

CHAPTER IV

DATA, DATA ANALYSIS AND DISCUSSION

A. Data

The data of this research was gained by using the three instruments. They are observation, interview, and document analysis. The instruments were selected because the purpose of this research is to describe the learning process of the students in SMA 15 Medan on speaking. The data are collected in order to give clear picture on one English teaching method in the school applied by the teacher. The researcher tries to as objective as she could in describing the methods so that the analysis can be close to the accurate.

B. Data Analysis

Using this technique, the researcher collects, arranges and presents the data. The qualitative method is a kind of research without using any calculation or statistic procedures. The data of the research is analyzed descriptively which means no statistic or calculation included. The data were collected, arranged and presented. During the process of collecting the data to the presenting the data, the researcher noted all the data connected to the teaching speaking then reduced them only to the data needed. The two were done before presenting the data. For short, the researcher executes exactly the same as written in the previous chapter.

C. Findings

The research needed a month to complete. The researcher has done all the steps from the research proposal arrangement to the reporting. One of the important things during a month of the research of the findings, the following are the findings of this research:

1. English is gotten big attention from the school as stated by the headmaster that the English teacher could use the language laboratory as many as she needs. The school also regularly sends the English teacher to seminar or workshop about teaching English. Movie dubbing is one of the result.
2. The speakings session allocation is 20% for every meeting. Every meeting is 90 minutes so the speaking session is around 15 minutes to 20 minutes. The teacher follows the syllabus for the topics and themes. The movie dubbing is an accumulation of the speaking topics in the syllabus in a half of the semester.
3. The students enjoyed the process of movie dubbing especially the script arrangement. The researcher found that this process is the point of movie dubbing because the students chose the video, arranged the script, and play the script in many times. This directly gave the chance for the students to practice writing and speaking at once.
4. The students rather chose dialogue than monologue because it could be done in a group. There were 13 dialogues built by the students while only three students chose to perform individually in monolog. The students who

performed monologues stated that they want to try a challenge of speaking solo in front of the class.

5. The movie dubbing has been proven increase the students' confidence in speaking English. Moreover, the students practiced many language expressions in the process. It shown from the increase in the speaking score from before movie dubbing applied to the score after movie dubbing. For short, movie dubbing has helped the students of SMAN 15 Medan to speak English confidently.

D. The Position of Speaking Skill in SMA 15 Medan

As the other schools, SMA N 15 Medan puts English as one of the essential subjects. The school gives high attention to English learning as shown in the availability of high standard language laboratory, imported English books and up to dated information. As stated by the headmaster of SMA N 15 Medan that the media for students to study is always developed to follow the era. Not only the media, the school also provide the up to date method of studying English by sending the teachers to the workshop or seminar of English teaching.

Based on the interview with English teacher, the school future program is to place English as one of the school unique character. For this, the school must have a good English Program that could facilitate the students to improve their English in a planned way. The English teachers are asked to

arrange the program which focuses on the development of English skill for students. The teachers also realize that the students have different English skill. This is one of the obstacles in teaching because the teacher must find the right method to facilitate the student with the various skills.

As the program has been run for a year, the stage on progress is giving the students a language foundation. The focus, however, is in the simple English language skills materials. The objective is to make the students don't feel that English is hard to learn. The space to correct the error of English is opened wide to give broader chance for the students of SMA 15 Medan to write and speak in English. This chance is purposed to emerge interest of English in students.

Another fact that English is important is the time for English teaching in a week. One class has two meeting of English class. One meeting runs in 100 minutes. English and mathematic are the subject which has the longest duration in the school. Focusing on speaking, this language skill thought in 45 – 60 minutes in a meeting. It indicates that English got attention. The headmaster stated that the language skills are the focus and they are in the same position.

The facts in the previous paragraph show that English is an important part of the school. Without neglecting the other subjects, English may give the students bigger chance to in the future. Chance means the possibility to study in the famous university, work in the international company, or have a skill to

use English for business like teaching. The fact that the school policy puts English as the important part, give bigger role for English teacher in developing English materials and teaching method. Moreover, the school also has a plan to conduct program that will impress that SMA 15 Medan is the school with English as one of the students' characteristic. The programs are English day, English Festival and English Club.

The schools consider that English is very important for the students not because it is one of the subjects tested in the national examination but English is a skill that needed by the students to rise their creditability in the future. The role of the teachers is very important in gaining this objective. The school sends the teacher regularly to the workshop of English teaching. So, it is safe to say that English is very important in SMA 15 Medan.

E. Students Skill in Speaking

The first thing to observe in the research is the students' skill in English Language skills especially speaking. The observation was done in class. The researcher joined the classes but didn't involve in the learning process. The result of this is the researcher could have a clear picture about the students' skill in English language skill especially in speaking.

The first is the students' comprehension on the language expressions. During the interview session with the group of students, the researcher inserted some language expressions like greeting, asking for help, expressing

certainty, etc. The researcher found that most students were relatively confident in speaking English although some of them still made errors in responding to the language expression. Some errors like the incorrect responses, the wrong diction, and repeated unnecessary words. The following is the record of the interview with a group of four students consists of 3 girls and 1 boy.

- Researcher (R) : Menurut kalian speaking English sulit atau mudah?*
- Student 1 : Jelas sulit buat saya*
- Student 2 : Kalau saya bisa paham yang dibicarakan tetapi kalau untuk merespon pakai bahasa Inggris kesulitan*
- Student 3 : Saya juga kesulitan*
- Students 4 : Ada yang sulit, ada juga yang mudah.*
- R : Oya? Yang mudah seperti apa nih*
- S4 : Menyebutkan alamat, menanya kabar, dll*
- R : Yang lain juga merasa mudah?*
- S1, S2, S3 : Mudah*
- R : Oke, saya coba ya?*
- How are you today*
- S1, S2, S3, S4 : I am fine. Thank you. And you?*
- R : I am fine too, thanks. Tuh biasa*
- Saya coba lainnya ya? Coba direspon!*
- Can you close the door?*

- S3 : *Yes, this is the door*
- S1 : *Can*
- S2 : *I can*
- S3 : *Yes*
- R : *Oke, saya coba lagi yang lain ya?*
Can you introduce yourself?
- S1 : *I can*
- S2 : *Yes*
- S4 : *Oke*
- S3 : *Hi, my name is Ita. I live in Jl. Pahlawan*

The script of interview above is still longer with other language expressions. The most of the students couldn't respond properly the language expressions proposed by the researcher. Some of them could respond properly but not many. The good news is the students actually understood the expressions but they just respond incorrectly. Incorrect means they say wrong dictions or pronoun incorrectly. The researcher could infer that the student have adequate vocabulary for novice level.

In other session of interview, the researcher also asked the students to do guided monologue. To make the result represent the level of speaking ability, the researcher chose three students with the highest score. The followings are the interview record

- Researcher (R) : Can you describe your house?*
- Student 1 : I have a big hos (house). (It is) located in Jl. Imam Bonjol. It is blue, yard, 4 bedrooms, 2 bathrooms.*
- Student 2 : My house (is) in Jl. Semeru. 3 bedrooms, 1 garage, 1 kitchen, white color.*
- Student 3 : I have house. It is white, big, 3 bedrooms and living room.*

From the interview, the researcher could infer that the students' ability in speaking is not really good in average. They still do many errors in the simple topic like describing house. The errors are including accuracy and clarity. The students commonly make mistakes in using right diction and grammar. In other way, the clarity is also not really clear. The other aspects like fluency, intonation and volume are in the level of poor.

Some students also stated that English was difficult for them then this group must do extra effort for understanding English especially speaking. Some others felt like English was too difficult so they needed to study in a group. While the most of the students felt that they enjoyed the English teaching process although they realized that their English ability was in the level of novice. Seeing the speaking only based on Scoring Rubric of Speaking (Brown: 2010), the level of speaking of the SMA 15 Medan students is poor.

The condition above in one side gives advantage for the teacher to restart the students in studying English. Students may have better understanding in English and have more practice if they start from the beginning. The teacher also has more time in develop the students speaking skill through many methods like dubbing movie.

The terms trial and error is the best way to describe the chance given to the teacher in developing the dubbing movies methods. The ineffective way of delivering the method must be revised to become more effective. The teachers argued that the revision is often done in the videos selection. The ideal videos are the video with the proper duration and proper for the theme. The teacher couldn't select a video then ask the students to arrange the script. It must be an effective video. As it is an trial and error, one video that makes the students hard to create dubbing video because it is too long for dubbed or because it is too many gestures of the actors may be substitute with other.

Based on the interview with the teacher, the students of the grade 10 are prepared for speaking in the novice level. The consideration is the grade is the right time for the students to learn the Basic English so compatible method is needed to arrange. The teachers have been tried many methods for each language skill but not all received well by the students. So far, the methods applied are still in the phase of trial and error. The teacher also said that teaching to grade 10 is chance to test the proper methods for the students due to the plenty of time available for them.

F. The Dubbing Movie Teaching Methods

The movie I proposed entertain the viewers. That's why it has many types to cover broad viewers from children to adult. What about movies for learning English? There a good choice for the teacher to improve the students' ability in speaking in a fun way.

The dubbing movie procedure is arranged by the English teacher based on the students' ability. As the students are categorized poor, the teacher chooses the short video and simple theme. The teacher prepares five or six themes to be chosen by the students. The themes listed are based on the competence standard of K-13 English curriculum. The following are the themes options prepared by the teachers for the dubbing movie. This part makes the teacher becomes an important part of the process as she's role is the planner and also make sure that all the planned activities run well.

Table 4.1. Themes of the dubbing movies

No	Themes
1.	: At school Subthemes : <ul style="list-style-type: none"> - Asking for help, offering help, asking permission, repeating questions, polite request, etc. - Explaining process, giving directions, etc.

2.	:	<p>In the bank</p> <p>Subthemes:</p> <ul style="list-style-type: none"> - Greeting, handling customers, being customers, handling complaint, etc - Explaining bank product, explaining how to have an account, etc
3.	:	<p>At the traditional/modern market</p> <p>Subthemes:</p> <ul style="list-style-type: none"> - Offering product, bargaining, calculating price, business transactions, etc. - Explaining the products
4.	:	<p>At the house</p> <p>Subthemes:</p> <ul style="list-style-type: none"> - Asking for help, offering things, giving opinion, etc.

The themes selections are considered by all the teachers in a small meeting. The students' level is the top of the list in the consideration. The themes are something that the students experiences in daily life with hope that the students only convert their daily expressions into English. The second consideration is the vocabulary which the students already know. The teachers have their own notice about the students language skills competence and language feature based on the daily observation.

As the students are poor in speaking, the teacher plays many roles in dubbing movies methods. She becomes the planner in arranging the themes and words for the dubbed video will be. She is also responsible to make sure the sentences or expressions built are correct. The next role is as an evaluator. This role drives the teacher to check the students' pronunciation and correct directly. The last is as scorer, she must score the student's performance. The scoring rubric used is as proposed by brown (2008).

G. The Sequence of Dubbing Movies in Teaching Speaking

As the students need to be guided in preparing a package of dubbing movie, the teacher must guide the students from the start to the end. Moreover, the students are new in video manipulation using windows movie maker makes the teacher does double jobs. The following are the steps in preparing dubbing movies done by the teachers:

1. Determine the theme based K-13 Syllabus

The citation of the K-13 in the following is the base in arranging the dubbing video methods: Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules (KI. 4); Prepare simple oral and written text, to identify identity, taking into account the objectives, structure of the text, and the linguistic elements, correctly and in context (KD. 4.2). The development

of self-study in schools independently is a strong reason to choose the methods.

Every theme or expression chosen is not far away from the objective in the syllabus. For example, the theme “in the bank” leads the students to recall what they do in the bank as customers or recall how a bank customer service serves the customer. The process of arranging the script is the application of self- study.

2. Words arranging

As the students’ speaking level is poor, the teacher must initiate the list of words used in the theme. For example, the words for the themes in the traditional/modern market, the teachers list the following words/how much: 1. How much, 2. Price, 3. Stall, 4. Product, 5. Daily Needs.

The patterns of the word are always the same. The words listed follow the theme and the students speaking ability. Teacher decision of using the simple words which familiar with the students’ daily life like things in the classroom effectively accustom the students to use the words they know in the form of speaking.

3. Arranging the script

The step is done totally by the students. The group of the students is given a time around 20 minutes to arrange the script. Then the script is checked by the teacher. A revision is needed as many as it needed. The

script must be written based on the line of each speaker and related to the theme and the duration of the video.

4. The Dubbing Process

After all the steps are done, the dubbing process is begun. The teacher guides the students in dubbing the video based on their script. The students may do as many as they needs. Based on the interview with the teacher, students mostly need 4 – 5 times tries to make a good dubbed video. One notice can be taken from this process is the students enjoyed so much in dubbing the movies. It was a very fun activity in giving new dialogue in the scenes they had seen before.

H. The Students Responses to the dubbing Movie

Dubbing movie is one of the revolutionaries teaching methods. The purpose is to create a fun learning activity for the students. The students of SMA N 15 Medan feel that the dubbing movie is fun. Most of the students also argue that the methods give the students more chances to practice their English.

However, some students also think that the methods lead them to the new confusions of learning. Based on the interview, this group of students seldom sees the movies and don't really understand about the sequence of conversation. They also needs others helps in the session of arranging the scripts.

1. The Type of Speaking used in Movies Dubbing

The students' level of speaking is poor. It means that they may need many practices to speak. A group of study is a good choice for the students in applying dubbing methods. Based on the observation, the researcher found that the students tend to use the vocabulary given by the teacher in the list of words as the safest way. They just need to arrange the words in the correct order then present them in front of the classes. The uniform type of speaking is resulted in the final script. The following are the sample of the script of the students' works:

- a. Script 1: At the traditional market theme with language learning video
(35 Seconds)

Students 1 : Good morning ma'am. What can I do for
(The fashion seller) you

Student 2 : Yes, I am looking for a t-shirt for me.
(Buyer)

Student 1 : What size is yours?

Student 2 : I am fit with XL

Student 1 : What about this one? This is made of
selected cotton.

Student 2 : Great, do have other color?

Students 1 : Yes, it comes in black, blue and red.

Student 2 : Is there any discount?

Student 1 : I am sorry, it is in the normal price

Student 2 : That's OK. I'll take this

- b. Script 2: At the house / asking for help with language learning video (10 seconds)

Student 1 : Nina, can you give me a hand?

(Mother)

Student 2 : Sure mom. What can I do for you?

(Daughter)

Student 1 : Wash the rice then cook it in the magic jar

Student 2 : Sure. How much mom?

Student 1 : A half kilogram

- c. Script 3: Talking about past experience with the video from movie scene (1 minutes 34 second)

Students 1 : The economic is on the crisis. The price is

(Teacher) uncontrolled. Almost every daily needs like rice and sugars are expensive and the rise of the price is in the matter of day.

Student 2 : Why it happen ma'am?

(Students)

Students 1 : Many factors make it happen. The first is the raise of petrol price. As it the essential needs for transportation, the seller must cover the expense

in buying the materials or items. If they apply the old price they will suffer financial loss and it is not the principle of selling.

Student 2 : So the problem is the price of the petrol

Student 1 : Yes, once the petrol's rise up the other thing like daily needs follows. By the way, what thing for you is very expensive now days?

Student 2 : Of course internet quota

The three scripts are the sample of the dialogues used by the students in the dubbing movies. The samples already represent the whole script total 86 scripts found by the researcher. All the scripts are categorized based on Brown speaking definition (2014). All the scripts are in the forms of dialogues. As the observation point of view, the dialogues are the best type of speaking to apply because the students like to work in a group. They have confident when prepare and practice the dialogues. The teacher also stated that monologue was not selected because the lack of confident of the students.

Table 4.3. The Videos of Dubbing Movie

No	Type of Videos / Scene	Theme	Frequency: duration
1.	The cartoon movies	Explaining something	4 times: 30 seconds to 2 minutes per scene

2	Scene of movies	At the public places: at the bank, at the modern market, at the traditional market	5 times: 30 second to 3 minutes
3.	Off air program: talk show, infotainment, interview	Ini talk show, I am possible, mata Najwa	4 times: 1 minute to 3 minutes
4.	Language learning videos	All themes	7 times: 10 seconds to 5 minutes

Source: the teaching journal of SMA N 15 Medan English Teachers

There are 20 videos selected by the teachers. The videos are dominated by the videos from the language learning videos taken from youtube. From 20 of the total videos used, the youtube language learning movies used 7 times. The reason is the availability of the videos in the internet and the compatibility of the videos with the themes given by the teacher. The least but not least is the selection of the videos were very broad in the internet.

The second domination is the scenes from the movie. Actually the scenes are the most interesting because the students increase their interest as the movies may their favorite movies. The movies dubbed are only Indonesia movies as the teacher selected. The skill of editing in the windows movies maker is needed in this section.

The least domination are the scenes from the cartoon movies and the off air programs. The utilization of booth types are because the

availability in the language laboratory. The hard thing is the editing process of dubbing because it needed a computer skill in windows movie makers.

I. Discussion

English is one of the subjects tested in the national examination. But this is not the reason of the school in giving much attention in English. Taken from the interview from with the headmaster of SMAN 15 Medan, that English is an important skill after the school so that the students must learn English started from the grade 10. The objective of this decision is because the school wants the students to e accustoms with the English especially in speaking English. The main purpose is to increase the confidence of the students in speaking. The teachers of English are also encouraged motivating the students speaking.

The school put the English as the important subject gives advantages for the teachers to improve the teaching methods. The teacher also has been longer time in teaching English to the students. The combination of the two makes the teachers more flexible in teaching as long as the reference is from K-13 curriculum. The independence in choosing the materials has been used maximally by the teachers to arrange a speaking program including the dubbing movies

Sequence of the materials is not really matter but the competence must be based on the syllabus. The teacher may start the dubbing theme as she considers needed. Mostly, the teacher chooses from the simplest to the most complicated. The teacher is always open to the modification. The theme that may not include but the students interests to use is allowed. So far the selected act is effective as the students look enthusiastic in the process.

The students may be thought the materials from the easiest to the most difficult but always on the track of the curriculum. This is one of the challenges because the students have different English skill. Some students may feel difficult in some part of the speaking but the other may feel in reverse. Dealing with the dubbing movies methods, the teacher do some mapping in determining the group of students. The poor students must be mixed with the good students.

The students most time taking is the arranging the script of the dubbing video. This is when the mixed of students ability is needed. The students with good English must lead the group in every part of the dubbing movies preparation. It is not a big problem because the poor students will have their role in the speaking practice before the dubbing movies done. The researcher sees that this is one of the advantages in dubbing movies methods. The student apply the team work because the clear role in the group.

Still the arranging script, the teacher role is a controller. She is the one who responsible for the line of every dialogue created by the group of the

students. Based on the interview, the teacher said that this part waste the time the most because the students must be guided in detail for diction and sentences. However, the preparation from the theme selection to the fixed script is around 30 minutes for a theme. This session practice the students to write the language expressions in correctly.

The arranging process is the most important in the dubbing process. The teacher stated that this part is a chance for the students to practice their diction ability, skills of building sentence and the chance to build a team work. In arranging a complete dubbing video, the students must follow the steps as follows:

Table 4.4. The advantages of the script arranging steps

Steps	Advantages
1. determine the theme	This one brings advantages more to the teacher. The teacher analysis skill of choosing the right theme for the students, while the students learn new thing from the theme. The students who are already know about the theme, she will learn twice to strengthen the skill.
2. Arranging Script	The advantage of this step is practicing the students in writing skill. How to write based on the theme and synchronize it with the actors of the video is a fun activity for the students.
3. The Dubbing Process	The last step may be the most important one. The students must speak up following the video based on the script. There must be repetition. But it is the point of this methods, the students are given chance to speak whether in correct way or incorrect.

The type of speaking found in the script is dialogue. The researcher didn't find other category of speaking like monologue as the students had lack confident in speaking. The students tried to play safe. However, it is right way as the purpose of the dubbing movies is the practice the students speaking English. The others type of speaking like imitative of taught in the preparing process. The teacher taught the intonation before the students performing the script. The other type of speaking like intensive and responsive applied in the preparation also but in the low percentage.

The improvement of the students speaking skill must be compared with their speaking skills before the treatment. As the result of the interview with the teacher, the students think that speaking is the most difficult part of English. They think that doing the task is enough. As a result, the speaking skill they have is very low. Two classes with the dubbing videos show that the speaking now is not a hard thing to do. The students don't feel ashamed in making a mistake because it is funny however. The raise of the interest in speaking has significant influence for the students to learn speaking more. The same situation happened in the previous study conducted in SMP Negeri 2 Godean. The different is in the use of the media. The previous used picture then asked the students to describe the picture. Another difference is the students in SMP Negeri 2 Godean only speak for three or four sentences, the students of SMA N 15 Medan are asked to prepare the dialogue first. However, the two researchers found that the enthusiasm in speaking increases.

The students' involvement in arranging the script gives much benefit for the students. They become active students especially in preparing the script. They are always in an active situation of discussion during the preparation. The students who are inactive in the reading or listening session now become temporary actively involved in the speaking session. The situation like this also found in the research conducted by Sutaryo (2011). The previous research found that the students became more active in the multimedia session. As the result, their speaking score is increase significantly. This finding has the similarity with the result of the research of Siti Erhica in 2011 which found that the students are active after the class of narrative movies.

Some students are free to choose what movies they want to dubbed some movies but they must decide what movies they use to be dubbed based on the theme given. So the theme is the top of the consideration in deciding the movies taken. Based on the observation on the teaching journals, the researcher found that the students who choose their own movie choose the scenes from the popular movies. In other side the teachers found that the students with their own option be more active and do the dubbing more correctly than the group which worked under the instruction from the teachers. The finding is in the line with Pranindita, Helenna's finding in 2016 that stated that the multimedia learning could drive the students in creating their learning strategy.

As conclusion, the dubbing movies could help the students improve their speaking skills. The students of tenth grade may not really good in direct conversation but they have better English speaking in guided practice like dubbing movies. The situation already fulfilled the competence in the K-13 curriculum and the school target of English that is the students have confident in speaking English. Most of the students gained adequate confidents in speaking while some stills needs more practice. The researcher noted that most students still made error in pronunciation and intonation for some expressions. The teacher decided to fix the errors while teaching.

In other side, the dubbing movies could bring out the students interest in speaking English. The students got the variety of speaking section which the others students interests in watching. Before the dubbing movies, the students didn't give much attention to the others students' work. The dubbing movies can be said as a proper method to teach speaking for its effectiveness.

The aspects scored are the common ways in assessing speaking. The first is fluency; this is how a person speaks in a right way as how the utterances should be told. Taken from British Council website, "Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be delivered in a way that is easy to understand and shows how comfortable you are with the language". The fluency in video dubbing is how the students deliver the script in the correct ways comfortably.

The second is accuracy. This is dealing with how the speakers using correct structure and correct diction of the language. It is very important because the message of a person can be sent clearly. Still taken from the British Council website which is stated that Accuracy demonstrates your ability to use the necessary vocabulary, grammar and punctuation correctly, such as verb forms (past tense, present tense, and so on), articles (a, an, the) and prepositions (in, on, from, at). The ability in using various parts of the grammar and diction in the movies dubbing are scored in the rubric.

The third is clarity. The speaker with the clear pronunciation will be easily understood. The clarity aspect is scored by how the hearer catches the words and sentences of the speakers. Clear words and sentences will make the message received fast. In movies dubbing, the ability pronounce the utterance written in the script.

The fourth is intonation. This aspect makes the way of speaking is different from robot. The right intonation in telling bad news for example, the hearer will feel the sympathy of the speaker if he speaks with the right intonation. It is valid in reserve. The movie dubbing must be delivered with the right intonation because the script is prepared before.

The fifth is volume. The volume of a speaker when they speak could mirror their confidence. A high volume may show how sure a person with how statements. Moreover, a volume could reflect someone's emotional condition in the moment of speaking. Cited from lumenlearning.com, volume is speaker

control on production of sound. The movie dubbing is a controlled situation of speaking. The students must have high volume in deliver their prepared script.

The last is the content. The researcher put this aspect as the most important aspect in scoring movie dubbing because it could show how well the students' understanding on the topic delivered. Based on oxford learning dictionary, content is the topic or matter spoken. That's why the researcher put the content as the most important aspect in movie dubbing because the topic are varies and must be understood well by the students.

