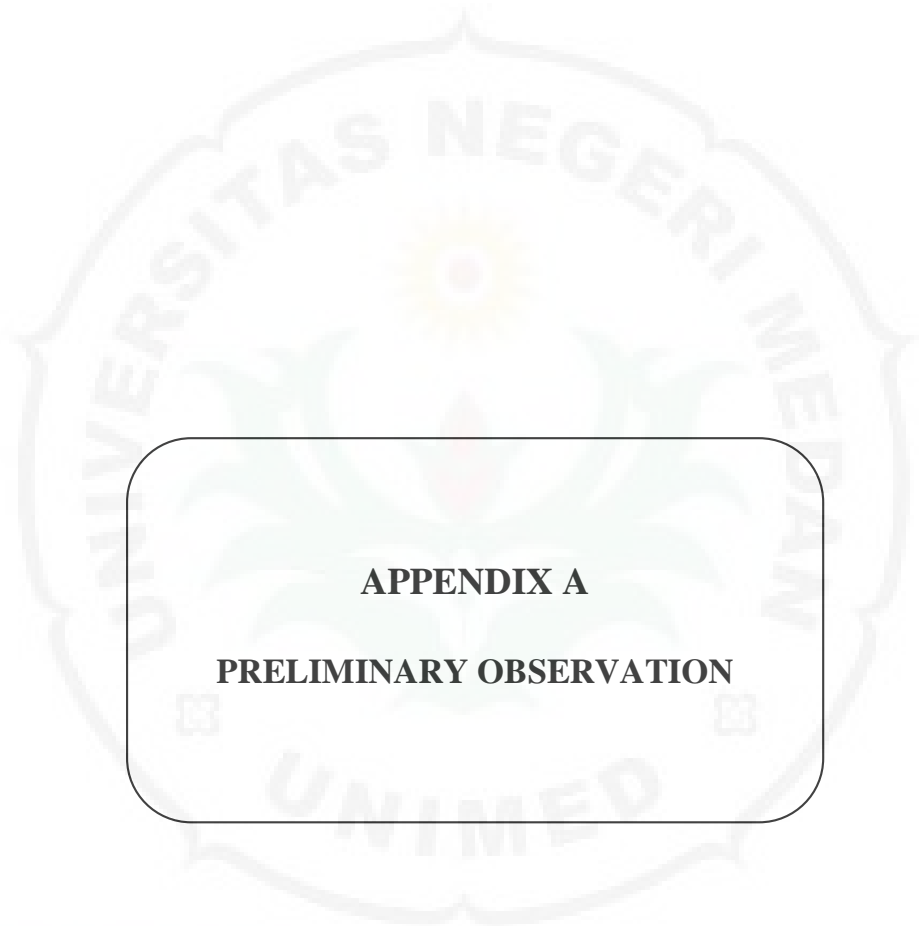




**APPENDICES**

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**APPENDIX A**

**PRELIMINARY OBSERVATION**

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## Appendix A

### Preliminary Observation

The interview: English Teacher of SMA 15 Medan

#### I. Speaking Focus: Bertujuan untuk mengetahui posisi speaking dalam pembelajaran Bahasa Inggris di SMA 15 Medan

No	Pertanyaan
1.	<p>Dari keempat language skills (listening, speaking, reading, and writing), manakah yang mendapatkan waktu lebih banyak dalam proses belajar mengajar?</p> <p><b>Jawaban : reading, karena mendapatkan waktu yang lebih banyak dalam proses belajar mengajar</b></p>
2.	<p>Apakah waktu untuk mengajar speaking sudah mencukupi untuk memenuhi SK dan KD yang berhubungan dengan speaking?</p> <p><b>Jawaban : belum</b></p>
3.	<p>Jika SK atau KD yang berhubungan dengan speaking masih belum terpenuhi, apakah ada sesi khusus dalam kelas yang memfokuskan peningkatan SK atau KD yang kurang tersebut?</p> <p><b>Jawaban : jika SK/KD yang berhubungan dengan speaking belum terpenuhi maka akan diadakan sesi khusus untuk peningkatan SK/KD</b></p>
4.	<p>Apakah ada waktu khusus untuk mengajarkan speaking?</p> <p><b>Jawaban : ada, bila diperlukan</b></p>
5.	<p>Dalam satu pertemuan, berapa lama waktu yang digunakan untuk mengajar speaking?</p> <p><b>Jawaban : 20-25 menit</b></p>

- II. Teaching Speaking in SMA 15 Medan:** Bertujuan untuk mengetahui bagaimana speaking diajarkan di SMA 15 Medan terutama dubbing movie.

No	Pertanyaan
1.	<p>Saat mengajar speaking, apa yang bapak/ibu pertimbangkan dalam menyusun materi?</p> <p><b>Jawaban : materi harus mudah di pahami oleh siswa, dan dapat menarik perhatian siswa</b></p>
2.	<p>Apakah tiap kelas mendapat treatment yang berbeda dalam mengajar speaking?</p> <p><b>Jawaban : sama. Setiap kelas mendapatkan treatment yang sama</b></p>
3.	<p>Kesulitan apa yang ditemui dalam mengembangkan ketrampilan speaking siswa di SMA 15 Medan?</p> <p><b>Jawaban : membimbing siswa dalam meniru suara</b></p>
4.	<p>Apakah ada pengembangan materi agar bisa sesuai dengan kemampuan rata – rata speaking siswa?</p> <p><b>Jawaban : iya, ada pengembangan materi</b></p>
5.	<p>Media apa yang paling sering digunakan dalam mengajar speaking?</p> <p><b>Jawaban : video, audio visual, picture</b></p>
6.	<p>Apa yang bapak/ibu pertimbangkan dalam memilih media dalam mengajar speaking?</p> <p><b>Jawaban : -mudah di dapat</b>  <b>-mudah di ajarkan</b>  <b>-menarik dan mudah di pahami</b></p>
7.	<p>Dalam menerapkan metode dubbing movie apa yang bapak/ibu pertimbangkan dalam memilih jenis audio visual media?</p> <p><b>Jawaban : alur cerita tidak rumit, bahasa dapat di pahami dan ditiru dengan mudah</b></p>
8.	<p>Berapa waktu yang diperlukan dalam mempraktekan metode dubbing movie?</p> <p><b>Jawaban :satu pertemuan</b></p>

9.	Menurut bapak/ibu, metode dubbing movie membuat kepercayaan diri siswa kelas 10 dalam berbicara menggunakan bahasa Inggris meningkat?  <b>Jawaban : iya, karena siswa menceritakan dengan mudah apa yang mereka tonton</b>
10.	Apakah ada tahapan – tahapan yang disusun dalam menggunakan metode dubbing movie?  <b>Jawaban : ada tahapan tahapannya</b>
11.	Bagaimana antusiasme siswa dalam merespon metode mengajar menggunakan Dubbing movie?  <b>Jawaban : sangat tinggi</b>
12.	Sejauh ini apa yang difokuskan pada siswa kelas 10 (vocabulary, language expressions, grammatical aspects, dll) agar kemampuan speakingnya meningkat?  <b>Jawaban : vocabulary dan pronounciations</b>
13.	Apa peran guru pada siswa dengan kemampuan speaking yang kurang baik?  <b>Jawaban : guru sebagai fasilitator</b>
14.	Bagaimana cara bapak/ibu memaksimalkan siswa dengan kemampuan speaking yang baik untuk membantu siswa lain dengan kemampuan speaking dibawah SK dan KD?  <b>Jawaban : berdiskusi dalam kelompok</b>
15.	Jika ada siswa yang kemampuan speakingnya dibawah SK atau KD,apakah ada treatment khusus?  <b>Jawaban : ada</b>

**III. Students speaking skills:** Bertujuan untuk mengetahui secara umum gambaran kemampuan speaking siswa kelas 10 dan respon siswa pada movie dubbing menurut guru bahasa Inggris.

NO	Pertanyaan
1.	Apakah rata – rata level speaking skill siswa kelas 10 di SMA 15 Medan?  <b>Jawaban : sedang</b>

2.	<p>Sekilas, apakah siswa kelas 10 mempunyai kemampuan speaking yang merata?</p> <p><b>Jawaban : merata</b></p>
3.	<p>Apakah kemampuan siswa yang tidak merata/merata ini mempengaruhi pembelajaran speaking?</p> <p><b>Jawaban : iya. Sangat mempengaruhi dalam pembelajaran</b></p>
4.	<p>Bagaimana respon siswa pada materi speaking yang dianggap sulit seperti 'giving opinion', 'giving suggestion', or monologue?</p> <p><b>Jawaban : sulit berbicara bila materinya monoton</b></p>
5.	<p>Apakah kemampuan speaking siswa diukur secara khusus melalui sebuah tes?</p> <p><b>Jawaban : ada, instrument khusus</b></p>
6.	<p>Bagaimana antusiasme siswa dalam merespon metode mengajar movie dubbing?</p> <p><b>Jawaban : sangat tinggi</b></p>
7.	<p>Apakah ada peningkatan kepercayaan diri pada siswa saat belajar menggunakan movie dubbing?</p> <p><b>Jawaban : jelas ada</b></p>
8.	<p>Apakah kelemahan siswa pada speaking yang dirasakan ada pada waktu sebelum menggunakan movie dubbing berkurang?</p> <p><b>Jawaban : iya</b></p>
9.	<p>Bagaimana cara siswa memilih audio visual yang akan mereka gunakan dalam movie dubbing?</p> <p><b>Jawaban : siswa memilih audio visual yang mereka suka</b></p>
10.	<p>Apa kriteria yang menunjukkan bahwa metode dubbing movie efektif?</p> <p><b>Jawaban : iya, metode movie dubbing efektif dalam pembelajaran speaking.</b></p>



**APPENDIX B**

**INTERVIEW RESULT**

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## **APPENDIX B**

### **Interview Result**

#### **Observation Result**

Researcher:

On Wednesday 2, August 2019, the researcher came for the first time for observing the first time after three visits for research permission. There were two agenda for the visit; the first was interview with the English teachers, headmaster, and some students and did an observation of how English was taught in SMAN 15 Medan.

#### **The result of the Interview:**

##### **Interview 1**

The purpose of the interview was to indicate the condition of teaching and learning process of English especially speaking. The first interview was conducted to the headmaster. The following is the result of the interview with the headmaster:

##### **Respondent Profile**

Name : Drs. Darwin Sitorus

Position : Headmaster

Working duration : 4 years

##### **Interview 1**

Researcher (R) : *Selamat pagi pak*



- Headmaster (HM) : *Selamat pagi*
- R : *Langsung saja ya pak/bu.  
Bagaimana posisi bahasa Inggris di sekolah ini?*
- H : *Seperti mata pelajaran lain yang diujikan di ujian nasional, bahasa Inggris merupakan mata pelajaran yang mendapatkan jam yang tinggi (6 jam pelajaran per minggu)*
- R : *Jadi untuk siswa kelas 3, bahasa Inggris dipelajari untuk menghadapi ujian nasional ya pak?*
- H : *Betul*
- R : *Bagaimana dengan siswa kelas 1 dan 2?*
- H : *Bahasa Inggris untuk mereka jelas harus sesuai dengan yang ada di silabus K-13 yang diterbitkan oleh dinas pendidikan*
- R : *Jadi tujuan pembelajaran bahasa Inggris adalah capaian yang ada di silabus ya pak?*
- H : *Betul, tetapi untuk cara pencapaiannya saya serahkan sepenuhnya kepada guru bahasa Inggris masing-masing kelas.*
- R : *Menurut guru bahasa Inggris, ada training untuk para guru ya pak/bu?*
- H : *Ada, lebih tepatnya workshop yang sering. Tujuannya supaya guru dapat pengetahuan baru tentang metode mengajar bahasa Inggris.*
- R : *Untuk pelatihannya sudah berapa kali pak/bu?*
- H : *Sejauh ini sudah 4 kali*
- R : *Ada metode dari workshop yang sudah diterapkan?*
- H : *Hamper semua sudah dipraktekkan*
- R : *Terima kasih Pak/Bu sudah meluangkan waktu untuk wawancara ini*
- H : *Sama – sama*

## Interview 2

### Respondent Profile

Name : Salistri Annisa Manalu, S.Pd.,M.Hum

Position : English teacher of grade X

Working Duration : 11 years

Researcher (R) : *Selamat pagi bu/pak*

English Teacher (ET) : *Selamat pagi*

R : *Boleh ya bu, straight to the point*

ET : *Boleh sekali*

R : *Dalam seminggu ada pertemuan mata pelajaran bahasa Inggris untuk siswa kelas X?*

ET : *Ada 6 jam mata pelajaran yang terbagi dua pertemuan, jadi satu pertemuan ada 3 jam pertemuan per kelas*

R : *Wah, cukup lama ya bu/pak?*

ET : *Iya, tetapi melihat materi yang harus disampaikan, durasi tersebut sudah ideal*

R : *Menggunakan language skills, apa yang perlu ditingkatkan dari siswa pak/bu?*

ET : *KKM untuk bahasa Inggris adalah 75 untuk semester ini. Menurut saya nilai tersebut cukup tinggi tetapi para siswa dapat memenuhinya dengan cara melatih language skill mereka. Tetap sesuai dengan materi yang ada di silabus.*

*Untuk language skill yang harus ditingkatkan berdasarkan nilai adalah writing.*

R : *Bagaimana dengan speaking bu/pak? Berarti sudah memenuhi standard KKM ya bu/pak?*

ET : *KKM adalah akumulasi dari semua proses pembelajaran. Di bagian speaking, para siswa sudah cukup bagus.*

R : *Dalam satu pertemuan, porsi untuk speaking berapa lama?*

ET : *Dari 135 menit per pertemuan, speaking rata-rata 50 menit mengingat satu kelas berisi 29 siswa. Mereka wajib untuk speak up di sesi speaking*

R : *Menurut ibu/bapak, metode mengajar speaking apa yang paling tepat diterapkan untuk para siswa?*

- ET : *Kalau metode saya mengikuti materi yang diajarkan, mana yang tepat*
- R : *Bisa kasih contoh bu?*
- ET : *Misalnya retelling experience, saya minta siswa untuk menggunakan gambar yang dapat membantu mereka untuk bercerita. Media yang digunakan adalah LCD projector. Jadi siswa – siswa dapat memilih gambar yang mereka perlukan untuk speaking.*
- R : *Berapa waktu yang diperlukab untuk siswa perform?*
- ET : *Sekitar 3 sampai 5 menit dan perform terselah bagan penting dalam sesi speaking*
- R : *Bagaimana dengan penggunaan media terutama Multimedia?*
- ET : *Itu jelas kami manfaatkan semaksimal mungkin.*

### Interview 3

#### Respondents Profile

Names : Hafif Pramana, Betsaida evivani, Helma Aulia, Laila Balqis

Grade : X

- Researcher (R) : *Menurut kalian speaking English sulit atau mudah?*
- Hafif (H) : *Jelas sulit buat saya*
- Betsaida (B) : *Kalau saya bisa paham yang dibicarakan tetapi kalau untuk merespon pakai bahasa Inggris kesulitan*
- Helma Aulia (HA) : *Saya juga kesulitan*
- Laila (L) : *Ada yang sulit, ada juga yang mudah.*
- R : *Oya? Yang mudah seperti apa nih*
- L : *Menyebutkan alamat, menanya kabar, dll*
- R : *Yang lain juga merasa mudah?*
- H, B, HA : *Mudah*
- R : *Oke, saya coba ya?*
- How are you today*
- H, B, HA, L : *I am fine. Thank you. And you?*
- R : *I am fine too, thank. Tuh bisa*
- Saya coba lainnya ya? Coba direspon!*
- Can you close the door?*

- HA : *Yes, this is the door*  
 H : *Can*  
 HA : *I can*  
 B : *Yes*  
 R : *Oke, saya coba lagi yang lain ya? Can you introduce yourself?*  
 H : *I can*  
 B : *Yes*  
 HA : *Oke*  
 LB : *Hi, my name is Laila. I live in Jl. Pahlawan*

#### **Interview 4**

##### **Respondents' profile**

Name : Dedek Rama, Karina Herdika, Popy Riyani

Grade : X

- R : *Selamat Pagi adik – adik*  
 Dedek Rama (DR) : *Pagi kak*  
 Karina Herdika (KH) : *Pagi Kak*  
 Popy Riyani (PR) : *Pagi Kak*  
 R : *Terima kasih waktunya adik – adik. Ada beberapa pertanyaan nih buat adik – adik tentang pelajaran bahasa Inggris*  
 DR, KH, PR : *Siap kak*  
 R : *Dari reading, listening, writing dan speaking mana yang paling sulit menurut adik – adik?*  
 KH : *Kalau saya listening*  
 PR : *Writing dan listening paling sulit*  
 DR : *Sama sih writing dan listening*  
 R : *Berarti speaking sama reading mudah dong*  
 KH : *Ada beberapa speaking yang sulit*  
 DR : *Speaking sulit kalau pas disuruh ngomong di depan*  
 R : *Tapi tetep maju ya?*  
 DR : *Iya, wajib soalnya*

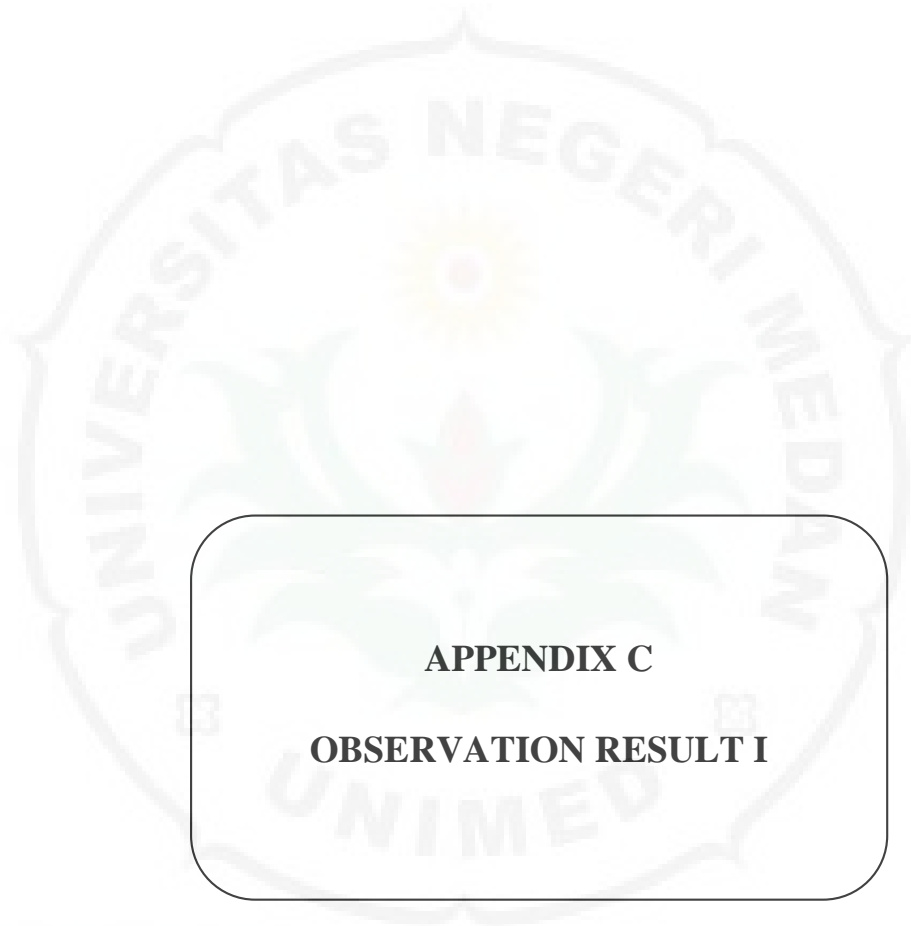
- KH : *Tapi seringnya maju ke depan kelompokan kok, jadi tetap PD*
- R : *Wah sip dong, metode yang paling dingat waktu belajar speaking apa?*
- PR : *Waktu disuruh buat mindah kata – kata yang ada di kotak ke blanks terus kita hafalin kalimatnya*
- R : *Banyak yang bisa ya?*
- KH : *Banyak waktu itu*
- R : *Kalo saya bilang: asking opinion, giving opinion, asking for help, giving direction. Yang diingat apa nih?*
- DR : *Memberi pendapat*
- KH : *Bantuan*
- PR : *Memberi arah, menanyakan arah*
- R : *Sip, jadi cara mengajar speaking gurunya sudah OKE ya? Udah pada ingat materinya*
- DR, KH, PR : *Sudah OKE kak*
- R : *Terima Kasih waktunya*
- DR, KH, PR : *Sama – sama kak*

From the interview above, the researcher could conclude the followings conclusions:

1. The headmaster gave a very huge chance for English teacher to improve their teaching skill by sending them to teaching workshop around Medan. Every workshop was joined as long as the workshop was dealing with English teaching.
2. The teacher felt that the workshop was useful for them for teaching the students. Focusing on speaking, the teachers got many methods like guessing pictures, role play, collaborative methods etc.
3. The students enjoyed the teaching methods applied by the teacher especially in teaching speaking as they had chance to speak up in the class.



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**APPENDIX C**  
**OBSERVATION RESULT I**

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**APPENDIX C****Observation Result 1**

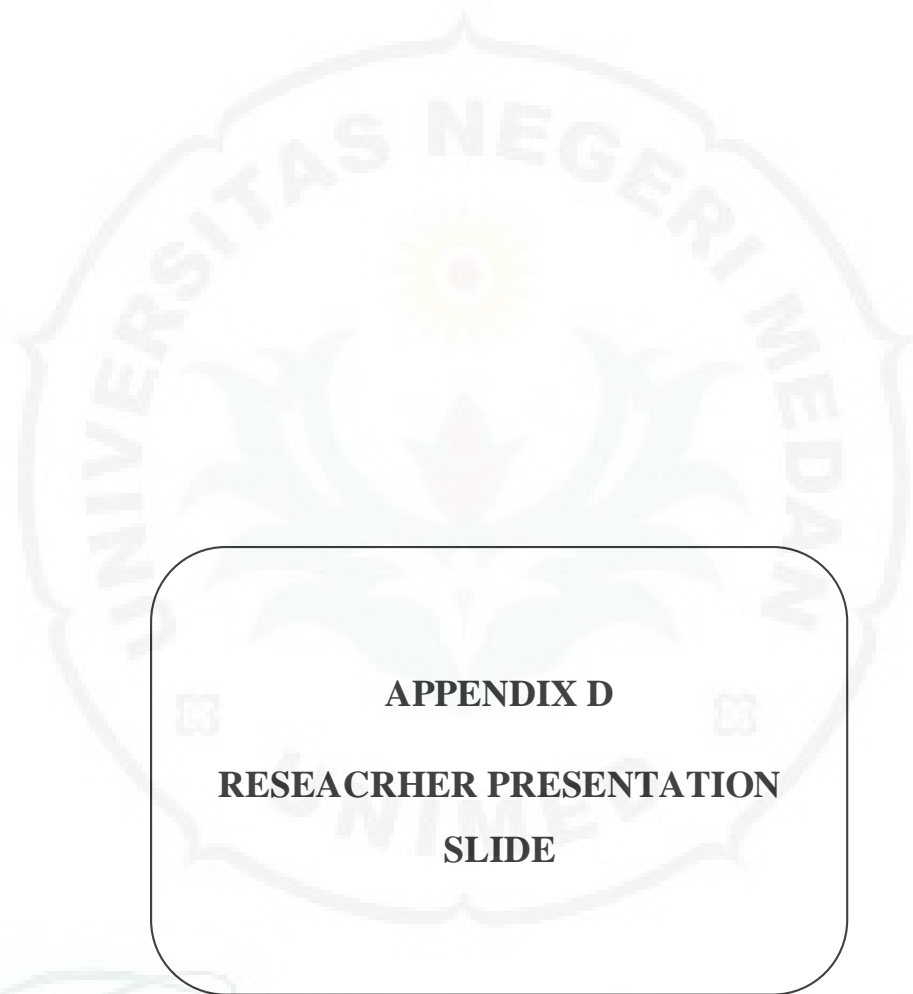
Research Subject: English Teacher	Date : Tuesday February 9, 2020 Time : 07.00 – 08.30
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Researcher:

On February 9, 2020 the researcher came for the third time observing the method of teaching done by the English teacher in the grade X. The first thing to do was observing the English teacher prepared the materials for that day. The teacher had already the teaching plan for that day. The main material was expressing the experience. The teacher had already asked the students for preparing text and picture for retelling in front of the class.

The class begun at 07.00 and the teachers taught the class as planned in the lesson plan. The researcher noted that the students were enthusiastic for the lesson due to them were ready with the media and had done the homework. The teacher put herself as friend for the students. In the last 10 minutes of the class, the teacher gave opportunity for the researcher to announce about the dubbing project for the students.





**APPENDIX D**  
**RESEACRHER PRESENTATION**  
**SLIDE**

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**APPENDIX D****Researchrer Presentation Slide**

Movie Dubbing

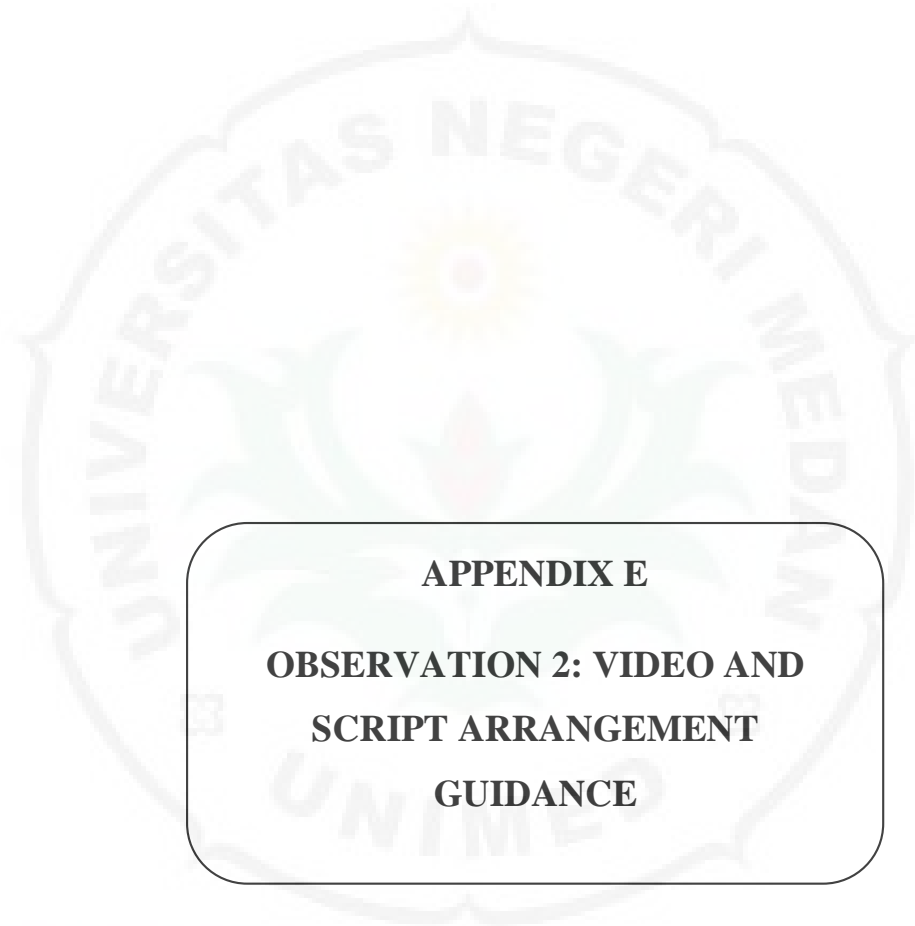
The role:

1. This is a week project.
2. This is a group of two or three project.
3. Choose a scene from a cartoon movie you like. For example: frozen, Madagascar, incredible, big heroes 6, etc.
4. Choose scene from any movie or leaning videos from youtube
5. Choose the topic in the next slide.
6. You may use more than 3 topics in a videos is it necessary.
7. If you find the difficulty in editing the video, you can meet me.
8. A preparation for the dubbing will be held on Friday August 15, at 13.00 in the classroom.
9. If video maker is difficult, you can ask for help to the tutor.
10. Questions are opened

The topics:

1. Giving and asking opinion
2. Making arrangement.
3. Request and polite request
4. Explaining how things work.
5. Asking and giving help.
6. Etc

During the explanation by the researcher, the students asked many questions about the topics, the technique of editing video, and how to arrange script.



**APPENDIX E**  
**OBSERVATION 2: VIDEO AND**  
**SCRIPT ARRANGEMENT**  
**GUIDANCE**

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## APPENDIX E

### Observation 2

#### Video and script arrangement guidance

Research Subjects: Students of grade X	Date: Friday 12, February 2020
	Time : 10.00 – 12.00

#### Video dubbing Scripting Process

##### Researcher:

In this session, the researcher and the English teacher were collaborated in guidance the students to arrange the videos to produce video dubbing. The researcher and the teacher put themselves as the tutors who help the students in choosing videos, editing the video, and correcting the script. The activities ran very well as the students looked so enthusiastic.

The longest process was the script arrangement. The students seemed difficulties in how to arrange two or more language expressions in one conversation. Their weaknesses were in diction and too many times did Indonesian – English in the script. However, the process let the students learning in a videos dubbing arrangement.

The following are samples of the scripts produced by the students:

No.	Script
1.	<p><b>Movie Scene: X2: X-Men United</b> : Minutes 61.00 – 61.40 = asking and giving help</p> <p>Students : A = Iqbal, B = Nadila</p> <p>Scripts:</p> <p>A : Excuse me, can you give me a hand?</p> <p>B : Yes, what can I do for you?</p> <p>A : Can you start a fire in the middle?</p> <p>B : yes I can, but would you wait for around 15 minutes?</p> <p>A : Sure, why?</p> <p>B : I am busy with my work right now</p> <p>A : No problem. By the way, If you start it now, I will give you 5 dollar</p> <p>B : Seriously?</p> <p>A : No kidding, I have it in my pocket</p> <p>B : You should have told me about that earlier</p> <p>A : So? Now?</p> <p>B : Now and I will make it fast</p>
2.	<p><b>Incredible</b>: Minutes 21.23 - 22.40 = <b>Explaining a thing</b></p> <p>Students : A = Putri Bintang, B = Rico</p> <p>Scripts:</p> <p>Phone Conversation</p> <p>A : Hello, what can I do for you?</p>

	<p>B : I want to know about the insurance your company offers</p> <p>A : Great, you are talking with the right person</p> <p>We have two package of insurance. The first is two years with monthly insurant or five years with annual insurant</p> <p>B : How much is the insurant?</p> <p>A : for the two years package, your insurant is IDR. 1.300.000 and for the five years package is IDR. 10.000.000 each year</p> <p>B : Great, thank for the information. I will contact you for the confirmation</p> <p>A : anytime</p>
3.	<p><b>Big Heroes 6: Minutes 21.16 – 21 30 = Introducing someone</b></p> <p>Students : A = Romlan B = Della C=Jody</p> <p>A : Hi, Della</p> <p>B : Oh, hi Romlan</p> <p>A : Nice to see you here</p> <p>C : hi, I am here</p> <p>A : Oh sorry Jody. This is Jody, Jody this is Della</p> <p>C : Hi Della, how you doing?</p> <p>B : Fine, how you doing</p> <p>A : why are you here Dellla</p> <p>B : I am just accompany my friend. She is joining this science competition</p> <p>C : Wow, that's great</p>
4.	<p><b>Upin and Ipin episode in the Zoo: Minutes 5.00 – 5.35 = Giving Instruction</b></p> <p>Students: A : Septiana (Monolog)</p>

	<p>A : Oke students. This zoo is famous in Malaysia. You can see many kind of animals here from the tame animals like deer, giraffe, horse to the wild animals like tiger and lion. Remember not give food to the animals, don't separate from the group! Make sure you always see me. If you are separated, find the information center. I will go there if I didn't see you in the group. Now, put away your food or you want to eat it now.</p>
5.	<p><b>DC Girls Superhero</b> episode alone, no friend Minutes 3.00 – 3.45 = <b>Giving Suggestion</b></p> <p>Students: A = Helma B = Betsaida</p> <p>A : What wrong with you?</p> <p>B : I get bad score in English</p> <p>A : Oh, that's too bad</p> <p>B : yeah, I have worked very hard but the score is not what I imagine</p> <p>A : Have you checked the incorrect?</p> <p>B : No, I wasn't interested in finding them.</p> <p>A : Oke, let me see</p> <p>B : Here you are, it is OK with you?</p> <p>A : No problem. Ehh</p> <p>B : What's wrong with my work?</p> <p>A : You've correctly the most I think. Why don't you ask the English teacher to recheck your work?</p> <p>B : really? Are you sure?</p> <p>A : 100%, I answered exactly the same with yours and they are correct</p> <p>B : OK then</p>
6.	<p><b>Ini talk show:</b> Minutes 6.45 – 7.25 = Telling Experience</p> <p>Students: A = Amanda, B = Ahza, C= Sofian</p>



	<p>B: Hi, can you tell me your last traveling</p> <p>A : Sure, it was in Batu Malang</p> <p>B : Wow, it is very far</p> <p>A : No, I think. You just need 4 hours from Jakarta by plane the 2 hour land traveling by car from Surabaya to Batu</p> <p>B : Great, it is because you love traveling</p> <p>A : may be hehe. I spent 6 days in Batu by the way.</p> <p>So, Batu is a great place to refresh your mind. The weather is very cool and the air is fresh. We can choose kind of destination. I went to jatim park 1, 2, and 3 in the first three day. I visited BNS in the third day. Then I went to Pujon continued with Rafting in Ngantang. I did another extreme sport Airgliding. It was a very good experience, you should try.</p> <p>B : Great, I am interested. What about you?</p> <p>C : I didn't go anywhere last holiday. Just stayed in Jakarta because I have a contract for television soap opera. Yes, I worked in holiday.</p> <p>B : That's how a young man must do.</p>
7.	<p><b>Mata Najma July 3, 2019 Making Arrangement</b></p> <p>Students : A = Salwa, B = Felix</p> <p>A : Are free on Tuesday evening?</p> <p>B : Ehm, let me check. I am so sorry. I have appointment with the doctor</p> <p>A : It OK, do recommend other time?</p> <p>B : What about Friday at 10?</p> <p>A : Friday at 10?</p> <p>B : Yes, I hope it is fine</p> <p>A : Yes, Friday at 10 will be fine for me</p> <p>B : Great, so see you on Friday at 10 then</p>

	A : See you
8.	<p><b>Mario Teguh: Golden way . . . , Giving Explanation</b></p> <p>Student A = Hafif (Monolog)</p> <p>A : Good evening every one.</p> <p>Welcome to the stone age museum. Here, you will see many heritage of the stone age like the farming tools. Weapon, house of the ancient person. The first floor is the place of stone age people based on the years and places they found. The second floor is for the animals of the stone age like mammoth and the description of stone age nature. The third floor is 3D rooms with 40 backgrounds for taking photographs or selfie of stone age theme</p>
9.	<p><b>Cars Minutes: 63.18 – 64 .20 Showing sympathy, giving suggestions, offering help</b></p> <p>Students: A = Faulina, B = Dedek Rahma</p> <p>A : What’s wrong with you? You look tired</p> <p>B : yes, I didn’t sleep well last night</p> <p>A : Sorry to hear that but you have to take a rest for a moment</p> <p>B : Good idea. I have a little headache also</p> <p>A : Do you want me to take you to the doctor?</p> <p>B : What a kind of you but thanks I would rather take a rest at home</p> <p>A : OK then. Get well soon</p> <p>B : Thanks</p>
10.	<p><b>Spiderman 2 Minutes 35.11 – 36.26 Handling Costumers</b></p> <p>Students: A = faulina, B = Septiana, C = Salwa</p> <p>A : good morning. Can I help you?</p> <p>B : Yes, I need to apply loan</p>

	A : Loan? What for if you don't mind to tell me?
	C : We needs a little money to establish our laundry business
	A : Sure, may I Know your loan assurance?
	B: we have land certificate
	A : Great, how much do you need?
	C : We need 6 million Rupiah
	A : OK, I will prepare the form. And would you mind preparing the documents?
	C : Ok, wait for a minutes

The researcher and the teacher were very busy in preparing session. The students asked many questions and obviously needed guidance to arrange the script. The followings are the notes of script preparing:

The Students:

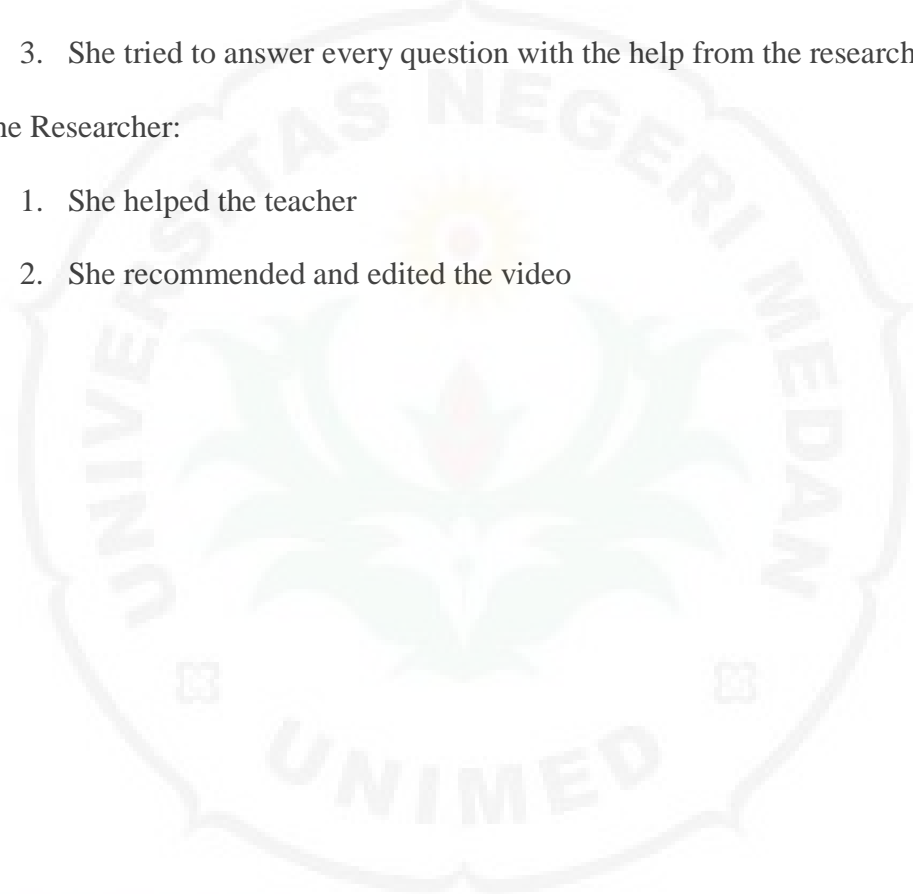
1. The students were weak in diction. Too many incorrect words used in the original script.
2. The students mostly didn't understand the proper simple English expression.
3. They seemed enthusiastic in studying in group.
4. The synchronizing of the video and the script were the most difficult for them

The Teacher:

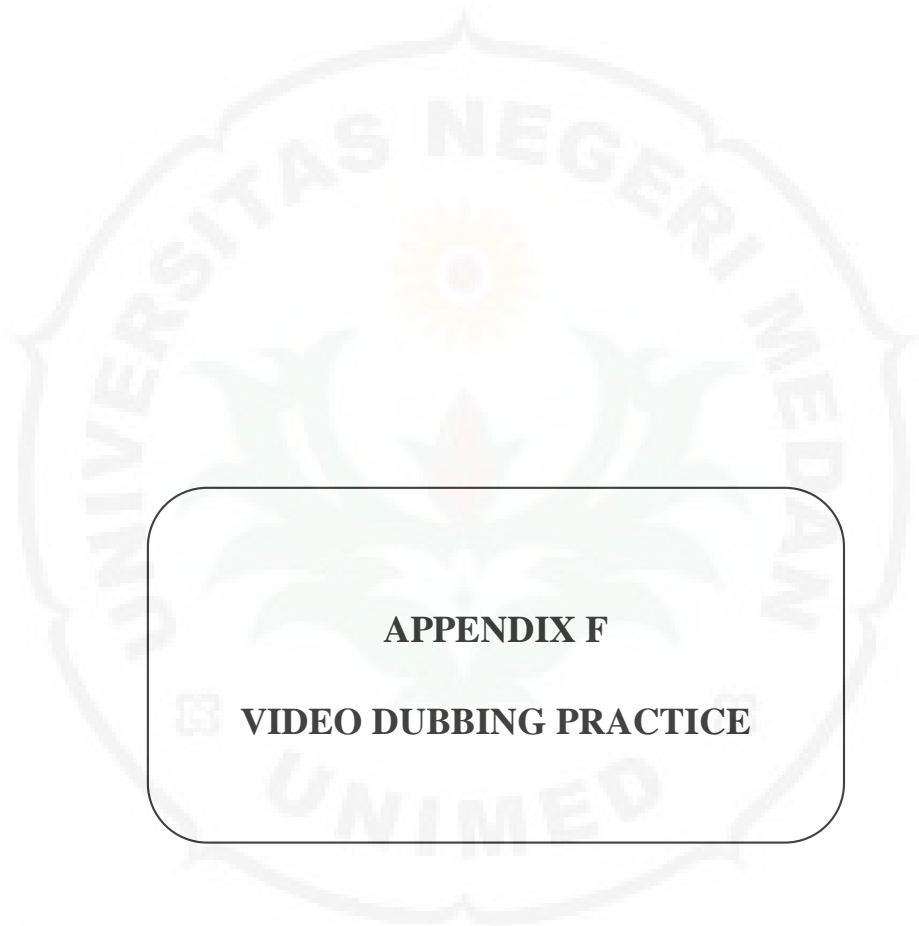
1. The teacher work very hard to fix the students' diction together with the researcher
2. The teacher gave clues in a very understandable explanation.
3. She tried to answer every question with the help from the researcher.

The Researcher:

1. She helped the teacher
2. She recommended and edited the video



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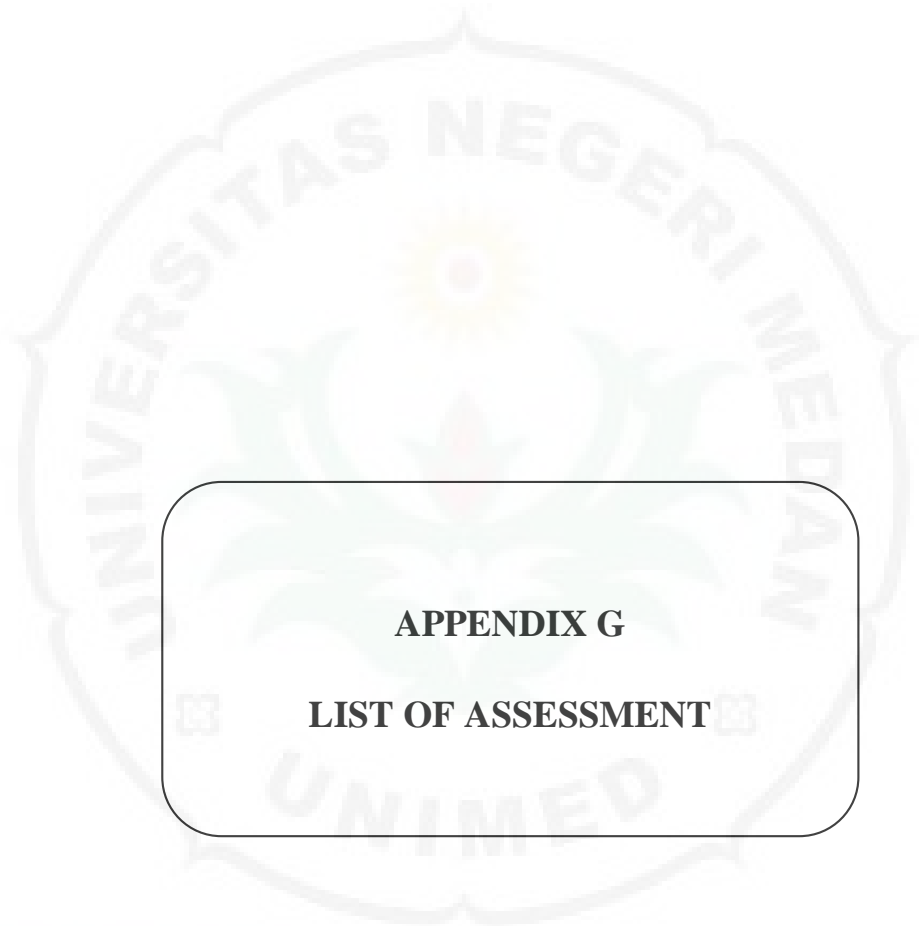
**APPENDIX F**  
**VIDEO DUBBING PRACTICE**

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**APPENDIX F****Video Dubbing Practice**

Research Subject: English Teacher	Date : Monday 15, 2020  Time : 07.00 – 09.30
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Researcher: The schedule for today was observing the students practice on the video dubbing they prepared in the previous session. The teacher role was the leader in the process. She led all the activities from the position of the LCD projector, the order of the performance, and evaluating. All she did exactly the same as the lesson plan. The researcher helped her totally to make sure everything as the plan. On the other side, the students were very enthusiastic with the method. Some of the group needed more than once in practicing the video dubbing but it was allowed.



**APPENDIX G**

**LIST OF ASSESSMENT**

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## APPENDIX G

### List of Assessment

NO	ASPECT	5	4	3	2	1
		EXCELLENT	GOOD	FAIR	POOR	VERY POOR
1	Fluency	Very smooth with no pauses	Smooth enough with very few pauses	Normal Speed with view pauses	Slow pace with frequent pauses	The pace is very slow with too many pauses
2	Accuracy	Excellent grammar with various words used (Correctness 80% - 100%)	Very few mistakes of grammar with enough variety of vocabulary (Correctness 61% - 80%)	Few mistakes of grammar with very sufficient vocabulary but still understandable (Correctness 41% - 60%)	Several mistakes of grammar with very limited vocabulary but still understandable (Correctness 41% - 60%)	Very poor diction and grammar which lead to misunderstanding (correctness 0% - 39%)
3	Clarity	Very clear articulation with good pronunciation	Good Pronunciation with very few mistakes and clear articulation	A few mistakes of pronunciation with inconsistent articulation but still understandable	A several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	Many Mistakes of pronunciation with unclear articulation and difficult to understand



4	Intonation	Correct intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning	Very few mistakes of intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning	Few mistakes of intonation/tone which interfere the intended meaning	Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	No difference of intonation/tone for the words/phrases/sentences which lead to misunderstanding of the intended meaning
5	Volume	Speak very loudly that the audience in the class can hear	Speak loudly that the audience in the class can hear	Only audience from the middle to the front row can hear the voice.	Speak softly that only very few the audience can hear clearly	Speak very softly that the audience cannot hear
6	Content	The content of the presentation contains very complete information	The content of the presentation contains complete information	The content of the presentation contains sufficient information	The content of the presentation contains little information	The content of the presentation contains very little information

**SMA Negeri 15 Medan****Lembar Penilaian****Kelas X MIPA 4****Mata Pelajaran Bahasa Inggris****Ketrampilan : Berbicara / Monolog**

No	Nama	Fluency (20)	Accuracy (20)	Clarity (15)	Intonation (20)	Volume (5)	Content (20)	Total
1.	Arif Syaduri	15	10	10	10	3	13	61
2.	Amanda Dwi	17	17	13	17	4	18	86
3.	Andini Iksha	15	13	12	15	4	18	59
4.	Anggie Audina	17	17	14	18	4	20	90
5.	Betsaida Evivani	17	18	13	13	4	17	82
6.	Dame Anita	17	15	10	10	3	15	67
7.	Dedek Rama	15	10	10	7	3	12	57
8.	Delayanti BR	10	7	7	7	3	10	44
9.	Della Andelina	17	18	14	17	4	20	90
10.	Faulina Deva BR	16	15	12	15	3	18	79
11.	Felix Voda	12	14	12	10	3	10	61
12.	Hafif Pramana	16	17	11	14	4	17	79
13.	Helma Aulia	13	15	12	15	3	16	69
14.	Hordi Febrian	15	17	13	17	4	20	86
15.	Iqbal Maulana	13	16	10	12	3	15	69
16.	Jody Jayansyah	12	11	10	10	3	13	59
17.	Karina Herdika	12	15	13	17	4	19	75

18.	Laila Balqis	14	12	10	17	3	15	71
19.	Laisya Azzahra	12	13	11	10	3	12	61
20.	M Ahza Zaidan	14	16	18	18	4	20	90
21.	M Sofian	13	12	11	10	3	17	93
22.	Nadila Dwi	18	19	14	18	4	19	92
23.	Novi Romlan	10	10	7	8	3	10	48
24.	Popy Riyani	17	18	15	15	3	20	88
25.	Putri Bintang	12	10	10	6	3	18	59
26.	Rico Hasiando	15	15	17	18	3	18	86
27.	Salwa Sofi	18	18	19	16	4	20	95
28.	Septiana R	16	12	15	10	3	15	71
29.	Sovi Mahlaxmi	18	16	14	14	4	20	86



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**SURAT TUGAS**

**No. 598/UN33.2.6/LL/2019**

Ketua Program Studi Pendidikan Bahasa Inggris FBS UNIMED menugaskan Saudara :

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Pangkat / Gol : Pembina Utama Madya / IV/d
2. Nama : Maya Oktora, S.Pd., M.Hum.  
NIP : 19801014 200812 2 001  
Pangkat / Gol : Penata / III/c

Sebagai Dosen Pembimbing Skripsi dari mahasiswa tersebut di bawah ini :

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Jurusan : Bahasa dan Sastra Inggris  
Prog. Studi : Pendidikan Bahasa Inggris / S-1

Demikianlah surat tugas ini diperbuat untuk dilaksanakan sebaik-baiknya.

Diketahui Oleh :  
Ketua Jurusan  
Bahasa dan Sastra Inggris

Dr. Masitowarni Siregar, M.Ed.  
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Medan, 18 April 2019  
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Nora Ronita Dewi, S.Pd., S.S., M.Hum  
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**LEMBAR PENGESAHAN  
PENGUBAHAN JUDUL SKRIPSI**

Judul skripsi yang telah ditetapkan atas nama:

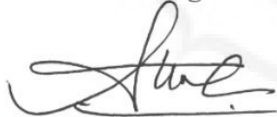
Nama : Febrianty Adma Gloria Br Gtg Suka  
NIM : 2151121018  
Program Studi : Pendidikan Bahasa Inggris-S1  
Jurusan : Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Semester : X (Sepuluh)  
Judul Lama : Dubbing Movie to Increase Speaking Ability of Tenth Grade Student's of SMA Negeri 15 Medan.  
Judul Baru : Dubbing Movie to Increase Speaking Skill of Tenth Grade Student's of SMA Negeri 15 Medan.

Medan, Januari 2020  
Mahasiswa Ybs,

  
Febrianty Adma G Br Gtg  
NIM. 2151121018

Disetujui,

Dosen Pembimbing I



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Dosen Pembimbing II



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Diketahui,  
a.n Ketua Jurusan  
Sekretaris Jurusan  
Bahasa dan Sastra Inggris



Anggraini Thesisia Saragih, S.Pd., M.Hum.  
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Nomor : 884/UN33.2.1/PL / 2020  
Hal : Permohonan Izin Penelitian

04 Februari 2020

Yth. Kepala Dinas Pendidikan Provinsi Sumatera Utara  
Jl. Teuku Cik Di Tiro No 1-D, Medan

Bersama ini dengan hormat kami mohon kesediaan Saudara untuk mengizinkan mahasiswa :

nama : Febrianty Adma Gloria Br Ginting Suka  
NIM : 2151121018  
jurusan/ program studi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris  
melaksanakan penelitian di SMA Negeri 15 Medan.

Perlu kami beritahukan bahwa penelitian tersebut dilaksanakan dalam rangka memenuhi persyaratan penulisan skripsi dengan judul **“Dubbing Movie to Increase Speaking Skill of Tenth Grade Students of SMA Negeri 15 Medan”**.

Demikian kami sampaikan, atas izin dan kerjasamanya diucapkan terima kasih.

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an Dekan  
Wakil Dekan I,  
FBS Wahyu Tri Atmojo, M.Hum.  
NIP 19680708 199303 1 002

Tembusan:

1. Kepala SMA Negeri 15 Medan
2. Ketua Jurusan / Sekretaris Jurusan
3. Ketua Program Studi
4. Dosen Pembimbing Skripsi





PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 15**  
Jln. Sekolah Pembangunan No. 7, Kode Pos 20128 Kecamatan Medan Sunggal Kota Medan  
Telp. (061) 8456806 Email: [smamedan15@gmail.com](mailto:smamedan15@gmail.com) website: [smn15medan.sch.id](http://smn15medan.sch.id)

SURAT KETERANGAN

No. 171/814/SMA.15/II/2020

Sehubungan dengan surat dari Wakil Dekan I Bidang Akademik Fakultas Bahasa dan Seni Universitas Negeri Medan No. 384/UN33.2.1/PL/2020 dan surat Kepala Dinas Pendidikan No. 071/1101/Subbag Umum/II/2020 tanggal 12 Februari 2020 Tentang Izin Penelitian, maka Kepala SMA Negeri 15 Medan dengan ini menerangkan bahwa nama Mahasiswa di bawah ini :

N a m a : FEBRIANTI ADMA GLORIA BR. GINTING SUKA  
N I M : 2151121018  
Jurusan : Bahasa dan Sastra Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S-1

Benar telah mengadakan Penelitian di SMA Negeri 15 Medan pada tanggal 20 s.d 27 Februari 2020 guna melengkapi data penyusunan Skripsi yang berjudul : "*Dubbing Movie to Increase Speaking Skill of Tenth Grade Studens of SMA Negeri 15 Medan*".

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Medan, 27 Februari 2020  
Kepala Sekolah,



Drs. Darwin Sitorus  
NIP. 19610523 198603 1 003



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
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Nomor : 746/UN33.2.6/LL/2020

26 Juni 2020

Hal : Ujian Skripsi

Yth.

Dengan hormat, bersama ini kami undang Saudara agar hadir sebagai pembimbing skripsi, penguji, saksi, pengambil berita acara atas nama:

Nama : Febrianty Adma Gloria Br Ginting Suka  
NIM : 2151121018  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Judul Skripsi : **Dubbing Movie to Increase Speaking Skill of Tenth Grade Students of SMA Negeri 15 Medan**

ujian pada :  
Hari/ Tanggal : Rabu, 01 Juli 2020  
Pukul : 09.00 - 09.45 WIB  
Tempat : Online

Demikian kami sampaikan. Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Diketahui oleh  
Ketua Panitia Ujian

Dekan FBS

Dr. Abdurrahman Adisaputera, M.Hum.  
NIP. 196730011994021001

Sekretaris Panitia Ujian

Anggrami T. Saragih, M.Hum.  
NIP. 198011112008122003

NB:

- Pembimbing Skripsi Wajib Hadir saat Pembukaan Sidang pada Pukul 08.45 WIB
- Pakaian Pembimbing Skripsi dan Penguji (Pria) :
  1. Pakaian rapi memakai dasi, atau
  2. Batik

Tembusan :

1. Dekan FBS Unimed
2. Wakil Dekan I FBS
3. Wakil Dekan II FBS
4. Wakil Dekan III FBS
5. Kabag. Tata Usaha FBS
6. Kasubbag. Akademik FBS
7. Kasubbag. Umum dan Sarana Akademik FBS



## BIOGRAPHY

The writer's name is Febrianty Adma Gloria Br Ginting. She was born on Februari, 10<sup>th</sup> 1997 in Medan. People usually call her Febri. She is the last child of Mr. Jusia Tarigan and Mrs. Anita Veronica. She has two sister, Mei mei and Liliyani.

Her formal education started 2003-2009 in SD SWASTA SINGOSARI, Delitua. From 2009-2012 she continued to SMP Negeri 2 Delitua. Then, she went to senior high school level in SMA SWASTA SINGOSARI Delitua started from 2012-2015. After finishing the senior high school level, she studied on English Education Study Program at state University of Medan and got her sarjana Pendidikan in 2020.

Medan, Juli 2020

The Writer,



Febrianty Adma Gloria Ginting

