes. The pre-test was given to know the students speaking skill and ability, The second steps was treatment through implementation dubbing video technique from animation movie clips “Toy story 4” duration three minutes in pairs, and the third steps was given post-test to the students to determined and to obtained speaking score after implementation dubbing video technique for speaking skill and ability.

The Writer determined one class as a sample but after undergoing the test it turns out that not all students could take the test until finished, because all of the other pairs data were incomplete due to absence, therefore, the Writer took data 10

pairs from 20 students as the sample from the total 30 students. The others obstacle was all the students was not present at zoom because limited internet data, so teaching was continued by whatsapp application.

The Writer decided the test of two speaking elements, there were accuracy and fluency to obtained students validation assessment in speaking, the first was accuracy, based on the pre-test there was 6 students got 52 classification, then 9 students got 55 classification, then 3 students got 62 classification, Then 2 students got 62. Meanwhile in the post-test there was 4 students got 80 classification, and 8 students got 85 classification, there was 4 students got 90 classification, then 3 students got 98 and last one students got 95 classification. Meanwhile in data percentage In pre-test shows the students who got very good classification was none, 5 student got Fair classification (25%), 9 students got Poor classification (45%), 6 students got Very Poor Classification (30%). That was indicated that most of students' score in very poor classification. It showed that low achievers were bigger than high achiever.

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in fluency in mean score and standard deviation after given treatment. In pre-test the table indicated none of student obtained very good and good classification. Meanwhile 3 students obtained Fair classification (15%). Then 15 students'

obtained Poor Classification (75%). And 2 students obtained Very Poor classification (10%). Based on the frequency of the data, it indicated most of the students' score in poor. it means the students in speaking fluency should be improved.

Meanwhile in the frequency of the post-test in fluency indicated none of students obtained very poor, poor and fair classification, meanwhile 12 students obtained good classification (60%), and 8 students obtained very good classification (40%). It means the use of dubbing video technique be success made the students improved the speaking ability especially fluency of students ability.

There was very significant differences, it means can proved from the result of the students. Total score in accuracy of pre-test which was 40 and the post-test was 80. Mean score in accuracy from the pretest which was 2.1 and the post test was 4.1. In the use of conversation animation favorite movie enhanced students' accuracy significantly.

The second was fluency, it could be seen from the data result of the score that indicated students in fluency of pre-test was 41 and the post test was 88. Meanwhile the mean score in fluency from pre-test which was 2.0 and the post test was 4.4. it could be conclude, dubbing video technique enhanced students' fluency significantly.

Based on the findings. The research was succeeded, it was to find out the mean score in pre-test was 56.15 increased to the post test which was 87.45. meanwhile the T-test was bigger than T-table ($51.67 > 19$). It means that there was different speaking score of the second grade students of SMPN 35 Makassar,

Before and After being given by used of dubbing video technique to improve speaking skill and the use conversation animation favorite movie. The average score which was pre-test 56.15 then in the post-test was 87.45. It could be conclude the result in post-test was improved then pre-test. it could be conclude that students obtained achievement in speaking skill after being implementation dubbing video technique used animation movie clip of “toy story 4” practically the theory was accepted and stimulated the students’ to improve students’ speaking skill at the second grade of SMPN 35 Makassar in the academic year 2020/2021.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divided in to two parts. The first deals with conclusion of the findings and the second deals with suggestion.

A. Conclusion

In This part explained about conclusion of the result of data analysis, The use dubbing video technique to improve students' speaking skill at SMPN 35 Makassar in the academic year 2020/2021. The Writer would concluded.

The use of dubbing video technique to improve students' speaking skill at SMPN 35 Makassar can be stimulate the students to be more confidence and enthusiastic to improve their speaking skill especially in accuracy and fluency. The result in post-test was improved then pre-test after implementation dubbing video technique used animation movie clip of “ Toy Story 4”

The research was succeeded, it was to find out the mean score in pre-test was 56.15 increased to the post test which was 87.45. meanwhile the T-test was bigger than T-table ($51.67 > 19$). It means that there was different speaking score of the second grade students of SMPN 35 Makassar, Before and After being given by used of dubbing video technique to improve speaking skill and the use conversation animation favorite movie. The average score which was pre-test 56.15 then in the post-test was 87.45.

B. Suggestion

Based on the conclusion, The Writer put forward some suggestion and as follows :

a. For The Students

The writer expected that after study The Use of Dubbing Video Technique to Improve Speaking Skill, The Students' can improve their knowledge about speaking skill and students' are more enthusiastic about learning English.

b. For The Teacher

The writer expected hopefully gave motivation, information about speaking skill and help students to improve their speaking skill.

c. For the Writer

The writer expected this research can be the reference and get a lot of knowledge about English teacher strategy in English speaking.

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The logo of Universitas Djuanda is a shield-shaped emblem. At the top, it features a graduation cap and a quill pen. Below this, a banner contains the word "UNIVERSITAS". The bottom section of the shield depicts a sailboat on the left and three stars on the right, with a globe-like pattern at the base. The entire logo is rendered in a light, semi-transparent style.

APPENDICES

Appendix 1 : Lincese



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
<http://www.universitasbosowa.ac.id>

Nomor : A.306/FKIP/Unibos/VIII/2021
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMPN 35 Makassar
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Haerunnisa
NIM : 4517101022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

The Use Of Dubbing Video Technique To Improve Students' Speaking Skill At SMPN 35 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 24 Agustus 2021

Dekan




Drs. Saiful S.Pd., M.Pd.
NIDN 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

NSS: 201196011212

NPSN: 40311920



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 35 MAKASSAR



Alamat :Jalan Telegraf Utama No. 1 Kompleks perumahan Telkomas . Telp: 0411-8959567 Makassar- 90241

KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 800/033/UPT SPF SMPN 35/II/2022

Yang bertanda tangan di bawah ini, Kepala UPT SPF SMP Negeri 35 Makassar bahwa :

Nama : **HAERUNNISA**
 N I M : 4517101022
 Fakultas : FKIP
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa
 Alamat : Jl. Landak Baru Lr. 10 No. 18B Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di UPT SPF SMP Negeri 35 Makassar dari tanggal 3 s.d. 10 September 2021 dengan judul :

**“THE USE OF DUBBING VIDEO TEACHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL
 AT UPT SPF SMPN 35 MAKASSAR”**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 9 Februari 2022

Kepala UPT SPF SMPN 35 Makassar



Harunngi S.Pd., M.Pd

Pangkat Pembina Tk.I
 N I P: 19650915 198812 1 002

Appendix 2 : instrument of the research

INSTRUMENT PENELITIAN

THE USE OF DUBBING VIDEO TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT SMPN 35 MAKASSAR.

PETUNJUK

1. Tes ini bertujuan untuk mengukur keterampilan siswa dalam mengembangkan Speaking/berbicara melalui teknik dubbing video menggunakan potongan film atau disebut dengan (Movie Clip).
2. Hasil tes ini akan menjadi data dalam menyusun proposal pada starata Jurusan Penelitian Bahasa Inggris Fakultas Keguruan dan Ilmu Penelitian.
3. Peneliti mengharapkan siswa dapat meningkatkan keterampilan berbicara Bahasa Inggris mereka melalui teknik dubbing video.
4. Atas kerja sama dari siswa peneliti mengucapkan Terima Kasih.

Appendix 3 : lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 35 MAKASSAR
Maata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII.2 (Genap)
Materi Pokok : Dubbing Video on movie Clip
Alokasi Waktu : 2 x 90 Menit (2 Pertemuan)

A. TUJUAN PEMBELAJARAN ,

1. Meningkatkan Kemampuan Speaking Skill melalui tehnik dubbing video
2. Meningkatkan keterampilan siswa dalam berbicara bahasa inggris.

B. LANGKAH PEMBELAJARAN

1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN		
Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan pendahuluan	1. Peneliti menyiapkan peserta didik untuk mengikuti proses mengajar dengan memberi salam, dan mengawali pembelajaran dengan berdoa. 1. Peneliti memeriksa daftar kehadiran siswa. 2. Peneliti megajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari	10 menit

	<ol style="list-style-type: none"> 3. Peneliti menyampaikan tujuan pembelajaran 4. Peneliti menyampaikan ruang lingkup penilaian : kerja sama dan percaya diri. 	
Kegiatan inti	<ol style="list-style-type: none"> 2. Peneliti menjelaskan materi tentang dubbing video dan speaking skill. 3. Peneliti menampilkan contoh video yang telah didubing 4. Peneliti menentukan siswa saling berpasangan 5. Peneliti akan menampilkan jenis movie Clip yang akan didubbing 6. Peneliti akan memutar movie clip sebanyak 3 kali untuk mengetahui dan mengenali karakter dari pemeran dalam video tersebut 7. Sebelum memulai dubbing Peneliti memberi pre-test atau tugas kepada siswa yaitu describe favorit animasi movie dalam bentuk percakapan dan direkam suara selama durasi 1-3 menit 8. Siswa merekam suara dengan pasangannya melalui via whatsapp record 9. Setelah itu peneliti memeberikan treatment yaitu mendubbing potongan film animasi “ 	70 menit

	“toy story 4” dengan cara merecord video mereka.	
Kegiatan penutup	<ol style="list-style-type: none"> 1. Peneliti memberi penguatan terhadap materi yang telah dipelajari. 2. Peneliti akan menerangkan materi pembelajaran selanjutnya 3. Peneliti menutup pembelajaran dengan salam dan berdoa. 	10 menit

2. Pertemuan kedua

KEGIATAN PEMBELAJRAN		
Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Peneliti menyiapkan peserta didik untuk mengikuti proses mengajar dengan memberi salam,dan mengawali pembelajaran dengan berdoa. 2. Peneliti memeriksa daftar kehadiran siswa. 3. Peneliti megajukan pertanyaan yang telah di pelajari 4. Peneliti menyampaikan tujuan pembelajaran 	10 menit

	5. Peneliti menyampaikan ruang lingkup penilaian : kerja sama dan percaya diri.	
Kegiatan inti	<ol style="list-style-type: none"> 1. Peneliti menjelaskan dan mengingatkan materi sebelumnya 2. Peneliti menampilkan video peserta didik yang telah didubbing 3. Setelah itu peneliti memberikan tugas kepada siswa yang sama dengan tugas sebelumnya yaitu membuat conversation favorit animasi movie dengan pasangannya 4. Peneliti memberi waktu kepada siswa untuk sesi tanya jawab 5. Siswa memulai merekam suaranya dengan pasangannya via whatsapp record.. 	70 menit
Kegiatan penutup	<ol style="list-style-type: none"> 1. Peneliti memberi penguatan terhadap materi yang telah dipelajari. 2. Peneliti menutup pembelajaran dengan salam dan beroda. 	

A. PENELITIAN

1. Teknik dan bentuk

a. Teknik : Tes Lisan

b. Bentuk : Dubbing (pengisi suara)

2. Media, Peralatan dan sumber belajar

a. Media : Movie Clip

b. Peralatan : Pengeras suara, laptop.

c. Sumber : video animasi

B. KLASIFIKASI SKOR PENILAIAN

NO.	Score	Remark
1.	91-100	Very good
2.	76-90	Good
3.	61-75	Fair
4.	51-60	Poor
5.	Less than 50	Very poor

Makassar,.....

Mengetahui

Guru Mata Pelajaran

Peneliti

YOSEB RIPI MANGALO, S.PD

NIP : 196403171989031012

HAERUNNISA

NIM : 4517101022

Appendix 4 : Pre-test and Post-test

PRE TEST AND POST TEST

THE USE OF DUBBING VIDEO TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT SMPN 35 MAKASSAR

Pre-test and Post-test

1. The Writer would introduce and explain about definition of speaking and the use of dubbing video.
2. In Pre-test and Post-test, The Writer would gave 1-3 minutes for students to describe English favorite movie.

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Appendix 5 : Treatment

TREATMENT

The Writer would explaining about what is the meaning of dubbing video and then give example and practice how to dubbing video technique.

The treatment was held one meeting.

The Writer explained about what is the meaning of dubbing video and gave

Example.

- a. The Writer explained materials related to the Treatment.
- b. The Writer showed of movie clips “Toy Story 4”.
- c. The Writer gave time to questions and answer.
- d. The Writer divided students in to 2 pairs in groups.
- e. The Writer play movie clip of “ Toy Story 4”
- f. The Writer gave students 15 minutes to prepare with their partner in groups before conducting dubbing video.
- g. The students start to dubbing movie clips “ Toy story 4”

Appendix 6 : The dialogue of the movie clips

“ Toy Story 4 ”

BO : So which kid is yours?

WOODY : Which one is yours?

Bo : You're a lost toy?!

Woody : Wait - You're a lost toy?!

Bo : That's great! -- Huh?

Woody : That's awful..

Woody : Skunk.. Skunk! SKUNK!

Bo : watch out !!

Bo : I told you not to drive so fast. You almost ran him over

Bo FLIPS OPEN THE SKUNK! It's a mocked up REMOTE CONTROL CAR.

BO'S SHEEP at the wheel. They tackle Woody, BLEATING with excitement.

WOODY : Well, hey guys! I missed you, too. If it isn't...Bobby? Gus?

Uh...Lefty?

BO : Billy, Goat, and Gruff?

WOODY :Right! Sorry, guys.

BO :Girls.

WOODY : Girls! Of course! They BAA, indignant. Bo pets them.

BO : Alright, alright. (to Woody) Okay. Let's get a look at you. You need any repairs?

WOODY : Repairs? No, I'm fine.

Already scavenging, the sheep present Bo with a safety pin. She adds it to her COLLECTION OF REPAIR PARTS in the skunk.

BO : Hey! Nice find girls.

WOODY : Where'd you get all this stuff?

BO : Here and there. You know, some kids play rougher than others, so I try to be prepared.

WOODY : How long have you been out on your own? **BO** Seven fantastic years! **WOODY** Seven?!

BO : You would not believe the things I've seen-- (the sheep bring her a bottle cap) Uh, no

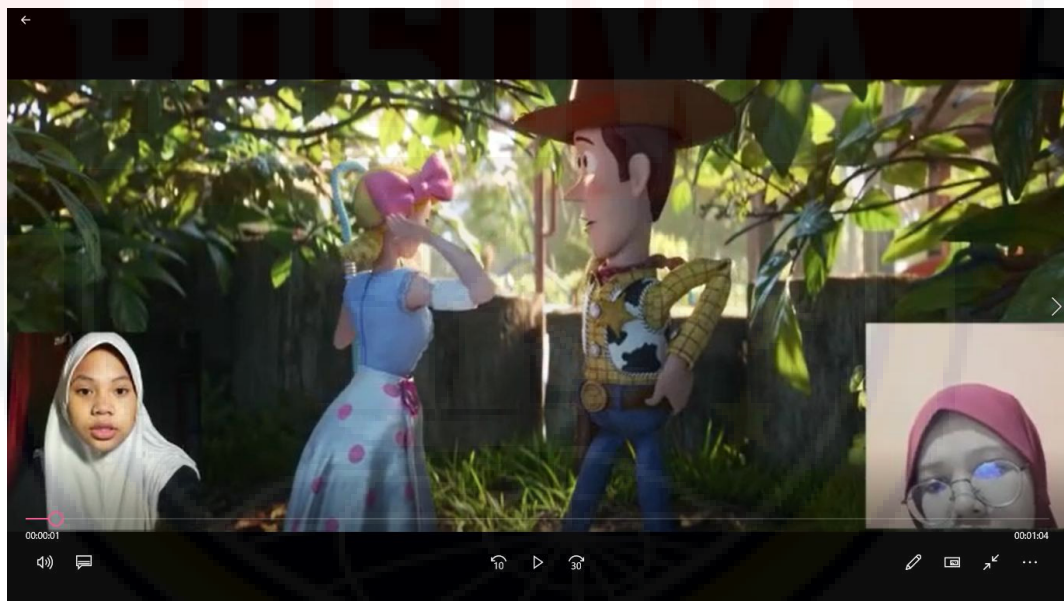


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Appendix 7 : Documentation of The Treatment



Picture 1 : The progress dubbing video “Toy story 4”



Picture 2 : The Progress Dubbing Video “ Toy Story 4”

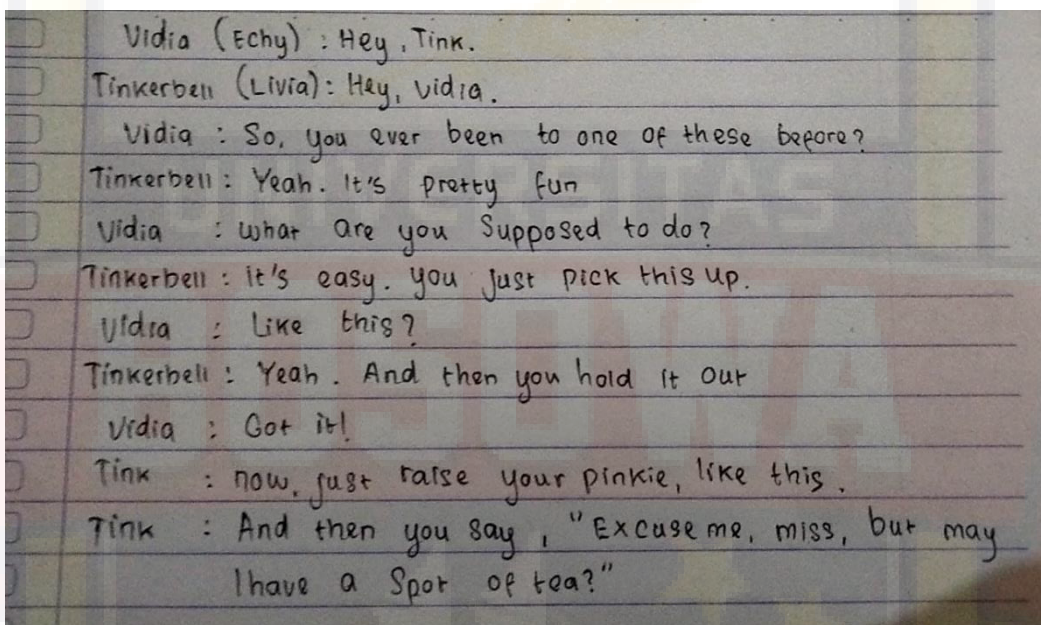
Appendix 8 : pre-test and post-test

A. The result of students in Pre-test

1. Name : Aurelia Jessyca Siponan and Livia Mery Assa

Score in Pre-test : AJS : A= 3, F=2 : 62
LMA : A= 2, F=2 : 62

Score in Post-test : AJS : A= 5, F=5 : 98
LMA : A= 4, F=5 : 90



a. Conversation

AJS : Hey tink

LMA : Hey..Vidia

AJS : so you ever been to one of these **before** ?

LMA : yeah.. It's pretty fun

AJS : what are you **supposed** to do

LMA : it's easy. You **just** pick this up

AJS : like this ?

LMA : yeah.. And then you hold it our

AJS : got it !

LMA : now.. Just **raise** your pinkie, like this

LMA : and then you say,

“**excuse** me, miss **but** may i have a spot of tea ?

b. The Result Recording Sheet in pre-test

AJS : hā Tink

LMA : hā Vidia

AJS : sō yu evər bin to wən əv ðiz **bi'fər** ?

LMA: yeah it's pridē fən

AJS : wət är yu **sə pōzd** tə dō

LMA : it's ē'zē. Yu **dʒʌst** pɪk ðɪs up

AJS : laɪk ðɪs ?

LMA : yah ənd ðen yu hoʊld it əvər

AJS: gat it !

LMA : nao dʒʌst **rāz** yur pɪŋ'kē laɪk ðɪs

LMA : ənd ðen yu sā..**ɪk skyōs'** mē, miss **bət** mā ai həv a spət əv tē ?

c. The Result Recording sheet in post-test

AJS : hā Tink

LMA : hā Vidia

AJS : sō yu evər bin to wən əv ðiz bi'fər ?

LMA: yeah it's pridē fən

AJS : wət ər yu sə pōzd tə dō

LMA : it's ē'zē. Yu dʒʌst pɪk ðɪs up

AJS : laɪk ðɪs ?

LMA : yah ənd ðen yu hoʊld it əvər

AJS: gat it !

LMA : nəʊ dʒʌst rāz yur pɪŋ'kē laɪk ðɪs

LMA : ənd ðen yu sā..ɪk skyōs' mē, miss bət mā ai həv a spət əv tē ?

2. Name : Hilna Hidayah Mustahar and kiki

Score in Pre-test : HHM : A= 2, F=3 : 52

KK : A= 1, F=2 : 52

Score in Post-test : HHM : A= 4, F=4 : 85

KK : A= 4, F=4 : 80

<input type="checkbox"/>	kiki : where is everyone
<input type="checkbox"/>	hilna : I don't know none probably , class doesn't start till nine
<input type="checkbox"/>	kiki : I thought you said you were late
<input type="checkbox"/>	hilna : late for being early
<input type="checkbox"/>	kiki : hey when did I start wearing a watch
<input type="checkbox"/>	hilna : and now for the room , with the most class. the classroom
<input type="checkbox"/>	and here's the chalkboard. it's the ladle that helps up drinks from the font of knowledge
<input type="checkbox"/>	and those drink are recorded here on the good noodles board
<input type="checkbox"/>	kiki : sorry

a. Conversation

KK : where is **everyone**

HHM : I don't know home probably, class **doesn't** starts till nine

KK : I **though** you said you **were** late

HHM : late for being early

KK : hey when did I star **wearing** a watch

HHM : and now for the room, with the most class, the classroom and the **chalk board** it's the ladies that helps up drinks from the fount of **knowledge** and those drink are recorded here on the good **noodles** board

KK : Sorry

b. The Result Recording Sheet in Pre-test

KK : hwɛr ɪz **ev'rē wun** ,

HHM : I doʊnt nō hōm prob'ə blē, klās **duz'ənt** stār tɪl nīn.

KK : I **ðoʊ** yu sɑ'ɪd yu **wɔr** lāt.

HHM : lāt fɔr bē'ɪŋ ūr'lē.

KK : Hā hwɛn dɪd stɑr wɑr'ɪŋ ə wɔtʃ.

HHM : ən naʊ fɔr ðə rōʊm, wɪθ ðə

most klās, ðə klæs,rʊm ən ðə **chɔk bɔrd** ɪz ðə ā'dē ðæt hɛlp ʌp drɪŋk

fɾəm ðə faʊnd əv nəlɪdʒ ən ðoʊz drɪŋk ɑr rɪ'kɔ:dɪd ɒn gōd **nudəl** bɔrd

KK : sɑrē

c. The Result Recording Sheet in Post-test

KK : hwɛr ɪz ev'rē wun ,

HHM : I doʊnt nō hōm prob'ə blē, kläs duz'ənt stār tɪl nīn.

KK : I ðoʊ yu sɑ'ɪd yu ar lāt.

HHM : lāt fɔr bē'ɪŋ ūr'lē.

KK : Hā hwɛn dɪd stɑr wɑr'ɪŋ ə wɑtʃ.

HHM : ən naʊ fɔr ðə rōʊm, wɪθ ðə

most kläs, ðə klæs, rum ən ðə chōk bōrd ɪz ðə ā'dē ðət help ʌp drɪŋk

fɾəm ðə faʊnd əv nɑlɪdʒ ən ðoʊz drɪŋk ɑr rɪ'kɔ:dɪd ɒn gōd nudəl bōrd

KK : sārē

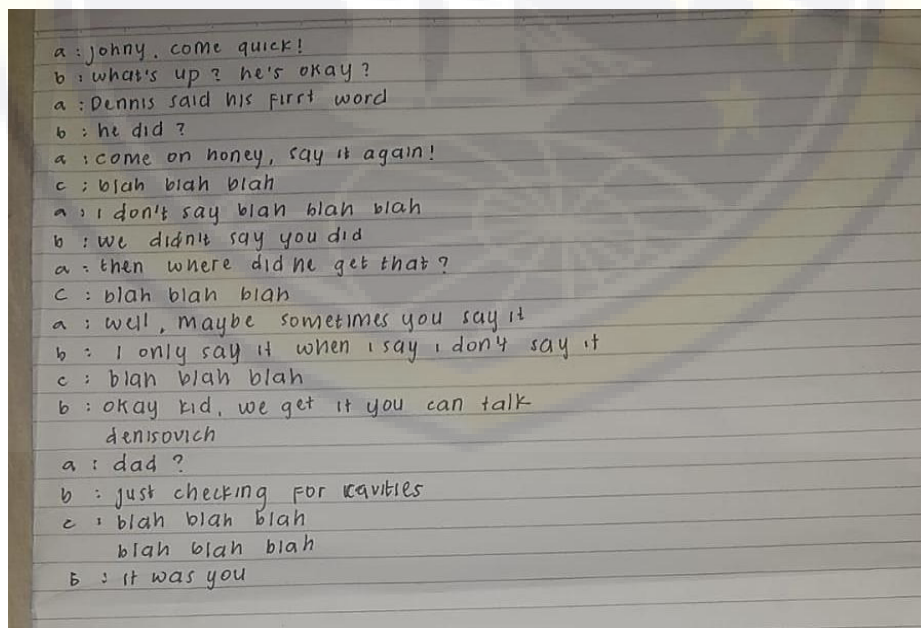
3. Name : SA Azzigra and RK Khairah

Score in pre-test : SA : A= 3, F=2 : 62

RK : A= 2, F=2 : 55

Score in Post-test : SA : A= 5, F=5 : 95

RK : A= 4, F=5 : 90



a. Conversation

RK : Johny, **Come Quick**

SA : What's Up? He's Ok ?

RK : Dennis said his **first** Word

SA : He did ?

RK : Come on Honey say it again !

RK : I don't say blablabla

SA : we **didn't** say you did

RK : Then where did he **get that** ?

RK : blablabla

RK : well maybe **sometimes** you say it

RK : blablabla

RK : okay kid we get it it you can **talk** denisovic

RK : dad ?

SA : just **checking** for cavities

RK :blablabla

SA : it was you

b. The Result Recording Sheet in Pre-test

RK : Jhonny **kəm kwɪk**

SA : wət's up he's ok

RK : dennis sed his **fɜːst** wûrd

SA : hē did ?

RK : kəm ɔn hun'ē, sā it ə gān' !

SA : ai dōnt sā (blablabla)

RK : wē dɪdnt sā yu did

SA : ðen hwâr did hē get ðæt ?

RK : blablabla,

RK : wɛl mɑːbē sʌm ,tɑɪmz yu sɑ it

SA :ok kid, wē get it yu kən tɔk denosovich

RK : dæd ?

SA : dʒʌst tʃɛk fɔ:r kæviti

RK : blablabla

SA : it wəz yu ?

c. The Result Recording Sheet in Post-test

RK : kəm kwɪk

SA : wət's up he's ok

RK : dennis sɛd his fɜːst wɜːd

SA : hē did ?

RK : kəm ɒn hun'ē, sā it ə gān' !

SA : ai dōnt sā (blablabla)

RK : wē dɪdnt sā yu did

SA : ðen hwâr did hē get ðæt ?

RK : blablabla,

RK : wɛl mɑːbē sʌm ,tɑɪmz yu sɑ it

SA :ok kid, wē get it yu kən tɔk denosovich

RK : dæd ?

SA : dʒʌst tʃæk fɔːr kævɪti

RK : blablaba

SA : it wəz yu ?

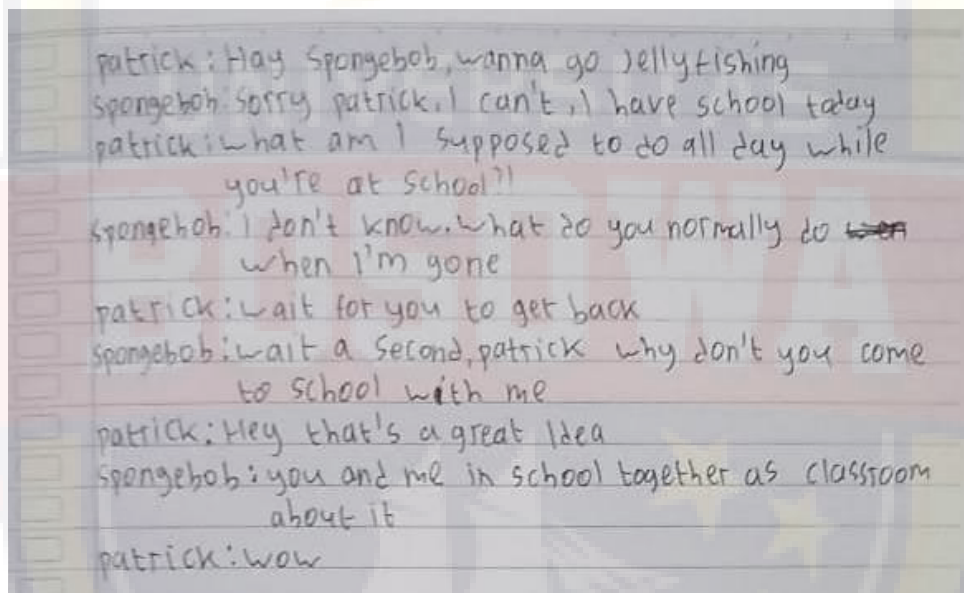
4. Name : Riski Christian Mananga and Samuel Sampelabi

Score in Pre-test RCM : A= 2, F=1 : 52

SM : A= 2, F=2 : 55

Score in Post-test RCM : A= 3, F=4 : 85

SM : A= 4, F=4 : 85



a. Conversation

RCM : Hay spongebob, wanna go jellyfishing ?

SS : Sorry Patrick, I **can't**, I have school today

RCM : What am I supposed to do all day while you're at school

SS : I don't know, what do you normally **do** when I'm gone

RCM : wait for you to get back

SS : **wait** a second Patrick, why do you come to school with me

RCM : Hey that's great idea

SS : you and me in school together as classroom **about it**

RCM : wow

b. The Result Recording sheet in pre-test

RCM :Hā spongebob wōnə gō dzɛli, fɪʃ

SS :Sārē Patrick aɪ k̄änt aɪ hav skool tə' dā

(h)wət am aɪ sə'pōzd tōō dōō ôl dā (h)wɪl yu ar et skool

RCM :ai dōnt nō (h)wət doo yu nôrmələ **dōō** (h)wen im gôn

SS :wāt fôr; yu get bæk

RCM :wāt a sek'ənd patrick (h)wɪ yu dōnt kəm tɔ skool wɪθ mē

SS :ha ðət grāt ī dē'ə

RCM yu n mē in skool tə'geTHər as 'klas, rōom ə'bout it

RCM wow

c. The Result Recording sheet in Post-test

RCM :Hā spongebob wōnə gō dzɛli, fɪʃ

SS :Sārē Patrick aɪ k̄änt aɪ hav skool tə' dā

(h)wət am aɪ sə'pōzd tōō dōō ôl dā (h)wɪl yu ar et skool

RCM :ai dōnt nō (h)wət doo yu nôrmələ **dōō** (h)wen im gôn

SS :wāt fôr; yu get bæk

RCM :wāt a sek'ənd patrick (h)wɪ yu dōnt kəm tɔ skool wɪθ mē

SS :ha ðət grāt ī dē'ə

RCM :yu n mē in skool tə'geTHər as 'klas, rōom ə'bout it

RCM :wow...

Appendix 9 Data for Accuracy and Fluency

A. Data for Accuracy

No	Students initial Name	Pre-test (X1)	\sum_{x1}^2	Post-test (X2)	\sum_{x1}^2	Gain D (X2-X1)	D^2
1.	RCM	2	4	4	16	2	4
2.	SS	2	4	4	16	2	4
3.	NK	1	1	3	9	2	4
4.	RSM	2	4	3	9	1	4
5.	FAA	3	9	5	25	2	4
6.	NI	2	4	4	16	2	4
7.	SA	3	9	5	25	2	4
8.	RK	2	4	4	16	2	4
9.	HHM	1	1	4	16	3	9
10.	KK	1	1	3	9	2	4
11.	AJS	3	9	5	25	2	4
12.	LMA	3	9	4	16	1	1
13.	AFH	2	4	4	16	2	4
14.	VA	3	9	5	16	2	4
15.	AM	1	1	3	9	2	4
16.	JG	1	1	4	16	3	4
17.	NMS.	2	4	4	16	2	4

18.	IDR	2	4	4	16	2	4
19.	S N	2	4	4	16	2	4
20.	NM S	2	4	4	16	2	4
Total		40	90	80	342	40	82
Mean		2.0	4.5	4.0	17.1	2.0	4.0

B. Data for Fluency

No	Students initial Name	Pre-test (X1)	\sum_{x1}^2	Post-test (X2)	\sum_{x1}^2	Gain D (X2-X1)	D^2
1.	RCM	1	1	4	16	3	9
2.	SS	2	4	4	16	2	4
3.	NK	2	4	4	16	2	4
4.	RSM	1	1	4	16	3	9
5.	FAA	3	9	5	25	2	4
6.	NI	2	4	4	16	2	4
7.	SA	2	4	5	25	3	9
8.	RK	2	4	5	25	3	9
9.	HHM	3	9	4	16	1	1
10.	KK	2	4	4	16	2	4
11.	AJS	2	4	5	25	3	9
12.	LMA	2	4	5	25	3	9
13.	AFH	3	9	4	16	1	1

14.	VA	2	4	5	25	3	9
15.	AM	2	4	4	16	2	4
16.	JG	2	4	4	16	2	4
17.	NMS.	2	4	4	16	2	4
18.	IDR	2	4	5	25	3	9
19.	S N	2	4	4	16	2	4
20.	NM S	2	4	5	16	3	9
Total		41	89	88	383	43	110
mean		2.0	4.45	4.4	19.5	2.15	5.5

C. Data for Pre-test and Post-test

No	Students initial Name	Pre-test (X1)	\sum_{x1}^2	Post-test (X2)	\sum_{x1}^2	Gain D (X2-X1)	D^2
1.	RCM	6	36	5	25	1	1
2.	SS	6	36	6	36	1	1
3.	NK	4	16	6	36	1	1
4.	RSM	3	9	5	25	2	4
5.	FAA	8	64	8	64	0	0
6.	NI	6	36	6	36	0	0
7.	SA	8	64	7	49	1	1
8.	RK	6	36	7	49	1	1

9.	HHM	5	25	7	49	2	4
10.	KK	4	16	6	64	2	4
11.	AJS	8	64	7	49	1	1
12.	LMA	8	64	7	49	1	1
13.	AFH	6	36	7	49	1	1
14.	VA	8	64	7	49	1	1
15.	AM	4	16	6	36	2	1
16.	JG	5	25	6	36	1	1
17.	NMS.	6	36	6	36	0	0
18.	IDR	6	36	7	49	1	1
19.	S N	6	36	6	36	0	0
20.	NM S	6	36	7	49	1	1
Total		119	751	129	871	20	25
Mean		5.9	16.5	6.45	43.55	1.0	1.25

**Appendix 10 : Mean Score of Students' Accuracy and Fluency, Pre-test
And Post-test**

A. Mean Score students' Accuracy in pre-test and Post-test

a. Mean Score in Pre-test

$$\sum x_1 = 40$$

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

$$\bar{X} = \frac{40}{20}$$

$$X = 2.0$$

b. Mean Score in Post-test

$$\sum x_1 = 80$$

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

$$\bar{X} = \frac{80}{20}$$

$$X = 4.0$$

B. Mean Score students' Fluency in pre-test and Post-test

a. Mean Score in Pre-test

$$\sum x_1 = 41$$

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

$$\bar{X} = \frac{41}{20}$$

$$X = 2.0$$

b. Mean Score in Post-test

$$\sum x_1 = 88$$

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

$$\bar{X} = \frac{88}{20}$$

$$X = 4.4$$

C. Mean Score students' in pre-test and post-test

a. Mean Score in Pre-test

$$X1 = 1119$$

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

$$\bar{X} = \frac{11119}{20}$$

$$X = 56.15$$

b. Mean Score in Post-test

$$X2 = 1749$$

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

$$\bar{X} = \frac{1749}{20}$$

$$X = 87.45$$

Note :

\bar{X} : Mean Score

$\sum X$: The Sum of All Score

N : The Total Number of Students

$X1$: Pre-test

$X2$: Post-test

Appendix 11 : The Result of Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	20	52.00	65.00	56.1500	4.43995
posttest	20	80.00	98.00	87.4500	6.01292
Valid N (listwise)	20				

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	56.1500	20	4.43995	.99280
posttest	87.4500	20	6.01292	1.34453

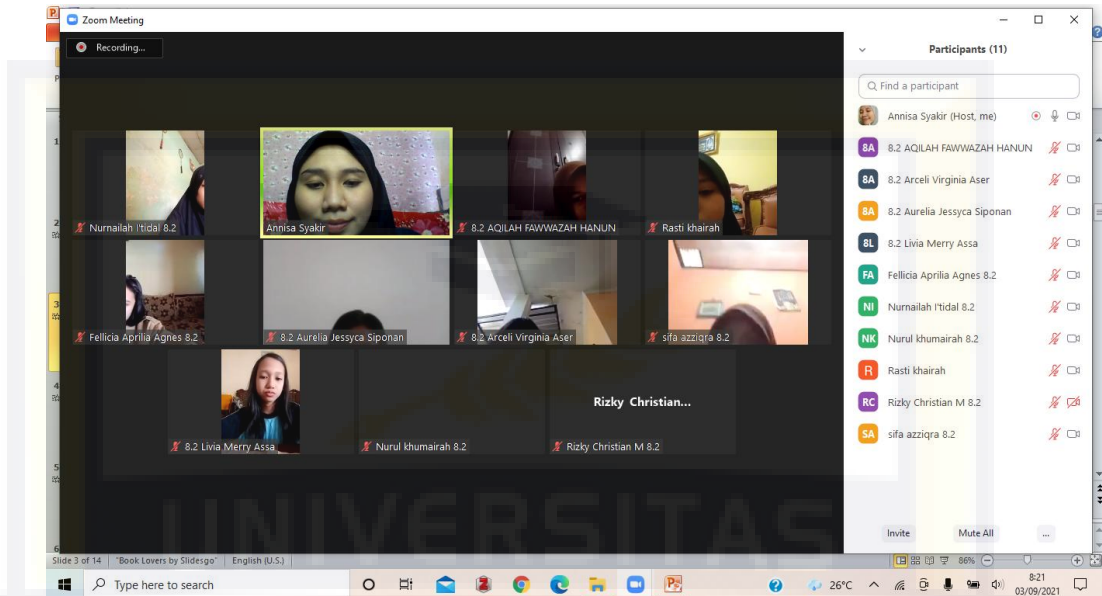
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	20	.906	.000

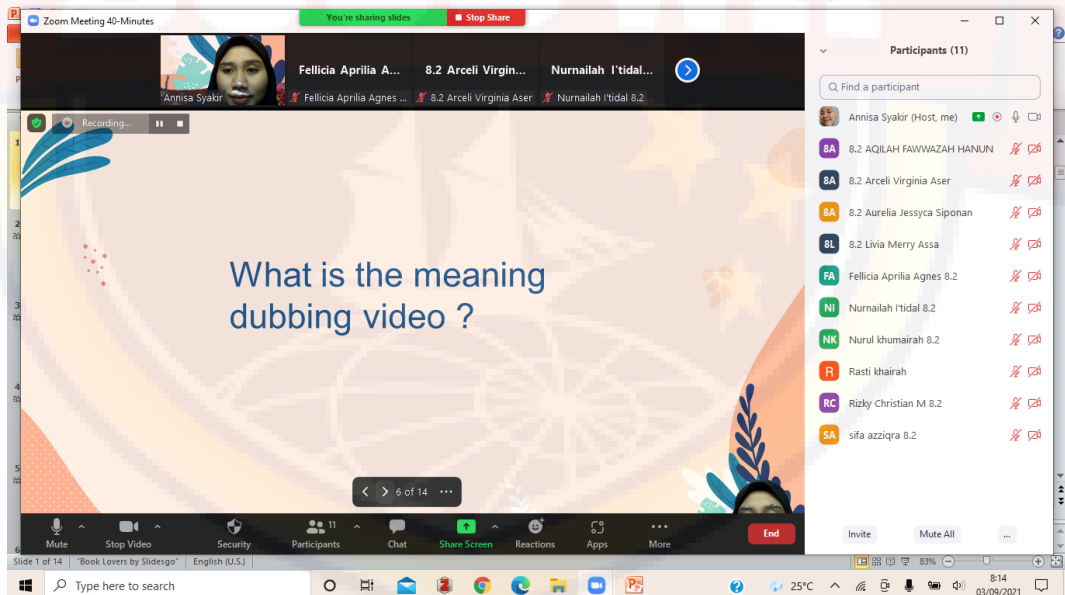
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-3.130E1	2.73573	.61173	-32.58036	-30.01964	-51.167	19	.000

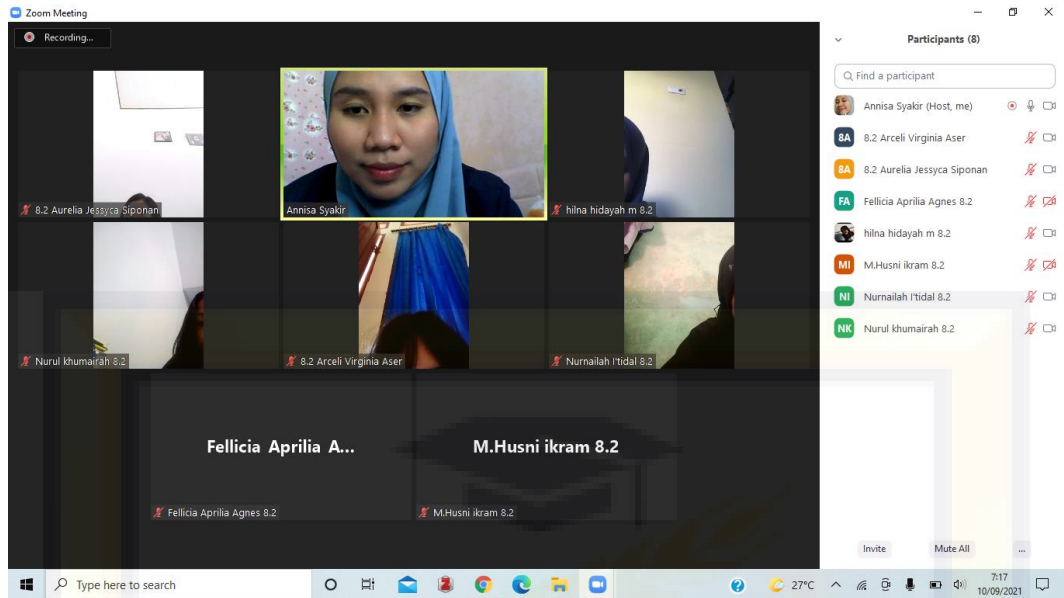
Appendix 12. Documentation



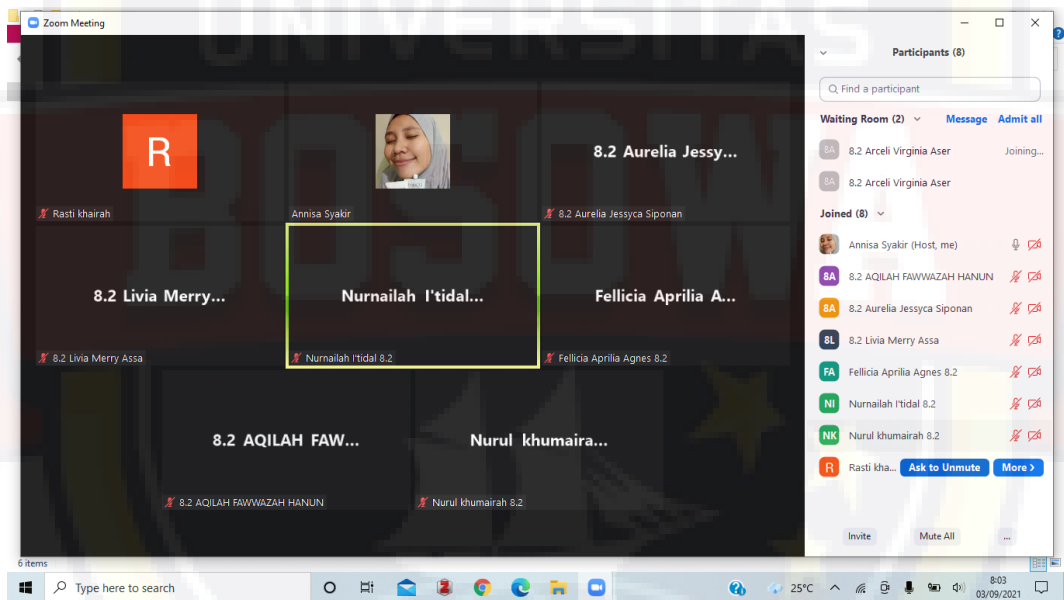
Picture 3 : The Writer was explaining about procedure of pre-test and post-test



Picture 4 : The writer was explaining about speaking and dubbing video

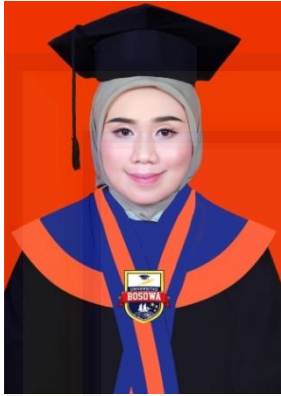


Picture 5: The writer was explaining about treatment and post-test



Picture 6: The writer was explaining about instructions before treatment

BIOGRAPHY



HAERUNNISA was born in Makassar, on November 17th, 1997, from marriage of her parents Muhammad Syakir and Salmiah H.B. She began her first Education at SDN Balang Boddong in Makassar in 2003 and finished in 2009. Then she was continued her study in SMPN YP PGRI 4 in Makassar and graduated in 2012 at the same year, she continued her study in SMKN 6 Makassar and Graduated in 2015. After Graduated she was decided to work in PT.KPR wings surya company around 2 years. Then continued her study In Bosowa University and took English Education Department in 2017. Then she worked in Unilever Company PT.BMJ around 1 year. As well she served as coordinator of venture funds in HIMAPBING (Students' Association of English Education), Then participated in BEM FKIP (Students Executive board), then she was participated as public relation in HIPMI (Association of Young Indonesian Entrepreneur).