DUBBING TECHNIQUE IN SHORT ANIMATION MOVIE FOR SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF SMPN 3 MAKASSAR

SKRIPSI

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2019

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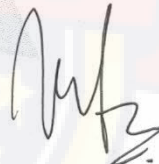
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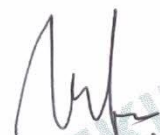
Under the cognizance of,

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul,*" Dubbing Technique In Short Animation Movie For Speaking Ability At the S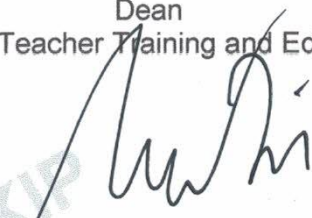econd Year Students of SMPN 3 Makassar",*beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya orang lain ataupun plagiat. Saya siap menanggung resiko/sanksi apabila tenyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 24 Juli 2019

Yang membuat pernyataan,

Indah Yuliana Muhtar

ABSTRACT

Indah Yuliana Muhtar. 2019. *Dubbing Technique In Short Animation Movie For Speaking Ability At the Second Year Students of SMPN 3 Makassar. (Supervised by Herman Mustafa and Ulfah Syam)*

The objective of this research was to find out whether or not dubbing technique in short animation movie can improve students for speaking ability at the second year students of SMPN 3 Makassar, in academic year 2018/2019 which consist of 20 students.

This research used pre-experimental design with pre-test, post-test, and data analysis. The data analysis required quantitative data that obtained from the oral test.

The result of the research showed that dubbing technique in short animation movie for speaking ability were able to increase students' speaking ability at the second year students of SMPN 3 Makassar. They were taken by analysis of the data from accuracy, fluency and comprehensibility. It can be showed the result of data from accuracy that students' total score of pre-test which was 40 and the post-test was 83, fluency of pre-test which was 48 and the post-test was 84, comprehensibility of pre-test which was 34 and the post-test was 91. This research was succeeded, it can be proved from the students' mean score of pre-test which was 45.6 and the post-test was 89.8. And T-test was higher than T-table (16.19>2.086). In short, dubbing technique in short animation increased students for speaking ability significantly.

Key Word: Dubbing Technique, Short Animation Movie, Speaking.

ABSTRAK

Indah Yuliana Muhtar. 2019. *Dubbing Technique In Short Animation Movie For Speaking Ability At the Second Year Students of SMPN 3 Makassar. (Supervised by Herman Mustafa and Ulfah Syam)*

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik dubbing dalam film animasi pendek dapat meningkatkan kemampuan berbicara siswa pada siswa kelas dua SMPN 3 Makassar, pada tahun akademik 2018/2019 yang terdiri dari 20 siswa.

Penelitian ini menggunakan desain pre-eksperimen dengan pre-test, post-test, dan analisis data. Analisis data memerlukan data kuantitatif yang diperoleh dari tes lisan.

Hasil penelitian menunjukkan bahwa teknik dubbing dalam film animasi pendek untuk kemampuan berbicara mampu meningkatkan kemampuan berbicara siswa pada siswa kelas dua SMPN 3 Makassar. Mereka diambil dengan analisis data dari ketepatan, kelancaran dan pemahaman. Dapat ditunjukkan hasil data dari ketepatan bahwa skor total pre-test siswa yaitu 40 dan post-test adalah 83, kelancaran pre-test yang 48 dan post-test adalah 84, pemahaman pra-tes yang 34 dan post-tes adalah 91. Penelitian ini berhasil, dapat dibuktikan dari nilai rata-rata siswa pre-test yang 45,6 dan post-test adalah 89,8. Dan T-test lebih tinggi dari T-tabel (16,19> 2.086). Singkatnya, teknik dubbing dalam animasi pendek meningkatkan kemampuan berbicara siswa secara signifikan.

Kata Kunci: Teknik Dubbing, Film Animasi Pendek, Kemampuan Berbicara.

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Finally, this skripsi is presented to English Education Department of Bosowa University. The writer expects this skripsi can help the readers.

Makassar, July 24 2019

Indah Yuliana Muhtar

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CHAPTER I

INTRODUCTION

This chapter presents background, identification of the problem, scope of the research, research question, and objective of the research and significance of the research.

A. Background

Speaking is one of the major skills that need to be developed and enhanced as means of effective communication. Leong and Ahmadi (2017: 35) also stated that Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Speaking is an interactive process of constructing meaning that involves of producing, receiving and sharing information. Speaking ability is required to communicate with others in our daily lives. We share our thought and information transfer our knowledge the produce the words by communication.

This research focus to the secondary school, English is the main subject in curriculum which should be learnt from secondary level up to university. In the curriculum 2013 especially in speaking skill, it is expected that the students can talk a lot. Actively participate in speaking activities by using acceptable level of language accuracy and also have a high motivation to speak. Leong and Ahmadi (2017: 35) expressed that English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar,

vocabulary, fluency, and comprehension. In fact, there are still many problems faced by both teachers and students in teaching process of speaking skill.

The problem is limited time to practice English. In fact, the students are only involved in English when they are at school. They cannot learn and use English to communicate like they can practice their language in daily life. Sometimes, the school programs such as English club and English day are not effective because only a few students participate in those programs. The problem is non-native English language learners face is the 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 quoted in Bahrani and Tam (2012: 58).

The other problem is the materials do not fulfill the need of students. Smith in Hadryanti and Narius (2016: 106) has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused and bored. In addition, the materials given by the teacher also do not appropriate and fit them, sometimes higher or lower than the students' level.

The last problem is vitiating teaching media. Irsyad in Hadryanti and Narius (2016: 106) said that the learning process seems monotonous and boring because the teacher only uses book or piece of paper as a media. The students will not pay attention only uses lesson given, just talk each other, play game and make some noise when the media the teacher used does not engage student's interest. The students will also get bored and show it disruptive and loud outburst. Furthermore, the students cannot learn to speak directly. They need something which can

interact their interest. So, the teacher should find an appropriate way to teach speaking ability to make learning more fun and can motivate the students to learn.

This problem related with this statement, Alderman in Raba and Hizallah (2016: 4) states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning strategies. Therefore, teachers have to help them improve language learning strategies in finding methods of achieving good academic attainment. It can be said that the need and the interest of students is an important one to be considered by the teacher. So, it is needed to provide an effective and innovative media to motivate the students in learning English.

Products of creativity in all aspects of life are easily to be accessed like movies, videos, music, books, and many others in this modern technology era. Media audiovisual is a bridge between the teachers and students to make some materials in English teaching and learning process Standley and Robert (2009: 36). Animation movie is also one of them. Animation is included in audiovisual media. Animation movie is also media which showing the audio and video. Preferring movie or film as learning strategies is a good way. This movie was colorful, fun, interesting, and liked by people in all ages. As a result, that existing products of people creativity can be used as media in teaching and it can be easily to get, modified, developed or even created by a creative teacher to be brought into the classroom. Since movies are close to their daily lives, most students will like watching movie. Watching movie will help the students in gathering information so they do not have to be in real situation because the films show it. This need can be met by audiovisual materials such as appropriate films. By

making use of films in the English classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better just like Curtis in Khan (2017: 46).

Based on the problems, the writer suggest one appropriate way to improve students' speaking ability at Junior High School by watching short animation movie as media, Short animation movie is the movie in any motion picture which is not long enough to be considered as a feature film. The students were practicing their speaking by dubbing technique. In this process of practice and rehearsal, learners were capable to improve their speaking ability. Just like what Burston in Ghahroudi (2017: 2) said dubbing provides various types of strategies than can improve different skills in language learning. At its simplest, it need only involve substituting student voices for an existing soundtrack. For those who are new to short movie manipulation, this is good place to start, especially with beginning level learners. The preparation of soundtrack affords substantial listening and reading comprehension activities as well as abundant speaking practice. Combining dubbing technique in speaking ability using short animation movie had been fun and it has not be monotonous.

In addition, the use of dubbing technique in short animation movie was one of the efforts that attempt as one of the way to improve students speaking ability. This is surely can be applied because animation movie such an multimedia aid that which is familiar with the students' daily life. This is optimistic for the researcher to use this strategy because Margono in Saldi (2015: 3) also explains that a cartoon film can be used as a media in teaching vocabulary to young learners. The more vocabularies we know the easier we can produce the words,

because the practice students are expected to interpret the dialogue on the movie by dubbing technique. So, besides increasing new vocabulary it also can increase students speaking ability.

Based on the opinions of experts, the writer chooses to take the movie as the media to improve students' speaking capabilities and the writer used dubbing technique in short animation movie for speaking ability at the second year students of SMPN 3 Makassar.

B. Identification of the Problem

There were some problems usually found in speaking ability learning process. There were many factors can affect the problems emergence. Problems that usually found were students got difficulties in expression in speaking such as:

1. Students had limited time to learn English in which was not related to daily life basic needs.
2. The materials in teaching English were vitiating for the students to learn with.
3. The use of inappropriate teaching method.

C. Scope of the Research

The scope of the research was limited through dubbing technique in short animation movie can stimulate the students to improve students' speaking ability in English, with the hope that the students would be more encouraged to study English and for the teachers this was one technique that can be used in teaching speaking.

D. Research Question

Based on the background of the study above, this research problem formulated as follows:

How can dubbing technique in short animation movie for speaking ability stimulate students to improve students speaking ability at the second year students of SMPN 3 Makassar?

E. Objective of the Research

Based on the formulation of the problems, the objective of this research was:

To know how can dubbing technique in short animation movie for speaking ability stimulate the students to improve students' speaking ability at the second year students of SMPN 3 Makassar.

F. Significance of the Research

The writer expected that the result of this study given some benefits as follows:

1. Students

The students were expected to have a better understanding of their speaking skill. Animation movies gave the pleasure and relax learning to the students. So that, they were not getting bored and it had been motivated their selves to study hard. Their improvement of interest in the learning and it helped them to be master English well.

2. Teachers

This research was expected to motivate other English teachers to improve their students' speaking ability. They were expected to have harder efforts to find various ways to teach English and be creative in teaching of English in the class. The result of this study has been useful for the school to provide new ways to teach English.

3. The other Researchers

The finding of this study could be used as one of the references in conducting research on English language teaching.
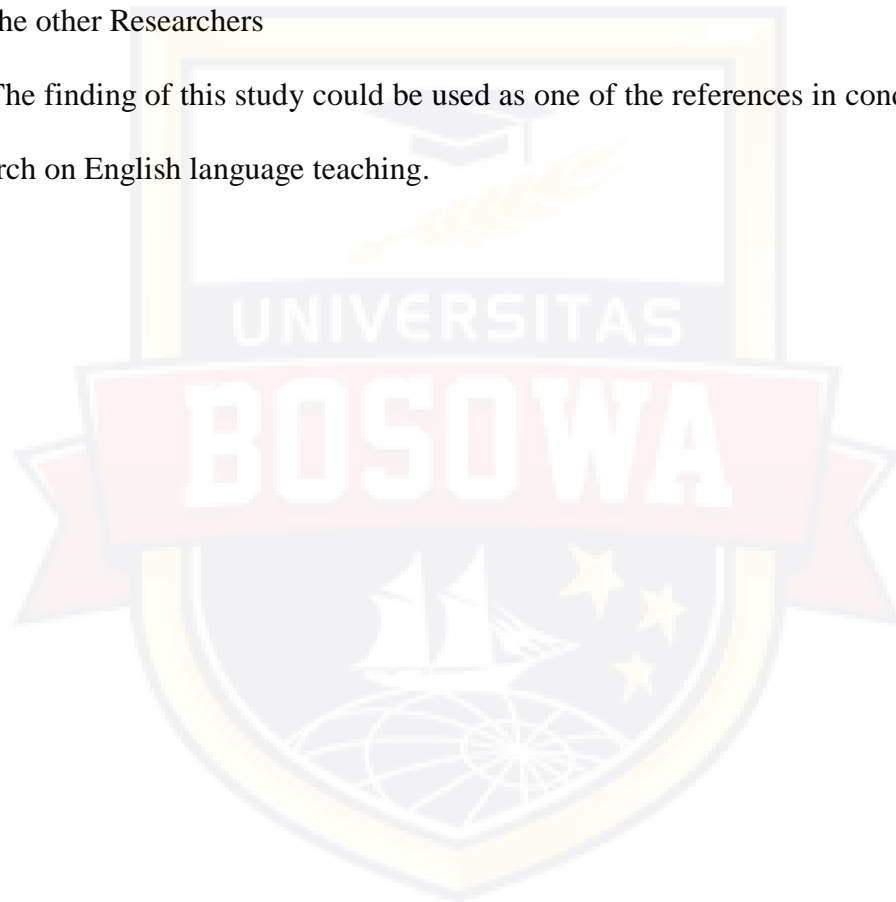
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about the previous research findings, some pertinent ideas and the theoretical framework.

A. Previous related research findings

There were many previous research findings which had exposed the identification of students motivating to improve their speaking ability. As follows:

The research that relates to the writer's study has been done in Rokani (2018) with her research paper entitled "*The Effectiveness of Dubbing Movie Strategies On Students' Speaking Ability At the Second Grade of MA At Tohiriyah Ngatru*". In her research, she found that the result of study shows that student's speaking skill in experimental class is better that students' speaking skill before experiment in grade XI MA AT Tohiriyah Ngatru. It could be concluded that students who are taught by dubbing animated film have better speaking skill on narrative text that those who are taught by traditional ways.

The second research is conducted Karimzadeh and Ghahroudi (2017) with their research paper entitled "*English Animation Dubbing Based Techniques and Iranian Intermediate EFL Learners' Nativelike Pronunciation Development*". In their research, they found that on the pre-test they applied independent t-test to compare the experimental and control group and the results displayed that two groups had the same level of pronunciation ability. It means that there wasn't any considerable difference betweem two groups. On the post-test they ran

independent t-test to compare two groups again. This time the results displayed that experimental group had a higher mean (M=95.75) than conrol group (M=86.33). Since there was a significant difference between the mean of two groups on the post-test, null hypothesis was rejected and the result of data analysis confirmed the idea that dubbing-based strategies have a significant influence on native like pronunciation development.

The third research is conducted Rosdalina, Rahayu and Eripuddin (2015) with their research paper entitled *"Improving Students' Speaking Skill through Animation Movie At Sixth Grade SDN 002 Ujungbatu Kabupaten Rokan Hulu Provinsi Riau"*. Related to their research, This research discovered that the implication of this Animation Movie can better improve the students' speaking skill at the sixth grade at SDN 002 Ujungbatu in 2014-2015 academic years. The improvement of the students' speaking skill can be gained after applying Animation Movie within six meetings in two cycles. The improvement can be seen from the improvement score of the students' speaking test result in cycle I until cycle II, in the observation sheets, field notes and speaking test, while the improvement of students' speaking can be seen from the improvement of indicators percentage form cycle I until cycle II in observation check list.

The research finding above shows there are many ways to help the students to improve their speaking ability. In this research, the writer wants to introduce dubbing technique in short animation movie for speaking ability at the second year students of SMPN 3 Makassar.

B. Some Pertinent Ideas

1. The Nature of Speaking Skill

Speaking is one of the important skills that should be mastered by the students besides three other skills, listening, reading, and writing, in learning a language. Speaking is an oral communicative that happens as an exchange between people about opinion, idea, knowledge, information, feeling and so on. Here are other definitions about speaking. According to Joice and Burns (2005: 28) speaking is an active process of negotiating meaning and of using social knowledge of situation, the topic, and the other speaker. While Widdowson (2004: 16) stated that the act of speaking in natural communication interaction involves the use of vocal organs to produce sound also the use gesture, the movement the muscle of the face and indeed of the whole body. The other definition, Awi (2003: 47) in www.rancahbetah said that speaking is an activity involving two or more participants as hearers and the speakers who react to what they hear and make their contribution. Each participant has interactions that he wants to achieve in the interaction.

According to Syafrudin (2007: 31) speaking is an active productive skill makes us of oral communication. Finocchiro and Bonomo in Reko (2013: 8) stated that speaking as one or more sound make by human being for purposing of communication. Qureshi (1992: 3) speaking skill is important for career success, but certainly not limited to one's professional aspirations because by their good speaking ability they can also enhance one's personal life. An effective speaker can gain the attention of the audience and hold it till the completion of his message. So, the writer conclude even all the experts above has differences

concepts of speaking but all of them has same understanding about speaking itself, Speaking is an action, a process and a skill of someone to communicate to other people for sharing information.

2. Element of Speaking Skill

Richards in Kabestubun (2016: 10) stated that there are six elements 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 other to apply and practice speaking. The six elements of speaking are described as in the following:

a. Pronunciation

Pronunciation cannot largely be leaned successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in other that the students can imitate their teachers in any teaching and learning process, but we cannot expect our students to sound exactly like American or British and the teachers should introduce the activities how to pronounce the word well and give the opportunities to make a lot of repetition. According to Webster Dictionary in Kabestubun (2016: 10) pronunciation is the way in which a word is pronounce, the spelling of word in the accordance with their usual pronunciation. Pronunciation teaching deals with recognition or understanding the flow of speech and production of words. Correct pronunciation is the pronunciation that almost same with the native speaker and correct based on the phonological. Just like what Wang in Desrizon and Narius (2017: 117) says, "Pronunciation plays an important role in understanding." Mispronouncing a single sound causes the listener's

misunderstanding. When the student have good pronunciation, it will be easy to make sense what they say.

b. Vocabulary

According to Hornby in Kabestubun (2016: 11) Vocabulary is total number of word which (with rules for combing them) make up a language. It consists of content words; noun, verb, adjective, and adverb, and function words such us preposition, conjunction, article, and pronoun There are two types of vocabulary. Active vocabulary is the words which students need to understand and use themselves, and passive vocabulary is the words, which we want students to understand, but they do not use themselves.

There are some general procedures for teaching vocabulary:

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 phrases, for the second.

4) Use the words in other sentence 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 note books.

c. Grammar

Grammar is one of the major language components. Yule in Kabestubun (2016: 12) states the grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in the language. Ur in Kabestubun (2016:12) confirms grammar is the way words

are put together to make correct sentences. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. While Lado in Kabestubun (2016:12) states there is no language without grammar, and none can be mastered without assimilation grammar. We often presuppose that speaking communicatively does not have to use grammar. However, we something do not realize that by ignoring grammar, we can misunderstand which may be it is not bad in relax conversation but it can really bring serious bad effect in formal conversation.

The 2006 curriculum (school-level curriculum) emphasizes the importance of grammar mastery because the language product is hoped to be acceptable. It means that the language student's use should be grammatical. Students are expected to speak structurally and meaningfully.

d. Fluency

Fluency is an aspect that influences very much to the students' ability in speaking English. So, fluency is a communicative language teaching. The teachers have to guide the students to develop to mater it to be fluent in speaking. So the students can speak spontaneously by using a right language, in this case the students will not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression.

Fluency refers to be able to communicate the ideas without thinking too much about the things to say or having to stop. Fluency is indicated by natural speed of speaking and only little number of pauses such as: "ums and "ers." These signs indicate that the speaker does not need to spend so much time to decide the language items to apply in extending the message. Fluency can also refers to

smoothness or flow with which sounds, syllables, words and phrase are combined all together when we speak quickly.

According to Brown in Kabestubun (2016: 13) states that fluency is the ability to use a language spontaneously and confidently and without undue pauses a hesitation. Fluency is an aspect that influences very much the students ability in speaking English. The teachers have to guide the students to develop to master in to be fluent in speaking. In this case, the students can speak spontaneously by using a right language or the students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression.

Meanwhile, Simon, Chuster in Kabestubun (2016:13) defined fluency as the quality of flowing, freedom, expressively, readiness or smoothness of speech. In a sense of speaking, the speaker should speak comfortably as native speaker speed and rhythm particularly in every day contexts for more abstract topic. Though he may speak with some or more hesitation, and then he should always keep up to practice his speaking. This condition will gradually release the hesitation. Moreover in adequate communication students should have more practice so that they could use and harness their natural speed and rhythm, though they have to ways of following the language system.

Byrne in Kabestubun (2016: 14) stated that speaking fluency is derived from experience of oneself. He also added that for the purpose of communication, the language students must master the language system as much as they can. However mastering of grammar, vocabulary, and pronunciation, should of the same time. Beside that he also convinced that a fluent speaker wills easy the listener to catch his/her meaning.

From explanation above, the writer would like to concluded that fluency is a quality of following, smoothness, freedom from harshness natural speed of speaking, and only little number of pauses such as: "ums and "ers.

e. Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. In teaching English speaking, teachers have explain to students how to speak accurately (clearly, articulately, grammatically, and phonologically correct) language and of course fluent error. The students do not makes serious phonological errors, a few grammatical and lexical error but only few major error causing confusing.

f. Comprehensibility

Comprehensibility has two common senses. In its narrow sense it denotes the mental processes by which listener takes in the sounds uttered by a speakers and use them to construct an interpretation of what they think the speaker intended to convey. In its broader sense extracts information it conveys and stores that information in memory.

Based on the explanation above, the writer could be conclude that practiced speaking was the one of ways to increase students' speaking ability and how to express feeling, opinion and idea. The dubbing technique in short animation movie was one of teaching strategy for the teacher and learning strategy for the students. It had more effective because it could make the students more active in speaking.

3. Factors Influencing Students Speaking Ability.

Most of the students assume that speaking is most difficult skill to master compared with other language skills. So the writer tries to describe some factors, influencing students ability related to Yasin in Saldi (2015: 10) as follows:

a. Linguistic 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 in speaking are still poor, this caused is he has not been 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 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 sentence pattern, students should be trained to acquire that habits of producing it automatically. This is best done through oral pattern practice. For instance, students imitate the teacher in producing a certain pattern

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 which presence 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 form 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 firstly learning the words of the language.

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

"Ahmad is at the house" instead of "Ahmad is at home"

"Please talk to him, don't be shamed" instead of

" Please talk to him don't be shy"

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 heart.

On the contrary, extrinsic motivation emerges because of extrinsic influence. The students extrinsic motivation has got some determine 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.

a) Self- confidence

Self-confidence is considered to be another significant factor, which profoundly influence 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 the oral communication. Speaking with others need braveness. There are many students who have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English.

b) 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 where they very limited occasions.

c) Location/Place

Place is very important case for non-linguistic factor in supporting the speaking ability which is able to encourage people to increase their English. It comfortable can make the students easy to adapt and enjoy to study and interact in English learning process. Moreover, the writer gives an example like two different places namely Kediri and Makassar. Kediri is one of English hometowns where many people speak English to communicate each other in their daily activities. Whereas, only a few people or community that can speak English in Makassar city, people in Makassar have less chance to practice each other compared to people in Kediri as an English hometown which provides many places to learn English along with people who are accustomed to speaking English in daily lives.

d) Teacher

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

4. Teaching Speaking

Saepuddin in Reko (2013: 18) elaborate that the language program of
teaching speaking should be based on the following principles:

a) Create an enjoyable, entertaining social learning situation which gives leisure to
the students

b) Make the intensive meeting

c) Ensure that the students participate in speaking ability

d) Plan the short goals for each session.

e) Observe the slow learners and give some degree of repetition.

f) To make the students pay great attention to the lesson use material, use material
such as practices and games for language simulation

g) Use pleasure and praise as reinforcement.

There are some characteristics of successful speaking activity that should be
carried out by the teacher of English to increase the students' speaking ability
performance especially using audiovisual media. The characteristics of a
successful speaking activity are as follows:

a) Most of the students speak English to express their acting and their idea

b) Most the students are involved on foreign language activity Classroom discussion or not dominated by a minority of talkative participants, all of them yet a chance to speak and to do all instruction given by a teacher.

c) Their motivation is high by showing their participation (dialog in groups, doing instructions, engagement (attending, answering and asking question) and their appreciation.

d) Their language is an acceptable level in accuracy and fluency.

In addition, teaching is an activity where the teacher helps the students to give them knowledge or information. As Brown (2004: 7) says, "Teaching is any activity of the person to show or to help other how to do something in order to know and to understand the instruction given." Teaching is more than just giving information to the students. In teaching, the teacher interacts with the students, creates a good atmosphere in teaching process can motivate the students to involve in their learning activity. Thus, the teacher is expected to be more creative and try the teacher's best to make the classroom lively in teaching learning process.

5. Animation Movie

Finicchiaro in Rafikadilla (2013: 266) in mention some type of media in general. There are audio, visual, and audiovisual. Besides, preparing material, the teachers also need the interesting media that will use next because in the English teaching process selecting the media as a teacher have to be creative. The media that will be used by the teachers have to be interesting for the students, especially

for junior high school student in teaching speaking. For example: media audiovisual. Just like what Scole in Reko (2013: 22) said that media audiovisual most effective among the media audio and media visual in teaching process. Because this media can help the students to easy and get the material well because they can see and listen directly. Salomon in Rafikadilla (2013: 266) also states that people learn abstract and new concept more easy when they are presented in both verbal and visual form. In addition, audiovisual media make concepts more accessible and help with later recall, Cowen in Rafikadilla (2013: 266).

Movie is one of audiovisual as media, Wikipedia free encyclopedia in Samra (2012: 7) defines that movies, or films or motion picture is a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas). Watching movie in the class is fun, the classroom atmosphere will be enjoyable and make them more ready to learn. Chandra (2011: 28) in his thesis states that movie or film is one of the popular media in our life. Movies or film can also apply as the teaching media that is interesting. Also added by Asnawir, Usman cited in Febrian (2011: 19) states that by using film teacher can give atmosphere in their class so that the students have a big enthusiasm in teaching learning process, beside visual aid can help student mastering the material that the teacher gives to them. According to Brown in Rosdalina, Rahayu & Eripuddin (2015: 4), "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform". Chapple and Curtis in Rafikadilla (2013: 266) state that the movie is also so rich in action and visual aids that it is appropriate for listening and speaking activities such as describing

scenes and actions. While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking.

Gerlach, Donal (2006: 81) states that media have four general purposes; Media can help to simplify the teaching process, and they can help to perfect it, machines allow the teachers practice the principle of object teaching and illustration, by media the use of mother tongue of the students can be reduced, media are instruments of motivation if they are used in such away as to stimulate learning. Added by Porcel in Latifi (2012: 5) by using films in the English class our students can improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can even make their pronunciation and intonation better. Actually, there are types of movie even though it had different approach however it has one subject that is to attract attention about the content of the movie. Movie can be divided into the two groups, those are:

a. Fiction movie

Fiction movie is a movie that convey non fictional story. The story is just imagination of the author but it is kind of comparison the real human life, such as animation movie, classic movie, drama movie, horror movie, science movie, comedy movie, action movie, musical movie, etc.

b. Non fiction movie

Non fiction movie is a movie containing factual story as the main plot even though it might be decorated by other events, namely factual and documenter movie.

Animation movie is included in audiovisual media. Meanwhile, Willingham's research in Rafikadilla (2013: 266) found that audiovisual media helps students easy achieve the concept of material learning. However teacher needs other sources to submit the message of material. By using animation movie can submit message of material well. The use of animation movie provides a rich context which students can improve comprehension and practice.

According to Bordwell and Thompson in Savitri (2017: 17) animated or animation movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movie do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time. Line with Thompson in Rosdalina, Rahayu & Eripuddin (2015: 4) state that animation movie is kind of film which involve sound, recording a series of drawing of manipulating in animate object, one frame is one time. While from Oxford American Word Power Dictionary in Savitri (2017: 18) states that animation movie is a movie or television program that tells a story by using moving animation drawings instead of real people and places.

Animation movie as the media can give students a way to speak. In developing student's spoken English, it is the best to give students practice in being able to say a lot using small number of words by applying animation movie. According to Fernandez in Rosdalina, Rahayu, Eripuddin (2015: 4) animation is "the process mastery, but also the problems also come from of recording and playing back a sequence of the classroom situations. Widiastuti (2011: 29) as everyone know that children easy to get bored cannot to pay attention in a longtime, it can help them to learning English using an attractive way like short

video. Teacher can improve students' ability about material learning by using some media as tools of learning, such as a short movie, cartoon movie, blockbuster movie. By using this media, students can see more information about material. For example, teacher teaches the students about daily activities of the main characters, people, and adjective, etc.

There are the Advantages and Disadvantages of Using Animation Movie in activities Language Learning. The use of movie in language learning has the advantages. The advantages are (Donaghy in Savitri 2017: 21):

1) Learning from films is motivating and enjoyable

Motivation is one of the most important factors in determining an successful second-language acquisition. Films and TV shows are integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

2) Film provides authentic and varied language

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language - the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment perhaps only film and television can provide learners with this real-life language input.

3) Film gives a visual context

The 'visuality' of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

4) Variety and flexibility

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for fallow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature length films, short sequences of films, short films, and adverts.

Beside the advantages, use movie as a media also has several disadvantages. There are:

1) During playing film, teachers cannot explain any material because it can disturb students' concentration.

2) Students cannot understand the film well if it is played too fast.

3) If the listening equipment has bad quality, the students cannot listen the sound of the film.

4) The equipment is expensive.

Based on the reviews above, the list of advantages above made the writer took the movie as media of this research. Although movie has list of disadvantages, but the writer can overcome the problem. It can be concluded that short animation movie as an audiovisual media in teaching speaking is a powerful tool or aid in teaching and one of effective way and very useful to get students attention because an attractive media like short animation movie can give new atmosphere to make students enthusiasm and interested to following learning process especially speaking activities. Therefore, using animation movie is not only fun but also effective to be used by the teacher as a media in teaching speaking.

6. Dubbing Technique

Dubbing is one of modern teaching techniques. According Rokani (2018: 7) Dubbing is the replacement of a voice part in movie. Usually dubbing is also used with a translation. It will be something new when students are given a movie, and replace the voice from some figure in the movie. It is one of the types of translated text that comes closest to orality pole is dubbed films, where by dubbing is meant the technique of post incronization consisting in the deleting of the original voice of the actor pronouncing hie text during the shots, and its substitution with another recording or acting as a 'voice-over' actor. Dubbing is not a new term in this time, It is revoicing a video from the original voice to the other one.

According to 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 on-screen actors, speaking in a language different from that of the source text and ideally in synch with the film image. Dubbing or lipsync dubbing as a specific technique attempts to cover entirely the spoken source text with a target text adjusted to fit the-visual-lip movements of the original utterances. But dubbing can also refer more generally to adding or replacing sound effects or spoken lines by the source actors themselves in the language of the film's production, often because of poor sound quality in the original recording or for the deletion of expletives from the theatrical version for release on television. While this latter form of post-synchronized re-voicing is present in virtually all modern films, it is often called "looping" to distinguish it from dubbing as language translation. Another form of re-voicing is the "voice-over," in which a no synchronous voice that does not replace the source text and language is added to the soundtrack but does not replace the source text and language.

Active dubbing is an audiovisual process by which the original speaker's voice is replaced entirely by our students' voice, Talaván in Karimzadeh and Ghahroudi (2017: 4). Grignon, Lavaur and Blanc in Ebrahimi (2016: 287) compared three versions of a film sequence (that is. Dubbed, subtitled, and original versions). They found that the dubbed and subtitled version lead to better performance than the original version. 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 Chiu (2012). 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 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. In this process of practice and rehearsal, learners are capable to improve their speaking ability. In modern-one teacher should be creative and innovative Winarko in Rokani (2018: 3) the method of film dubbing (in this context it is the same term as video dubbing) offer a unique opportunity the imitation of English pronunciation and intonation with in a contextualized scenario Chiu in Rokani (2018: 4).

Nowadays watching movies as an amusing teaching technique on one hand has significant role in learning language naturally and on the other hand is more influential on speaking than traditional strategies Chiu (2012). When hard grammar and vocabulary become exhausting, watching movies and animation in English is a significant way of improving your English speaking and listening skills. In dubbing movie classes, you can listen to movie dialogue and try to report those utterances and sentences. Furthermore teachers draw students' attention toward the language of the plot of the animation story and by listening and repetition they try to achieve the appropriate level of the natural accent and

fluency. In this process of practice and rehearsal, learners are capable to improve their pronunciation which is related in speaking ability.

According to Burston (2005: 90) dubbing provides various types of strategies that can improve different skills in language learning. One of them is speaking. Since the main aim of teaching speaking is to achieve proper level of communicate competence Celce-Murcia and Olshtain in Karimzadeh and Ghahroudi (2017: 4). Dubbing-based strategies (DBS) can improve prosodic features language that leads to better pronunciation. This kind of research has been done before but the few of them are available such as a research by Chiu (2012) who has investigated the dubbing projects positive effect in EFL classes that can facilitate the learner's English pronunciation acquisition. Using extraordinary dubbing–based instructions in EFL classes in the most of Iranian pedagogical setting are unknown. And other research by Mandasari (2014) about improving students' speaking skill through video dubbing, and many more research. Also added by Karimzadeh and Ghahroudi (2017: 3) stated that Utilizing dubbing techniques as pedagogical tools make high motivated, self-confidant and more successful English speakers.

Based on the reviews above, the writer was interested on dubbing technique in short animation movie for speaking ability in this research

C. The Theoretical Framework

The theoretical framework underlying in this research was given in the following:

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┌─────────────────────────────┐
│   DUBBING TECHNIQUE IN      │
│   SHORT ANIMATION MOVIE     │
└─────────────────────────────┘
              │
              ▼
      ┌─────────────────┐
      │ SPEAKING ABILITY │
      └─────────────────┘
              │
   ┌──────────┼──────────┐
   ▼          ▼          ▼
┌────────┐ ┌────────┐ ┌──────────────────┐
│Accuracy│◄►│Fluency │◄►│Comprehensibility │
└────────┘ └────────┘ └──────────────────┘
    │         │            │
    └─────────┼────────────┘
              ▼
         ┌──────────┐
         │Analyzing │
         └──────────┘
              │
              ▼
         ┌──────────┐
         │ Finding  │
         └──────────┘
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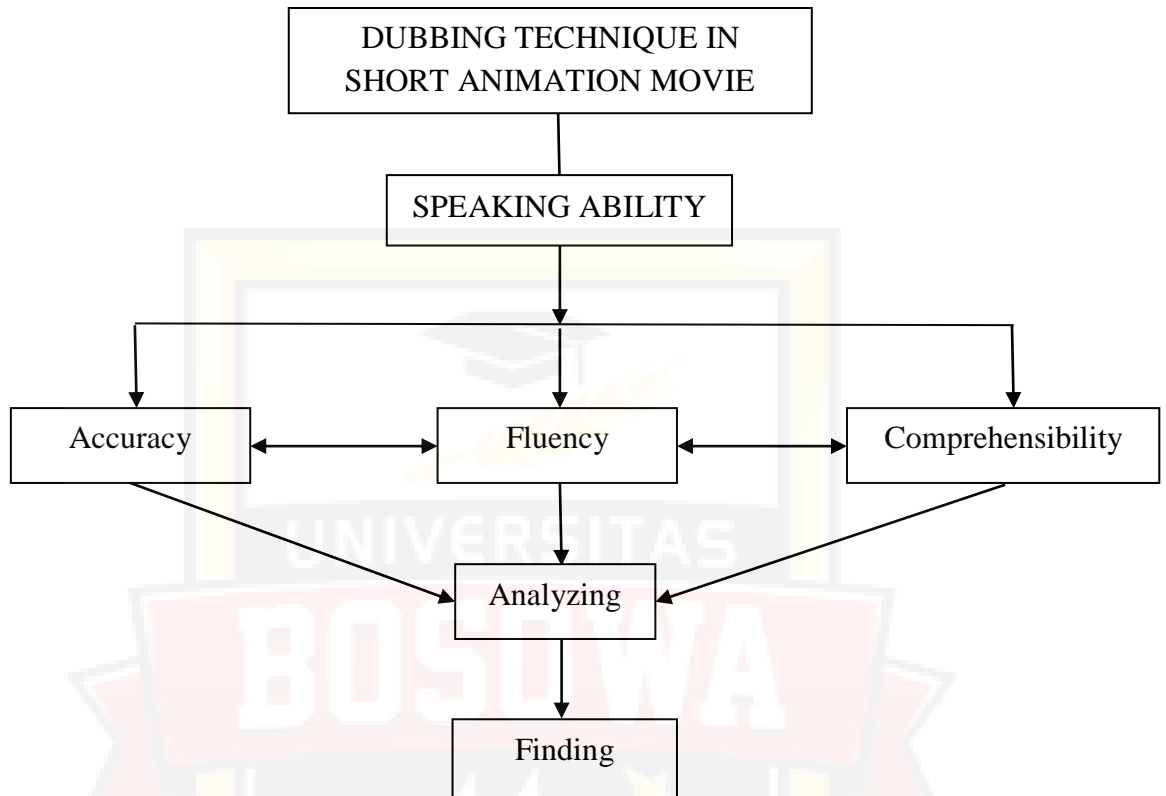
Speaking is one of English skills that need to be known to establish communication with the others. In speaking there are three components, they are: Accuracy include (pronunciation, vocabulary, grammar), fluency and comprehensibility. Each component has an important role to develop the power of speaking. The writer used dubbing technique to develop students' speaking skills. This technique was a dubbing technique in short animation movie, after the used of this technique after that the writer analyzed the students' speaking skills. The results of the analysis founded a conclusion whether the technique was succeeded or not to develop student's speaking skills.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, the location and time of the research, variable and operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

In this research, the writer used pre-experimental method. This design was involving one class, which 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 determined the success of the treatment. On the treatment the writer taught dubbing technique in short animation movie for speaking ability.

The formula presented as follow:

Pre-test	Treatment	Post-test
O_1	X_1	O_2

O_1 : Pre-test

O_2 : Post-test

X_1 : Treatment

Gay in Megayani (2009 : 33)

B. The Location and Time of the Research

The location of this research was conducted on the eighth grade students of SMPN 3 Makassar. It is located at Jl. Baji Gau No.11, Kel. Baji Mappakasunggu Kec. Mamajang, Makassar city, South Sulawesi 90134. This research was conducted on April 25 until Mei 25 2019.

C. The Variable and The Operational Definition

The variable in this research consist of independent and dependent variable.

1. Variable

There were two variables in this research, namely independent variable and dependent variable. Independent variable of the research was the use of media Short Animation movie. Dependent variable of the research was the students' speaking mastery.

2. Operational Definition

Dubbing : Dubbing is the replacement of a voice part in movie. Animation movie is a film produced by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence quoted in Rokani (2018: 7).

Short animation movie: Short animation movie is any motion picture not long enough to be considered a feature film quoted in Collins English Dictionary (2014).

Speaking: Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation quoted in Leong and Ahmadi (2017:35).

D. Population and Sample

1. Population

   The population of this research, there were 1194 students include women and men, this school consist of 28 classes. There were 431 students at the first grade, 369 students at the second grade, and 394 at the third grade students of SMPN 3 Makassar in the academic year 2019/2020.

2. Sample

   The sample of this research was one class namely class VIII.5 with 20 students.

E. The Instrument of the Research

   The instrument of this research was speaking test. The speaking test was administrated in the Pre-test and the Post-test. The kind of speaking test was oral test. This research applied some instruments, there were:

a. Video: Writer used video to record students' voice when they were conducting tests. Video used to know the situation and the activities during the teaching and learning process, such as how the students practice their pronunciation.

b. LCD projector : LCD projector use to show the short animation movie to the students.

c. Sound system/ Speaker : It was used to make the sound of short animation movie clearly.

d. Microphone : It had made clear students' voice while dubbing the short animation movie conducted.

e. Photos : This research taken picture while the actions were implemented. It had been used to show the activity which have done by the students in the class during speaking practice.

F. Procedure of Collecting Data

1. Pre-Test

The writer applied a pre-test to the students to know their prior knowledge which was carrying out 3 minutes for each students. The test used oral test (speaking). The writer was giving directive for all students in the class about the test. They watched one short animation movie namely "Wreck It Ralph", where the duration was 2 minutes and it was repeated 3 times then students were divided into 10 pairs. Every single pairs was retried the conversation with their partner related to the short animation movie. After that the writer recorded their voice by using video. Pre-test conducted in one meeting.

2. Treatment

Before doing treatment, the writer explained the meaning of dubbing to the students and writer was given them opportunity to ask questions about dubbing which was still poorly understood. The treatment was held in 2nd, 3rd meeting and divided in two parts.

Below were the teaching procedures that had been used in the treatment.

a. 2nd meeting (Treatment part 1)

1) The writer explained materials related to the treatment.

2) The writer showed kind of short animation movie that will be given.

3) The writer gave time for question-answer.

4) The writer divided students into 10 pairs.

5) The writer played the short animation movie namely "Wreck It Ralph".

6) The short animation movie was repeated 3 times.

7) The students were given 15 minutes to prepare themselves with their groups before conducted dubbing into the short animation movie.

8) The students practiced to fill the sound (dubbing) of the short animation movie and the teacher was observed.

b. 3rd meeting (Treatment part 2)

1) The writer asked the students with the same group to prepare their groups for conducting the second treatment.

2) The students were told to explore the original characters in the film from the movie that they would be replacing their voices.

3) (Same in the 1st treatment) The students were given 15 minutes to prepare themselves with their groups.

4) The students practiced to fill the sound (dubbing) of the short animation movie and the teacher was observing.

3. Post-Test

After treatment given, the post-test would be given by the writer. The purpose of the post-test was to find out the value of treatment.

G. Technique of Collecting Data

In scoring the students, the writer used the test to measure three elements of speaking; they were accuracy, fluency and comprehensibility to get the students validation assessment in speaking. The data on the students' speaking ability was analyzed by using the following procedures:

1. Classification, scoring by criteria of the students' correct.

The classification, score and criteria of the students' speaking ability:

a. Accuracy

Classification of students' speaking in accuracy

Classification	Score	Criteria
Very good	5	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors causing confusion.
Fair	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors some of which cause confusion.

Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. **Fluency**

Classification of students' speaking in fluency

Classification	Score	Criteria
Very good	5	Speech without too great an effort with fairly wide range of expression. Search for words occasionally but only one or two unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not fairly smooth deliveries mostly. There are too many unnatural pauses. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.

Fair	3	Has to make an effort for much of time. Often has to search for the desire meaning rather halting delivery and fragmentary. Range of expressions often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long unnatural pauses, very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression

c. **Comprehensibility**

Classification of students' speaking in comprehensibility.

Classification	Score	Criteria
Very good	5	Easy for the listener to understand the speaker's intention and general meaning, very view interruption or classification required.

Good	4	The speaker intention and general meaning are fairly clear. A few interruptions by the listener for the sake of the clarifications are necessary.
Fair	3	Most of what speaker's says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Poor	2	The listener can understand a lot of what is said, but he must constantly seek clarification cannot understand many of the speakers more complex or longer sentences.
Very poor	1	Only small bits (usually short sentence and phrase). Can be understand and then with the considerable effort by someone who is listening to the speaker.

(Heaton in Lada 2017: 29)

2. Classifying the students score based on the following class classification:

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 was using this formula as follows:

a. Calculating the mean score of the students.

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

Where:

$\bar{X}$: Mean score.

$\sum x$: The sum of all score.

N : The total number of students.

(Gay in Lada 2017: 31)

b. Calculating standard deviation of the students' score by using the formula as follows:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X^2)}{N}}{N-1}}$$

Where : SD : Standard Deviation

$\sum X$: The sum of all the score

$\sum X^2$: The sum square of all score

N : The number of students

(Gay in Lada, 2017: 31)

c. Calculating the rate percentage of the speaking score by using the following formula:

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

Where:

$\bar{X}$: Mean Score

F : Frequency

N : Total number of students

(Gay in Lada, 2017: 32)

d. Finding out the significance different between the mean of scores of pre-test and post-test by calculating the value of t-test by using the following formula:

Notation:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)D^2}{N}}{N(N-1)}}}$$

where:

 t : Test of significant

 $\bar{D}$: Deviation (the different of mean score)

$\sum D$: Standard Deviation (the sum of different score)

 N : Total number of students

(Gay in Lada, 2017: 32)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the research findings obtained through the instruments used during the research. Then the research findings taken into discussion to answer the research problems. In this case, the writer discusses the result of the research by dubbing technique in short animation movie for speaking ability at the second year students of SMPN 3 Makassar.

A. Findings

The test were done twice namely pre-test and post-test, the writer presented the students' speaking achievement before and after being applied by dubbing technique in short animation movie. To know the speaking achievement the writer conducted pre-test and post-test. As mentioned before the writer used oral test as instrument in collecting the data. It was given to the second year students of SMPN 3 Makassar. Pre-test and post-test were done to get speaking score of the students. The students' scores in pre-test are presented in the following table.

After analyzing the data derived from pre-test and pot-test below is the result of data analysis. The data are dividing into some tables which consist of some forms of analysis namely score, classification, frequency and percentage. These findings are described as follows:

1. Students' Speaking Score

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

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

No.	Students Initial	Score of Each Component				
		A	F	C	Total	Classification
1	AFN	2	2	2	50	Very Poor
2	MRA	1	2	1	35	Very Poor
3	AF	3	2	1	50	Very Poor
4	DAR	3	3	2	60	Poor
5	ANI	3	3	1	54	Poor
6	HIS	3	3	2	57	Poor
7	CNW	2	3	2	54	Poor
8	NUS	1	1	1	25	Very Poor
9	FSK	2	3	2	54	Poor
10	TSP	3	3	2	57	Poor
11	MJA	4	4	3	71	Fair
12	MFI	2	3	2	54	Poor
13	MTA	3	4	4	75	Fair
14	MFM	2	2	3	54	Poor
15	MSR	1	2	1	33	Very Poor
16	RP	1	1	1	15	Very Poor
17	NSY	1	2	1	33	Very Poor

18	RNF	1	1	1	15	Very Poor
19	NZN	1	2	1	33	Very Poor
20	SWF	1	2	1	33	Very Poor
Total		**40**	**48**	**34**	**912**	**Very Poor**
Mean Score		**2**	**2.4**	**1.7**	**45.6**	

Note: A= Accuracy   F= Fluency   C= Comprehensibility

Table 4.2. The Students' Score and Classification in Post-test

No.	Students Initial	Score of Each Component				
		A	F	C	Total	Classification
1	AFN	4	5	4	93	Very Good
2	MRA	3	4	4	83	Good
3	AF	4	5	5	95	Very Good
4	DAR	4	5	5	95	Very Good
5	ANI	5	5	5	98	Very Good
6	HIS	3	3	4	75	Fair
7	CNW	5	5	5	98	Very Good
8	NUS	4	4	4	90	Good
9	FSK	5	4	5	95	Very Good
10	TSP	5	5	5	98	Very Good
11	MJA	5	5	5	99	Very Good
12	MFI	5	5	5	100	Very Good
13	MTA	5	5	5	98	Very Good
14	MFM	5	4	5	95	Very Good
15	MSR	4	4	5	90	Good

16	RP	4	3	5	84	Good
17	NSY	4	4	5	90	Good
18	RNF	3	3	3	70	Fair
19	NZN	3	3	4	80	Good
20	SWF	3	3	3	70	Fair
Total		**83**	**84**	**91**	**1796**	**Good**
Mean Score		**4.15**	**4.2**	**4.55**	**89.8**	

Note: **A= Accuracy**   **F= Fluency**   **C= Comprehensibility**

In the table 4.1 and table 4.2 showed the students' results. Based on the table above, there were 20 students as the sample of the research. The test was conducted by the writer before and after by dubbing technique in short animation movie for speaking ability. The test focused on speaking or oral test (speaking). Writer gave directive for all students in the class about the test. They watched one short animation movie namely "Wreck It Ralph", where the duration was 2 minutes and it repeated 3 times then students divided into 10 pairs. Every single pair retried the conversation with their partner related to the short animation movie. After that the writer recorded their voice by used video. The test intended to know the students speaking ability before students were given the treatment.

Table 4.1 shows the result of pre-test and table 4.2 shows the result of post-test. Based on the tables, the students' speaking was good after applied dubbing technique in short animation movie. It means that the students score in speaking showed different of raising score from the pre-test into the post-test. Based on the data, most of students' score in comprehensibility then fluency and accuracy.

Although not all of students got very good but the data was showed students' improvement significantly.

2. The Result of Students in Accuracy

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

.**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%	8	40%
2	Good	4	1	5%	7	35%
3	Fair	3	6	30%	5	25%
4	Poor	2	5	25%	0	0%
5	Very Poor	1	8	40%	0	0%
Total			20	100%	20	100%

As could be seen from the 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, a student got good classification (5%), 6 students got fair classification (30%), 5 students got poor classification (25%) and 8 students got very poor classification (40%). That was indicated that most of students' score in very poor classification. It showed that low achievers were bigger than high achievers.

While in post-test showed the different. After the treatment conducted, the table indicated that none students got poor and very poor, 8 students got very

good classification (40%), 7 students got good (35%) and 5 students got fair (25%). Most of students in very good classification and showed an improvement of students' accuracy in speaking.

Based on pre-test and post-test, it could be conclude that dubbing technique in short animation movie was able to give greater contribution on students' speaking ability especially in accuracy.

3. The Result of Students in Fluency

Below was the table that shows the students result in fluency. The table could be seen below:

Table 4.4. Rate Percentage of Students' Speaking in Fluency

No.	Classification	Score	Pre-test		Post-test	
			Freq	Percent	Freq	Percent
1	Very Good	5	0	0%	9	45%
2	Good	4	2	10%	6	30%
3	Fair	3	7	35%	5	25%
4	Poor	2	8	40%	0	0%
5	Very Poor	1	3	15%	0	0%
Total			**20**	**100%**	**20**	**100%**

Table 4.4 shows the pre-test and post-test in students' fluency. In pre-test the data shows that there was a different in students' speaking in fluency in mean score and standard deviation after given treatment. The table indicated none of students got very good classification. 2 students got good classification (10%), 7 students got fair classification (35%), 8 students got fair classification (40%) and

3 students got very poor (15%). Based on the frequency of the data, it showed most of the students' score in poor. It means that students' fluency in speaking still needed to be improved.

While the frequency of post test in fluency was indicated none of students got poor and very poor classification. 9 students got very good classification (45%), 6 students got good classification (30%) and 5 students got fair classification (25%). The result showed that the used of dubbing technique using short animation movie made students score most in very good classification and also gave contribution in fluency of students' speaking.

4. The Result of Students in Comprehensibility

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

Table 4.5. Rate Percentage of Students' Speaking in Comprehensibility

No.	Classification	Score	Pre-test		Post-test	
			Freq	Percent	Freq	Percent
1	Very Good	5	0	0%	13	65%
2	Good	4	1	5%	5	25%
3	Fair	3	2	10%	2	10%
4	Poor	2	7	35%	0	0%
5	Very Poor	1	10	50%	0	0%
	Total		20	100%	20	100%

Table 4.5 shows the rate percentage of students speaking in comprehension. The table shows the different score in pre-test into post-test after was given in

students. The data indicated that in pre-test none of students got very good classification, 1 student got good classification (5%), 2 students got fair classification (10%), 7 students got poor classification (35%) and 10 students got very poor classification (50%). Based on aggregate of percentage showed that low achievers were bigger than high achievers. It indicated that students' comprehension in speaking still low and need to improve.

While the result of comprehension in post-test showed that none of students got poor and very poor classification, 13 students got very good classification (65%), 5 students got good classification (25%) and 2 students got fair classification (10%). Based on the table there are different in result after given treatment. That showed an improvement in students' speaking of comprehension. The use of dubbing technique in short animation movie was able to give contribution in improving students' speaking in comprehension.

5. The Students' Improvement Score Analysis for Speaking Test

Table 4.6. The Students' Mean Score and Standard Deviation of Speaking Test

	Pre-test	Post-test
Mean Score	45.6	89.8
Standard Deviation	2.44	2.1

The total result of mean classification of students speaking which the mean score of students in pre-test is 45.6 and the mean score of the post-test was 89.8. Based on the data the students mean score in post-test was higher than pre-test, it means there was an improvement of students ability in speaking. The result

of the mean score indicated that the students' speaking was very influenced trough dubbing technique in short animation movie as well.

6. Test of Significance (t-test)

The t-test was presented in the following table:

Table 4.7. The Value of T-test of the Students' Speaking

Variable	T-test	T-table
X2-X1	16.19	2.086

The table above indicated t-test value was greater than t-table value. It means that the data as the final result gave significant improvement. It was concluded that the use of dubbing technique in short animation movie was able to give greater contribution for speaking ability.

B. Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. The first step was given pretest to students. Pre-test was given to know the students speaking score before being taught by dubbing technique in short animation movie for speaking ability. The second step was given treatment and applied dubbing technique in short animation movie to the students. The third step was given post-test to the students to know the students' speaking score after being taught by using dubbing technique in short animation movie for speaking ability.

Previously the writer determined to take one class as the sample. But after undergoing the test it turns out that not all students could take the test until

finished. Because of the other pairs data were incomplete due to absence. Therefore, the writer only took data 10 pairs or 20 students as the samples, from the total samples were 37 students.

The test was conducted by the writer before and after by dubbing technique in short animation movie for speaking ability. The test focused on speaking or oral test (speaking). Writer gave guidance for all students in the class about the test. They watched one short animation movie namely "Wreck It Ralph", where the duration was 2 minutes and it repeated 3 times then students divided into 10 pairs. Every single pair retried the conversation with their partner related to the short animation movie. After that the writer recorded their voice by used video. The test intended to know the students speaking ability before students were given the treatment.

The writer used the test to measure three elements of speaking; they were accuracy, fluency and comprehensibility to get students' validation assessment in speaking. First was accuracy, based on the students' score and classification in pre-test and post-test there were very significant differences. It can be proved from the result of students' total score in accuracy of pre-test which was 40 and the post-test was 83 and students' mean score in accuracy from the pre-test which was 2 and the post-test was 4.15. In short, dubbing technique in short animation increased students' accuracy significantly.

The second was fluency, it can be seen from the result of data that showed students' total score in fluency of pre-test which was 48 and the post-test was 84 and students' mean score in fluency from the pre-test which was 2.4 and the post-

test was 4.2. As the conclusion, dubbing technique in short animation enhanced students' fluency significantly.

The last was comprehensibility, the result of comprehensibility in pre-test which was 34 and the post-test was 91. Then, students' mean score in comprehensibility from the pre-test which was 1.7 and the post-test was 4.55.

From the finding, this research was succeeded, it was known from the mean score in pre-test was 45.6 improve to post-test with 89.8. Then T-test is bigger than T-table (16.19 > 2.086). It showed that there was different speaking score of the second grade students of SMPN 3 Makassar before and after being given by using dubbing technique in short animation movie for speaking ability. The result of the speaking test showed the students' score after being taught by Dubbing Technique In Short Animation Movie was higher than before. In short, the average score of pre-test is 45.6 while the average score of post-test is 89.8. It means that the result in post-test was better than pre-test.

It can be seen, it was concluded that the students got good achievement in speaking skill after being taught by using dubbing technique in short animation movie for speaking ability. Referring to the description above, it was concluded that in this research, Dubbing Technique In Short Animation Movie for Speaking Ability was effective. Practically the theory was accepted and it stimulated the students to improve students' speaking ability at the second year students of SMPN 3 Makassar in the academic year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first deals with the conclusion of the findings, and the second one deal with suggestion.

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concluded:

1. Dubbing Technique In Short Animation Movie can stimulate the students to improve students' speaking ability at the second year students of SMPN 3 Makassar.

2. The students' speaking ability of the second year students of SMPN 3 Makassar was very poor before the writer applied dubbing technique in short animation movie for speaking ability enhanced to good level after treatment. Students look relaxed while studying and they really enjoy the activities they have done.

3. The result may inspire other researcher to do further research on the technique, this report of the research may become the step for the other researcher to do similar research. It may also become the reference in teaching English especially in speaking ability.

B. Suggestion

Based on the conclusions above, the writer put forwards some suggestions and recommendation as follows:

1. For the teacher; sometimes learning English seems boring but by combining lessons with something that students love can bring the learning atmosphere to be more attractive to students, they tend to prefer practice directly rather than just adhering to the textbook. So, the teachers could to try applying dubbing technique in short animation movie in their English class especially for speaking ability.

2. For the students; the students should be more interested in learning English; they have to change their mindset for English. English is unique, very easy and fun. English is not something boring even less something scary. But we need English because it is very useful for us in communicating internationally.

3. For the future researcher; the future researcher should improve this kind of research for the next time and try to analyze the impact of dubbing technique in short animation movie for speaking ability and make a new collaboration of this method for improving students' speaking ability. When conducting this technique better if we use sound system which have loud speaker so that the students can hear information clearly. Choose short animation movie which is famous in students circle; avoid choosing a serious movie because it can make students feel bored. Checking all of the instruments before doing this research is important; treatment cannot be handled without instrument preparation.

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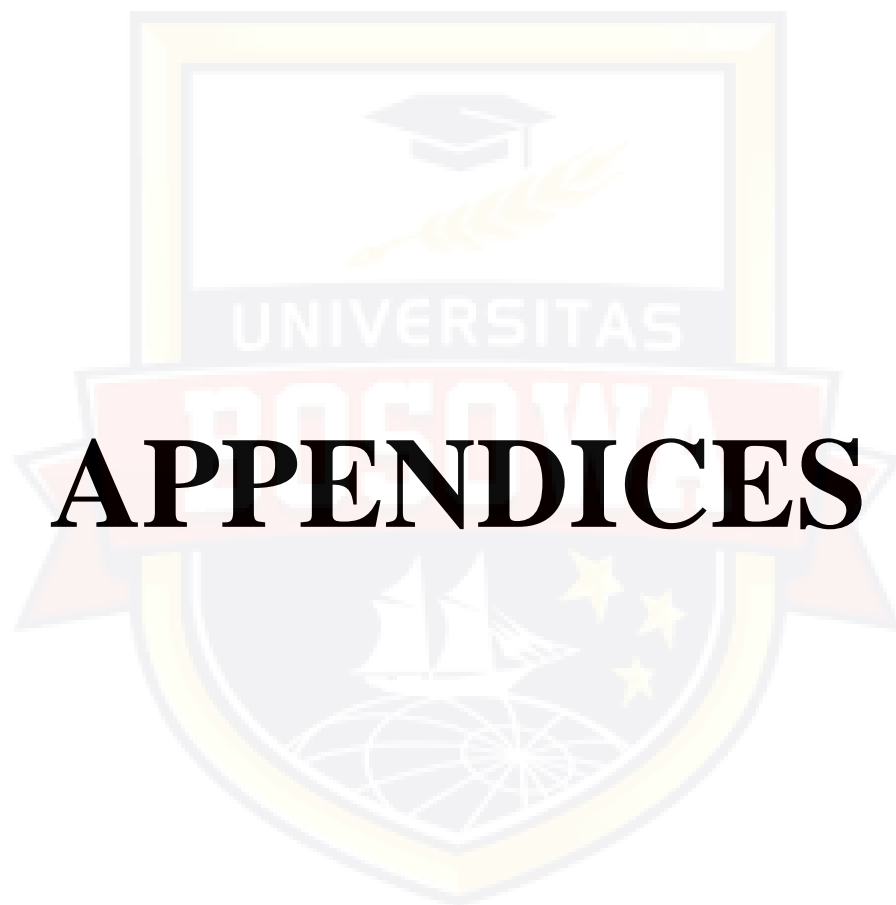
APPENDICES

Appendix 1: License

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   : **14032/S.01/PTSP/2019**   KepadaYth.
Lampiran :   Walikota Makassar
Perihal   : **Izin Penelitian**

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.88/FKIP/UNIBOS/IV/2019 tanggal 08 April 2019 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a   : **INDAH YULIANA MUHTAR**
Nomor Pokok   : 4515101009
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga   : Mahasiswa(S1)
Alamat   : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" **DUBBING TECHNIQUE USING SHORT ANIMATION MOVIE IN SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF SMPN 3 MAKASSAR** "

Yang akan dilaksanakan dari : Tgl. **25 April s/d 25 Mei 2019**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 09 April 2019

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

YAMIN, SE., MS.
Pangkat Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
2. *Pertinggal.*

SIMAP PTSP 09-04-2019

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PEMERINTAH KOTA MAKASSAR
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Email : Kesbang@makassar.go.id Home page : http.www.makassar.go.id

MC
SOMBERE' & SMART CITY

Makassar, 10 April 2019

K e p a d a

Nomor : 070 /1016-II/BKBP/IV/2019
Sifat :
Perihal : **Izin Penelitian**

Yth. **KEPALA DINAS PENDIDIKAN**
KOTA MAKASSAR

Di –

MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 14032/S.01/PTSP/2019 Tanggal 09 April 2019, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama	:	**INDAH YULIANA MUHTAR**
NIM / Jurusan	:	4515101009 / Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1) / Univ. Bosowa
Alamat	:	Jl. Urip Sumoharjo Km.14, Makassar
Judul	:	*"DUBBING TECHNIQUE USING SHORT ANIMATION MOVIE IN SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF SMPN 3 MAKASSAR"*

Bermaksud mengadakan *Penelitian* pada Instansi / Wilayah Bapak, dalam rangka *Penyusunan Skripsi* sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal *25 April s/d 25 Mei 2019*.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini** dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n. WALIKOTA MAKASSAR
Plt. KEPALA BADAN

Drs. AKHMAD NAMSUM, M.M.
Pangkat : Pembina
NIP : 196705242006041004

Tembusan :
1. Kepala Badan Kesatuan Bangsa dan Politik Prov. Sul – Sel. di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prov. Sul Sel di Makassar;
3. Dekan FKIP Univ. Bosowa Makassar di Makassar,
4. *Mahasiswa yang bersangkutan;*
5. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website:http.www.dikbud_makassar.info : e-mail:dikbud.makassar@yahoo..com

IZIN PENELITIAN
NOMOR : 070/0157/DP/IV/2019

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar
Nomor : 070/1016-II/BKBP/IV/2019 Tanggal 10 April 2019
Maka Kepala Dinas Pendidikan Kota Makassar :

Kepada

M E N G I Z I N K A N

Nama	: **INDAH YULIANA MUHTAR**
NIM / Jurusan	: 4515101009/ Pend. Bahasa Inggris
Pekerjaan	: Mahasiswa (S1)
Alamat	: Jl. Urip Sumoharjo Km. 14, Makassar

Untuk : Mengadakan *Penelitian* di *SMP Negeri 3 Kota Makassar* dalam rangka
Penyusunan Skripsi di *UNIV. BOSOWA* dengan judul penelitian:

*"DUBBING TECHNIQUE USING SHORT ANIMATION MOVIE IN
SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF
SMP NEGERI 3 KOTA MAKASSAR"*

Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
4. Hasil penelitian 1 (satu) examplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar
Pada Tanggal : 11 April 2019

An. KEPALA DINAS
Sekretaris
ub
KASUBAG UMUM DAN KEPEGAWAIAN

A. SITTI DJUMHARIJAH, SE
Pangkat : Penata Tk.I
NIP : 19700109 199403 2 004

UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
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Nomor   : A.61/FKIP/UNIBOS/III/2019
Lampiran : -
Perihal   : _Permohonan Izin Penelitian_

Kepada Yth,
Kepala Sekolah SMP Negeri 3 Makassar
di –
Tempat

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

Nama   : Indah Yuliana Muhtar
NIM   : 4515101009
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
                              Universitas Bosowa

Judul Penelitian :

**DUBBING TECHNIQUE USING SHORT ANIMATION MOVIE
IN TEACHING SPEAKING AT THE SECOND YEAR STUDENTS OF
SMPN 3 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, 13 Maret 2019.
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 3 MAKASSAR
KECAMATAN MAMAJANG

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SURAT KETERANGAN PENELITIAN
No. 421.3/083/SMP.03/V/2019

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Negri 3 Makassar menerangkan bahwa :

NAMA	:	**INDAH YULIANA MUHTAR**
NIM	:	4515101009
JURUSAN	:	Pendidikan Bahasa Inggris
PEKERJAAN	:	Mahasiswi (S1)
UNIVERSITAS	:	UNIVERSITAS BOSOWA

Benar telah mengadakan penelitian di SMP Negeri 3 Makassar pada tanggal 25 April sampai 25 Mei 2019 dengan judul penelitian **"DUBBING TECHNIQUE USING SHORT ANIMATION MOVIE IN SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF SMPN 3 MAKASSAR"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 25 Mei 2019
Kepala SMP Negeri 3 Makassar

Drs. KASWADI
Pangkat : Pembina Tk. I
NIP. 19681231 199501 1 005

Appendix 2: Instrument of the Research

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INSTRUMENT PENELITIAN

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DUBBING TECHNIQUE IN SHORT ANIMATION MOVIE FOR SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF SMPN 3 MAKASSAR.

PETUNJUK

1. Tes ini bertujuan untuk mengukur kemampuan siswa dalam mengembangkan speaking/ berbicara melalui teknik dubbing menggunakan film animasi pendek .

2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan.

3. Penulis mengharapkan agar siswa dapat meningkatkan kemampuan berbicara bahasa inggris mereka melalui teknik dubbing menggunakan film animasi pendek .

4. Atas kerja sama dari para siswa penulis mengucapkan terima kasih.

Appendix 3: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMP Negeri 3 Makassar
Mapel	: Bahasa Inggris
Kelas/Semester	: II (Dua)
Standar Kompetensi	: Menungkapkan instruksi dan informasi sederhana.
Kompetensi Dasar	: Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur menceritakan frekuensi melakukan aktivitas tertentu. Latihan berdialog atau bercakap dengan orang lain didalam kelas.
Jenis teks	: Dialog text
Topik	: Film Animasi Pendek (Wreck It Ralph)
Aspek/Skill	: Kemampuan Berbicara (Speaking)
Alokasi Waktu	: 2 x 90 menit (2x pertemuan)

1. **Kegiatan Pembelajaran**

   a. Kegiatan Awal (5 menit)

      1. Salam dan tegur sapa

      2. Doa bersama

      3. Menanyakan materi yang telah diajarkan sebelumnya

4. Penyampaian tujuan pembelajaran yang akan dicapai.

b. Kegiatan Inti : (80 menit)

1. Guru menjelaskan apa itu dubbing/ pengisi suara dan memberikan contoh.

2. Guru akan menjelaskan materi terkait dengan dubbing/ pengisi suara.

3. Guru memperlihatkan jenis film animasi yang akan dibagikan kepada siswa.

4. Guru memberi waktu untuk sesi tanya jawab

5. Guru akan membagi siswa menjadi 10 pasangan.

6. Guru akan memutarkan film animasi pendek maksimal sebanyak 3 kali, semua kelompok harus menyimak film animasi.

7. Siswa diberikan waktu 15 menit untuk mempersiapkan diri dengan pasangannya untuk menjadi dubber dari film pendek "Wreck It Ralph".

8. Siswa praktek mengisi suara pada film.

c. Kegiatan Akhir : (5 menit)

1. Menyimpulkan hal-hal yang perlu diperhatikan dalam berbicara.

2. Penelitian

1. Teknik dan bentuk

a. Teknik : Tes lisan

b. Bentuk : Dubbing (mengisi suara)

2. Media, Peralatan dan Sumber belajar

    a. Media : Animasi Pendek

    b. Peralatan : LCD, Pengeras suara, Microphone, Perekam suara.

    c. Sumber : Youtube.

3. Klasifikasi skor penilaian

Score	Classification	Remark
91 – 100	Very good	A
76 – 90	Good	B
61 – 75	Fair	C
51 – 60	Poor	D
Less than 50	Very poor	E

Makassar,……………..

Mengetahui,

Guru Mata Pelajaran   Peneliti Mata Pelajaran

(Abdul Kahar S.pd)   (Indah Yuliana Muhtar)
NIP: 197008171994103   NIM: 45 15 101 009

Appendix 4: Pre and Post Test

PRE-TEST AND POST-TEST

"Make Conversation Related to the Movie"

Directions:

1. Pay attention the movie of Wreck It Ralph, it is repeated 3 times.

2. After watching the movie of Wreck It Ralph, you will be given 15 minutes to prepare your conversation with your partner.

3. Do the conversation with your partner in front of the class. The time that will be given 5 minutes for each pairs.
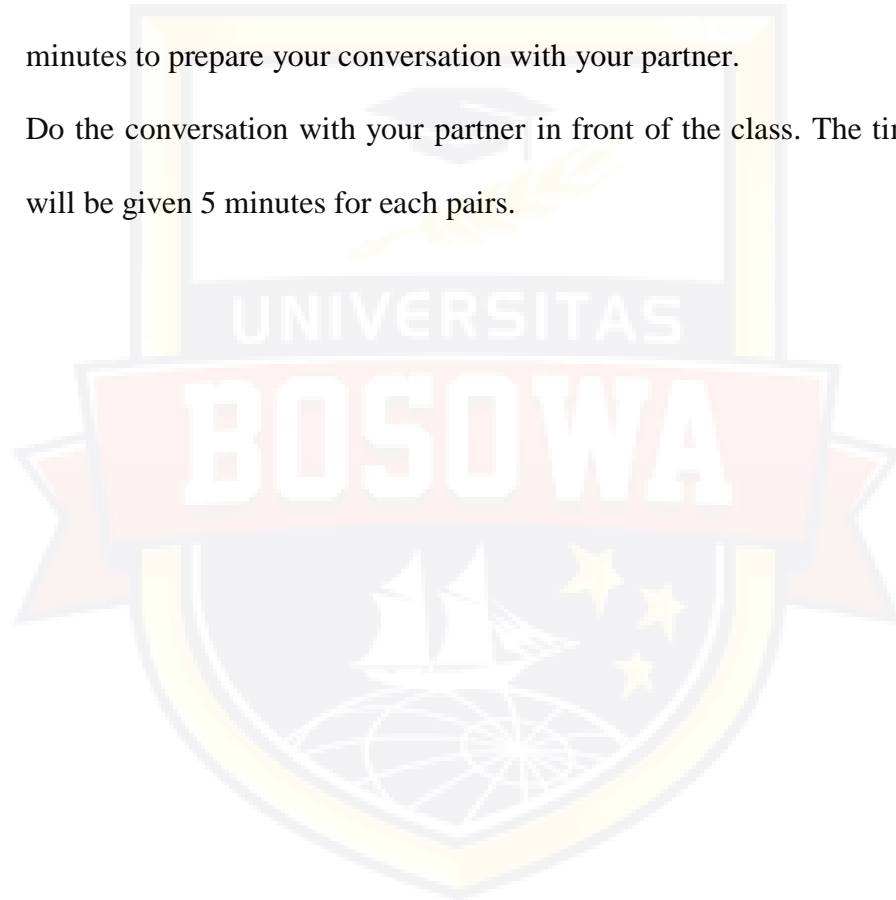
TREATMENT

Before the writer asked the students to be dabber, the writer explained what dubbing's meaning then gave an example and practice how to dubbing technique in short animation movie for speaking ability.

The treatment was held in 2nd and 3rd meeting and divided in two parts.

1. 2nd meeting (Treatment part 1)

The writer explained what dubbing mean then gave an example.

1) The writer explained materials related to the treatment.

2) The writer showed kind of short animation movie that will be given.

3) The writer gave time for question-answer.

4) The writer divided students into 10 pairs.

5) The writer played the short animation movie.

6) The students were given 15 minutes to prepare themselves with their groups before conducting dubbing into the short animation movie.

7) The students practiced to replace the sound (dubbing) of the short animation movie and the teacher was observed.

2. 3rd meeting (Treatment part 2)

1) The writer asked the students with the same group to prepare their groups for conducting the second treatment.

2) The writer was told to explore the original characters in the film from the movie that they were replacing their voices.

3) (Same in the 1st treatment) The students were given 15 minutes to prepare themselves with their groups.

4) The students practiced to replace the sound (dubbing) of the short animation movie and the teacher was observed.

Appendix 5: The dialogue of the Short Animation Movie

"Wreck It Ralph"

Venellope : What's your name?

Ralph : Uh Ralph Wreck It Ralph. Uh

Venellope : You're not from here are you?

Ralph : No, well, yeah, I mean not from right in this area I'm just doing some work here.

Venellope : What kind of work?

Ralph : Just some routine candy tree trimming. Uh, you probably want to stand back in fact, this whole area is technically closed while we're trimming.

Venellope : who's we?

Ralph : Candy tree department.

Venellope : oh, where's everybody else?

Ralph : Uh, It's just me today, uh.

Venellope : So you just meant like the royal 'we'?

Ralph : Yup that's right.

Venellope : Hey are you a hobo?

Ralph : No, I'm not a hobo.

"Wreck It Ralph"

Venellope : wət iz yôr nām?

 Ralph : ə ralph rek it ralph.ə

Venellope : yo͞or nät frəm hi(ə)r är yo͞o ?

Ralph : nō, wel, ya, ī mēn nät frəm rīt in T̲His

ˈe(ə)rēə ī'm jəst ˈdo͞oiNG səm wərk hi(ə)r.

Venellope : wät kīnd əv wərk?

.Ralph : jəst səm ro͞oˈtēn ˈkandē trē ˈtrimiNG. ə, yo͞o ˈpräbəblē wänt to͞o stænd

baek in fakt, T̲His hōl ˈe(ə)rēə iz ˈteknik(ə)lē klōzd wīl wē'är ˈtrimiNG.

Venellope : ho͞o'z wē?

Ralph : ˈkandē trē diˈpärtmənt.

Venellope : ō, we(ə)r'z ˈevrē͵bädē els?

Ralph : ə, its jəst mē təˈdā, ə.

Venellope : sō yo͞o jəst ment līk T̲Hə ˈroiəl 'wē'?

Ralph : yup T̲Hət'z rīt.

Venellope : hā är yo͞o ā ˈhō͵bō?

Ralph : nō, ī'm nät ā ˈhō͵bō.

Appendix 6: Recording Sheet in Pre-test and Post test

A. Recording Sheet of students in pre-test

1. Score : MFM = 54, MTA = 75

MFM : wət iz yôr nām?

MTA : ə ralph rek it ralph.ə

MFM : yu.. yu nät frəm her är yo͞o ?

MTA : Yap dets raight jəst səm ken jəst səmmm ro͞oˈtēn ˈkandē trē dis wol

ˈe(ə)rēə wen al klosd wen ī atstrimming

MFM : we(ə)r'z ˈevrēˌbädē sau' ee els?

MTA : eee jəst mē tude ey

MFM : hā är yo͞o ā ˈhōˌbō?

MTA : nō, ī'm nät ā ˈhōˌbō.

2. Score: MFI = 54, MJA = 71

MFI : wət iz yôr nām?

MJA: ə ralph rek it ralph.

MFI : yo͞or nät frəm hiir är yo͞o ?

MJA: emm nō ī mēn ī'm frəm in THis ˈe(ə)rēə

MFI : wət är yo͞o ˈdo͞oiNG hi(ə)r?

MJA: jəst ˈ wē jəst ˈdo͞oiNG sem wərk

MFI : hu wē?

MJA: ˈkandē trē departemen

MFI : wət är yo͞o working?

MJA : jəst ˈdo͞oiNG sem ro͞oˈtēn ˈkandē ˈtrimiNG

MFI : we(ə)r T͟Hə ˈəT͟Hər?

MJA : emm nō jəst mē təˈdā.. yōo ˈpräbəblē stænd baek.. yōo popsen det..

T͟His klōzd ˈe(ə)rēə wen wē ˈtrimiNG

MFI : hā är yōo ā ˈhōˌbō?

MJA : nō, ī'm nät ā ˈhōˌbō.

B. Recording Sheet of students in post-test

1. Score: MFM = 95, MTA = 98

   MFM : wət iz yôr nām?

   MTA : ə ralph ralph.

   MFM : yōor nät frəm hi(ə)r är yōo ?

   MTA : nō, wel, ya, ī mēn nät frəm rīt T͟His .. ī mēn nät frəm rīt in T͟His

   ˈe(ə)rēə ī'm jəst ˈdōoiNG səm wərk hi(ə)r.

   MFM : wät kindof wərk??

   MTA : jəst səm rōoˈtēn ˈkandē trē ˈtrimiNG. ə, yōo ˈpräbəblē wänt tōo stænd

   baek in fakt, T͟His hōl ˈe(ə)rēə iz ˈteknik(ə)lē klōzd wīl wēˈär ˈtrimiNG.

   MFM : hōo'z wē?

   MTA : aa ˈkandē trē diˈpärtmənt.

   MFM : ō, wear we(ə)r'z ˈevrēˌbädē els?

   MTA : ə, its jəst mē təˈdā,

   MFM : sō yōo jəst ment līk līk T͟Hə ˈroiəl 'wē'?

   MTA: yup T͟Hət'z rīt.

   MFM : hā är yōo ā ˈhōˌbō?

   MTA : nō, ī'm nät ā ˈhōˌbō.

2. Score: MFI = 100, MJA = 99

MFI : wət iz yôr nām?

MJA : ə ralph rek it ralph.ə

MFI : ee yo͝or nät frəm hi(ə)r är yo͞o ?

MJA : emm nō, wel, ya, ī mēn nät frəm rīt in T͟His ˈe(ə)rēə jəst ˈdo͞oiNG səm wərk hi(ə)r.

MFI : wät kīnd əv wərk?

MJA : jəst səm ro͞oˈtēn ˈkandē trē ˈtrimiNG. ə, yo͞o ˈpräbəblē wänt to͞o stænd baek in fakt, T͟His hōl ˈe(ə)rēə iz ˈteknik(ə)lē klōzd wīl wē'är ˈtrimiNG.

MFI : ho͞o'z wē?

MJA : ˈkandē trē diˈpärtmənt.

MFI : ō, we(ə)r'z ˈevrē ˌbädē els?

MJA : ə, its jəst mē təˈdā, ə.

MFI : sō yo͞o jəst ment līk T͟Hə ˈroiəl 'wē'?

MJA : yup ee T͟Hət'z rīt.

MFI : hā är yo͞o ā ˈhōˌbō?

MJA : nō, ī'm nät ā ˈhōˌbō.

Appendix 7: Data for Accuracy

No	Students' Initial Name	Pre-test (X1)	$\sum_{X1}{}^2$	Post-test (X2)	$\sum_{X2}{}^2$	Gain D (X2-X1)	D^2
1	AFN	2	4	4	16	2	4
2	MRA	1	1	3	9	2	4
3	AF	3	9	4	16	1	1
4	DAR	3	9	4	16	1	1
5	ANI	3	9	5	25	2	4
6	HIS	3	9	3	9	0	0
7	CNW	2	4	5	25	3	9
8	NUS	1	1	4	16	3	9
9	FSK	2	4	5	25	3	9
10	TSP	3	9	5	25	2	4
11	MJA	4	16	5	25	1	1
12	MFI	2	4	5	25	3	9
13	MTA	3	9	5	25	2	4
14	MFM	2	4	5	25	3	9
15	MSR	1	1	4	16	3	9
16	RP	1	1	4	16	3	9
17	NSY	1	1	4	16	3	9
18	RNF	1	1	3	9	2	4
19	NZN	1	1	3	9	2	4
20	SWF	1	1	3	9	2	4
Total		**40**	**98**	**83**	**357**	**43**	**107**
Mean		**2**	**4.9**	**4.15**	**17.85**	**2.15**	**5.35**

Appendix 8: Data for Fluency

No	Students' Initial Name	Pre-test (X1)	$\sum_{X1}2$	Post-test (X2)	$\sum_{X2}2$	Gain D (X2-X1)	D^2
1	AFN	2	4	5	25	3	9
2	MRA	2	4	4	16	2	4
3	AF	2	4	5	25	3	9
4	DAR	3	9	5	25	2	4
5	ANI	3	9	5	25	2	4
6	HIS	3	9	3	9	0	0
7	CNW	3	9	5	25	2	4
8	NUS	1	1	4	16	3	9
9	FSK	3	9	4	16	1	1
10	TSP	3	9	5	25	2	4
11	MJA	4	16	5	25	1	1
12	MFI	3	9	5	25	2	4
13	MTA	4	16	5	25	3	9
14	MFM	2	4	4	16	2	4
15	MSR	2	4	4	16	2	4
16	RP	1	1	3	9	2	4
17	NSY	2	4	4	16	2	4
18	RNF	1	1	3	9	2	4
19	NZN	2	4	3	9	1	1
20	SWF	2	4	3	9	1	1
	Total	**48**	**130**	**84**	**366**	**40**	**84**
	Mean	**2.4**	**6.5**	**4.2**	**18.3**	**2**	**4.2**

Appendix 9: Data for Comprehensibility

No	Students' Initial Name	Pre-test (X1)	$\sum_{X1}2$	Post-test (X2)	$\sum_{X2}2$	Gain D (X2-X1)	D^2
1	AFN	2	4	4	16	2	4
2	MRA	1	1	4	16	3	9
3	AF	1	1	5	25	4	16
4	DAR	2	4	5	25	3	9
5	ANI	1	1	5	25	4	16
6	HIS	2	4	4	16	2	4
7	CNW	2	4	5	25	3	9
8	NUS	1	1	4	16	3	9
9	FSK	2	4	5	25	3	9
10	TSP	2	4	5	25	3	9
11	MJA	3	9	5	25	2	4
12	MFI	2	4	5	25	3	9
13	MTA	4	16	5	25	1	1
14	MFM	3	9	5	25	2	4
15	MSR	1	1	5	25	4	16
16	RP	1	1	5	25	4	16
17	NSY	1	1	5	25	4	16
18	RNF	1	1	3	9	2	4
19	NZN	1	1	4	16	3	9
20	SWF	1	1	3	9	2	4
	Total	**34**	**72**	**91**	**423**	**57**	**177**
	Mean	**1.7**	**3.6**	**4.55**	**21.15**	**2.85**	**8.85**

Appendix 10: Students score in pre-test and post-test

No	Students' Initial Name	Pre-test (X1)	$\sum_{X1} 2$	Post-test (X2)	$\sum_{X2} 2$	Gain D (X2-X1)	D^2
1	AFN	6	36	13	169	7	49
2	MRA	4	16	11	21	7	49
3	AF	6	36	14	196	8	64
4	DAR	8	64	14	196	6	36
5	ANI	7	49	15	225	8	64
6	HIS	8	64	10	100	2	4
7	CNW	7	49	15	225	8	64
8	NUS	3	9	12	144	9	81
9	FSK	7	49	14	196	7	49
10	TSP	8	64	15	225	7	49
11	MJA	11	121	15	225	4	16
12	MFI	7	49	15	225	8	64
13	MTA	11	121	15	225	4	16
14	MFM	7	49	14	196	7	49
15	MSR	4	16	13	169	9	81
16	RP	3	9	12	144	9	81
17	NSY	4	16	13	169	9	81
18	RNF	3	9	9	81	6	36
19	NZN	4	16	10	100	6	36
20	SWF	4	16	9	81	5	25
	Total	**122**	**858**	**258**	**3412**	**136**	**994**
	Mean	**6.1**	**42.9**	**12.9**	**170.6**	**6.8**	**49.7**

Appendix 11: Mean Score and Standard Deviation of students' Accuracy in

pre-test and post test

a. **Mean score in pre-test**

$\sum X1 = 40$

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

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

$\bar{X} = 2$

b. **Mean score in post-test**

$\sum X2 = 83$

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

$\bar{X} = \dfrac{83}{20}$

$\bar{X} = 4.15$

c. **Standard Deviation in pre-test**

$$SD = \sqrt{\dfrac{\sum X1^2 - \dfrac{(\sum X1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{98 - \frac{(40)^2}{20}}{20 - 1}}$$

$$= \sqrt{\frac{98 - \frac{1600}{20}}{19}}$$

$$= \sqrt{\frac{98 - 80}{19}}$$

$$= \sqrt{\frac{18}{19}}$$

$$= \sqrt{0.95}$$

$$= 0.97$$

d. **Standard deviation in post-test**

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N - 1}}$$

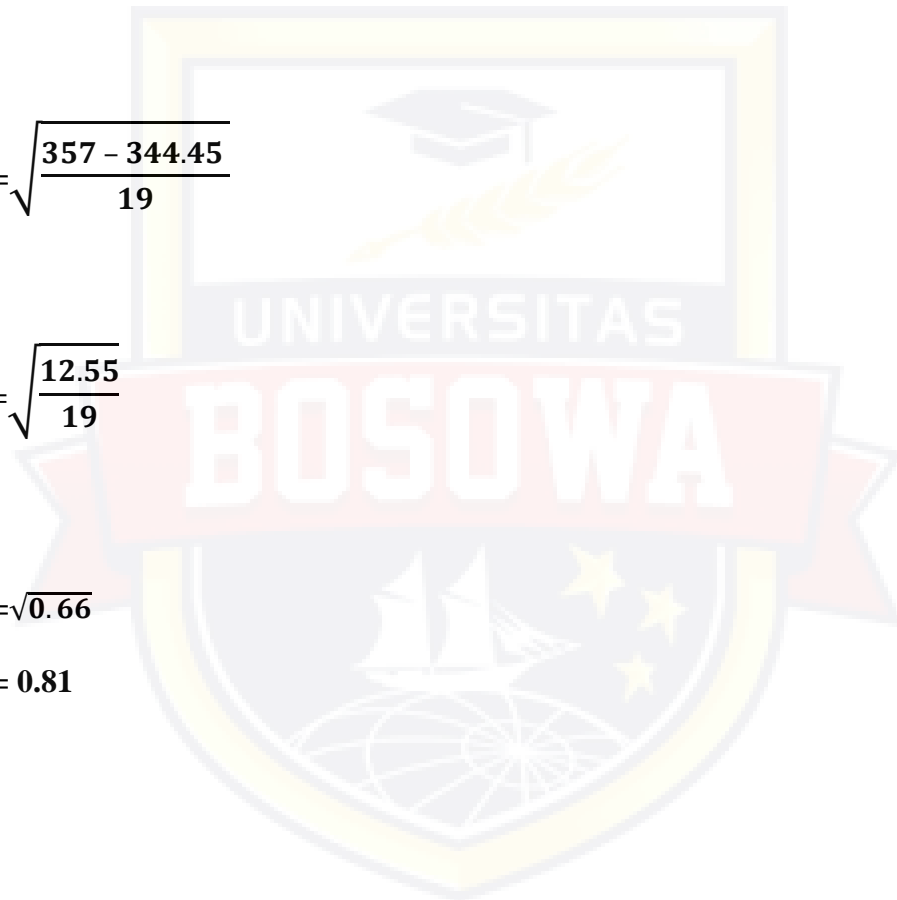$$= \sqrt{\frac{357 - \frac{(83)^2}{20}}{20 - 1}}$$

$$= \sqrt{\frac{357 - \frac{6889}{20}}{19}}$$

$$= \sqrt{\frac{357 - 344.45}{19}}$$

$$= \sqrt{\frac{12.55}{19}}$$

$$= \sqrt{0.66}$$

$$= 0.81$$

Appendix 12: Mean Score and Standard Deviation of students' Fluency in pre-test and post test

a. **Mean score in pre-test**

$$\Sigma X1 = 48$$

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

$$\bar{X} = \frac{48}{20}$$

$$\bar{X} = 2.4$$

b. **Mean score in post-test**

$$\Sigma X2 = 84$$

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

$$\bar{X} = \frac{84}{20}$$

$$\bar{X} = 4.2$$

c. **Standard Deviation in pre-test**

$$SD = \sqrt{\frac{\Sigma X1^2 - \frac{(\Sigma X1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{130-\frac{(48)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{130-\frac{2304}{20}}{19}}$$

$$= \sqrt{\frac{130-115.2}{19}}$$

$$= \sqrt{\frac{14.8}{19}}$$

$$= \sqrt{0.78}$$

$$= 0.88$$

d. **Standard deviation in post-test**

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

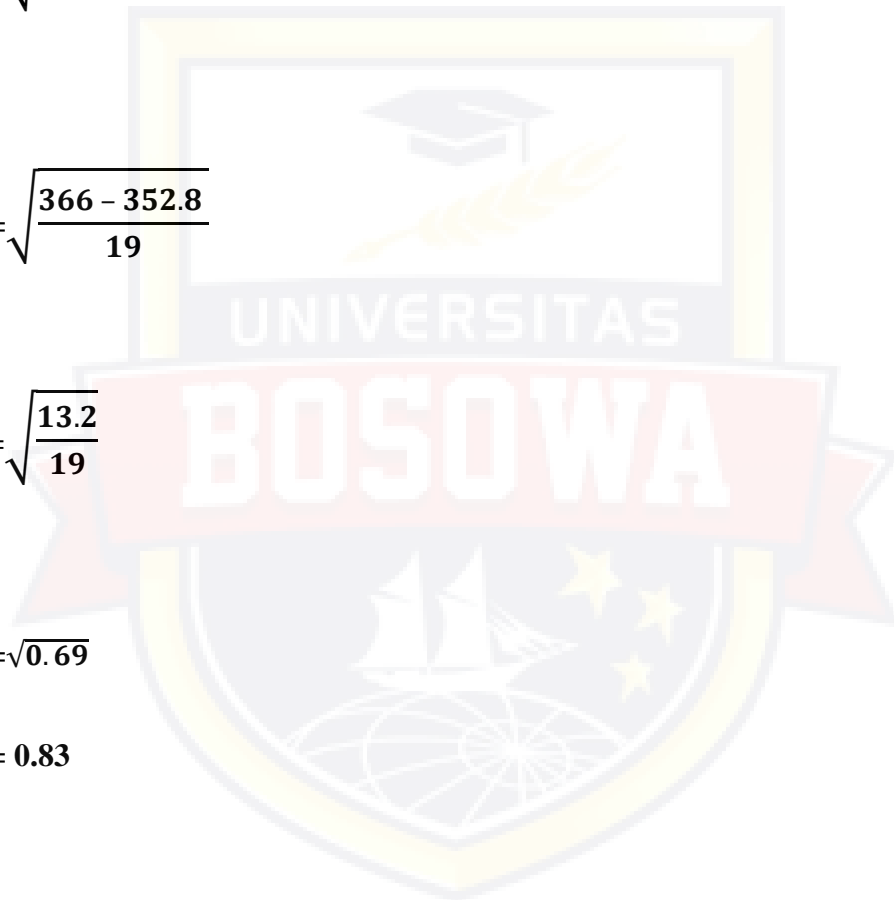$$= \sqrt{\frac{366 - \frac{(84)^2}{20}}{20 - 1}}$$

$$= \sqrt{\frac{366 - \frac{7056}{20}}{19}}$$

$$= \sqrt{\frac{366 - 352.8}{19}}$$

$$= \sqrt{\frac{13.2}{19}}$$

$$= \sqrt{0.69}$$

$$= 0.83$$

Appendix 13: Mean Score and Standard Deviation of students'
Comprehension in pre-test and post-test

a. **Mean score in pre-test**

$$\sum X1 = 34$$

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

$$\bar{X} = \frac{34}{20}$$

$$\bar{X} = 1.7$$

b. **Mean score in post-test**

$$\sum X2 = 91$$

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

$$\bar{X} = \frac{91}{20}$$

$$\bar{X} = 4.55$$

c. **Standard deviation in pre-test**

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{72 - \frac{(34)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{72 - \frac{1156}{20}}{19}}$$

$$= \sqrt{\frac{72 - 57.8}{19}}$$

$$= \sqrt{\frac{14.2}{19}}$$

$$= \sqrt{0.75}$$

$$= 0.87$$

d. **Standard deviation in post-test**

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{423 - \frac{(91)^2}{20}}{20 - 1}}$$

$$= \sqrt{\frac{423 - \frac{8281}{20}}{19}}$$

$$= \sqrt{\frac{423 - 414.05}{19}}$$

$$= \sqrt{\frac{8.95}{19}}$$

$$= \sqrt{0.47}$$

$$= 0.68$$

Appendix 14: Mean Score and Standard Deviation of the Students in Pre-test

and Post-test

a. **Mean score of the students' pre-test :**

X1 = 912

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

$$\bar{X} = \frac{912}{20}$$

$$\bar{X} = 45.6$$

b. **Mean score of the students' post-test :**

X2 = 1796

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

$$\bar{X} = \frac{1796}{20}$$

$$\bar{X} = 89.8$$

c. **Standard deviation in pre-test**

$$SD = \sqrt{\frac{\Sigma X1^2 - \frac{(\Sigma X1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{858 - \frac{(122)^2}{20}}{20-1}}$$

$$= \sqrt{\frac{858 - \frac{14884}{20}}{19}}$$

$$= \sqrt{\frac{858 - 744.2}{19}}$$

$$= \sqrt{\frac{113.8}{19}}$$

$$= \sqrt{5.99}$$

$$= 2.44$$

d. Standard deviation in post-test

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{3412 - \frac{(258)^2}{20}}{20 - 1}}$$

$$= \sqrt{\frac{3412 - \frac{66564}{20}}{19}}$$

$$= \sqrt{\frac{3412 - 3328.2}{19}}$$

$$= \sqrt{\frac{83.8}{19}}$$

$$= \sqrt{4.41}$$

$$= 2.1$$

Appendix 15: T-test Analysis

$$\bar{t} = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)2}{N}}{N(N-1)}}}$$

$$\bar{t} = \frac{6.8}{\sqrt{\dfrac{994 - \dfrac{(136)^2}{20}}{20(20-1)}}}$$

$$\bar{t} = \frac{6.8}{\sqrt{\dfrac{994 - \dfrac{18496}{20}}{20(19)}}}$$

$$\bar{t} = \frac{6.8}{\sqrt{\dfrac{994 - 924.8}{380}}}$$

$$\bar{t} = \frac{6.8}{\sqrt{\dfrac{69.2}{380}}}$$

$$\bar{t} = \frac{6.8}{\sqrt{0.18}}$$

$$\bar{t} = \frac{6.8}{0.42}$$

$$\bar{t} = 16.19$$

Appendix 16: Distribution of T-table

Df	Level of significance					
	0.20	**0.10**	**0.05**	**0.02**	**0.01**	**0.001**
1	3.078	6.314	12.706	31.821	63.656	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	**2.086**	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.286	1.658	1.980	2.358	2.617	3.373

Appendix 17: Pictures

Picture 1: The writer was giving the guidance before doing pre-test.

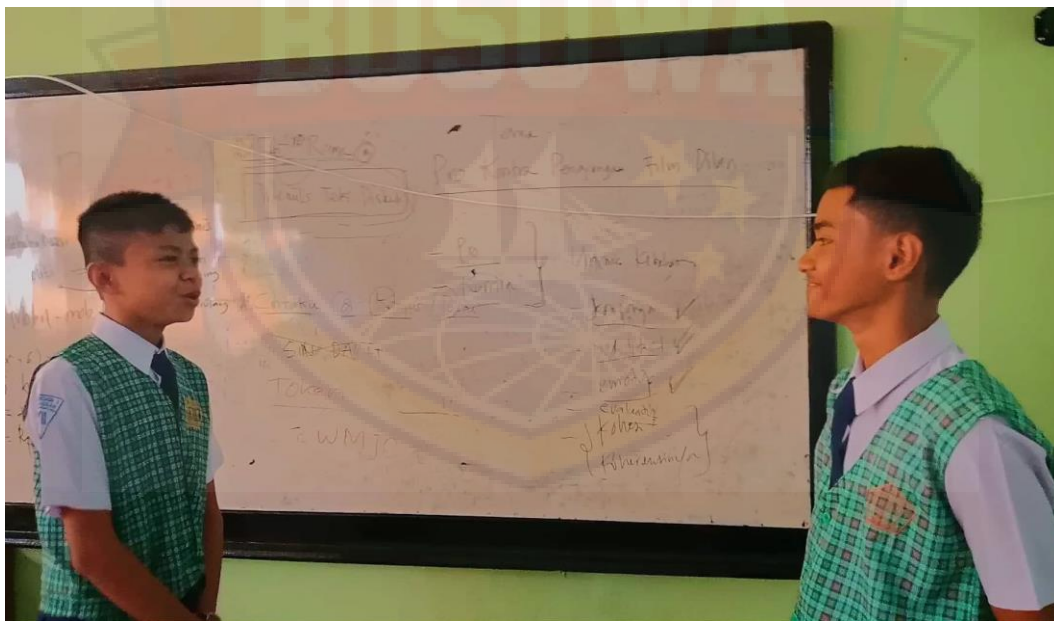Picture 2: The students were watching the short animation movie

Picture 3: The students were speaking in pre-test

Picture 4: The writer was explaining the dubbing technique in short animation movie

Picture 6: The students were practicing their speaking by dubbing the short animation movie

Picture 7: The students were speaking in post-test

Picture 8: The writer and the English teacher of SMPN 3 Makassar were supervising the students

BIOGRAPHY

Indah Yuliana Muhtar was born in Maros, on July 26, 1997 from marriage of her parents H. Muhtar Sappe and Hj. Yuliana Baibu. She began her first education at TK PGRI Kurusumange in Maros in 2002 and finished in 2003. Then, she continued her study to SD Inpres No. 117 Kurusumange in 2003. And She continued her study to SMP Negeri 14 Tanralili in 2009 and graduated in 2012 At the same year, she continued her study at SMA Negeri 1 (SSN) Maros and graduated in 2015. After graduating from senior high school, she decided to goes to Bosowa University and choose English Education Department in 2015. she participated as a member in UKM English Meeting which is now changed as UKM Bridge in Bosowa, as well she served as coordinator of public relations in HIMAPBING Bosowa and she joined one of the organizations at Hasanuddin University called HEC or Hasanuddin English Community and served as coordinator of public relations in 2017. Then, she graduated in 2019.