

COMBINING ENGLISH VIDEO DUBBING WITH CONTEXTUAL INSTRUCTION IN ENHANCING ENGLISH-SPEAKING SKILL OF SECOND GRADE AT SMA NEGERI 8 MAROS

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Abstract: The objective of this study is to find out how the combining English video dubbing with contextual instruction to improving students' English-Speaking Skills in second grade of SMAN 8 Maros. The research employed Quasi Experimental model with a Nonequivalent Control Group Design, Comprising Two Groups: The Control Group and the Experimental Group. The instrument of this research is recording and test (pretest and posttest). The data analysis is descriptive analysis and descriptive inferential analysis. The data of pretest revealed a standard deviation is 1.309 from the experimental group and 1.264 from the control group. The posttest experimental group demonstrated a standard deviation is 1.591, while the posttest control group exhibited a standard deviation is 1.161. Substantiated results of the normality test indicate the control class pretest was 0.010 and the control class posttest was 0.018. Given the significance value is greater than 0.05, It therefore follows the data is normally distributed. The result found at the t count obtained is 7.217, followed by finding the t table obtained according to the df value of 67 while the sig level value is $0.05/2 = 0.025$ and t table of 1.995. These results show the score of t test $7.127 > t$ table 1.996. At 5% significance, it means that there is a difference between the speaking skills of students who use the technique of combining English video dubbing with contextual instruction and those who do not use the technique, and sig value (2-tailed) of $0.001 < 0.05$ means the combining English video dubbing with contextual instruction has effect on the improving students' English speaking skill in second grade of SMA Negeri 8 Maros.

Keywords: Speaking Skill, Contextual Instruction, Video Dubbing

1. INTRODUCTION

The ongoing advancement of English language learning and the intensification of Indonesia's economic, cultural, and diplomatic engagement have elevated its global standing. Indonesia's collaboration with other nations is now more robust than ever. Accordingly, English teaching is regarded as a necessary and compulsory course in current education to meet the needs of the future. There are 4 basic skills involved in learning the English language - speaking, listening, writing and reading. According to Amalia (2018:8) Speaking is a way to communicate with the others to transfer or exchange information. Speaking also an activity where human beings used their voices to deliver their ideas, information, suggestion, opinion, etc.

In education Indonesia, the verse four guides us as the teachers to deliver the materials as clear as possible. When, as a teacher. We need to speak clearly to make the students understand well about the materials that we give. As a carrier of national and international communication, English plays an

increasingly important part. Combination talents are needed in all walks of people. They should have not only strong professional knowledge but also be able to communicate fluently in English. Furthermore, in the teaching practice, almost students after 2-3 years of intensive reading teaching, reading skills comprehension, but speaking communication skills are relatively rearward. Currently, difficult for almost students to apply them knowledge of language to speaking up.

Most of the teachers currently only seem to pay more attention to reading, writing, and listening to students. As for the ability to speak, the process is often ignored. In 2021-2022 speaking in English has become a big problem in learning English. Many scholars have proposed interesting learning methods and not many are effective among junior and senior high school students. Currently, students prefer to open the TikTok application and a lot of content about dubbing movie clips, while dubbing is re-voicing a video from the original voice or original language into a different voice or language. Dubbing itself able to increase students' productive abilities in practicing speaking skills, then in dubbing activities, students must match dialogues with scenarios and students' goals have been to learn new words and word conversations.

In this case, it is related to English-based teaching as a foreign language in the ability to improve speaking skills. (Amalia 2018) states that by applying dubbing in teaching speaking, students can express their ideas with creativity. Based on the description above, the research chose the Combining English Video dubbing with contextual instruction in enhancing English skill. Therefore, a dubbing method shall be carried out in the form of contextual instruction where the learning concept helps the teacher connect the material being taught with students' real-life situations. In this learning is to encourage students to make connections between knowledge and their application in daily life. Seeing the description that has been explained by the research, in this case shall raise the title Combining English Dubbing with contextual instructions in enhancing English skill of second grade SMA Negeri 8 Maros.

2. LITERATURE REVIEW

2.1. Concept of Speaking

According to Widdowson 1979:57 in (Miao, 2020:28) speaking was an oral communication that gives information involves two elements, they were: speaker who gives the message and the listener who receipt the message. Speaking however particularly in English was not easy to do. According to (Widdowson 1979:57) who states that when two people talked to each other, it means that the speaker makes a define decision to address someone. Speaking forced on him in some way probably but still able to say that they want or intend to speak, or he shall keep silent. He has some communicative purpose namely speakers say things because they what something to happen of what they say. He selects from his language store. The teacher has an alternative capacity to create new sentences if he was a 3 native speaker. (Widdowson, 1979:57) states that speaking means of oral communication in giving information which involves two elements, namely the speaker was

someone who gives the message and the listener was someone who receives the message. in other word, the communication involves the productive skill of listening. (Widdowson, 1979: 58) states that an act of communication through speaking was commonly performed in face-to-face interaction and occurs as part of dialogue or rather from or verbal exchange. Therefore, it was depending on an understanding of what else has been said in the interaction. Furthermore, (Byrne, 1976:8) in (Miao, 2020) states that speaking was a means of oral communication in giving ideas or information to others. It was the most essential way in which the speaker able to express himself through the language. Relating to the explanation above, the researcher concludes that speaking was process between speaker and listener giving information each other and both listener and speaker were active during the oral communication takes place. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body. All these non-vocal of speaking as a communication activity were transmitted through the visual medium.

2.2. English Film-Dubbing

Meyer in (Muniandy and Veloo, 2019) defines video dubbing as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on-screen text. Chiu add that the method of video dubbing offers a unique opportunity for the imitation of English pronunciation and intonation within a contextualized scenario. Video dubbing utilizes authentic video clips, with which learners dub the voices of muted characters. In the same line, (Burston, 2016:67) stated that the more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack. Miao (2020) stated video dubbing is not a new term in this time. Video dubbing is one of methods to make people understanding more about the video content. Video dubbing also make the students interested in practicing of it to speak in English. Because the students' interest of video as media and the implementation of technology in the learning process. It able to be used freely in this time since its simplicity and understandable operation through Windows Movie Maker. Based on the theories above, the researcher could make a construct that Video Dubbing is the process of adding a new soundtrack into the video by replacing the original one.

3. METHODS

The research design used in this study is a quasi-experimental research design. The population of this study was all XI class 2 students. SMA NEGERI 8 MAROS, 69 students in total. Regarding the number of students each class XI MIPA 2 total of 34 people, and class XI MIPA 4 consisted of 35 people. The population of this study was all XI class 2 students. SMA NEGERI 8 MAROS, 69 students in total. Regarding the number of students each class XI MIPA 2 total of 34 people, and class XI MIPA 4 consisted of 35 people. member of the

population. As a result, the researcher used the purposive sample strategy with just one class of 20 pupils. The data collection Techniques in this research is test, observation, Documentation and interview. Data analysis techniques in this study with techniques descriptive statistics and parametric inferential statistics of the type independent sample testing.

4. RESULTS

4.1. Pre-Test and Post-Test Scores

Table 4.1. Descriptive Statistic Pre-test and Post-test

Statistics	Score Statistics			
	Score Pre-Test		Score Post Test	
	Control Group	Experimental Group	Control Group	Experimental Group
Sample Quantity	34	35	34	35
Maximum score	25	25	25	25
Highest score	17	17	19	22
Lowest Score	13	13	14	16
Mean	14,91	15,14	16,50	18,88
SD	1,264	1,309	1,161	1,591

As evidenced by the preceding table, the experimental group exhibited a notable increase in average score, with a gain of 3.74 points, while the control group demonstrated a more modest rise of 1.59 points. From the table Comparison of pre-test and post-test statistical data combining English video dubbing with contextual instruction, control and experimental groups above, the results of the pre-test make it compared and post-test treatment of video dubbing skills of students of second grade at SMA Negeri 8 Maros.

The comparison of the pre-test scores of the control group and the experimental group shows that the control class experienced an increase in scores both during the pre-test and post-test. The experimental class also experienced an increase in scores both seen from the highest score at the time of the pretest to the post-test and the lowest score at the time of the pre-test to the post-test. This shows that the treated class, namely experimental class experienced an increase in the number of scores, both the highest score and the lowest score and the lowest score.

Table 4.2. The result of One-Sample T-test Pre-test and Post-test

					significance		
					One-Side P	Two-Side P	
	F	Sig	T	df			
Students' learning outcomes	Equal variances assumed	3.655	0.60	7.217	67		0.000
							0.000

Equal variances not assumed	7.251	61.924	0.000	0.000
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Viewed from table that the data used in the test processing results above are equal Variances assumed because with the results of homogeneous variants with a sig value (2-tailed) of $0.001 < 0.05$ so it is said that there is a difference in the average speaking ability test results for both. In addition, the t count obtained is 7.217, followed by finding the t table obtained according to the df value of 67 while the sig level value is $0.05/2 = 0.025$. Then these results are used to find the value of the statistical t table. The result found t table of 1.995 which is contained in the attachment.

5. DISCUSSION

Based on the results of the research that has been carried out, it is noticed that there is an effectiveness of using video dubbing with contextual instruction in the speaking skills of grade XI students. The effectiveness able to be seen by connecting the initial condition and the final condition of the control group and the experimental group after being given treatment. Before the treatment of drama learning in class XI MIPA using dubbing techniques, pre-test activities were carried out in the control class and experimental class. This pre-test activity is intended to see the initial ability of students to express the dialog of the characters in the video.

During the pre-test activity, the experimental group and control group were given dubbing practice. The practice of drama playing activities in both classes was carried out in groups with individual assessment. From the performances shown by the two groups, the most prominent difficulty lies in the aspect of dialog. There are still many students who are lacking in giving dialog to the characters in the video. Therefore, students who are still stammering in speaking feel shy in expression. In addition, the voices used by students in speaking are also still not clearly heard.

After the pre-test activities were given, the results of the students' scores were obtained. The lowest score of speaking skills in expressing dialog on video of experimental group students was 13, the highest score was 22 and the mean score was 15,14. While the lowest score of speaking skills in expressing dialog on video of control group students was 13, the highest score was 14 and the mean score was 14,91. The ability of students to give voice in dubbing was initially categorized as inadequate (low). This is stated based on the acquisition of students' pre-test scores which are in the quite low category.

6. CONCLUSION

There is a difference between the speaking skills of students who use video with the technique of combining English video dubbing with contextual

instruction and those who do not use the technique of combining English video dubbing with contextual instruction in class XI MIPA SMA NEEGRI 8 MAROS. This could be proven through the process of statistical analysis which is t-test. From the t-test, it shows that the t-count is 7,217 with 5% significance, the t-table value is 1.996. These results show the value of t count $7,127 > t$ table 1.996. At 5% significance, it means that there is a difference between the speaking skills of students who use the technique of combining English video dubbing with contextual instruction and those who do not use the technique.

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