

USING VIDEO DUBBING AS LEARNING MEDIA FOR ENGLISH SPEAKING SKILL

THESIS

Submitted in Partial Fulfilment of the Requirements for
Achieving the Bachelor's degree in English Language Education



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ABSTRACT

Title : **Using Video Dubbing As Learning Media For English Speaking Skill**
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This study aims to examine differences in the use of video dubbing as a learning media in improving the English speaking skills of 10th grade AKL (Accounting and Institutional Finance) students at SMK Islamic Center Baiturrahman. The research method used is a pre-experiment with a one-group pre-test and post-test design. The sample consisted of 23 students who participated in three sessions of video dubbing treatment using clips from the animated film Big Hero 6. The data collection instrument was a speaking test that assessed fluency and accuracy. Data analysis used normality tests, Wilcoxon Signed Ranks tests (because the data were not normally distributed), t-tests, and effect size tests. The results showed an improvement in students' speaking skills after the treatment, with the average pre-test score of 32.07 (very poor category) increasing to 63.04 (fair category). The Wilcoxon statistical test yielded a significance value of <0.001 , indicating a difference between the pre-test and post-test. The effect size (Cohen's d) of -1.873 indicates a very large impact from the use of the video dubbing. In addition to the increase in scores, students also reported an increase in self-confidence, motivation, and engagement in the speaking learning process. This study concludes that video dubbing is an effective learning media for improving students' English speaking skills, particularly in terms of fluency and pronunciation accuracy, and can reduce anxiety when speaking in public.

Keywords: *Video Dubbing, Speaking Skills, English Language Teaching, Pre-test Post-test Design, Effect Size.*

MOTTO

عَلَّمَهُ الْبَيَانَ

Artinya: "Dia mengajarnya pandai berbicara."

(Q.S. Ar-Rahman (55:4))

"Technology is just a tool. The teacher is the most important."

(Bill Gates)

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14. The researcher realizes that this thesis is far from perfect.

The researcher needs some suggestions from the readers to make it perfect. Hopefully, this thesis will be useful for readers and other researchers who conduct the same research.

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CHAPTER I

INTRODUCTION

This chapter discusses the research background, reasons for choosing the topic, research questions, research objectives, and research significance.

1.1. Research Background

The importance of speaking proficiency in everyday life so that we can express ideas, participate in various social and academic contexts, and learn languages. There are challenges that foreign language learners, including learners, often face in developing effective speaking skills. Speaking is considered a difficult skill for learners, especially in English, and they often face obstacles such as improper grammar, lack of vocabulary, and incorrect pronunciation, so these difficulties can hinder learners' improvement in speaking English outside and inside the classroom. There is researchers have also claimed that speaking is considered to be the most crucial skill among the four language competencies of every language (Chien et al., 2020). The English speaking is not easy because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. There are still many problems faced by both teachers and students in the teaching process of speaking skills (Leong et al., 2017).

Teaching speaking skills presents considerable challenges for both educators and learners. Educators are required to design engaging and effective speaking activities that accommodate diverse learner needs and proficiency levels, while providing constructive feedback within a supportive learning environment (Savitri & Ardi, 2021). Learners, in turn, must simultaneously develop multiple components of speaking proficiency, including pronunciation, grammar, vocabulary, fluency, and comprehension. Difficulties related to inadequate grammar, limited vocabulary, and inaccurate pronunciation often hinder learners' willingness to speak, as they fear making mistakes or receiving negative evaluations.

Furthermore, public speaking anxiety constitutes a significant barrier to effective communication, adversely affecting learners' confidence and participation in speaking tasks (Arbain et al., 2023). Empirical evidence indicates that apprehension about errors and judgment leads to reluctance in oral communication, thereby limiting opportunities for practice and language development. Observations conducted by the researcher corroborate these findings, revealing that many students exhibit hesitation and increased error rates due to nervousness during speaking activities. Consequently, targeted practice, timely feedback, and supportive interventions are imperative to mitigate these challenges and foster learners' speaking competence.

Moreover, teachers also play an important role in facilitating the development of learners' speaking skills by providing opportunities to practice and interact. Various activities, such as role plays, debates and group discussions, are used to engage students in speaking practice. The choice of activities is tailored to student's needs, interests and proficiency levels to ensure effective speaking skill development. So the activities needed by the teacher also use learning media as a valuable tool to facilitate the learning process and increase student motivation. The media serves as a tool to convey information from teachers to students, stimulate student interest, and equalize student perceptions of the material presented. Similarly, conventional teaching methods are used to focus more on memorization and grammar rules rather than providing authentic speaking experiences that enhance fluency and communication in real-life contexts where English is used as a medium of communication (Arbain et al., 2023).

By catering to different learning styles and providing visual and interactive elements, learning media can motivate students and facilitate deeper understanding of subject matter. Traditional learning media, such as textbooks, whiteboards and physical manipulatives, have been the mainstay of education for many years. These media rely on physical materials and face-to-face interaction between teachers and students. In contrast, digital learning media utilize technology to deliver educational content through electronic devices such as computers, tablets and

smartphones. Digital media offers interactive features, multimedia elements and the ability to access large amounts of information quickly and efficiently. The importance of utilizing technology as learning media to support the learning process effectively and efficiently. By incorporating technology and innovative media into learning, teachers can create a more engaging and interactive learning environment that caters to diverse learning styles and increases student motivation (Puspitarini & Hanif, 2019).

Technological developments have had a significant impact on learning media by providing new opportunities for innovation and engagement in the educational process and interactive tools that enhance the learning experience for students. Video dubbing refers to the practice of replacing the original audio in a video or movie with a foreign language translated version or adaptation in English. This medium is used in language learning to improve speaking and listening skills by giving learners exposure to authentic language use in a visual context. In the context of teaching English as a Foreign Language (EFL), video dubbing activities involve students re-recording dialog or video narration in the target language, allowing them to practice pronunciation, intonation and language fluency by imitating and recording spoken content (Chiu, 2012). Through video dubbing, learners engage in an activity where they imitate English pronunciation and intonation in the context of a movie clip. This method gives students the opportunity to work on expressing emotion, stress, and intonation

in a muted video clip, helping them practice listening, echoing, and speaking repeatedly.

Video dubbing is an activity that involves synchronizing new audio with lip movements and the timing of the original dialogue to create a synchronized and coherent audiovisual experience (Kurniawan, 2016). This technique is used as a learning method to help students develop speaking skills, improve pronunciation, and increase confidence in producing sounds and language in specific contexts. The video dubbing process allows learners to engage in interactive speaking practice through imitation and recording of spoken content, leading to improved language skills through repeated practice and exposure to authentic language use. Video dubbing activities provide learners with the opportunity to immerse themselves in meaningful language input and output practice, thereby improving their speaking skills in authentic contexts. Video dubbing is seen as a valuable tool for language learning because it can help students improve their pronunciation, fluency, vocabulary acquisition, and overall speaking skills. Video dubbing activities can be engaging, enjoyable, and effective in improving students' language proficiency and confidence in using the target language (Haerunnisa et al., 2021).

Video dubbing also involves the utilization of various forms of media, such as videos, to improve students' language skills. Specifically, the integration of video dubbing activities in language

education serves as a form of media education that gives students the opportunity to practice speaking in authentic contexts by mimicking the original audio of the video. This approach allows learners to focus on tones, pitches, intonations and other speaking features of the character's speech patterns, leading to improved fluency and accuracy. Also, the importance of meeting the diverse learning needs of students by providing innovative, technology-based language learning tools that improve their language proficiency, confidence and motivation in speaking English. By catering to individual learning styles and offering engaging and interactive learning experiences, teachers can create a supportive and effective learning environment for students on their language learning journey and involve the utilization of technology, such as video dubbing, to provide students with opportunities to practice speaking, improve pronunciation, and increase their vocabulary and grammar knowledge.

Through the use of video dubbing, students can mimic role players, increase cultural awareness, and become more curious and motivated to learn. This media not only helps students develop their speaking skills but also increases their confidence in using English. Significantly, media education, particularly through video dubbing, plays an important role in enhancing students' language learning experience by offering a dynamic and interactive platform to practice speaking skills and improve overall language proficiency.

1.2. Reasons for Choosing the Topic

The ability to speak English is undeniably very important for students, as it allows them to express their ideas and participate effectively in social and academic contexts. However, many students still face challenges in developing their speaking skills, including difficulties with grammar, vocabulary, pronunciation, and fluency. These challenges often lead to anxiety and a lack of confidence, which hinders students' willingness to practice speaking both inside and outside the classroom.

In the context of English language learning, there is a growing need to provide authentic and interactive speaking experiences to improve students' fluency and communication skills. With the advancement of technology, innovative and digital-based approaches are increasingly necessary to engage students and meet their diverse learning needs. Video dubbing, one form of digital learning media, offers students the opportunity to practice speaking through the imitation of authentic language use in a visual context. This technique has the potential to improve pronunciation, intonation, fluency, and confidence by providing engaging and interactive repetitive speaking practice.

Despite its potential, empirical research that thoroughly investigates the impact of video dubbing on improving English speaking skills among learners, particularly in terms of fluency and accuracy, is still limited. Therefore, this study aims to fill this gap by analyzing the impact of video dubbing as an educational

medium on students' speaking abilities, as well as providing valuable insights for English teaching strategies.

1.3. Research Question

This study aims to examine students' ability to use video dubbing as a learning media in their English speaking skills. Specifically, this study aims to answer the following questions:

Is there a difference in students' English speaking skills before and after using video dubbing?

1.4. Research Objective

In accordance with the research question, the objective of this study is:

To examine the difference in students' English speaking abilities, particularly in terms of fluency and accuracy, after implementing the use of video dubbing.

1.5. Research Significance

The researcher hopes that the results of this study can be used practically by the researcher, teacher, students, and next researcher for the following purposes:

- a. For the teachers

The results of this study can provide insights into the use of video dubbing and can be used to develop other technology-based methods and create an engaging and supportive learning

environment, helping students overcome their anxiety about speaking.

b. For students

The results of this study can improve speaking skills (Accuracy and Fluency), reduce public speaking anxiety, and gain an authentic learning experience.

c. For other researchers

The results of this research can provide further studies with different approaches, explore the use of video dubbing at other educational levels or age groups and develop online platforms that support video dubbing activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses literature review, previous studies, theoretical framework and hypothesis research.

2.1. Literature Review

2.1.1. Video Dubbing

2.1.1.1. Definition of Video Dubbing

Video dubbing originated from the development of film technology in the early 1930s, when synchronized sound began to be used in film production. At that time, in order to reach international audiences, filmmakers initially re-shot scenes with actors speaking in various languages, but this method proved to be expensive and inefficient. A more practical solution was later found by replacing the original film audio with the voices of other actors in the target language, a process known as dubbing (Maluf, 2000). The first film to use dubbing was the German film *Der Blaue Engel* (The Blue Angel) in 1930, which was produced simultaneously in English, French, and German. The success of this film underscored the importance of synchronization between sound and lip movements as well as sound effects, making dubbing a crucial aspect of global film distribution (Baños, 2023).

Video dubbing as a speaking learning technique is supported by several complementary theories. The Second Language Acquisition (SLA) theory serves as the primary

foundation, particularly Input Hypothesis (Krashen, 1985), which emphasizes the importance of exposure to comprehensible language input through video dialogues, and Output Hypothesis (Warschauer, 1996), which highlights the role of speech production (output) in dubbing to train fluency and accuracy in language use. The Communicative Language Teaching (CLT) approach is also relevant because dubbing creates a simulation of real communication in an authentic context (Richards & Rodgers, 1986). From a cognitive perspective, Cognitive Load Theory (Sweller, 1988) explains that dubbing facilitates learning by reducing cognitive load through a focus on imitation, while Mirror Neuron Theory (Rizzolatti & Craighero, 2004) demonstrates how the brain naturally mimics the speech and expressions of native speakers in videos.

From the perspective of learning media, Multimedia Learning Theory (Mayer, 2005) emphasizes that the combination of visual (lip movements) and auditory (dialogue) elements in dubbing enhances language understanding and retention. Technological support is also explained by Media Use Theory (Warschauer, 1996), which highlights the role of digital tools in creating interactive learning environments. Technically, the definition of dubbing as audiovisual translation is outlined by (Chaume, 2006), while (Burston, 2005) emphasizes its application in language education through the replacement of original voices with student recordings. Thus, the integration of these theories

demonstrates that video dubbing is not only effective for training speaking skills but is also supported by solid pedagogical, cognitive, and technological principles.

2.1.1.2. Advantages of Video Dubbing

Video dubbing offers multifaceted benefits for language acquisition, supported by pedagogical theories and empirical research. (Harmer, 2007b) highlights its ability to improve contextual comprehension by exposing learners to authentic nonverbal cues like facial expressions and gestures, aligning with (Mayer, 2005) Multimodal Learning Theory. For pronunciation, (Phan et al., 2025) found that mimicking native speakers' prosody through dubbing enhances intonation and clarity, reinforced by Mirror Neuron Theory (Rizzolatti & Craighero, 2004). Video dubbing also fosters cross-cultural awareness by immersing students in culturally nuanced communication, reducing pragmatics. Its interactive nature boosts motivation (Harmer, 2007a), as students engage with real-world content, resonating with Self-Determination Theory. Lastly, repetitive dubbing practice sharpens fluency and accuracy (Phan et al., 2025).

2.1.1.3. Disadvantages of Video Dubbing

The weaknesses of video dubbing in language learning have been identified by a number of experts. According to (Fernández-Costales, 2021), the use of video dubbing requires adequate technical knowledge from teachers and students in operating dubbing software. This poses a serious obstacle,

especially for institutions with limited access to technology, and can cause technical problems during the learning process that have the potential to disrupt the class. Additionally, the preparation process for dubbing materials takes longer than traditional methods, requiring teachers to allocate extra time to explain procedures and assist students, making this technique less efficient for classes with limited time. (Baños, 2023) highlights issues related to audio quality and voice naturalization. The use of synthetic voices in automatic dubbing often results in monotonous and difficult-to-understand voices, and faces challenges in achieving time synchronization (isochrony) between the dubbed audio and the original video. Duration adjustments can also make the speech speed sound unnatural. Additionally, limitations in text-to-speech (TTS) technology cause the system to frequently fail to distinguish between acronyms and initials, resulting in significant mispronunciations and making it less effective for educational content that requires linguistic accuracy.

2.1.1.4. Teaching Speaking through Dubbing

The video dubbing approach in speaking skills learning has gained theoretical and empirical support from various language education experts. According to (Krashen, 1985) with his Input Hypothesis, video dubbing provides rich comprehensible input through authentic dialogues in a visual context, enabling students to acquire language naturally. This view is reinforced by (Warschauer, 1996) through his Output Hypothesis, which

emphasizes that the dubbing process forces students to produce speech (output), thereby training fluency and accuracy in speaking. (Pamungkas, 2019) in his research developed an effective dubbing learning model through five systematic stages:

1. A video-watching session for contextual understanding.
2. Group discussions for linguistic analysis.
3. Presentations for initial practice.
4. Individual scenario development, and
5. Dubbing recording sessions.

This model demonstrates significant improvements in students' speaking skills. Meanwhile, (Wati & Rozimela, 2019) added supporting techniques such as freeze framing and sound-on/vision-off activities to enrich the learning experience. From a psychological perspective, (Bandura, 1971) through Social Learning theory explains that the imitation process in dubbing utilizes observational learning mechanisms, where students learn through observation and imitation of models (native speakers in videos). This aligns with the findings of (Rizzolatti & Craighero, 2004) regarding the mirror neuron system, which serves as the neurological basis for the use of imitation techniques in language learning.

In its implementation, (Burston, 2005) emphasizes the importance of selecting video materials appropriate to students' language levels, while (Chaume, 2006) stresses lip-synchronization techniques to achieve natural speech. Experts agree that the

primary advantage of video dubbing lies in its ability to present language learning in authentic contexts while simultaneously training various aspects of speaking skills in an integrated manner. An evaluation by (García-Cabrero et al., 2018) of dubbing programs in several schools showed improvements not only in linguistic ability but also in students' motivation to learn. These findings reinforce the argument that video dubbing is a comprehensive approach to speaking instruction, balancing cognitive, linguistic, and affective aspects.

Therefore, the application of video dubbing as a speaking learning technique offers an innovative solution that not only provides authentic language input and structured practice but also enhances motivation, engagement, and understanding through a multisensory learning experience. Although there are technical challenges that require adequate infrastructure and guidance, the effectiveness of this method has been supported by various language learning theories and has been proven to improve students' accuracy, fluency, and confidence in speaking.

2.1.2. Speaking Skill

2.1.2.1. Definition of Speaking Skill

Speaking skill is basically defined as the ability to convey ideas, thoughts, and feelings verbally using verbal and nonverbal symbols in various communication contexts (Cameron, 2001). This definition is expanded by (Bailey, 2005), who emphasizes the productive aspect of speaking as the ability to produce systematic

utterances to convey meaning, while (Chaney & Burk, 1998) adds a collaborative dimension through the process of constructing and sharing meaning, which is essential in language learning. The development of the concept of speaking skills becomes more complex with (H. D. Brown, 1997) contribution, who views it as a dynamic interactive process involving the production, reception, and processing of information orally, as well as a tool for negotiating meaning in social interactions. This perspective aligns with the Communicative Language Teaching theory (Richards & Rodgers, 1986), which emphasizes the importance of real communication practices in authentic contexts for the development of speaking skills.

In the era of educational technology, the definition of speaking skills has been further enriched by (Chiu, 2012), who examined the role of video dubbing as a contextual training medium to refine intonation, expression, and speaking rhythm. Theoretical support comes from (Mayer, 2005) through the Multimedia Learning Theory, which explains how the combination of visual-audio elements in dubbing-based learning can enhance understanding and retention of speaking skills. This evolution in definition reflects a shift from viewing speaking as purely a linguistic ability toward a holistic concept that integrates cognitive, social, and technological aspects in language learning.

2.1.2.2. Components of Speaking Skill

Speaking skills are complex abilities that consist of several main components that are interrelated and influence each other. These main components are fluency, accuracy, comprehension, vocabulary, and pronunciation. The following is an explanation of the relationships between these concepts and variables, along with the opinions of experts:

1. Fluency

The ability to speak smoothly without many pauses, repetitions, or hesitations, so that the message can be conveyed naturally and easily understood by the listener. According to (Ken Xiao, 2016), fluency refers to the ability to express language freely without interruption, and in the learning process, teachers should not correct too often so that the flow of conversation remains smooth. Fluency is greatly influenced by vocabulary mastery and good sentence structure. The more vocabulary one masters, the easier it is to speak fluently without interruption.

2. Accuracy

The ability to use grammar, vocabulary, and pronunciation correctly according to the rules of the target language. (D. Brown, 2001) states that speaking teaching techniques must include aspects of accuracy and fluency in a balanced manner so that students are not only fluent but also accurate in their language use. (Harris, 1969) also includes

grammar, vocabulary, and pronunciation as the main indicators in assessing speaking skills. Accuracy is closely related to grammar, vocabulary, and pronunciation. Errors in one aspect can interfere with the overall understanding of the message.

3. Comprehension

The ability to understand and respond to messages appropriately in a communication context. According to (H. Douglas Brown, 2004), comprehension is one of the components in the speaking assessment scale, because effective communication requires not only the ability to produce language but also to understand the messages received. Comprehension is greatly influenced by a good command of vocabulary and sentence structure, as well as the ability to listen actively. Without good comprehension, the communication process will not be effective.

4. Vocabulary

The availability and use of appropriate words in speaking. According to (Richards & Schmidt, 2013), vocabulary is knowledge of the meaning of words and their use in various communication contexts. (Koizumi, 2005) also emphasize that vocabulary mastery can predict a person's speaking ability. Good vocabulary mastery will improve fluency and accuracy in speaking. Someone with a large

vocabulary will find it easier to express ideas and adapt to various communication situations.

5. Pronunciation

Accuracy in pronouncing sounds, intonation, and word stress. (Harmer, 1983) states that pronunciation is very important in oral communication because incorrect pronunciation can lead to misunderstandings. (D. Brown, 2001) adds that pronunciation includes segmental articulation, rhythm, intonation, and phrasing. Good pronunciation supports accuracy and fluency. Clear and correct pronunciation makes messages easier for listeners to understand, thereby improving communication.

2.1.2.3. Types of Speaking Skills

According to (D. Brown, 2001), speaking skills can be classified into six types that form a hierarchy of skill development, from the most basic to the most complex:

1. Imitative Speaking

The most basic type, which focuses on accurately reproducing language sounds through imitating native speakers, such as in pronunciation drills or repeating short sentences. This type forms the foundation for mastering micro-components such as pronunciation and basic grammar.

2. Intensive Speaking

At a slightly higher level, this type trains language accuracy in broader contexts, such as reading short texts with proper intonation or constructing simple sentences based on specific patterns.

3. Responsive Speaking

More advanced skills require students to respond spontaneously to stimuli in limited interactions, such as answering short questions. This type trains comprehension and thinking speed.

4. Transactional (dialogue)

The former focuses on the exchange of specific information, such as in negotiations or transactions.

5. Interpersonal (dialogue)

The latter emphasizes the development of social relationships through informal conversation. Both require adequate vocabulary mastery and the ability to adapt to context.

6. Extensive (monologue)

The pinnacle of speaking skill development is in the form of monologues such as presentations or storytelling, which require idea planning, discourse structure organization, and fluency mastery.

By understanding the definition, main components, and various types of speaking skills, educators can design integrated and gradual learning methods tailored to students' needs. This approach enables students to receive appropriate practice to improve accuracy, fluency, and confidence in oral communication. Thus, mastering speaking skills not only equips students with technical abilities but also prepares them to participate effectively in various real-life communication situations.

2.2. Previous Studies

First, a study by Jao (2022) “Using video dubbing to foster college students' English speaking ability” that adopted the cognitive apprenticeship (CA) framework with 26 students in Taiwan highlighted the video dubbing learning process, which included modeling, coaching, scaffolding, articulation, reflection, and exploration. The results showed a significant improvement in speaking ability, with large effects on accuracy ($d = 1.75$) and fluency ($d = 1.61$). My study used a pre-experimental design with a quantitative one-group pre-test and post-test model, but in the context of a vocational school with teacher collaboration. Jao's findings provide a strong methodological foundation and empirical evidence for statistically significant differences in video dubbing in improving vocational students' speaking skills. However, although this research provides strong empirical evidence, a deeper issue that arises is the lack of exploration of how each CA process specifically contributes to the improvement of speaking skills,

especially in the context of self-directed learning through mobile applications. Additionally, this study is still limited to university students, so it does not address how this technique can be adapted and optimized for students with different characteristics and learning needs. Jao's findings provide a strong methodological and theoretical basis for evaluating the use of video dubbing in improving the speaking skills of vocational students.

Second, Haerunnisa (2021) study on “The Use of Dubbing Video Technique to Improve Students' Speaking Skills at SMPN 35 Makassar”, using animated video dubbing and voice notes, also showed a significant increase in speaking scores from 56.15 to 87.45 after the intervention. This study proves the significant use of dubbing techniques in the context of secondary education. My research employs a similar design in a vocational school in collaboration with teachers, testing the statistical significance of the same technique but within a vocational education context. Both studies highlight the benefits of dubbing for repetitive practice in pronunciation, intonation, and fluency in authentic contexts, while also enhancing learning motivation. However, a deeper research issue that emerged was the lack of in-depth analysis of factors such as student motivation and self-confidence that could influence learning outcomes, as well as how dubbing techniques could be collaboratively integrated with teachers to support more sustainable and contextual learning. Haerunnisa's findings strengthen the foundation of my research in testing the quantitative

impact of video dubbing on the speaking skills of vocational high school students.

Third, Djasman (2024) “The Use of Dubbing Video Method in Teaching Pronunciation at SMAN 3 Majene” with 26 eleventh-grade students using a pre-experimental design showed a significant improvement in pronunciation aspects, particularly diphthongs, with an increase in the average pre-test score from 43.08 to 53.46. This study highlights the use of video dubbing techniques in improving technical aspects of pronunciation. My research uses a pre-test post-test design similar to Djasman et al. (2024), but in the context of vocational schools and teacher collaboration. Additionally, Djasman (2024) demonstrates statistically significant differences in the use of video dubbing to improve fluency and accuracy through repeated practice in authentic contexts that enhance motivation and self-confidence. However, an unanswered research question is how the dubbing learning process can address repeated incorrect pronunciation habits and how teacher support can be optimized to strengthen learning outcomes, especially in the context of vocational schools with high practical demands.

Fourth, a study “Multimedia English Teaching Approach Based on Constructivist Learning Theory” by Sasan (2022) confirms that the integration of multimedia with constructivist learning theory creates a multisensory and active learning experience, which significantly improves motivation and English

learning outcomes. My research tested the application of video dubbing techniques in schools through a single-group pre-experimental design with pre-tests and post-tests. Although differing in methodology, both studies share a common focus on active student learning and the use of interactive media. However, Sasan and Rabillas' (2022) study is theoretical and literature-based, and has not empirically tested the application of video dubbing techniques as an interactive learning medium in a real-world context, particularly in a vocational school setting. The most profound research issue that emerges is how interactive multimedia such as video dubbing can be designed and facilitated to support active and reflective learning in the classroom. Their findings provide a strong foundation for this study in investigating statistically significant differences in video dubbing in improving the fluency and accuracy of vocational high school students' speaking.

Fifth, a quasi-experimental study “Dubbing as a Pedagogical Tool: An Experimental Study on Eleventh-Grade Students at SMAN 8 Samarinda” by Arbain (2023) with 72 eleventh-grade high school students compared an experimental group using dubbing techniques with a control group using conventional methods. The results showed a significant improvement in the experimental group's speaking ability, with scores increasing from 62.33 to 76.75, while the control group only saw minimal improvement. This study confirms the superiority of dubbing

techniques over traditional methods. My research uses a similar approach but with a single-group pre-experimental design in a vocational school, focusing on evaluating the impact of video dubbing on speaking fluency and accuracy. However, a more in-depth research question is how dubbing techniques can be systematically integrated into the curriculum and how teacher collaboration can be strengthened to support the long-term use of these techniques, especially in schools with student characteristics and learning needs that differ from those of high schools. This study provides relevant empirical evidence despite differences in sample and research design.

2.3. Theoretical Framework

The theoretical framework serves as a conceptual foundation that guides the research by connecting theory, variables, and relevant empirical findings. In this study, the theoretical framework is used to analyze the relationship between low speaking accuracy and fluency, video dubbing activity, and enhanced speaking accuracy and fluency. Referring to language learning and multimodal theories, this framework explains how dubbing activities can improve students' speaking competence through contextual and interactive practices.

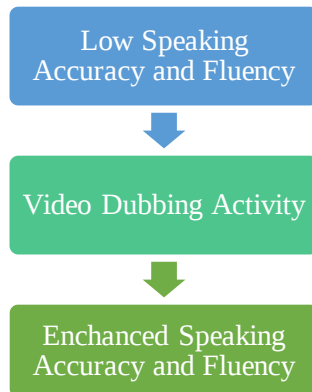


Figure 2.1

Theoretical Framework of Video Dubbing

2.3.1. Low Speaking Accuracy and Fluency

Students often struggle with low speaking accuracy and fluency due to multiple linguistic and psychological factors. According to (D. Brown, 2001), accuracy encompasses proper use of grammar, vocabulary, and pronunciation, while (Ken Xiao, 2016) defines fluency as the ability to speak smoothly without excessive pauses or repetitions. Many learners face challenges in these areas due to limited authentic practice opportunities and anxiety in speaking situations Arbain (2023). The traditional classroom environment often fails to provide sufficient contextualized speaking practice, leading to fossilized errors in grammar and pronunciation. Additionally, (Harris, 1969) notes that accuracy issues in one component (pronunciation) can negatively impact overall communication effectiveness. This low proficiency

level forms the baseline problem that video dubbing aims to address through its unique pedagogical approach.

2.3.2. Video Dubbing Activity

Video dubbing serves as an innovative intervention to address gaps in speaking practice. (Krashen, 1985) Input Hypothesis explains how dubbing provides comprehensible input through authentic video dialogues, while (Warschauer, 1996) Output Hypothesis emphasizes how the dubbing process forces students to produce meaningful output. This activity generally follows (Pamungkas, 2019) five-step model, which includes watching videos for context, group discussions, presentation practice, individual script development, and recording sessions. (Mayer, 2005) Multimedia Learning Theory supports this approach by showing how the combination of visual and auditory elements enhances language retention. (Bandura, 1971) Social Learning Theory further explains the effectiveness of imitation in dubbing, as students observe and imitate native speakers. This activity emphasizes the use of appropriate dubbing videos and lip-syncing techniques to maximize learning outcomes.

2.3.3. Enhanced Speaking Accuracy and Fluency

The end result of the dubbing process is a measurable improvement in accuracy and fluency of speech. (Phan et al., 2025) found that repeated dubbing exercises improve pronunciation and fluency through systematic imitation. The multimodal nature of dubbing addresses both linguistic and paralinguistic aspects of

speaking, leading to more natural speech patterns (Harmer, 2007b). (García-Cabrero et al., 2018) demonstrated that dubbing programs not only improve linguistic competence but also boost students' motivation and confidence. Enhanced accuracy manifests in better grammar and vocabulary usage (D. Brown, 2001), while improved fluency is evident in reduced hesitations and smoother speech flow (Ken Xiao, 2016).

2.4. Hypothesis Research

This study aims to examine the role of video dubbing in improving students' speaking skills. Based on a review of the literature, the use of technology in foreign language learning has the potential to improve students' language proficiency. Therefore, it is assumed that the regular use of video dubbing will have a positive impact on students' English speaking skills. The research hypothesis is formulated as follows:

- a. Alternative Hypothesis (H1): There is a difference in students' English speaking skills before and after using the video dubbing.
- b. Null Hypothesis (H0): There is no difference in students' English speaking skills before and after using the video dubbing.

2.4.1. Validation of Accuracy and Fluency Components

Validation of the accuracy and fluency components in speech research using video dubbing was conducted using assessment instruments that have been tested by experts and used

in various previous studies. These instruments typically take the form of speech assessment rubrics that include specific indicators for each component, such as grammar, vocabulary, and pronunciation (for accuracy), as well as fluency, speed, and intonation (for fluency). The validation process involves asking language experts to assess the appropriateness of the indicators and conduct instrument trials. As a result, the instruments used accurately measure students' speaking abilities objectively and consistently, both before and after the video dubbing intervention.

2.4.2. Skill Indicators in Accuracy and Fluency Components

Here are examples of skill indicators for each component, specifically in the context of video dubbing:

Table 2.1

Examples of Skill Indicators in Video Dubbing

Component	Skill Indicators (Through Video Dubbing)	Practical Examples in Video Dubbing
Accuracy	Grammar	Hiro: “He's dead, Baymax.” Students must use the simple present tense with the correct auxiliary verb.
	Vocabulary	Hiro: “It was an accident. Unless... Unless it wasn't,” students do not replace the word “accident” with another word that is not appropriate to the context.

Fluency	Pronunciation	Students pronounce words such as “database,” “compassion,” and “unbelievable” correctly according to the original model in the video.
	Smoothness	Hiro: “No. People keep saying he's not really gone. As long as we remember him. It still hurts.” Students deliver the sentence smoothly without many pauses or repetitions.
	Speaking Speed	Hiro: “No. People keep saying he's not really gone. As long as we remember him. It still hurts.” without long pauses.
	Intonation and Expression	Hiro: “It's a different kind of hurt,” with a tone of voice that conveys sadness.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, research setting and participants, technique of data collection, and technique of data analysis.

3.1. Research Design

This study uses a pre-experimental design, specifically a pre-test and post-test design on a single group, to investigate differences in video dubbing in improving students' speaking skills. The choice of this design is based on several considerations. First, this study was conducted in a natural classroom setting where random assignment to control and experimental groups was not feasible due to practical limitations. This design allows for a focused examination of the intervention's impact on a single group of students, which is well-suited for initial exploratory testing of video dubbing. The primary objective is to measure changes in students' speaking skills before and after the intervention, and the pretest-posttest comparison provides clear and quantitative data to assess these changes (Creswell, 2014). By focusing on a single group, this design minimizes potential confounding variables, such as differences in teaching methods or classroom dynamics, which might arise in more complex multi-group studies.

Although the absence of a control group limits the ability to definitively attribute observed changes solely to the intervention,

this study mitigates this limitation by using standardized assessments (pretest and posttest) to measure speaking skills and applying statistical tests to verify the significance of score differences. This approach ensures that the findings are robust and meaningful in the context of (Creswell, 2014) study.

Table 3.1

Pre-Test and Post-Test Pre-Experimental Research Design

Pre-Test	Treatment	Post-Test
O^1	X	O^2

O_1 : Pre-test

X : Treatment

O_2 : Post-test

3.2. Research Setting and Participants

3.2.1. Population

This research was conducted at SMK Islamic Center Baiturrahman. The population in this study were students in grades X, XI and XII. Consists of 9 classes with a total of 183 students. The table below shows the classes and the number of students at SMK Islamic Center Baiturrahman:

Tabel. 3.2
Population Distribution

Classes	Number of students
X AKL	23
X TJKT 1	20
X TKJT 2	20
XI AKT	20
XI TKJ	20
XI TJAT	20
XII LPS	20
XII TKJ	20
XII TJAT	20
Total	183

3.2.2. Sample

This study used purposive sampling in accordance with (Creswell, 2014) recommendations for pre-experimental studies and field constraints. An entire class of 23 tenth-grade students at SMK Islamic Center Baiturrahman was selected as the sample based on specific criteria. (Creswell, 2014) explains that purposive sampling is appropriate when researchers need to select groups relevant to the research objectives, such as in a one-group pretest-posttest design that does not require randomization. The selection of an entire class also maintains ecological validity by preserving the natural learning context, an aspect emphasized by Creswell as critical for classroom-based interventions. The selection of the sample was based on several key considerations. First, the

homogeneity of students' abilities, as evidenced by their school placement test scores, indicates comparable levels of English proficiency. Second, the availability of schedules compatible with the intervention plan. Third, administrative considerations that prevent class reorganization. (Creswell, 2014) acknowledges that in educational settings, practical limitations often necessitate the use of intact groups, as in this study.

The sample size of 23 students was deemed adequate based on several considerations. Statistically, this number allows for the detection of a medium effect size with adequate power. From an implementation perspective, this size enables the conduct of an intensive, focused treatment while maintaining the depth of data required for statistical analysis. All students completed all stages of the study without dropouts, resulting in complete data that enhances the validity of the findings. In line with (Creswell, 2014) caution regarding purposive sampling, this study acknowledges limitations in terms of generalizing results. This sampling approach carefully balances methodological needs with practical realities in the field while fulfilling the research objective of testing differences in video dubbing in an authentic learning context.

3.2.3. Instrument

The instrument of this research was speaking test. The speaking test was administrated in the pre-test and the post-test. This research applied some instruments, there were:

3.2.3.1. Assessment Instrument

1. Pre-Test and Post-Test: Measure students' initial and final skills through video dubbing practice.
2. Group Discussion: Using 5W+1H principle-based questions to practice understanding and collaboration (Jia et al., 2016).
3. Interactive Games: Whisper Game to enhance group collaboration (Mutia et al., 2024).

3.2.3.2. Learning Media Instruments

1. Animated Movie Trailers: Such as Big Hero 6 for the main material for video dubbing (Bestari et al., 2022).
2. Learner Worksheet (LKPD): Contains dialog texts and tasks for students to complete.

3.2.3.3. Instrument Tools and Means

1. Technical Tools: Laptop, LCD projector, speakers, audio/video recorder.
2. Supporting Materials: Dialogue text sheet and 5W+1H question sheet.

3.2.4. Variables of the Study

According (Ary et al., 2009), a variable is an attribute that is regarded as reflecting or expressing some concept or construct, each of which has clear indicators. Variable was divided into two, they were independent variable and dependent variable.

1. Independent variable

The independent variable in this study is the use of video dubbing techniques, namely the activity of dubbing videos without sound to improve students' speaking skills (especially "Big Hero 6"). The indicators for this variable include the frequency and participation of students in each dubbing activity, student involvement in observing and

imitating the dialogue from the given video, and the completion of dubbing tasks according to learning instructions. Additionally, other indicators include the use of learning media in the form of animated videos and dialogue texts that support the process of practicing speaking skills during the treatment period.

2. Dependent variable

The dependent variable in this study is students' speaking ability. Indicators of students' speaking ability include several main aspects, namely fluency, which is seen from the smoothness and continuity of speech when dubbing, and accuracy, which includes correct pronunciation, grammar, and vocabulary usage.

Assessment of these indicators is conducted using a speaking assessment system adapted from Heaton (1988), thereby providing a comprehensive overview of the development of students' speaking ability after receiving the treatment.

3.3. Technique of Data Collection

Data collection techniques were carried out through the following stages:

3.3.1. Pre-Test

The pre-test aims to assess students' initial speaking ability before being given treatment using video dubbing technique. The pre-test procedure began with the provision of materials, in which

the researcher provided dialog text from the animated film “Big Hero 6” and asked students to pair up. Students then watched, listened, and observed two characters (Hiro and Baymax) from the movie trailer played through the projector. The video is played three times to ensure students understand the context and dialog they will be dubbing. After watching, students read and practice the text dialog with their partner, which helps them prepare before dubbing.

3.3.2. Treatment

During the treatment phase, researchers applied video dubbing techniques to improve students' speaking skills through three systematically designed sessions. Each session had different objectives and activities, ranging from dialogue text introduction, dialogue text comprehension through collaborative exercises, to independent dubbing performances. Although the treatment only lasted for three weeks, this design remained relevant and produced appropriate findings. This is supported by (Tavakoli et al., 2016) research, which shows that short-term pedagogical interventions, even within a four-week timeframe, can yield meaningful improvements in students' speaking fluency through pre-test and post-test designs. Each treatment session is designed to gradually enhance students' speaking skills through structured exercises, immediate feedback, and the use of engaging media such as animated videos, thereby aiming to positively impact the

development of students' speaking abilities within a relatively short timeframe.

Table 3.3
Video Dubbing Treatment Activities

Meeting : First Treatment	
Topic : Introduction to Dialog Text	
Teacher Activities	Student Activities
• Greeting and praying. Checks student attendance. Explains the learning objectives. Displaying dialog text material through the projector. • Plays the video footage of "Big Hero 6" 3 times. Asked students to practice dubbing. • Gave feedback on students' speaking skills.	• Followed the teaching process by greeting and praying. Takes notes and listens to explanations. Read and practiced the text dialog with a partner. • Watching and observing video footage and practicing dubbing animated movies in pairs. • Waited quietly for their turn when dubbing.
Meeting : Second Treatment	
Topic : Dialog Text Comprehension Through Collaborative Practice	
Teacher Activities	Student Activities
• Greet and pray. Check student attendance. Reminds the previous material. Explains 5W + 1H principles. • Divides students into small groups. Provides question sheets based on the dialog	• Followed the teaching process by greeting and praying. Take notes on the teacher's explanation. • Works in groups to discuss and answer questions. • Deliver group answers orally to the teacher.

text.	• Practice dubbing animated movies in pairs.
• Asked questions to the class based on the group discussion.	
• Asked students to practice dubbing an animated movie.	
Meeting : Third Treatment	
Topic : Independent Dubbing Performance	
Teacher Activities	Student Activities
• Greet and pray. Check student attendance. Reminds the students of the previous material. Explained the memorization of dialog text. • Played the "Big Hero 6" video clip 3 times. Asked students to dub without looking at the text. • Gave feedback on students' speaking skills.	• Followed the teaching process by greeting and praying. Takes notes on the teacher's explanation. • Memorized the dialogue text and dubbed the animated film in pairs. • Waited quietly for their turn when dubbing.

3.3.3. Post-Test

At the post-test stage in the lesson plan, the researcher aims to measure the improvement of students' speaking ability after treatment using video dubbing techniques. The post-test procedure was designed to provide a comprehensive evaluation of students' development in the speaking aspect.

In this research to collect the results of the test, the researcher uses the scale of the scoring system by assessing the fluency and accuracy proposed by Heaton (1988) as follows:

Tabel. 3.4
Speaking Scoring System

Rating/ Score	Accuracy	Fluency
4	Pronunciation is still moderately influenced by the mother tongue but has serious phonological errors. A few grammatical and lexical errors which causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning fair range of expression.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which causes confusion.	Has to make an effort for much of time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.
2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication many	Long pauses while the searches for desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.

	“basic” grammatically and lexical errors.	
1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary. At times give up making the effort. Very limited range of expression.

Tabel. 3.5
Speaking Scoring System

Scoring Range	Category	Qualifications
91 - 100	Very Good	Successful
81-90	Good	Successful
75-80	Fair	Successful
41-74	Poor	Failed
0 - 40	Very Poor	Failed

3.4. Technique of Data Analysis

3.5.1. Descriptive Statistical Analysis

After giving treatment, the researcher evaluated the result of test. The researcher analysed the results of test by counting the individual score of students, by applying the formula from (Arikunto Suharsimi, 2013):

$$\Sigma = \frac{X}{N} \times 100$$

Where:

Σ = Standard Score

X = Obtained Score

N = Maximum Score

100 = Constant Score

After obtaining the standard score, the next step is calculating the mean score by using a formula from (Arikunto Suharsimi, 2013):

$$M = \frac{\Sigma x}{N}$$

Where:

M = Mean Score

Σx = Sum of Standard Score

N = Number of Students

3.5.2. Normality Test

Conducting a normality test is a necessary step to be taken prior to carrying out a T-test (Field, 2013). The following are the criteria for determining whether the data is normally distributed or not:

- a. If sig. value $> \alpha$ (0.05) = normal.
- b. If sig. value $< \alpha$ (0.05) = not normal.

The researchers employed the Saphiro-Wilk test in the present investigation because the sample size was less than 50.

3.5.3. Homogeneity Test

A homogeneity test is a statistical procedure used to determine whether the variance of the pre-test and post-test data on accuracy and fluency components is the same or not. This test is important as a prerequisite before conducting a t-test (paired samples t-test) to ensure that the data meets the assumption of variance homogeneity (Field, 2013).

- a. If the significance value is greater than α (0.05), the data is homogeneous.
- b. If the significance value is less than α (0.05), the data is not homogeneous.

3.5.4. Hypothesis Test

After the prerequisite test is fulfilled, the next step is to test the research hypothesis by doing a t-test (Field, 2013). Where:

- a. If the data is normally distributed and has a homogeneous variance, the test is carried out using the t-test.
- b. If the data is normally distributed and has an inhomogeneous variance, the test is carried out using the t-test.
- c. If the data is not normally distributed, a non-parametric statistical test is used, Wilcoxon Signed-Rank Test.

3.5.5. Effect Size

Effect Size is a statistical measure used to explain how big the influence or impact of a treatment or variable is on a result in a study (Field, 2013). Effect size is calculated after the T-test is done and shows positive results (meaning your treatment worked), but if the results are negative (the treatment actually lowered the measured results).

Table 3.6

Interpretation of Cohen's d Value

Cohen's d Value	Interpretation
0.00–0.19	Negligible
0.20–0.49	Small Effect
0.50–0.79	Medium Effect
≥ 0.80	Large Effect

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses result of the data analysis and discussion.

4.1. The Result of Data Analysis

4.1.1. The Pre-Test Mean

The pre-test was given on February 10, 2025. Researchers gave a pre-test to determine the ability of class X AKL (Accounting and Institutional Finance) students in speaking skills before getting treatment using the Video Dubbing technique.

The researcher calculated the results of the pre-test standard score individually using the Arikunto formula:

$$\Sigma = \frac{X}{N} \times 100$$

$$\Sigma = \frac{2}{8} \times 100$$

$$\Sigma = 25$$

After calculating the standard score results above, then to calculate the average value using the Arikunto formula:

$$M = \frac{\Sigma x}{N}$$

$$= \frac{737,5}{23}$$

$$M = 32,07$$

From the above calculation, the average pre-test score of students is 32 which means that class X AFL scored very bad before being given the treatment.

The average results of the pre-test are presented in table 4.1 which can be seen in the following tables:

Table 4.1.
The Result of Students Pre-Test

NO	Name	F	A	Obt	Max Score	Scoring Range	Category	Qualifications
1	AK	1	1	2	8	25	Very Poor	Failed
2	AQRA	1	1	2	8	25	Very Poor	Failed
3	APA	2	1	3	8	37,5	Very Poor	Failed
4	ASASK	1	1	2	8	25	Very Poor	Failed
5	AAR	1	1	2	8	25	Very Poor	Failed
6	BSS	1	1	2	8	25	Very Poor	Failed
7	DSA	1	2	3	8	37,5	Very Poor	Failed
8	FES	1	1	2	8	25	Very Poor	Failed
9	FA	2	2	4	8	50	Bad	Failed
10	GASP	1	2	3	8	37,5	Very Poor	Failed
11	KAA	1	2	3	8	37,5	Very Poor	Failed
12	KRR	1	1	2	8	25	Very Poor	Failed
13	KNA	1	1	2	8	25	Very Poor	Failed
14	NIP	2	2	4	8	50	Bad	Failed
15	NFP	1	2	3	8	37,5	Very Poor	Failed
16	NAM	1	1	2	8	25	Very Poor	Failed
17	NP	1	2	3	8	37,5	Very Poor	Failed
18	NNV	1	1	2	8	25	Very Poor	Failed
19	QRAS	1	2	3	8	37,5	Very Poor	Failed

NO	Name	F	A	Obt	Max Score	Scoring Range	Category	Qualifications
20	QE	1	2	3	8	37,5	Very Poor	Failed
21	TAR	1	1	2	8	25	Very Poor	Failed
22	TSA	1	1	2	8	25	Very Poor	Failed
23	ZAB	1	2	3	8	37,5	Very Poor	Failed
Total		26	33	59		737,5		
Mean Score						32,07	Very Poor	Failed

Based on table 4.1 in the pre-test above, the researcher found that the highest score in the class was 50 and the lowest score was 25. Most of the students were nervous and afraid of making mistakes when doing the speaking test through video dubbing, as well as relying too much on seeing the dialog text when the animated movie trailer was playing. This means that some students still need more practice and less nervousness and assertiveness in speaking English.

4.1.2. The Post-Test Mean

The pro-test was given on April 28, 2025, because in March the Holy Month of Ramadan was being held and SMK was carrying out PTS (Mid-Semester Assessment) after which student activities and holidays began. So, researchers continued the research in the middle of April. Researchers gave a pre-test to determine the ability of class X AKL (Accounting and Institutional

Finance) students in speaking skills before getting treatment using the Video Dubbing technique.

The researcher calculated the results of the pre-test standard score individually using the Arikunto formula:

$$\Sigma = \frac{X}{N} \times 100$$

$$\Sigma = \frac{5}{8} \times 100$$

$$\Sigma = 62,5$$

After calculating the standard score results above, then to calculate the average value using the Arikunto formula:

$$\begin{aligned} M &= \frac{\Sigma x}{N} \\ &= \frac{1450}{23} \\ M &= 63,04 \end{aligned}$$

From the above calculation, the average value of the students' post-test is 63.04, which means that class X AFL obtained a fair score after being given treatment.

The average results of the pre-test are presented in table 4.1 which can be seen in the following tables:

Table 4.2.
The Result of Students Post-Test

NO	Name	F	A	Obt	Max Score	Scoring Range	Category	Qualifications
1	AK	2	3	5	8	62,5	Fair	Successful
2	AQRA	2	2	4	8	50	Very Poor	Failed
3	APA	3	3	6	8	75	Fair	Successful
4	ASASK	2	3	5	8	62,5	Fair	Successful
5	AAR	2	2	4	8	50	Very Poor	Failed
6	BSS	3	4	7	8	87,5	Good	Successful
7	DSA	3	4	7	8	87,5	Good	Successful
8	FES	2	3	5	8	62,5	Fair	Successful
9	FA	2	2	4	8	50	Very Poor	Failed
10	GASP	2	2	4	8	50	Very Poor	Failed
11	KAA	2	2	4	8	50	Very Poor	Failed
12	KRR	3	4	7	8	87,5	Good	Successful
13	KNA	2	2	4	8	50	Very Poor	Failed
14	NIP	2	3	5	8	62,5	Fair	Successful
15	NFP	3	4	7	8	87,5	Good	Successful
16	NAM	2	3	5	8	62,5	Fair	Successful
17	NP	2	2	4	8	50	Very Poor	Failed
18	NNV	2	3	5	8	62,5	Fair	Successful
19	QRAS	2	3	5	8	62,5	Fair	Successful
20	QE	2	2	4	8	50	Very Poor	Failed
21	TAR	2	3	5	8	62,5	Fair	Successful
22	TSA	2	3	5	8	62,5	Fair	Successful
23	ZAB	2	3	5	8	62,5	Fair	Successful
Total		51	65	116		1450		
Mean Score						63,04	Fair	Successful

Based on table 4.2 on the pre-test above, the researcher got the highest score in the class was 87.5 and the lowest was 50. It is evident that the above scores from the post-test have increased.

4.1.3. Normality Test

The researchers used IBM SPSS 27 to conduct a normality test:

Table 4.6
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.328	23	<,001	.747	23	<,001
Post-Test	.293	23	<,001	.790	23	<,001

a. Lilliefors Significance Correction

Based on the results of the normality test above, that the significance value (Sig.) is less than 0.001 in both tests indicates that the data from the pre-test and post-test are not normally distributed. So, continue using the Wilcoxon Signed Ranks test.

4.1.4. Wilcoxon Signed Ranks Test

This is a non-parametric statistical technique employed to compare two paired data sets. It is commonly applied when the data fails to satisfy the normality requirements of parametric tests such as the paired t-test (Field, 2013).

Interpretation of Ranks Output:

- a. Negative Ranks to see a decrease from Pre-Test to Post-Test.
- b. Positive Ranks to see an increase from Post-Test to Pre-Test.
- c. Ties values that have Pre-Test and Post-Test values in common.

Basis for Decision Making:

- a. If the significance value < 0.05 then the hypothesis is accepted.

If the significance value > 0.05 then the hypothesis is rejected.

The researchers used IBM SPSS 27 to conduct the Wilcoxon Signed Ranks Test. Because the results of data analysis are not normal, the next test uses the Wilcoxon Signed Ranks Test:

Table 4.7
Tests of Wilcoxon Signed Ranks Test for Pre-Test and Post-Test Speaking

Ranks		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	22 ^b	11.50	253.00
	Ties	1 ^c		
	Total	23		

a. Post-Test < Pre-Test

b. Post-Test > Pre-Test

c. Post-Test = Pre-Test

Test Statistics^a

Post-Test - Pre-Test	
Z	-4.131 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the above results, it can be seen that no students experienced a decline in scores (Negative Rank = 0), while 22 students showed an increase (Positive Rank = 22). The significant significance value (Z value (-4.131)) and very low (<0.001) indicate that there is a significant difference between the pre-test and post-test scores. This indicates that the use of video dubbing as

a learning media has a positive effect on improving students' speaking skills.

4.1.5. Hypothesis test

The Researchers used IBM SPSS 27 to conduct the t-test:

Table 4.5
Hypothesis of the T-Test

Paired Samples Test										
		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	t	df	One-Sided p	Two-Sided p
X AKL	Pre-Test	-	16.593	3.46	-	-	-	22	<,001	<,001
	- Post-test	31.0869	85	006	38.26267	23.91124	8.985			
		6								

Based on the results of statistical tests conducted, it can be concluded that there is a significant difference between the pre-test and post-test scores of students after being given treatment in the form of Video Dubbing techniques. The results of the Paired Samples T-Test showed a t-count value of 8.985, with degrees of freedom (df) = 22, and a significance value of $p < 0.001$. Since the t-count value is greater than the t-table (2.074 at $\alpha = 0.05$), it can be concluded that the null hypothesis is rejected and there is a

statistically significant difference between the scores before and after treatment.

4.1.6. Effect Size (Cohen's d)

The Researchers used IBM SPSS 27 to conduct the effect size:

Table 4.6
Test of Effect Size
Paired Samples Effect Sizes

			Standardiz	Point	95% Confidence	
			er ^a	Estimate	Lower	Upper
X AKL	Pre-Test	Cohen's d	16.59385	-1.873	-2.551	-1.180
	Post-test	Hedges' correction	17.18767	-1.809	-2.463	-1.140

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Based on the Effect Sizes results above, it is known that the Cohen's d value of -1.873 indicates a very large effect of the treatment on the change in scores between the pre-test and post-test. This value far exceeds the threshold for the interpretation of a large effect (≥ 0.8), so it can be concluded that the intervention or treatment provided has a very significant impact on improving outcomes.

4.2. Discussion

The results of this study clearly show the difference before and after using Video Dubbing in improving students' English language skills. Statistical analysis showed a difference between the pre-test and post-test scores, with the average increasing from 32.07 (“Very Poor”) to 63.04 (“Fair”). This improvement was supported by strong statistical evidence, including p-values <0.001 on the Wilcoxon Signed Ranks Test and Paired Samples T-Test, as well as a large effect size (Cohen's $d = -1.873$). These results indicate that the intervention had a positive impact on students' speaking ability. The pre-test results showed that the students initially struggled with fluency and accuracy, often relying on written scripts and exhibiting pronunciation errors, especially with unfamiliar vocabulary from the Big Hero 6 movie clips. Anxiety and lack of confidence were also major issues at this stage. However, the post-test results showed a positive improvement, with 15 out of 23 students achieving the “Successful” qualification. The students showed better fluency, better rhythm synchronization, and increased confidence in spontaneous speaking.

The treatment phase played a crucial role in this progress. In the first treatment phase, students faced technical challenges such as lip synchronisation but benefited from structured repetition, such as watching the trailer multiple times. This aligns with Multimedia Learning Theory (Mayer, 2005), which emphasises the importance of combining visual and auditory elements for effective

learning. The second treatment, which involved group discussions using the 5W+1H framework, helped reduce speaking anxiety and deepen students' understanding of the dialogue context. This collaborative approach aligns with Social Learning Theory (Bandura, 1971), which highlights the value of observational learning and peer interaction. In the third treatment, students were able to dub short segments without relying on the dialogue text, demonstrating improvements in fluency, pronunciation, and emotional expression. This progress highlights the importance of repeated practice and feedback in language learning, as suggested with Input Hypothesis (Krashen, 1985) and Output Hypothesis (Warschauer, 1996).

Although the results of this study are positive, some limitations must be acknowledged. For example, some students still struggled with grammatical accuracy, particularly in verb tense usage, suggesting that activities focused on grammar may be necessary. Technical challenges, such as audio synchronisation issues, were also noted, aligning with (Fernández-Costales, 2021) observations on the potential weaknesses of dubbing techniques. Although the implications of this research using video dubbing has proven to be a positive learning medium for schools, offering an engaging and effective way to improve students' speaking skills and confidence.

CHAPTER V

CONLUSSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions.

5.1. Conclusion

This study aims to analyze the differences in the use of Video Dubbing in improving the English speaking skills of 10th-grade students at SMK Islamic Center Baiturrahman. The results of the study show an increase in post-test scores compared to pre-test scores, with the average score increasing from 32.07 on the pre-test to 63.04 on the post-test, indicating a performance improvement. Using the Paired T-Test ($t = 8.985$, $p < 0.001$) and the Wilcoxon Signed Ranks Test ($Z = -4.131$, $p < 0.001$), there was a difference between the pre-test and post-test scores. Additionally, the effect size calculation (Cohen's $d = -1.873$) indicates that the impact of this method is very large, confirming that the use of video dubbing also has a positive impact on improving English speaking skills.

During the treatment sessions, observable changes in student engagement and self-confidence were noted, particularly among those who initially exhibited high levels of anxiety and reliance on dialogue texts. These results collectively confirm that video dubbing serves as a positive learning medium for developing English speaking skills.

In addition to quantitative data, further student reflections reinforce the use of this learning medium. Students reported

increased confidence, enjoyment, and engagement in the learning process. They also experienced improvements in fluency, pronunciation, and accuracy during the intervention.

5.2. Suggestion

Based on the conclusions provides some suggestions that hopefully can be useful for students, teachers, and future researchers:

➤ For Students

Students are advised to continue practicing speaking using video dubbing techniques independently outside of class hours. With frequent practice, confidence and speaking fluency will increase. Also, utilize technology such as Speech Ace or other platforms that can help practice pronunciation and intonation in English.

➤ For Teachers

Teachers can use this technique as part of a speaking teaching method to increase student engagement. This technique can also be combined with other activities such as role-play or group discussion. Also, provide detailed feedback to students, especially those who are struggling, focusing on aspects such as fluency and accuracy. Teachers choose videos or short films with themes that are relevant and interesting to students so that they are more motivated to participate actively.

➤ For Further Researches

Future research could involve more participants and longer durations to examine the long-term effects of this technique, test pre- and post-differences in the use of video dubbing when combined with other learning methods, such as task-based learning or flipped classrooms, and analyze more in-depth factors such as student confidence, motivation, and anxiety.

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APPENDICES

A. Appendix 1: Pre-Test and Post-Test

The Procedure of the Pre-test:

1. Before the treatment, the researcher will provide the dialog text of 'Big Hero 6' and ask learners to pair up.
2. Learners watch, listen and observe two characters (Hiro and Baymax) from the trailer of the animated movie 'Big Hero 6' through the projector screen and the video is played for 3 times. After that, learners read and practice the dialogue text of 'Big Hero 6' together with their partner.
3. Then the researcher asked learners to start speaking through video dubbing while being recorded.
4. During the pre-test in turns, learners who have not had a turn are expected to wait and be quiet so that the recorded voice and video are heard clearly and there is no interference in the backsound.

The Procedure of the Post-test:

1. After the treatment, the researcher will play the footage 3 times so that the learners can recall the dialog text before starting the post-test.
2. Learners were given 10 minutes to memorize the 'Big Hero' dialogue text.
3. After that, the post-test began, the researcher asked learners to come forward according to the random number of pairs.
4. During the post-test in turn, learners who have not had their turn are expected to wait and be quiet so that the sound and video recorded are heard clearly and there is no interference in the backsound.

B. Appendix 2: Video Dubbing Lesson Plan

A. PENDAHULUAN	
Lesson Plan	
Mata Pelajaran	Bahasa Inggris
Penyusun	Eka Dimas Kartika Robiatul Adawiyah
Nama Sekolah	SMK Islamic Center Baiturrahman
Elemen	E/X
Materi	Teks Dialog
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan

	bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Alokasi Waktu	4 JP x 45 menit (5 kali Pertemuan)
Kompetensi Awal	
• Peserta didik memahami struktur dasar teks dialog, termasuk identifikasi karakter, situasi, tema, dan ekspresi dalam percakapan. • Peserta didik terbiasa bekerja dalam kelompok kecil untuk mendiskusikan dan berlatih dialog, serta menggunakan teknik video dubbing untuk mengekspresikan kreativitas mereka. • Peserta didik mampu melafalkan teks dialog pendek dengan intonasi dan pengucapan yang sesuai, baik secara individu maupun berpasangan.	
Profil Pelajar Pancasila	
Beriman dan bertakwa kepada Tuhan Yang Maha Esa	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.
Kreatif	Peserta didik mengembangkan ide-ide kreatif melalui teknik video dubbing, mengekspresikan pemikiran mereka dengan cara yang unik dan menarik dalam menirukan dialog serta intonasi karakter masing-masing.
Bernalar Kritis	Peserta didik menganalisis dialog dalam film animasi untuk memahami konteks percakapan,

	serta mengidentifikasi dan memperbaiki kesalahan pengucapan untuk meningkatkan kemampuan berbicara (fluency dan accuracy).
Bergotong Royong	Peserta didik bekerja sama dalam kelompok untuk memberikan masukan dan membantu teman sekelas dalam proses dubbing, menciptakan lingkungan belajar yang kolaboratif.
Mandiri	Peserta didik mempersiapkan diri secara mandiri dalam memahami skrip dialog dan berlatih berbicara bahasa Inggris, serta menghadapi tantangan seperti pengucapan yang sulit atau rasa gugup.
Sarana dan Prasarana	
Media Pembelajaran	PPT, Cuplikan Film Animasi, Audiovisual
Alat	LCD, Laptop, Proyektor, Speaker
Bahan	Lembaran Teks Dialog, Lembaran Pertanyaan 5W + 1H, Perekam Audio dan Video
Sumber Belajar	Film animasi: https://adikfilm.click/big-hero-6-2014/ Materi Teks Dialog: https://www.turito.com/learn/english/dialogue-writing-grade-6 https://ejournal.radenintan.ac.id/index.php/ENGEDU

	/article/download/15473/6230 https://ejournal.unesa.ac.id/index.php/retain/article/download/3834/6387/6205 https://digilib.uinsgd.ac.id/93292/ https://byjus.com/english/dialogue-writing/ Materi Video Dubbing: https://www.voquent.com/blog/the-role-of-dubbing-in-language-learning/ https://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/6353/6507 https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/0747cf49-fe1c-4651-afe4-5d419636a6c4/content https://lib.fkip.untad.ac.id/index.php?p=fstream-pdf&fid=4022&bid=9318
Target Peserta Didik	
Peserta didik regular kelas X	
Model Pembelajaran	
Pendekatan	Constructivism Approach
• Peserta didik membangun pemahaman melalui pengalaman langsung, seperti melakukan video dubbing dari cuplikan film animasi untuk mampu meningkatkan fluency (kelancaran berbicara) dan accuracy (ketepatan pengucapan). • Guru membantu peserta didik memproses pembelajaran dari apa	

yang mereka lakukan selama diberikan treatment. • Peserta didik bekerja sama dalam kelompok untuk menyelesaikan tugas dan merefleksikan pembelajaran.	
Model	Task-Based Language Teaching (TBLT)
1. Pre-task (Tahap Awal): Membangun konteks pembelajaran berbasis teks dialog dari cuplikan film animasi kepada peserta didik untuk memahami isi dialog dan mempersiapkan mereka menghadapi tugas utama. 2. Task cycle (Tahap Pelaksanaan): • Task (Pelaksanaan Tugas) Peserta didik menyelesaikan tugas kelompok menggunakan teks dialog dan prinsip 5W + 1H. • Planning (Perencanaan dan Latihan) Peserta didik merencanakan peragaan dialog sesuai jawaban mereka. • Report (Laporan dan Peragaan) Peserta didik mempresentasikan hasil diskusi dalam bentuk peragaan dialog dan guru memberikan umpan balik terkait: Keselarasan jawaban dengan dialog dan Kesesuaian ekspresi, intonasi, gestur tubuh dan kemampuan speaking (fluency dan accuracy) saat memerankan dialog. 3. Post-task (Tahap Akhir): Guru memfasilitasi kegiatan ice breaking untuk menyegarkan suasana, seperti permainan interaktif atau aktivitas ringan.	

B. KOMPONEN INTI	
1. Tujuan Pembelajaran	
Pre-Test	Peserta didik mampu speaking melalui video dubbing pada cuplikan film animasi 'Big hero 6' secara berpasangan sebelum diberikan treatment (Perlakuan).
Treatment Pertama sampai Ketiga	1. Peserta didik mampu memahami konsep dasar teks dialog dan video dubbing melalui penjelasan singkat dari guru. 2. Peserta didik mampu mengidentifikasi karakter, situasi, ekspresi, dan tema dari cuplikan video animasi 'Big Hero 6'. 3. Peserta didik mampu bekerja sama dalam kelompok untuk menjawab pertanyaan berdasarkan prinsip 5W+1H yang terkait dengan teks dialog dari cuplikan film animasi 'Big Hero 6'. 4. Peserta didik mampu mempraktikkan kemampuan speaking melalui video dubbing pada cuplikan film animasi secara berpasangan.
Post-Test	Peserta didik mampu speaking melalui video dubbing pada cuplikan film animasi 'Big hero 6' secara berpasangan sesudah diberikan treatment (Perlakuan).
2. Pemahaman Bermakna	

1. Peserta didik memahami pentingnya menggunakan intonasi yang sesuai saat berbicara dalam bahasa Inggris melalui video dubbing. 2. Peserta didik dapat mengetahui pengertian, struktur, dan contoh teks dialog, serta memahami cara menarik kesimpulan dari dialog tersebut. 3. Peserta didik mampu meningkatkan keterampilan berbicara, termasuk fluency (kelancaran) dan accuracy (ketepatan) melalui praktik video dubbing. 4. Peserta didik belajar bekerja sama secara efektif dalam kelompok dan mengembangkan kreativitas melalui dubbing dialog dari cuplikan film animasi 'Big Hero 6'.
3. Pertanyaa Pematik
1. Apa yang kamu pikirkan saat melihat karakter-karakter dalam film animasi yang berbicara dalam bahasa Inggris? 2. Pernahkah kamu mencoba menirukan atau mendubbing suara karakter dalam film atau acara TV? Bagaimana rasanya? 3. Apakah kamu pernah merasa gugup atau kesulitan saat berbicara dalam bahasa Inggris?
4. Persiapan Pembelajaran
1. Guru menentukan waktu yang dibutuhkan untuk setiap pertemuan, termasuk waktu untuk pemutaran film, latihan dubbing, dan penilaian. 2. Guru memastikan ruang kelas memiliki akses yang cukup untuk pemutaran video dan perekaman suara dan video.
5. Kegiatan Pembelajaran

PRE-TEST		
No	Uraian Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan	20 Menit
	1) Guru meminta peserta didik untuk mengikuti proses mengajar dengan memberi salam, dan mengawali pembelajaran dengan berdoa. 2) Guru memeriksa daftar kehadiran siswa dan berdoa sebelum mulai pembelajaran. 3) Guru memberikan pertanyaan pemantik (khusus pertemuan 1). 4) Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan di capai (khusus pertemuan 1). 5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran dan asesmennya.	
2	Kegiatan Inti	140 Menit
	1) Guru menjelaskan mengenai dialog text dan video dubbing secara singkat (Melalui laptop lalu PPT yang di tampilkan ke layar proyektor) sedangkan peneliti memberikan lembar teks dialog dari cuplikan film animasi “Big Hero 6” pre-test video dubbing. 2) Guru meminta peserta didik saling berpasangan. 3) Guru menampilkan contoh video yang telah didubbing (di tampilkan dari layar proyektor).	

4) Lalu Guru akan menampilkan cuplikan video dari film animasi “Big Hero 6” sebagai pre-test (Melalui laptop lalu video yang di tampilkan ke layar proyektor dan suara melalui speaker). 5) Guru akan memutar cuplikan tersebut sebanyak 3 kali agar peserta didik dapat mengetahui dan mengenali karakter, situasi, ekspresi dan tema dari video tersebut. 6) Setelah itu, Guru meminta peserta didik untuk berpraktek sebentar lalu mendubbing film animasi tadi melalui perekam suara dan video dengan durasi kurang lebih 1-3 menit (sesuai clip video yang didubbing). 7) Selama melakukan pre-test secara bergiliran, peserta didik yang belum mendapat giliran diharap menunggu dan diam agar suara dan video yang direkam terdengar jelas dan tidak ada gangguan di backsoundnya.		
3	Penutup	20 Menit
1) Setelah selesai, Guru menanyakan kepada peserta didik mengenai penjelasan yang tadi sudah dijelaskan. 2) Guru memberi penguatan dan penjelasan lebih terhadap materi teks dialog dan video dubbing yang telah dipelajari. 3) Peneliti memberikan link drive berisi film animasi 'Big Hero 6' melalui group WhatsApp: https://drive.google.com/drive/folders/1SixeLkwKaZQBvjI82VXnzHCc7aEsmegG?usp=sharing. 4) Guru menerangkan tugas untuk pertemuan selanjutnya (First		

treatmen), yaitu peserta didik disuruh untuk menonton film animasi 'Big Hero 6' serta cuplikan filmnya (Pada link drive) sesuai lembar teks dialog yang guru berikan. Juga, peserta didik dimintamempelajari materi mengenai Teks Dialog.

- 5) Guru meminta peserta didik berlatih mandiri untuk meningkatkan kemampuan bicara bahasa Inggris mereka dengan mendubbing beberapa karakter-karakter yang ada pada film tersebut. Maka, guru memberikan teks dialog dari cuplikan film animasi 'Big Hero 6' (LKPD 1.1 (Worksheet 1.1)).
- 6) Guru menutup pembelajaran dengan salam dan berdoa.

FIRST TREATMENT

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan	10 Menit
	1) Guru meminta peserta didik untuk mengikuti proses mengajar dengan memberi salam, dan mengawali pembelajaran dengan berdoa. 2) Guru memeriksa daftar kehadiran siswa dan berdoa sebelum mulai pembelajaran. 3) Di lanjutkan dengan guru mengingat kembali materi kemarin.	
2	Kegiatan Inti	150 Menit
	1) Guru menampilkan materi teks dialog melalui proyektor dan meminta peserta didik untuk mencatat dan mendengarkan	

penjelasan guru dengan baik. 2) Guru mulai menjelaskan materi pembelajaran teks dialog. Dengan contoh 5W + 1H melalui teks dialog 'Big Hero 6'. 3) Setelah guru menjelaskan, peserta didik di suruh untuk membaca dan speaking teks dialog dengan mengikuti audio pada cuplikan film animasi 'Big Hero 6'. 4) Setelah berlatih, guru memilih salah satu pair untuk mencoba berperan sesuai dengan teks dialog tadi. 5) Dilanjutkan, Guru meminta peserta didik untuk berpraktek mendubbing film animasi tadi secara berpasangan melalui perekam suara dan video dengan durasi kurang lebih 1-3 menit (sesuai clip video yang didubbing). 6) Selama melakukan video dubbing secara bergiliran, peserta didik yang belum mendapat giliran diharap menunggu dan diam agar suara dan video yang direkam terdengar jelas dan tidak ada gangguan di backsoundnya.		
3	Penutup	20 Menit
1) Setelah selesai, Guru menanyakan kepada peserta didik mengenai penjelasan yang tadi sudah dijelaskan. 2) Guru memberi penguatan dan saran pada kemampuan speaking (Fluency dan Accuracy) yang telah peserta didik praktekan melaui video dubbing tadi. 3) Guru menerangkan tugas untuk pertemuan selanjutnya (Second treatmen), yaitu peserta didik disuruh untuk menonton film animasi		

'Big Hero 6' serta cuplikan filmnya sesuai lembar teks dialog yang guru berikan. Juga, peserta didik diminta mempelajari materi mengenai 5W + 1H melalui Teks Dialog 'Big Hero 6'. 4) Guru meminta peserta didik berlatih mandiri untuk meningkatkan kemampuan bicara bahasa Inggris mereka dengan mendubbing salah satu peran yang peserta didik perankan bersama pasangannya yang ada pada film tersebut. 5) Guru menutup pembelajaran dengan salam dan berdoa.		
SECOND TREATMENT		
No	Uraian Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan	10 Menit
1) Guru meminta peserta didik untuk mengikuti proses mengajar dengan memberi salam, dan mengawali pembelajaran dengan berdoa. 2) Guru memeriksa daftar kehadiran siswa dan berdoa sebelum mulai pembelajaran. 3) Di lanjutkan dengan guru mengingatkan kembali materi kemarin.		
2	Kegiatan Inti	150 Menit
1) Guru menampilkan materi teks dialog melalui proyektor dan meminta peserta didik untuk mencatat dan mendengarkan penjelasan guru dengan baik. 2) Guru mulai menjelaskan materi pembelajaran teks dialog yang		

kemarin, namun berfokus ke 5W + 1H melalui teks dialog 'Big Hero 6'.

- 3) Guru meminta peserta didik untuk berkelompok menjadi 4 atau 5 anggota (Tergantung jumlah peserta didik)
- 4) Kelompok menyediakan teks dialog dari cuplikan film animasi 'Big Hero 6'. Guru menyiapkan lembaran kertas yang berisi pertanyaan berdasarkan isi teks dialog. Pertanyaan menggunakan prinsip 5W + 1H yang tertulis di lembaran kertas (LKPD 1.2 (Worksheet 1.2)):
 - Who is being talked about in this dialogue?
 - What happened to Tadashi?
 - When does Baymax ask about Tadashi's return?
 - Where does this conversation happen?
 - Why does Baymax contact Hiro's friends?
 - How does Hiro explain his pain to Baymax?
- 5) Perwakilan dari setiap kelompok maju ke depan untuk mengambil kartu pertanyaan (pertanyaan berbeda untuk tiap kelompok). Perwakilan tidak boleh menunjukkan pertanyaan kepada anggota kelompok lain.
- 6) Setiap kelompok berdiskusi untuk menjawab pertanyaan di kartu mereka. Guru memberikan waktu terbatas 20 menit untuk diskusi. Semua anggota kelompok harus memahami dan ingat jawaban mereka.
- 7) Jika waktu sudah selesai, Guru bertanya ke seluruh kelas berdasarkan kategori 5W + 1H.
4. Misalnya: "When does Baymax ask about Tadashi's return?"

8) Kelompok yang merasa memiliki jawaban untuk pertanyaan tersebut melambaikan tangan sambil berkata, "We have the answer, Miss!". Lalu, guru menjawab, "Then line up!". 9) Kelompok yang melambaikan tangan membentuk barisan. Anggota pertama yang memegang jawaban berbisik ke anggota berikutnya hingga anggota terakhir. Anggota terakhir menyampaikan jawaban secara lisan kepada guru di depan kelas. Lalu Guru meminta anggota terakhir menulis jawaban kelompok tersebut di papan tulis. 10) Guru bertanya kepada anggota pertama kelompok, "Is the answer correct?" Anggota pertama menjawab: "Correct, Miss" (jika jawaban sesuai). "Almost, Miss" atau "Wrong, Miss" (jika jawaban kurang tepat atau salah). 11) Jika jawaban kurang tepat, guru membantu peserta didik dengan memberikan saran atau masukan. 12) Dilanjutkan dengan Guru meminta peserta didik untuk berpraktek mendubbing film animasi tadi secara berpasangan melalui perekam suara dan video seperti kemarin. 13) Selama melakukan video dubbing secara bergiliran, peserta didik yang belum mendapat giliran diharap menunggu dan diam agar suara dan video yang direkam terdengar jelas dan tidak ada gangguan di backsoundnya.		
3	Penutup	20 Menit

- 1) Setelah selesai, Guru menanyakan kepada peserta didik mengenai penjelasan yang tadi sudah dijelaskan.
- 2) Guru memberi penguatan dan saran pada kemampuan speaking (Fluency dan Accuracy) yang telah peserta didik praktekan melalui video dubbing tadi.
- 3) Guru menerangkan tugas untuk pertemuan selanjutnya (Third treatmen), yaitu peserta didik berfokus untuk berpraktek mendubbing cuplikan filmnya sesuai lembar teks dialog yang guru berikan.
- 4) Guru meminta peserta didik berlatih mandiri untuk meningkatkan kemampuan bicara bahasa Inggris mereka dengan mendubbing salah satu peran yang peserta didik perankan bersama pasangannya yang ada pada film tersebut.
- 5) Guru menutup pembelajaran dengan salam dan berdoa.

THIRD TREATMENT

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan	10 Menit
1) Guru meminta peserta didik untuk mengikuti proses mengajar dengan memberi salam, dan mengawali pembelajaran dengan berdoa. 2) Guru memeriksa daftar kehadiran siswa dan berdoa sebelum mulai pembelajaran. 3) Di lanjutkan dengan guru mengingat kembali materi kemarin.		

2	Kegiatan Inti	150 Menit
1) Guru menampilkan materi teks dialog melalui proyektor dan meminta peserta didik untuk mencatat dan mendengarkan penjelasan guru dengan baik. 2) Guru mulai menjelaskan kembali materi pembelajaran teks dialog yang kemarin, namun pertemuan ini berfokus ke hafalan teks dialog 'Big Hero 6'. Nanti, saat peserta didik maju mereka speaking tanpa melihat teks. 3) Dilanjutkan dengan Guru meminta peserta didik untuk berpraktek mendubbing film animasi tadi secara berpasangan melalui perekam suara dan video seperti kemarin. 4) Selama melakukan video dubbing secara bergiliran, peserta didik yang belum mendapat giliran diharap menunggu dan diam agar suara dan video yang direkam terdengar jelas dan tidak ada gangguan di backsoundnya.		
3	Penutup	20 Menit
1) Setelah selesai, Guru menanyakan kepada peserta didik mengenai penjelasan yang tadi sudah dijelaskan. 2) Guru memberi penguatan dan saran pada kemampuan speaking (Fluency dan Accuracy) yang telah peserta didik praktekan melaui video dubbing tadi. 3) Guru menerangkan tugas untuk pertemuan selanjutnya (Post-Test), yaitu peserta didik berfokus untuk berpraktek mendubbing cuplikan		

filmnya (Pada link drive) sesuai lembar teks dialog yang guru berikan.

- 4) Guru meminta peserta didik untuk tetap berlatih mandiri dalam meningkatkan kemampuan bicara bahasa Inggris mereka dengan mendubbing beberapa karakter-karakter yang ada pada film tersebut.
- 5) Guru menutup pembelajaran dengan salam dan berdoa.

POST-TEST

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan	10 Menit
1) Guru meminta peserta didik untuk mengikuti proses mengajar dengan memberi salam, dan mengawali pembelajaran dengan berdoa. 2) Guru memeriksa daftar kehadiran siswa dan berdoa sebelum mulai pembelajaran. 3) Di lanjutkan dengan guru mengingatkan kembali bahwa pertemuan ini adalah post-tes atau tes terakhir.		
2	Kegiatan Inti	150 Menit
1) Guru mulai menjelaskan kembali materi pembelajaran teks dialog yang kemarin, namun pertemuan ini berfokus ke hafalan teks dialog 'Big Hero 6'. Nanti, saat peserta didik maju mereka speaking tanpa melihat teks.		

2) Lalu Guru akan menampilkan cuplikan video dari film animasi 'Big Hero 6' (Melalui laptop lalu video yang di tampilkan ke layar proyektor dan suara melalui speaker). 3) Guru akan memutar cuplikan tersebut sebanyak 3 kali agar peserta didik dapat mengingat embali teks dialognya sebelum mulai post-test. 4) Guru memberi peserta didik 10 menit untuk menghafal kembali teks dialog 'Big Hero'. 5) Setelah itu post-test dimulai, Guru meminta peserta didik untuk maju sesuai nomor acak pasangan. 6) Selama melakukan post-test secara bergiliran, peserta didik yang belum mendapat giliran diharap menunggu dan diam agar suara dan video yang direkam terdengar jelas dan tidak ada gangguan di backsoundnya.		
3	Penutup	20 Menit
1) Setelah selesai, Guru menanyakan kepada peserta didik mengenai penjelasan yang tadi sudah dijelaskan. 2) Guru memberi penguatan dan saran pada kemampuan speaking (Fluency dan Accuracy) yang telah peserta didik melakukan post-test tadi. 3) Guru menutup pembelajaran dengan salam dan berdoa.		

C.	ASESMEN PEMBELAJARAN
A.	Teknik Asesmen Formatif

a)	Asesmen Sikap	Observasi/pengamatan		
b)	Asesmen Pengetahuan	Tes kognitif (Tes Pemahaman atau Comprehension Test) dengan tugas kelompok menulis jawaban isian singkat lalu disampaikan secara lisan tanpa melihat tulisan jawaban kepada guru.		
c)	Asesmen Keterampilan	Tes keterampilan Speaking		
B. Bentuk dan Jenis Asesmen Formatif				
a)	Observasi	Rubrik asesmen sikap		
b)	Diskusi kelompok	Game Whisper menggunakan prinsip 5W + 1H		
c)	Praktek Berbicara	Teks Dialog ‘Big Hero 6’		
C. Pedoman Penskoran				
Skala penilaian menggunakan rentang 1–5 untuk setiap aspek:		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
D. Tabel Asesmen Formatif				
(Terlampir pada Lampiran 3 - Instrument Asesmen)				
1. Rubrik Asesmen Sikap				
5. Rubrik Penilaian Sikap Observasi/Pengamatan				

2.	Rubrik Asesmen Pengetahuan						
6.	Rubrik Penilaian Pengetahuan Tes kognitif						
3.	Rubrik Asesmen Keterampilan						
7.	Rubrik Penilaian Keterampilan Berbicara						
E. Pengayaan dan Remediasi							
Pengayaan	• Peserta didik yang sudah menunjukkan performa sangat baik diberi tugas tambahan untuk mendubbing dialog yang lebih kompleks. • Diskusi tentang bagaimana meningkatkan ekspresi dan improvisasi dalam dialog.						
Remedial	• Latihan tambahan pada pengucapan (accuracy). • Latihan berbicara tanpa jeda dengan model dialog sederhana (fluency). • Peneliti mendampingi secara langsung atau memberikan contoh cuplikan video dubbing tambahan sebagai referensi.						
D. LAMPIRAN							
E.							
1. Refleksi Peserta Didik Pre-Test:							
<table border="1"> <thead> <tr> <th>Pertanyaan</th><th>Keterangan</th></tr> </thead> <tbody> <tr> <td>Pengalaman Dubbing</td><td></td></tr> <tr> <td>Bagaimana pengalaman</td><td></td></tr> </tbody> </table>		Pertanyaan	Keterangan	Pengalaman Dubbing		Bagaimana pengalaman	
Pertanyaan	Keterangan						
Pengalaman Dubbing							
Bagaimana pengalaman							

	melakukan video dubbing untuk pertama kalinya? Apakah itu menyenangkan atau menantang?	
	Kemampuan Berbicara Apakah kamu merasa kemampuan berbicara (fluency dan accuracy) bahasa Inggris Anda meningkat setelah melakukan dubbing?	
	Pemahaman Teks Dialog Sejauh mana kamu memahami teks dialog yang didubbing? Apakah ada bagian yang sulit dipahami?	
	Kerja Sama dengan Teman Bagaimana pengalaman bekerja sama dengan teman saat melakukan dubbing? Apakah itu membantu kamu belajar?	
	Perasaan Setelah Kegiatan Apa perasaan kamu setelah menyelesaikan pre-test video dubbing? Apakah Anda merasa bangga atau puas?	
2. Refleksi Peserta Didik Post-Test:		

Pertanyaan	Keterangan
Pengalaman Dubbing Bagaimana pengalaman melakukan video dubbing setelah melakukan tiga kali treatment?	
Kemampuan Berbicara Apakah Anda merasa kemampuan berbicara (fluency dan accuracy) bahasa Inggris Anda semakin meningkat setelah melakukan dubbing?	
Pemahaman Teks Dialog Sejauh mana Anda memahami teks dialog yang didubbing? Apakah ada bagian yang sulit dipahami?	
Kerja Sama dengan Teman Bagaimana pengalaman bekerja sama dengan teman saat melakukan dubbing? Apakah itu membantu Anda belajar?	
Perasaan Setelah Kegiatan Apa perasaan Anda setelah menyelesaikan kegiatan terakhir video dubbing? Apakah Anda	

	merasa bangga atau puas?		
3. Refleksi Guru			
Pertanyaan		Keterangan	
Evaluasi Proses Pembelajaran			
Guru dapat mengevaluasi efektivitas penggunaan video dubbing dalam pembelajaran. Melalui kolaborasi dengan peneliti, guru dapat melihat peningkatan kemampuan berbicara siswa dalam fluency dan accuracy.			
Keterlibatan Siswa			
Refleksi mengenai tingkat keterlibatan siswa selama proses pembelajaran. Guru dapat mencatat bagaimana video dubbing menarik perhatian siswa dan meningkatkan partisipasi mereka.			
Pengembangan Metode Pengajaran			
Guru dapat merefleksikan metode pengajaran yang digunakan bersama peneliti. Diskusi tentang			

	pendekatan yang diambil dalam video dubbing dapat membantu guru mengembangkan metode pengajaran yang lebih inovatif.		
	Kolaborasi dengan Peneliti Refleksi tentang pengalaman kolaboratif dengan peneliti, termasuk tantangan dan keberhasilan dalam menerapkan video dubbing sebagai media pembelajaran. Hal ini juga mencakup komunikasi dan dukungan yang diterima dari peneliti.		
	Peningkatan Profesionalisme Guru dapat mengevaluasi bagaimana kolaborasi ini berkontribusi pada pengembangan profesional mereka, termasuk pemahaman yang lebih baik tentang penggunaan teknologi dalam pembelajaran bahasa Inggris.		
Lampiran 1 - Materi Teks Dialog			
Teks Dialog			

Let's Get to Know Dialog Texts

English
Grade 10



Learning objectives



Understanding the meaning of dialogue text.



Understanding the structure of dialogue.



Knowing information from the dialogue text



Knowing how to draw conclusions from dialogue texts.



What is Dialog Text?

A **dialog text** is a **conversation** between two or more people used for **communication**.

Dialogue are often used in films, dramas, and **everyday situations**.

Dialog Structure

Character	Person and their interlocutor.
Speech	What was said by the character.
Quotes	Use quotation marks to indicate speech ("...").
Situation	Referring to the context or background in which the dialogue takes place.
Expression	It encompasses how characters express their thoughts and feelings through words and actions.

Example of Dialog Text



Various Topics Related to Everyday Life

1. Expressing Intention

Misalnya:

Billy: "What would you like to do after you graduate?"

Brian: "I would like to take an undergraduate program in law education."

Billy: "That sounds interesting. Why law education?"

Brian: "Because I want to help people get justice in society."

2. Asking and Giving Opinion

Misalnya:

Vina: "What do you think about the new movie?"

Sally: "I think it's fantastic! The storyline is very engaging."

Vina: "I agree! The plot twists caught me off guard."

Sally: "Yes, and the acting was top-notch too!"

Various Topics Related to Everyday Life

3. Expressing Sympathy

Misalnya:

Ahmad: "I heard about your loss. I'm so sorry."

Toni: "Thank you, I appreciate your support."

Ahmad: "If there's anything I can do to help, just let me know."

Toni: "That means a lot to me. Thank you so much."

4. Expressing Forgiveness

Misalnya:

Lina: "I'm sorry for forgetting your birthday yesterday."

I feel terrible about it."

Rita: "It's okay, Lina. I understand you've been busy lately."

Lina: "Still, I should've remembered. Can you forgive me?"

Rita: "Of course, I forgive you. Don't worry about it. Let's celebrate together this weekend instead!"

Practice Dialog teks



Steps to Practice Dialogue Text

1. Preparation

- Form pairs/groups.
- Choose a topic from the examples provided by the teacher (e.g. expressing intent, giving an opinion, or expressing sympathy).

2. Creating a Dialogue

- Create a short dialogue (3-5 lines per participant) according to the structure of the dialogue text.
- Use characters, situations, and expressions to make the dialog feel natural.

Note: If the dialogue text has been provided by the teacher, please use that text.

3. Practice

- Practice the dialogue with a focus on pronunciation, tone, and expression.
- Use body language to reinforce the delivery.

Steps to Practice Dialogue Text

4. Performing the Dialogue

- Perform the dialogue in front of the class.
- The audience observes and identifies key points in the conversation.

5. Feedback

- Teacher gives corrections and suggestions.
- Peers provide additional comments.



How to Draw Conclusions from Dialog Text?



1. Read the Dialog Thoroughly

First, read the dialogue carefully from beginning to end. The aim is to understand the context and flow of the conversation between the characters.

2. Determine the Theme of the Dialogue

After reading, could you identify the main theme of the dialogue? This theme usually includes the main topics or issues discussed by the characters.

3. Note the Main Points of Discussion

Summarize the main points of discussion that arise in the dialogue. This can be done by noting the important points or main ideas conveyed by each character throughout the conversation.

How to Draw Conclusions from Dialog Text?



4. Use the 5W + 1H Principle

To clarify understanding, use the 5W principle (What, Who, When, Where, Why) and 1H (How). This helps in formulating important information contained in the dialogue:

- **What:** What is being discussed?
- **Who:** Who are the characters involved?
- **When:** When does this dialogue take place?
- **Where:** Where is the location of the conversation taking place?
- **Why:** Why is this conversation important?
- **How:** How do the characters convey their messages?

5. Conclude the Content of the Dialogue

After identifying the theme and main points of discussion, formulate a conclusion using effective sentences.

Video Dubbing

VIDEO DUBBING

Video dubbing is the process of replacing the original voice of a video with a voice recorded by someone.



Speak



Sound off

BENEFITS OF VIDEO DUBBING IN LEARNING

- 1.Improve Fluency and Accuracy
- 2.Increase Student Engagement
- 3.Contextualized Learning
- 4.Reduce Public Speaking Anxiety

STEPS TO DO VIDEO DUBBING:

1. Video Selection: Select video footage according to the teaching material.
2. Watching the Video: Students understand the context and dialog.
3. Discussion: Discuss the video content and new vocabulary.
4. Dubbing Practice: Students replace the original voice with their recording.
5. Feedback: The teacher gives an evaluation of pronunciation and intonation.
6. Evaluation: Monitor the improvement of students' speaking ability.

VIDEO DUBBING EXAMPLE



Lampiran 2 - Lembar Kerja Peserta Didik

LEMBAR KERJA PESERTA DIDIK

Satuan Pendidikan : SMK Islamic Centre Baiturrahman

Mata Pelajaran : Bahasa Inggris

Kelas : X/Ganjil

Tahun Pelajaran : 2024/2025

Materi Pokok : Dialog Text

Alokasi Waktu : 4 JP x 45 menit (5 kali Pertemuan)

Analisis CP Perbahasa dan Tujuan Pembelajaran

Elemen Berbahasa	Tujuan Pembelajaran
Menyimak – Berbicara	Melalui pendekatan Constructivism dan model Task-Based Language Teaching melalui metode diskusi, presentasi dan tanya jawab, peserta didik dapat meningkatkan keterampilan berbicara bahasa Inggris (fluency dan accuracy) dengan teks dialog melalui media video dubbing pada cuplikan film animasi.
Pre-Test Activity, First Treatment, Third Treatment, dan Post-Test	LKPD 1 (Worksheet 1)
Pair Name : 1. _____ 2. _____ Class : _____ The dialog text from the trailer of the animated movie ‘Big Hero 6’ as a Pre-Test and Post-Test. (AT HIRO’S BEDROOM). Baymax: "Tadashi." Hiro : "Tadashi's gone." Baymax: "When will he return?" Hiro : "He's dead, Baymax." Baymax: "Tadashi was in excellent health. With a proper diet and exercise, he should have lived a long life."	

Hiro : "Yeah, he should have. But there was a fire and... Now, he's gone."

Baymax: "Tadashi is here."

Hiro : "No. People keep saying he's not really gone. As long as we remember him. It still hurts."

Baymax: "I see no evidence of physical injury."

Hiro : "It's a different kind of hurt."

Baymax: "You are my patient. I would like to help."

Hiro : "You can't fix this one, buddy. Uh, what are you doing?"

Baymax: "I am downloading a database on personal loss. Database downloaded. Treatments include contact with friends and loved ones. I am contacting them now."

Hiro : "No, no, no! I... Don't do that."

Baymax: "Your friends have been contacted."

Hiro : "Unbelievable. Now, what are you doing?"

Baymax: "Other treatments include compassion and physical reassurance."

Hiro : "I'm okay. Really."

Baymax: "You will be all right. There, there."

Hiro : "Thanks, Baymax."

Baymax: "I am sorry about the fire."

Hiro : "It's okay. It was an accident. Unless... Unless it wasn't. At the showcase, that guy in the mask stole my microbots. And... And then set the fire to cover his tracks. He's responsible for Tadashi. We

gotta catch that guy."	
Second Treatment Activity	LKPD 1.2 (Worksheet 1.2)
WHO Who is being talked about in this dialogue? WHAT What happened to Tadashi? WHEN When does Baymax ask about Tadashi's return? WHERE Where does this conversation happen? WHY Why does Baymax contact Hiro's friends? HOW How does Hiro explain his pain to Baymax?	
Answer: Who: Tadashi. What: Tadashi died in a fire. When: Baymax asks: "When will he return?" Where: In Hiro's bedroom. Why: To help Hiro cope with personal loss as part of emotional treatment. How: He says, "It's a different kind of hurt."	

Lampiran 3 - Instrument Asesmen**INSTRUMENT ASESMEN**

Satuan Pendidikan : SMK Islamic Centre Baiturrahman
 Mata Pelajaran : Bahasa Inggris
 Kelas : X/Ganjil
 Tahun Pelajaran : 2024/2025
 Materi Pokok : Dialog Text
 Alokasi Waktu : 4 JP x 45 menit (5 kali Pertemuan)

Rubrik Asesmen Sikap

No	Aspek	Skor	Deskripsi Penampilan	Bobot
1.	Beriman dan Bertakwa kepada Tuhan Yang Maha Esa (20%)	4	Sangat konsisten dalam menunjukkan rasa syukur secara proaktif memanfaatkan teknologi untuk mengembangkan keterampilan dan bakat, serta menghormati semua karya asli dengan penuh integritas.	5x
		3	Secara konsisten menunjukkan rasa syukur dengan aktif memanfaatkan teknologi video dubbing untuk mengembangkan bakat dan selalu menghormati karya orang lain.	

		2	Kadang-kadang menggunakan teknologi, tetapi tidak secara efektif, menghormati karya orang lain hanya dalam beberapa situasi.	
		1	Tidak menunjukkan sikap syukur, tidak memanfaatkan teknologi dengan baik, sering menyalin karya orang lain tanpa izin.	
2.	Kreatif (20%)	4	Sangat kreatif sehingga ide-ide yang disajikan sangat orisinal, inovatif, dan memperkaya keseluruhan.	5x
		3	Kreativitas baik dengan ide-ide yang disajikan orisinal dan menarik, memberikan warna pada esai.	
		2	Menunjukkan beberapa elemen kreativitas dan ide-ide yang disajikan cukup menarik tetapi tidak konsisten.	
		1	Tidak menunjukkan kreativitas esai atau dubbing terasa monoton dan tidak menarik.	

3.	Bernalar Kritis (20%)	4	Sangat baik dalam analisis dialog hingga memahami konteks secara mendalam dan selalu memperbaiki kesalahan pengucapan dengan bagus.	5x
		3	Mampu menganalisis dialog dengan baik dengan memahami konteks dan secara aktif memperbaiki kesalahan pengucapan.	
		2	Analisis sangat terbatas sehingga kesulitan memahami konteks dan jarang memperbaiki kesalahan.	
		1	Tidak mampu menganalisis dialog atau memahami konteks serta tidak memperbaiki kesalahan pengucapan.	
4.	Bergotong Royong (20%)	4	Sangat aktif dalam kerja sama kelompok, selalu memberikan masukan konstruktif dan membantu teman sekelas secara signifikan.	5x
		3	Aktif bekerja sama dalam kelompok, secara konsisten	

			memberikan masukan dan membantu teman sekelas.	
		2	Mampu bekerja sama dalam kelompok serta memberikan masukan yang cukup tetapi tidak selalu aktif membantu.	
		1	Tidak berpartisipasi dalam kerja sama kelompok, cenderung egois dan tidak membantu teman sekelas.	
5.	Mandiri (20%)	4	Sangat mandiri dalam persiapan sehingga meningkatkan rasa percaya diri saat berbicara meskipun menghadapi tantangan, selalu berlatih dengan baik.	5x
		3	Secara konsisten mempersiapkan diri dengan baik serta berlatih berbicara meskipun masih menghadapi tantangan kecil.	
		2	Kadang-kadang membaca skrip tetapi tidak berlatih secara efektif.	
		1	Tidak menunjukkan usaha	

Nilai.

Total Skor = $(3 \times 5) + (4 \times 5) + (2 \times 5) + (3 \times 5) + (4 \times 5) = 15 + 20 + 10 + 15 + 20 = 90$.

Rubrik Asesmen Pengetahuan

No	Aspek	Skor	Deskripsi Penampilan	Bobot
1.	Pemahaman Teks (25%)	4	Menunjukkan pemahaman mendalam dan analisis yang tepat terhadap teks.	6.25x
		3	Menunjukkan pemahaman yang baik dan relevan terhadap teks.	
		2	Menunjukkan pemahaman dasar tetapi kurang mendalam.	
		1	Tidak menunjukkan pemahaman terhadap teks.	
2.	Grammar (25%)	4	Tata bahasa yang bagus serta penggunaan kosakata yang sangat bervariasi.	6.25x
		3	Kesalahan kecil dalam tata bahasa; kosakata bervariasi.	
		2	Beberapa kesalahan tata bahasa; kosakata cukup bervariasi.	
		1	Banyak kesalahan tata bahasa dan kosakata yang tidak tepat.	
3.	Kreativita	4	Sangat kreatif; ide-ide yang	6.25x

	s (25%)		disajikan sangat orisinal, inovatif, dan memperkaya esai secara keseluruhan.	
		3	Kreativitas baik; ide-ide yang disajikan orisinal dan menarik, memberikan warna pada esai.	
		2	Beberapa elemen kreativitas; ide-ide yang disajikan cukup menarik tetapi tidak konsisten.	
		1	Tidak ada elemen kreativitas; esai terasa monoton dan tidak menarik.	
4.	Refleksi (25%)	4	Sangat reflektif; menunjukkan wawasan mendalam, keterhubungan yang kuat dengan tema, serta pengalaman pribadi yang berarti.	6.25x
		3	Refleksi pribadi baik; menunjukkan pemikiran mendalam dan relevansi yang jelas dengan tema esai.	
		2	Beberapa refleksi pribadi; menunjukkan pemikiran tetapi tidak cukup mendalam atau	

			relevan.	
		1	Tidak ada refleksi pribadi; tulisan terasa dangkal dan tidak mendalam.	

Rubrik Penilaian Pengetahuan Tes kognitif (Tes Pemahaman atau Comprehension Test) dengan peserta didik menulis jawaban isian singkat lalu disampaikan secara lisan tanpa melihat tulisan jawaban kepada guru.

NO	Na ma	Aspek yang dinilai			Refle ksi	Jumlah Skor	Nilai
		Pemaha man Teks	Gra mma r	Kreativ itas			
1.							
2.							
3.							

Perhitungan Bobot:

$$\text{Bobot per poin Aspek} = \frac{\text{Total Skor}}{\text{Jumlah Aspek}} = \frac{100}{4} = 25$$

$$\text{Bobot per poin Poin} = \frac{\text{Bobot per Aspek}}{\text{Skor Maksimum}} = \frac{25}{4} = 6.25$$

Contoh Penilaian:

Peserta didik mendapat score pemahaman teks(3), grammar(4), kreativitas(2), dan refleksi(3).

Rumus Perhitungan Nilai:

Total Skor = (Skor Pemahaman Teks x Bobot per poin) + (Skor Grammar x Bobot per poin) + (Skor Kreativitas x Bobot per poin) + (Skor Refleksi x Bobot per poin) = Hasil Nilai.

Total Skor = (3 x 6.25) + (4 x 6.25) + (2 x 6.25) + (3 x 6.25) = 18.75 + 25 + 12.5 + 18.75 = 75.

Rubrik Asesmen Keterampilan

No	Aspek	Skor	Deskripsi Penampilan	Bobot
1.	Accuracy (50%)	4	Pengucapan masih cukup dipengaruhi oleh bahasa ibu tetapi memiliki kesalahan fonologis yang serius. Beberapa kesalahan tata bahasa dan leksikal yang menyebabkan kebingungan.	12.5x
		3	Pengucapan dipengaruhi oleh bahasa ibu tetapi hanya sedikit kesalahan fonologis yang serius. Beberapa kesalahan tata bahasa dan leksikal, beberapa di antaranya menyebabkan kebingungan.	
		2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi banyak	

			kesalahan tata bahasa dan leksikal yang “mendasar”.	
		1	Kesalahan pengucapan yang serius serta banyak kesalahan tata bahasa dan leksikal “dasar”. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikkan dalam kursus.	
2.	Fluency (50%)	4	Meskipun harus berusaha keras dan mencari kata-kata, tidak terlalu banyak jeda yang tidak wajar. Sebagian besar penyampiannya cukup lancar. Kadang-kadang terpotong-potong tetapi berhasil menyampaikan makna umum dengan cukup baik.	12.5x
		3	Harus berusaha keras, sering kali harus mencari makna yang diinginkan. Penyampaian agak terhenti dan jangkauan ekspresi yang terpisah-pisah dan terbatas.	
		2	Jeda yang lama saat mencari makna yang diinginkan. Sering dan menghentikan penyampaian. Hampir menyerah untuk berusaha	

			Rentang ekspresi sangat terbatas.	
		1	Penuh dengan jeda yang panjang dan tidak wajar. Sangat terhenti dan terpisah-pisah. Kadang-kadang menyerah untuk berusaha. Jangkauan ekspresi sangat terbatas.	

Rubrik Penilaian Keterampilan Berbicara					
Table Scoring of Pre-Test					
No	Name	Aspek		Jumlah Skor	Nilai
		Accuracy	Fluency		
1.					
2.					
3.					

Table Scoring of Post-Test					
No	Name	Aspek		Jumlah Skor	Nilai
		Accuracy	Fluency		
1.					
2.					
3.					

Perhitungan Bobot:

Bobot per poin Accuracy = $\frac{50}{4} = 12.5$

$$\text{Bobot per poin Fluency} = \frac{50}{4} = 12.5$$

Contoh Penilaian:

Peserta didik mendapat score accuracy (3) dan score fluency (4).

Rumus Perhitungan Nilai:

Total Skor = (Score Accuracy x Bobot per poin Accuracy) + (Score Fluency x Bobot per poin Fluency) = Hasil Nilai.

$$\text{Total Skor} = (3 \times 12.5) + (4 \times 12.5) = 37.5 + 50 = 87.5.$$

C. Appendix 3: Dokumentation

Documentation when researchers collaborated with teachers while conducting research in class X AKL (Accounting and Institutional Finance):



Figure 3.1

The teacher explains the material of dialog text and video dubbing to students



Figure 3.2

The researcher explains the Whisper Game again using the 5W + 1H principle



Figure 3.3

Two learners in a pair practicing dubbing on Big Hero animation movie trailer



Figure 3.4

Learners are paying attention, observing and listening to the trailer of Big Hero 6 animated movie



Figure 3.5

Learners in pairs facing each other to have a dialog like the trailer of Big Hero 6 animated movie



Figure 3.6

Learners are reading the dialog text from the Big Hero 6 animated film to prepare for dubbing practice

D. Appendix 4: Advisor I Appoitment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 24 Juni 2025

Nomor : 3095/Un.10.3/14/DA.08.05/06/2025
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.
Dr. Suwahono, M.Pd.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Eka Dimas Kartika Robiatul Adawiyah
NIM : 2103046009
Judul : Using Video Dubbing as Learning Media for English Speaking Skills

Dan menunjuk saudara Nadiah Ma'mun, M.Pd. sebagai pembimbing pertama.
Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.
Wassalamu 'alaikum Wr. Wb.

a.n. Dekan

Kepada Jurusan Pendidikan Bahasa Inggris



Dika Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

E. Appendix 5: Advisor II Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 24 Juni 2025

Nomor : 3095/Un.10.3/J4/DA.08.05/06/2025
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Suwahono, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Eka Dimas Kartika Robiatul Adawiyah
NIM : 2103046009
Judul : Using Video Dubbing as Learning Media for English Speaking Skills

Dan menunjuk saudara Dr. Suwahono, M.Pd. sebagai pembimbing kedua.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



n. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

F. Appendix 6: Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615367 Semarang 50185
 Website: <http://iitk.walisongo.ac.id>

Nomor : 595 /Un.10.3/K/KM.00.11/ 6 /2025 Semarang, 24 Juni 2025
 Lamp : -
 Hal : Surat Izin Penelitian/ Riset

Kepada Yth.
 Kepala SMK Islamic Center Baiturrahman
 di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada Mahasiswa S1 Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama : Eka Dimas Kartika Robiatul Adawiyah
 NIM : 2103046009
 Semester : 8
 Judul Skripsi : Using Video Dubbing as Learning Media for English Speaking Skill

Dosen Pembimbing : Nadiyah Ma'mun, M.Pd.

Untuk melaksanakan penelitian/riset di SMK Islamic Center Baiturrahman yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset/ penelitian dan dukungan data dengan tema/judul sebagaimana tersebut diatas pada tanggal 7 Februari 2025 sampai dengan 28 April 2025.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
 Kabag T.U.

 Siti Khotimah

Tembusan Yth.
 Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

G. Appendix 7: Certificate of Conducting Research



SMK ISLAMIC CENTRE BAITURRAHMAN SEMARANG

Jl. Abdulrahman Saleh No. 285 Semarang Telp. (024) 76634220
email : smkicb@gmail.com web site : Smkicbaiturrahman-smg.sch.id

SURAT KETERANGAN No. 360/SMK-ICB/M/VI/2025

Bismillahirrahmanirrahim

Assalaamuallaikum Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama : **Irham Latif Kurniawan, S. Kom.**
NIK : 05008
Jabatan : Kepala SMK Islamic Centre Baiturrahman
NPSN Sekolah : 20362128

Menerangkan bahwa :

Nama : **Eka Dimas Kartika Robiatul Adawiyah**
NIM : 2103046009
Prodi : Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

benar telah melakukan penelitian di SMK Islamic Centre Baiturrahman untuk penulisan skripsi dengan judul *Using Video Dubbing as Learning Media for English Speaking Skill* dengan Guru Pembimbing : Rizka Ari Damayanti, M.Pd.

Penelitian dilaksanakan : 10 Februari 2025 s.d. 28 April 2024.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk digunakan sebagaimana mestinya.

Wassalaamuallaikum Wr. Wb.

Semarang, 17 Juni 2025

Kepala Sekolah,


Irham Latif Kurniawan, S. Kom.
NIK 05008

CURRICULUM VITAE

A. Personal Data

Name : Eka Dimas Kartika Robiatul Adawiyah
Place of Birth : Batang
Date of Birth : September 29th, 2002
Student Number : 2103046009
Major : English Education Department
Address : Jalan Masjid No. 5, Desa Rowosari
Dukuh Adiloko RT 04 RW 04 Kec.
Limpung Kab. Batang Prov. Jawa
Tengah
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B. Educational Background

1. MII Rowosari
2. MTs Nurul Huda Banyuputih
3. SMK Ma'arif NU 01 Limpung
4. Universitas Islam Negeri Walisongo Semarang