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Developing Speaking Skill of Grade X Students Through Dubbing Video at Senior High School

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Abstract

This research aimed to prove whether the use of dubbing video can develop the speaking skills of the tenth-grade students of Senior High School. This research used a pre-experimental research design with a sample of 34 students selected using a purposive sampling technique. Purposive sampling technique was chosen because it focuses on students who have below average speaking skills. The class selected was class X B. Furthermore, research data were collected through speaking test administered twice as pre-test and post-test. The pre-test was administered to the experimental group before the treatment while the post-test was administered after the treatment. The researcher collected and analyzed data using the SPSS 29. The mean score of the pre-test is 29.53. Then, the mean scores of the post-test is 61.12. The data was statistically analyzed using the t-statistic formula with degrees of freedom (df) = N - 1 = 34 - 1 = 33. The result of this research showed the probability was 0.000 < 0.05. Based on this fact can be concluded that H_0 was rejected. By looking at the result, it means that dubbing video was effective to improve students' speaking skill.

Keyword: Develop, Dubbing, Skill, Speaking, Video.

Introduction

Speaking is an oral productive ability that produces systematic verbal utterances to convey meaning. The purpose of learning English is to improve students' reading, writing, speaking, and listening skills. Speaking is the most important of the four abilities since it enables people to communicate thoughts, emotions, and more.

The curriculum's expectations for speaking ability cover the growth of practical oral communication skills in a range of learning environments. According

to Marlow (2011), oral communication proficiency is essential for academic success and societal interactions. The English as a Foreign Language (EFL) curriculum emphasizes teaching speaking abilities because it recognizes that speaking is essential to good communication between students and teachers. Overall, the curriculum expects students to develop the ability to understand and express meaning effectively in various contexts, emphasizing the practical application of speaking skills in daily life.

Based on the observations conducted by researcher at Senior High School. English learning in schools is still carried out in a way that tends to be monotonous, that makes students feel less interested in learning. English teachers explained that students' speaking skill is very low in class X. Almost all students in class X have problems with their fluency in speaking, this is caused by the lack of student confidence because they are afraid of making mistakes and also students do not get examples of how a native speaker speaks.

To develop students' speaking skills based on a lack of motivation and interest, the use of appropriate media can be a solution to this problem in this era of technological development. The developments of technology help people in various jobs in all fields, especially education. In this research, the researcher used dubbing video as a learning approach and medium to develop speaking skills of tenth grade at Senior High School.

Video dubbing is one modern technique for learning English. This technique uses video-based technology learning media that is replaced by sound, using videos as a learning medium can give students new experiences in learning English. In this research, students conducted a dialogue conversation with the character they want to dub or replace the voice of the video character.

Based on the problem above, the researcher formulated the following research question as follows: “Can speaking skill of the students' develop through dubbing video?”

Method

This research used a pre-experimental research design. The researcher s took one group as a sample and gave a pre-test and post-test. First, the students were given a pre-test to determine their basic knowledge before being given treatment. After the treatment, the students were given the post-test. The population of this research consisted of the grade X students of Senior High School, totaling 387 students. Since the number of populations is high, the sample was needed the sampling technique used in this research was a purposive sampling technique, namely the selection of classes based on certain assessment criteria and in accordance with the objectives of the research. The number of the sample in this study was 34 students of class X B. In conducting this research, the researcher used a spoken test as a research instrument. The test was carried out twice, namely, pre-test and post-test. The researcher gave a pre-test retell the video that has been watched. The researcher gave a pre-test to determine students' speaking skills

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before providing treatment. Then, the researcher gave a post-test the same as the pre-test. The researcher offered a post-test to find out how effective the use of dubbing video could develop students' speaking skills after completing the treatment. The purpose of giving this test was to measure students' develop to speak.

Results

The results show the outcome of analyzing the evidence through statistical interpretation. It compares students' pre-test and post-test results, including the percentage distribution of their score classifications, the average mean, and the standard deviation for both tests. The researcher employed SPSS 29 for Windows analysis, a statistical software package, to conduct various analyses. The classification of the students' vocabulary scores in the pre-test and post-test is shown in Table bellow

Table 1. The Classification of Students' speaking Scores in the Pre-test and Post-test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	88-100	-	-	-	-
2.	Very good	75-87	-	-	6	17.64%
3.	good	62-74	-	-	13	38.23%
4.	Fair	50-61	-	-	12	35.29%
5.	Poor	39-49	10	29.41%	3	8.82%
	Very poor	0-38	24	70.58%	-	0%
Total			34	100.00%	34	100%

The table 1. indicates the students' score in the frequency of pretest. It presents that there were none of the students (0%) who obtained excellent, very good, good and fair. Meanwhile, the were 10 students (29.41%) obtained poor and 24 students (70.58%) obtained very poor. Based on the data above, Students' fluency in speaking, where they often pause for extended periods of time to figure out the vocabulary they will use, is the main reason why they are in a very poor range overall. Additionally, students talk with little expressiveness and nearly give up trying. it can be seen on the table that there no students who get the score needed to achieve the standard for success score. It indicates that students speaking skill still low. While in the post test, the distribution of students, scores in the post test are higher than pretest. It shows that there were none of the students (0%) who obtained excellent. There were 6 students (17.64%) obtained very good, and 13 students (38.23%) obtained good. The other showed that there were 12

students (35.29%) obtained fair, and there were 3 students (8.82%) obtained poor, and there was none student (0%) who obtained very poor. From the data, it can be seen that students have developed in speaking fluency. The majority of the students in this class are in the good range. this is because students no longer have to pause for a long time, although their fluency is still not smooth and stiff, but it is still considered effective in speaking because the main idea of the conversation can still be conveyed well.

Table 2. The Paired Sample Statistic of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	29.53	34	8.996	1.543
	Post-test	61.12	34	10.876	1.865

Table 2 shows that the average score for the students' pre-test was 29.53, while the post-test average increased to 61.12. The standard deviation for the pre-test was 1.543, and for the post-test, it was 1.865. These results suggest a development in students' speaking skill as a result of using dubbing video.

Table 3. The paired samples test of pre-test and post-test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test - Post-test	-31.588	4.924	0.845	-33.306	-29.870	-37.404	33	<.001	<.001

The hypothesis was tested using SPSS 29. In this case, the researcher applied a t-test (significance testing) for a paired sample t-test, which is a test to determine the significance difference between the results of students' mean scores in the pretest and posttest. The table 3. can be understood that the mean score from pretest and posttest was 31.588, standard deviation from this research was 4.924, and standard error mean was 0.845. Based on the confidence interval of the difference the lower from this research was -33.306 while upper was -29.870. The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where N = 34, df = 33. The probability value was smaller than alpha (α) 0.001< 0.05. It means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

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Testing Hypothesis

The purpose of hypothesis testing is to obtain a result that shows whether the research hypothesis is accepted or rejected. If the probability (sig.) > 0.05 it means that H_1 is rejected and if probability (sig.) < 0.05 it means that H_1 is accepted. If the H_1 is accepted it mean that the use of dubbing video has a significant influence on the students' development in speaking skill. The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where N = 34, df = 33. The probability value was smaller than alpha (α) 0.001< 0.05. It means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that the use of dubbing video can develop the speaking skill of X Grade students of Senior High School.

Discussion

The study investigates the English speaking development of class X students at Senior High School using video dubbing. Results show that video dubbing improves students' speaking skills by allowing them to practice with native speakers and actively participate in lessons, this is supported by Fitriani, Ulfa, and Adi (2020) which state that the use of videos allows second or foreign language learners the opportunity to view and actively participate in lessons at their place. Incorporating videos into classroom instruction significantly boosts student engagement and motivation, transforming the learning environment from dull to dynamic and interactive (Wisada, Sudarma, & Yuda S, 2019). Research indicates that video-assisted learning enhances student interest and understanding of the material, leading to improved academic outcomes. The use of video media also enables creative teaching methods that cater to diverse learning styles, encouraging active participation among students. Overall, integrating videos into lessons is an effective strategy for creating a more stimulating and productive educational experience.

On September 4th, 2024, a pretest was administered to evaluate students' speaking skills, revealing concerning results: 0% of students scored in the excellent, very good, good, or fair categories. Instead, 70.58% received very poor ratings and 29.41% were classified as poor, primarily due to their inability to speak fluently, as evidenced by frequent pauses and a lack of expressiveness. These findings underscored the urgent need for targeted interventions to improve the students' language proficiency, as a significant portion failed to meet the necessary requirements for success. The posttest conducted on September 18th, 2024, showed significant improvements in students' speaking scores compared to the pretest. While no students achieved an excellent rating, 6 students (17.64%) scored very good, and 13 students (38.23%) received a good rating. Additionally, 12 students (35.29%) earned a fair score, and only 3 students (8.82%) were classified

as poor, with none scoring very poor. This data indicates a positive development in speaking fluency, as most students are now in the good range. Although some still exhibit slight stiffness and lack of smoothness in their speech, they can communicate effectively without prolonged pauses, successfully conveying their main ideas. This progress suggests that the instructional methods used may have contributed to enhancing their speaking abilities.

Analysis of the students' speaking scores from the pretest revealed a maximum score of 45 and a minimum of 20, with a mean score of 29.53, indicating a low level of proficiency and a significant gap from expected performance levels. The standard deviation was 8.996, suggesting moderate variability among the scores, highlighting the need for targeted interventions to improve speaking skills. In contrast, the posttest results showed considerable improvement, with a maximum score of 80 and a minimum of 45; the mean score increased to 61.12. The standard deviation in the posttest was 10.876, indicating continued variability but reflecting progress toward expected proficiency levels. This data suggests that the instructional strategies employed effectively enhanced students' speaking competencies, as evidenced by the increased mean score and overall positive development in their speaking abilities.

The hypothesis was tested using SPSS 29 with a paired sample t-test to assess the significance of the differences between pretest and posttest mean scores of students. The analysis revealed a mean score difference of 31.588, a standard deviation of 4.924, and a standard error mean of 0.845. The confidence interval for the difference ranged from -33.306 to -29.870. With a significance level set at 0.05 and degrees of freedom calculated as df = 33 (N = 34), the obtained probability value was less than alpha (0.001 < 0.05). This led to the acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (H0), indicating a statistically significant difference in students' speaking scores between the pretest and posttest.

The results of this study are similar to the results of previous researches conducted by (Abidin and Anakotta, 2022) which this research proves that there is a development in the speaking skills of class XII IPA students at SMA Muhammadiyah Al-Amin, and also research from (Yusroh, 2019) which is shows the development of speaking skills of fourth semester students at UNRIKA in the 2018-2019 academic year. The results of the students' pretest can be seen in the previous table, where the students' scores are very low due to low speaking ability caused due to students' lack of English knowledge.

Conclusion

The researcher concluded that using video dubbing effectively develops students' speaking skills, as evidenced by significant improvements in mean scores from the pretest to the posttest and positive statistical analysis. This teaching method enhances students' fluency and overall speaking proficiency while engaging them and providing practical opportunities to practice and refine their

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speaking abilities in a dynamic learning environment.

Suggestions

The researcher provided several suggestions for English teachers and future researchers. Teachers are encouraged to hold regular sessions for students to discuss dubbed videos, helping to identify areas for improvement and boost engagement. They should also incorporate a variety of video genres and topics to cater to different interests and promote group projects for teamwork and deeper understanding. Additionally, creating a dedicated space for watching shared media is recommended to minimize distractions in the classroom. Future researchers are urged to conduct long-term studies on the impact of video dubbing on students' speaking skills over time and to investigate students' perspectives on video dubbing as a learning tool, focusing on their motivations, challenges, and preferences.

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