IMPROVING STUDENTS' PRONOUNCING OF FRICTION CONSONANTS THROUGH DUBBING VIDEO AT THE FIRST GRADE OF SMA NEGERI 1 WAY JEPARA

(A Script)

By

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BANDAR LAMPUNG

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ABSTRACT

IMPROVING STUDENTS' PRONOUNCING OF FRICTION CONSONANTS THROUGH DUBBING VIDEO AT THE FIRST GRADE OF SMA NEGERI 1 WAY JEPARA

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Putri Sari Ayu

The current study aimed to find out whether the use of dubbing video technique could improve students' achievement of pronouncing the Friction consonants. It was conducted at the first grade students of SMAN 1 Way Jepara, in the academic year 2021/2022. The study was a quantitative approach with the design of true experimental study where two classes (experimental and control classes) were involved (X IPA 1 and 2), each of which consisted of 30 students. The data were collected through the pretest and the post test in the form of friction consonants list for students to pronounce. The gain scores of both classes were compared using SPSS software 22.

The results showed that i) dubbing video technique significantly improved the students' achievement of pronouncing friction consonants with significant level 0.05, and ii) there was statistically significant difference achievement of friction consonants between the students taught through dubbing technique and those through conventional learning method without dubbing video technique. The result

showed that the students taught with dubbing video techniques had better achievement than those with conventional learning techniques. This suggests that dubbing technique facilitates students to improve their achievement of pronouncing friction consonant sounds.

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A Script

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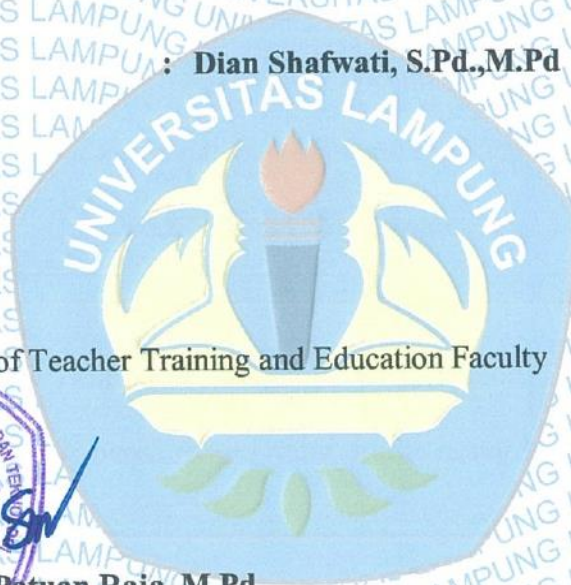
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Consonants through Dubbing Video at The First Grade

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetehuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The researcher's name is Putri Sari Ayu. She was born on February 24th 2000, in Way Jepara. She is the Second child of the family. Her father, Abdul Rahman S.Pd., is a Farmer and her mother, Siti Maimanah, is a seller. She has two little brothers named Maulana Arief Rohmanudin and Muhammad Nurul Huda, and one brother that has passed away named Ahmad Syaifullah. She lives with her parents in Way Jepara, Lampung Timur.

She started her study at kindergarten for 2 years before going to elementary school. Then, she went to MI Al Iman Islam In 2006. She graduated in 2012 and continued to junior high school at SMP Min-Hajuth Thullab Way Jepara. In 2015, she entered SMAN 1 Way Jepara and majored in social class. She joined dance extracurricular, palang merah remaja, and taekwondo.

After graduating from SMAN 1 Way Jepara, she applied to study at Lampung University and was accepted as a student of English Education Study Program through SNMPTN. Then, she joined a program of kampus merdeka named kampus mengajar placed in the 3T (Front, Remote and Disadvantaged) area, namely at SDN 5 Labuhan Ratu 1. To complete her study, she undertook research related to the improvement of students' pronouncing of friction consonants at the first garde on SMAN 1 Way Jepara.

MOTTO

"Never be jealous of others but make others jealous of us."

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala who blesses the researcher's life, she would like to proudly dedicate this script to all teachers and students who survive to improve the education in Indonesia, her almamater – Lampung University, her lecturers in English Education Study Program, beloved family, and friends.

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Alhamdulillahi Rabbil 'Alaamiin. First of all, the researcher would like to thank Allah SWT. for his blessing and his guidance, so the researcher could finish this script concerning to "The Effectiveness of Using Dubbing Video Technique for Improving Students' Pronunciation" which was written to fulfill one of the requirements for the Bachelor Degree of Teacher Training and Education Faculty of Lampung University. The researcher realizes that this script could not be finished without the help and support of other people who have sacrificed their valuable time in giving advice to complete this research.

In this occasion, the researcher would like to express her sincere gratitude and respect to:

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Finally, The writer realizes that in writing this script, it is still far from perfect. Constructive criticism and suggestions are very much welcome for the sake of improving writing in the future. Hopefully this script is useful for writers in particular and for readers in general.

Bandar Lampung, 20 Maret 2022

Putri Sari Ayu

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CHAPTER I

INTRODUCTION

This chapter discusses and concerns on the background of problem, research question, the objective of the research, the uses of the research, the scope of the study, and the definition of term in this study.

1.1 Background

English has occupied a commercial status and is also the fastest growing language in today's modern world, because this language can connect people in various parts of the world, from east to west, all of which can be connected with English (RAO, 2019). English allows people from different countries and different languages to communicate with only one international language, namely English. English is needed as a liaison in interactions between individuals and groups. In Indonesia English is decided to be a foreign language as stated on the decision of the ministry of education and culture (Departemen Pendidikan dan Kebuadayaan RI, 1967) With this decision, it doesn't mean we don't need to study it.

English has 4 skill that are reading, writing, listening, and speaking. Speaking ability has an important aspect, namely pronunciation. Pronunciation has an important role in communication, it can affect the clarity of what someone is saying (Hasibuan, Yusriati, & Husni, 2019). According to (Yates & Zielinski, 2009) pronunciation has a role as a key in learning English, this is due to a lot of attention being paid to the pronunciation of English. (Maemunah S.Pd, 2021) as one of English Teacher at SMA NEGERI 1 Way Jepara said that many students have difficulty in pronouncing English words. They often

mispronounce English words or sentences, they find it difficult to distinguish the pronunciation of English consonants, especially fricative sounds or friction consonants where they sound almost the same, for the example the sounds /f/ and /v/ are referred to as labiodentals sounds. So that, if the teacher does not provide or teach general rules and principles of pronunciation that are easily accessible to learners, they will not implement them either. The teacher's responsibility is to teach new sounds, new words, new sentences, and also new phrases, and to make the material in a certain way so that it is suitable for teaching pronunciation that can be understood by students in class.

Teachers are needed to find new techniques to provide feedback, demonstrate, and practice pronunciation of words or sentences in English that are easy, simple, and effective to students. As explained (Gilakjani, 2012) that teachers must understand well what is in the curriculum, what teachers should do with students, and be aware of how this can have a relationship with the structure of the sound . Therefore, teachers should make provisions regarding the pronunciation aspect of the curriculum based on their overall knowledge of pronunciation.

According to (Morley, 1998) in identifying the need for pronunciation, speech function, and the context in which it is likely to occur, the goals and objectives of oral communication must be established. To make an agreement with the class, teachers are asked to be flexible in the application of the approach they use.

Scientists research or develop techniques to get easy when learning pronunciation, one of which is the dubbing video technique. According to

(Burston, 2005) dubbing video techniques can give foreign language learners a good opportunity to create linguistic abilities. Dubbing video technique can help the learners to hone their speaking skill, including pronunciation. Because this technique prioritizes sub skills in speaking such as pronunciation. Through dubbing video techniques students were required to say or pronounce words and phrases clearly, which means it covers supra-segmental aspect which consisting of stress, intonation, and pitch. Not only on the supra-segmental aspect but also on the segmental aspect which consists of vowels, diphthongs, trip thongs, and consonants. Therefore, the researchers tried to use the dubbing video technique for improving students' pronouncing of friction consonants.

Several studies related to the use of dubbing video techniques such as those carried out by Pramesty Anggororeni, Riyadi Santosa & Tri Wiratno discussed the analysis of meaning translation in film dubbing. In addition, there is also research related to the use of dubbing video techniques conducted by Jack Burston on the use of dubbing video in the foreign language learning curriculum. The research that discusses the effectiveness of using dubbing video techniques to improve speaking skills of Japanese Language was carried out by Sanda Nuryandi, Herniwati, and Melia Dewi Judiasri.

So far in English education, research related to the use of dubbing video techniques has been carried out only to improve students' speaking skills in general, not in the specific one. Meanwhile, there are still very few researchers who conduct research on the improvement of students's pronouncing of friction consonants through dubbing video technique. Therefore, based on the explanation above, the researcher tried to carry out an experimental research

entitled "Improving students' pronouncing of fricion consonants through dubing video at the first grade of SMA Negeri 1 Way Jepara".

1.2 Formulation of The Problem

Based on the background, the researcher would like to arrange the research questions:

- Did dubbing technique significantly improve the students' achivement of pronouncing friction consonants?
- Was there statistically significant achievement of friction consonants between the students' taught through dubbing video technique and those through conventional learning method without dubbing video technique?

1.3 The Objective of The Research

Based on the research question which has been formulated, the aim of this research is to find out whether the use of dubbing video technique provides a significant improvement in the pronunciation of friction consonant sounds.

1.4 The Uses of The Research

The researcher hopes that this research can provide benefits both theoretically and practically.

1. Theoretical benefits

This research is expected to provide an overview of the use of dubbing video techniques on students' pronouncing skills of Friction consonants as well as information material to make decisions in choosing techniques that applied to the teaching and learning process, so that students' skills in learning pronunciation are produced.

2. Practical benefits

For the Researcher As a condition for obtaining a bachelor's degree in Education at the Faculty of Teacher Training and Education, University of Lampung. In addition, this research is very useful for researchers as the scientific work. Not only for the researcher, the practical benefit also provide the teachers, especially English Teachers in applying attractive techniques for teaching the student in English pronunciation.

1.5 Scope of The Study

As a starting point, this study are focused on segmental features of pronunciation namely Friction consonants (American Accent). Dubbing video technique that used in this research is the short video based on an announcement of short functional text material in the first class of senior high school. The students are given a short video then they are asked to put and replace their voices in it.

1.6 Definition of Terms

a. Dubbing Video

The process of adding sound in the form of dialogue or other sounds into a motion image (video or film) that has been recorded where the original language of the recording is replaced with audio or sound in another language which is then mixed with the sound of other media to make it sound more natural (Nuryandi, Herniwati, & Judiasri, 2017).

b. Pronunciation

According to (Maiza, 2020) pronunciation is the justification of a sound, both sounds and words. Accent and number of syllables in

Pronunciation refers to the correct use and application of stress, rhythm, and intonation of a word.

c. **Friction consonants**

Friction consonants is a consonant sound that is produced by bringing the mouth into position to block the passage of the airstream, but not making complete closure, so that air moving through the mouth generates audible friction (Carley & Mess, 2020).

CHAPTER II

LITERATURE REVIEW

This chapter are focused on discussing the literature review used in this study: the concept of English speech sounds, Friction consonants, and the importance of pronunciation, concept of dubbing video, teaching pronunciation through dubbing video, and the hypothesis.

2.1 Concept of English Speech Sounds

Speech is a continuous stream of sound with interruptions only when needed to breathe air to breathe, or to organize our thoughts. First task when Analyzing speech is dividing this continuous stream of sound into smaller pieces that easier to handle. This process can also be called segmentation, and the results are the smaller unit of sound is called a segment (this corresponds to vowels and consonants) (Carley & Mess, 2020).

According to (Collins, Mess, & Carley, 2019) In all languages, there are significant variation of certain sounds because they can change the meaning of words. But not every small audible difference between one voice and another is enough to change the meaning of words. There is a certain degree variations on each phoneme that are sometimes very easy to hear and can to be quite conspicuous. Therefore, each phoneme is actually made up of a number of different phonemes sound which is a meaningful unit by native speakers language.

English speech sound can also be referred to as a phoneme which is defined as the smallest unit of sound that distinguishes one word from another (Ashby, 2005). Based on (Roach, 1991) phonemes are abstract units and exists only in

the mind of the speaker/listener and it consists of 44 phonemes and is divided into 2 categories, 20 vowel sounds, and 24 consonant sounds.

2.1.1 English Vowels

Vocal sounds are produced by passing air through various mouth shapes with different tongue and lip positions and by relatively unobstructed airflow by narrow passages, except at the glottis (Ambalegin & Suryani, M. S., 2018). According to (O'Connor, 1980) Vowels are made by air being voiced through different mouth shapes. The difference in the shape of the mouth is caused by the difference in the position of the tongue and lips. Vocals must be learned by listening and imitating. because it is easy to see and feel the difference of the lips, but very difficult to see or feel the difference of the tongue. That is why detailed descriptions of tongue positions for certain vowels do not help pronounce them well.

Based on the characteristics of the articulation, there are three categories of vowel sounds; closed vowel sounds (/i:/ /ɪ/ /ʊ/ /u:/), mid vowel sounds (/e/ /ə/ /ɜ:/ /ɔ:/), and open vowel sounds (/æ/ /ʌ/ /ɑ:/ /ɒ/), and diphthong is the combination of two vowel sounds. Based on the characteristics of the articulation, there are three categories of diphthong sounds; centering diphthongs (/ɪə/ /ʊə/ /eə/), closing diphthong ending in /ɪ/ (/eɪ/ /ɔɪ/ /aɪ/), and closing diphthong ending in /ʊ/ (/əʊ/ /aʊ/) (Carley & Mess, 2020).

2.1.2 English Consonants

Consonants are sounds made with a lot of constriction in the mouth, so that the air coming up from the lungs gets squashed (Ambalegin & Arianto, 2018). According to (Roach, 1991), in English, consonants are divided into 2 types, voiced and voiceless. Voiced consonants are sounds that are produced when the vocal cords vibrate during the pronunciation of phonemes. Voiceless consonant sound is sound that does not require the use of vocal cords.

Consonants are pronounced in much the same way wherever English is spoken. Consonants are generally made by certain interference of the vocal organs with airflow. If the consonants are not perfect there will be a great risk of misunderstanding (O'Connor, 1980). The following is a classification of English consonants according to (Carley & Mess, 2020) as shown in table 2.1.

Table 2.1 Place of Articulation

Manner	**Place of Articulation**								
	Labial		**dental**	**Alveo-lar**	**Post-alveolar**	**Palato-alveo-lar**	**Pala-tal**	**Vel ar**	**Glot-tal**
	bilabial	**Labio-dental**							
Plosive	p b			t d				k	
Affricative					tr dr	tʃ dʒ			
Nassal	m			n			ŋ		
Lateral					r		(l)		
Fricative		f	ð θ	s		ʃ ʒ			h
Semi vowel	w						j	(w)	

2.2 Friction consonant

Friction consonants are consonants produced by squeezing air from a small opening or gap in the mouth. If we have enough air in our lungs then we can continue to produce it without interruption, this is because fricatives are continuous consonants (Roach, 1991). According to him, friction consonants have a complex system as can be seen in table 2.2 below.

Table 2.2 Place of Articulation of Friction Consonants

PLACE OF ARTICULATION					
	Labiodental	Dental	Alveolar	Palato Alveolar	Glottal
Voiceless	f	Ө	S	ʃ	h
Voiced	v	ð	Z	ʒ	

Voiceless Friction consonants have the effect of shortening the vowel before the consonants, for example "fan : fæn". Whereas in the voiced Friction consonant, the sound that produced become thicker in pronunciation.

The description of the place of articulation of the English Friction consonants in the speech organ can be seen in Figure 2.1 by (Roach, 1991) below.

Figure 2.1 Place production of Friction consonant in organ speech

1.

labio-dental
top teeth & lower lip

/f/ first
/v/ van

2.

dental
tongue & teeth

/θ/ thick
/ð/ these

3.

alveolar
tongue & alveolar ridge

/s/ saw
/z/ zen

4.

post-alveolar
tongue behind alveolar ridge

/ʃ/ she
/ʒ/ casual

5.

glottal
throat

/h/ hard
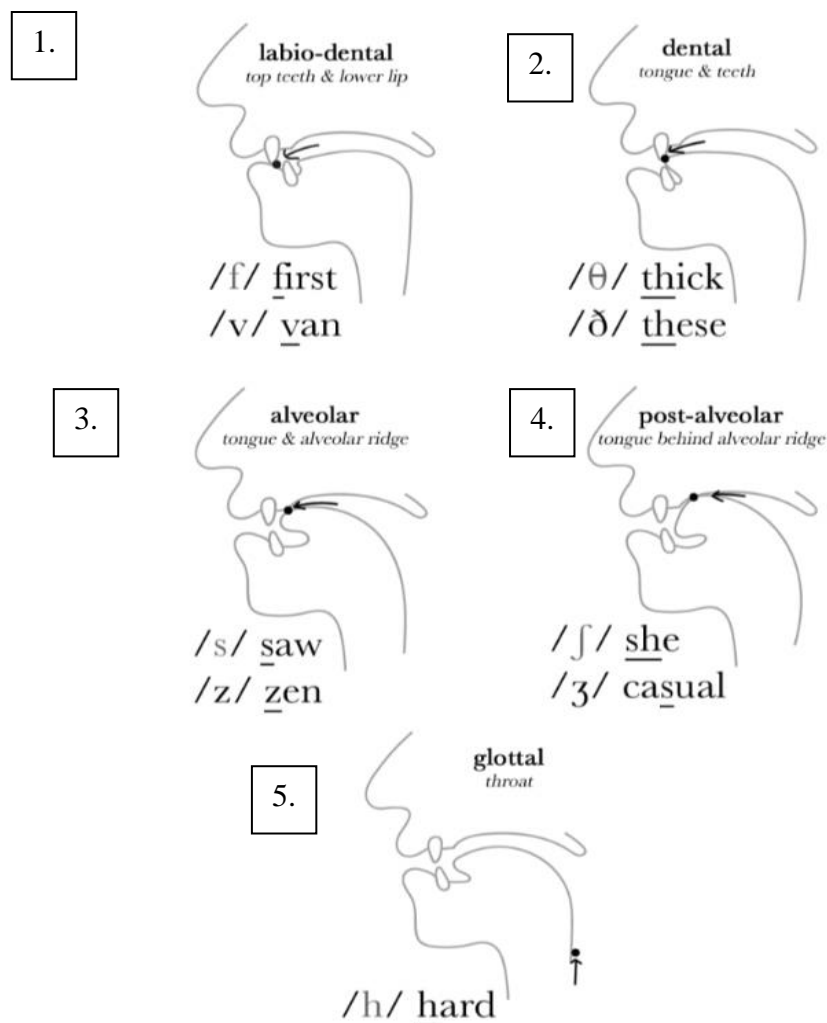
In the table and figure above, it can be seen that there are 5 sound production sites for Friction consonants in the speech organ. First on Labiodental, dental, alveolar, palato alveolar, and also glottal.

a. Labio-dental

In his book entitled English Phonetics and Phonology (Roach, 1991) explained that the labio-dental Friction consonant that formed is a consonant sound "f" for voiceless and "v" for voiced. This consonant

can be formed when our upper teeth come into contact with the lower lip as illustrated in Figure 2.1 number 1.

b. Dental

This depiction of the production of Friction consonants in the dental organ of speech occurs when the tip of the tongue meets the inner upper and lower teeth. In other words, the position of the tip of the tongue is between the upper and lower teeth but remains in the interior of the oral cavity, as in Figure 2.1 number 2, the air is expelled through a small gap between the teeth and the tongue. The Friction consonant that produced in this dental section is "Ө" for voiceless fricative and "ð" for voiced Friction consonant (Roach, 1991).

c. Alveolar

Looking at Figure 2.1 number 3, the Friction consonant production process that occurs at the alveolar produces the sound "s and z". The process that goes through to produce these consonants is almost the same as the dental process, but the difference is that the tip of our tongue does not touch the inside of the teeth.

d. Palato-Alveolar

In Figure 2.1 number 4 we are shown a picture of the location or position of the consonants ``ʃ`` and "ʒ". The process or method of production is almost exactly the same as the production of alveolar consonants. For differentiating it, (Roach, 1991) explained that when "ʃ" and "ʒ" consonant are produced we will feel the movement of our tongue that slightly pulled back. The air will come out through a gap from a fairly

wide cavity between the roof of the mouth and the tongue. Not only that, when we produce the two consonants, the lips (upper and lower) will automatically form a little circle. This is what distinguishes these two consonants from the "s" and "z" consonants.

e. Glottal

Based on (Roach, 1991) explains that the Friction consonant "h" is formed by narrowing the vocal cords. To see the position or point where the consonant "h" comes out, it is shown in Figure 2.1 number 5.

2.3 Teaching Pronunciation

According to (Yates & Zielinski, 2009) pronunciation has a role as a key in learning English, this is due to a lot of attention being paid to the pronunciation of English. If the teacher does not provide or teach general rules and principles of pronunciation that are easily accessible to learners, they will not implement them either. The teacher's responsibility is to teach new sounds, new words, new sentences, and also new phrases, and to make the material in a certain way so that it is suitable for teaching pronunciation that can be understood by students in class.

Teachers are needed to find new techniques to provide feedback, demonstrate, and practice pronunciation of words or sentences in English that are easy, simple, and effective to students. As explained (Gilakjani, 2012) that teachers must understand well what is in the curriculum, what teachers should do with students, and be aware of how this can have a relationship with the structure of the sound. Therefore, teachers should make provisions regarding

the pronunciation aspect of the curriculum based on their overall knowledge of pronunciation.

According to (Morley, 1998) in identifying the need for pronunciation, speech function, and the context in which it is likely to occur, the goals and objectives of oral communication must be established. To make an agreement with the class, teachers are asked to be flexible in the application of the approach they use.

From several techniques that can be used to teach pronunciation, the researcher chose a voiceover technique to teach Friction consonants. Dubbing video is a technique that can be applied in education to improve students' speaking skills, including pronunciation. (Wati & Rozimela, 2019) State that the application of dubbing video techniques can be used to improve speaking competence and can also increase students' confidence level in producing their own voice and language according to the context. This can make the learning process in the classroom more active and fun.

2.4 Dubbing Video Technique

Dubbing video technique can be interpreted as an activity to change the sound in a motion image or video to another language (Manurung & Pohan, 2019). Based on (Burston, 2005) illustrates that dubbing video is an alternation of sound with an existing soundtrack, This technique can increase students' enthusiasm and participation in innovating during learning, considering that students tend to like things such as technology. But for the implementation of this voiceover practice, it must use several tools such as qualified audio so that the sound entered into a video becomes clear so that listeners can catch the

information conveyed. The understanding of the dubbing video technique is also explained by (Varela, 2006) that this activity is one of the type of audiovisual translation which is done by changing the original sound of a movie into another sound which is a translation of the conversation that is in the film as the object.

Referring to what was said by (Yang, 2014) that dubbing video can be interpreted into 2 meanings, namely the general or broad meaning and also the specific meaning. In general, dubbing video can be interpreted as replacing the existing sound. Then specifically means matching the sound with the lip movements of the existing video in a lip-syncing manner.

Referring to the explanations of some researchers above, it could be said that dubbing video technique is a technique that allows someone to add sound to a video, it can be filled with their own voice or another voice, is by removing the original soundtrack and then revoicing it.

2.5 Teaching Pronunciation

Through Dubbing Video and the Lesson Plan

At this time, along with the times. Technology is very helpful for humans in doing their jobs. In the realm of education, technology plays an important role in helping and facilitating teachers as a medium in delivering material, so that students can easily absorb the information or material presented.

According to (Chiu, 2012) speaking fluency, pronunciation, vocabulary acquisition, can be improved through the use of dubbing video techniques. Referring to the research conducted by (Pamungkas, Sumardi, & Rochsantiningsih, 2019) which states that the use of dubbing video technique

can help students improve their skills in the field of speaking, including pronunciation. The use of dubbing video techniques in teaching and learning activities can make the class more active and not boring. Students are required to do practice beyond studying theory. Because with practice students will be able to understand and apply what they have just learned (pronunciation).

In his study entitled Dubbing video Projects in the Foreign Language Curriculum, (Burston, 2005) explained that there are several ways to apply dubbing video technique as a medium of learning as follows.

a. Students can search for silent videos and analyze and create story lines based on the accompanying script.

b. Copying the manuscript to ensure the correctness and context of the manuscript so that it can be used as a pronunciation practice material.

c. Making silent videos by students by using applications for editing.

d. Students are required to watch and hear the original audio of the selected video to synchronize the sound with the existing video.

e. Students can do several voice recordings to get the best results.

Not only the procedures that had been described by Burston, in his research entitled How Dubbing video Can Improve Students' Speaking Pronunciation Pamungkas, Sumardi, & Rochsantiningsih in 2019 also formulated teaching procedures using dubbing video. Therefore, the researcher adapted the teaching procedure using technical dubbing video, belonging to the two researchers[1]. Starting from doing a pre-test then explaining what and how to pronounce

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[1] (Pamungkas, 2019 and Burson, 2005)

Friction consonants, then inviting students to practice it. After that, students were introduced to dubbing videos through an explanation. When students have understood the concepts. Then a dubbing video practice was carried out by giving a script to students, then students were asked to fill in their voices into a short video given by the teacher as a practice through an editing application namely Capcut. These activities are divided into 3 main stages (lesson plans) as follows.

a. Pre – activity

At first, the researcher as a teacher greeted the students and checked the attendance of the students. After that, the teacher reviews the previous material then introduces students to the next topic along with the delivery of the aims and objectives of learning on the topic that studied.

b. While – activity

This section is the core section where the provision of material and practical implementation are carried out, before the teacher gives the material, students are asked to do a pre-test individually to find out students' pronunciation skill by asking the students to read aloud announcement text given by the teacher. After the pre-test is done, students are divided into several groups. Then, students are asked to discuss with groups that have been formed by the teacher consisting of $\pm$ 5 to 6 students. Each group was asked to discuss the answers to the questions posed by the teacher within 15 minutes. After all the questions have been answered, then students are asked to listen to the teacher's explanation of the material about Friction consonants of pronunciation. After that, students are asked to listen to the fricative sounds pronounced

by native speakers as an example. Then they are asked to repeat after. After delivering the material on pronunciation and Friction consonants students and the teacher also discuss the material about dubbing video and the material about how to fill the voice to video (dubbing).

After delivering the material in the form of theory, the next step after understanding the theory is the application of theory or practice. This practice is the focus of the steps for applying dubbing video technique to pronunciation (treatment).

The last practice (post-test) was carried out after giving treatment to students in the form of using the dubbing video technique in learning. The implementation of this second practice is carried out individually, like the implementation of the first practice which is carried out individually too.

c. After-teaching

At the end of the lesson students are involved in the review of learning as an evaluation. Students are then asked to collect the results of their practice to be assessed and analyzed.

2.6 Hypothesis

The hypothesis in this study based on research questions is as follows.

1. H_1 : Did dubbing video technique significantly improved the students' achivement of pronouncing friction consonants?

2. H_2 : Was there statistically significant achievement of friction consonants between the students' taught through dubbing technique and those through conventional learning method without dubbing video technique?

CHAPTER III

RESEARCH METHOD

This chapter are focused on discussing the research methods used in this study such as research methods, sample and population, techniques of data collection, data collection procedures, data analysis, and validity as well as reliability, also normality and homogeneity.

3.1 Research Method

1. Research Design

This study use quantitative approach and true-experimental design, using control and experimental classes. Based on the explanation on (Sugiyono, 2018) this design can be defined as an experiment that has a treatment, impact measurement, and also an experimental unit that use random assignment to create comparisons in inferring changes caused by the treatment. The experimental group gets a new intervention, namely the use of dubbing video techniques and the control group gets a conventional learning method without using dubbing video technique.

The pre-test and post-test designs are used in each. With the aim of knowing the effectiveness and significance by comparing the pre-test and post-test scores of the two classes, namely the control class and the experimental class. An overview of the design in this study can be seen in the following design.

EC	: $O_1 \rightarrow$ Treatment $\rightarrow O_2$		
CC	: $\quad O_1 \rightarrow O_2$		
EC	: Experimental class	O_1	: Result of pre-test
CC	: Controlled class	O_2	: Result of post-test

(Cheryl Bagley Thompson & Edward , 2006)

2. Research Variable

This research has two variables that are used, independent and dependent variables. The independent variable is the dubbing video technique as a treatment to improve students' pronunciation and the dependent variable is students' pronunciation as the object of dubbing video technique.

3.2 Sample and Population

Referring to the explanation from (Brereton, 2015) it can be concluded that the population is the total of a group such as people or objects that act as subjects in the study. While the sample is the number of a small part of the group that is the subject of the study, which group is taken or obtained from the population.

Around 347 students of first class on SMAN 1 Way Jepara that consist of 10 classes are used as the population in this research. Then, the researcher took two classes as samples by using the technique of random sampling, which according to (Arikunto P. D., 2013) that this technique is method of sampling by giving equal opportunities to participants in the population to be the selected sample. Sampling was done by taking 2 classes randomly through a lottery for all classes that became the population. Then the researcher get XI IPA 1 that consist of 30 students as the experimental class, and XI IPA 2 that consist of 30 students as the control class.

3.3 Research Instrument

The instrument of this study was an oral test with the aim of knowing how many students mastered pronunciation. The test are given during the pre-

test and post-test. The pre-test can be done by asking students to practice the script that is given individually. This is done in order to find out to what extent and how high is the student's pronunciation ability.

In giving the treatment and also post-test the research instrument used was a video based on the material short functional that is an announcement. To put the students' voices into a video, this research uses an editing application namely Cap cut. Post-test was conducted in order to determine the difference in the results of the pre-test after being given treatment.

3.4 Technique of Data Collecting

In this study the researcher use pronunciation pre-test and post-test to collect the data. First the researcher conducts a pretest to the two classes, the experimental class and the control class to determine the extent of the students' pronunciation abilities, before giving treatment to the experimental class. For the assessment is taken only by the teacher of English lesson Mrs. Siti Maemunah S.Pd.

After getting the results of the pre-test, the researcher provide treatment to the class when teaching. Students in the experimental class was taught by the researcher using the dubbing video technique through Cap Cut application, while the control class used the conventional method without using dubbing video technique. There are six meetings, 3 meetings on experimental class and 3 meetings on control class, where at the first meeting it was used as a pre-test, the second meeting for giving treatment, and the third meeting for the implementation of the post-test.

Post-test was carried out after giving treatment to the class. The posttest in the experimental class was conducted in such a way that students were asked to do dubbing on a video that had been given by the teacher, and collected according to a predetermined time. After the students collect the results of the dubbing video, the teacher immediately gives an assessment of the students' work. Meanwhile, for the control class, the post-test was carried out the same as during the pre-test, where students were asked to come forward and read aloud the announcement text given by the teacher and immediately given an assessment by the appraiser. After that, the researcher began to analyze the results that had been obtained starting from the pre-test to the post-test.

3.5 Research Procedure

1. Problem Determination

    Determination of this problem is carried out in order to find out whether the use of dubbing video tehnique improves the students'pronouncing of friction consonants.

2. Population and Sample Determination

    The population in this study were first grade students from SMAN 1 Way Jepara. To get a sample, the researcher used a random sampling technique, where class X IPA 1 which consisted of 30 students became the experimental class and X IPA 2 which amounted to 30 students became the control class.

3. Research Instrument Determination

    The instrument used in this research is the pronunciation test. This pronunciation test is used during the pre and post-test to get the results. The

aplication that used to do the practice is Cap cut application through smartphone.

4. Conducting a pronunciation test.

Students are asked to fill in their voices on the video according to the material. This is done to get the value of students' pronunciation skills on segmental features, namely friction consonants. For the implementation of the pre-test, students are asked to read aloud announcement text given by the teacher, and for the post-test students are asked to fill in their voice into the video through an editing application namely Cap cut. For the procedure of using dubbing video technique to teach pronunciation has expalined on chapter 2 sub chater 2.4.

5. Analysis of the results of the test

To analyze the results of the test, researchers used calculations using several formulas, to find out the significant improvement in students' pronunciation abilities.

3.6 Normality and Homogeneity

a. Normality Test

According to (Arikunto P. D., 2013) Normality test is a test used to determine whether the data is normally distributed or not. So that researchers can determine whether parametric or non-parametric tests should be carried out by researchers. According to (Sugiyono, 2018) the data can be said to be normally distributed if the significance value is more than equal to 0.05. The normality test has many techniques or calculation methods, including: Kolmogorov Smirnov test, Lilliefors test, Shapiro WIlk test, Shapiro Francia

test, Anderson Darling test, Ryan Joiner test, Jarque Falls test, Skewness Kurtosis test, PP Plot, QQ Plot, Detrend QQ Plot.

Refers to (Arikunto P. D., 2013) Shapiro Wilk test is a method or formula for calculating the distribution of data created by Shapiro and Wilk. The Shapiro Wilk method is an effective and valid normality test method used for small samples. if the number of samples is less than 50, then the researcher can use Shapiro Wilk in the normality test.

Before performing the statistical calculation of the T score test, the researcher must perform a normality test or a homogeneity test of the data obtained. The researcher can do a T-test on the data if the data is normally distributed. If the data is not normally distributed, the researcher can use a non-parametric test. In this study, researchers used the Shapiro-Wilk normality test through the SPSS 22 application for windows.

Table 3.1 result of normality test

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Pre-test Result	Pre test Experiment	,917	30	,022
	Pre test Control	,938	30	,082
Post-test Result	Post-test Experiment	,965	30	,420
	Post-test Control	,948	30	,151

Based on the table 3.1 the data of pre-test and post-test data in the experimental class and control class have a normal distribution, where in the experimental class the pre-test data has Sig.0.022 then the post-test results have a significance of 0.420. In the control class, the pre test results showed Sig. 0.82 and 0.151 for the post test using the Shapiro-Wilk normality test. Consideration

when Sig. > 0.05 then the data is normally distributed, if the Sig. < 0.05, it could be said that the data is not normally distributed (Sugiyono, 2018).

b. Homogeneity Test

Based on (Arikunto P. D., 2013) Homogeneity test can be interpreted as a test that assesses whether there is a difference in variance between two or more groups. Homogeneity test is different to normality test although equally be used as a condition for parametric test. (W.Creswell, 2016) states the difference between the normality test and the homogeneity test is that if a normality test is required for all parametric tests, the homogeneity test is not always used.

The homogeneity test is only used in the parametric test which examines the difference between the two groups or several groups with different subjects or data sources and is an absolute requirement in studies using independent T-tests and Anova (Sugiyono, 2018) . Below is the result of the calculation of the homogeneity test through SPSS One Way Anova.

Table 3.2 Result of Homogeneity Test

Test of Homogeneity of Variances ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36,817	1	36,817	4,773	,033
Within Groups	447,367	58	7,713		
Total	484,183	59			

Table 3.1 showed that the significance value obtained from the homogeneity test is Sig.0.033 > 0.05. So it can be concluded that the data variances are homogeneously distributed or in other words, the significance value obtained indicates that the sample used comes from the same population

(the classes are equal), with the basis for making decisions from (Arikunto P. D., 2013) if Sig. > 0.05 then the data distribution is homogeneous and if Sig. < 0.05 then the data distribution is not homogeneous.

3.7 Data Analysis

According to (Arikunto P. D., 2013) data analysis is the core process to get the right conclusions from the large amount of data used in research. In order to find out which method is appropriate for data analysis, researchers are required to know the data they have. This is because not all data can be analyzed using the same analytical method.

The data that has been collected in this study are analyzed using Statistical Package for the Social Sciences (SPSS) starting from transcribing students' pronunciation, looking for mean, standard deviation, standard error mean, N-Gain test and paired sample T-test to see the differences on students' pronouncing of fricative consonants before and after giving treatment.

a. Transcribing Students' Pronunciation

In this step, the researcher transcribes the scores that have been obtained into the Microsoft Excel application to make it easier to input data into the SPSS software.

b. Finding the Statistical Calculation of Students' Pronunciation

After finishing inputting data into SPSS, next the writer looks for the results of the normality and homogeneity test of the data, as well as the validity and reliability of the data. If the results of the four tests have

been obtained, then the writer looks for the mean, standard deviation, standard error of the mean, and also the paired T-test through SPSS.

c. Interpreting data findings

The final procedure in analyzing the data is to interpret the results obtained by comparing the results of the pronunciation of the friction consonant sounds by students in the pretest and posttest of experimental and control class, in order to find out the improvement of the friction consonant sounds pronounced by students.

3.8 Validity and Reliability

3.8.1 Validity Test

Validity is an accurate measurement of a concept in quantitative studies. In his study (Sürücü, 2020) revealed that the determination of validity is an appropriate and meaningful way that comes from data that has been obtained through measuring instruments as a form of results in an analysis. In order to ensure that the findings obtained are valid, the measuring instrument used must be a validated measuring instrument. In this study, researchers used content and construct validity to measure the validity of the data that had been obtained.

a. Content Validity

In this study, the researcher emphasized the use of the 2013 curriculum as the basis for making instrument pronunciation tests. The use of the test is used as a representative as well as supporting the implementation of the 2013 curriculum which acts as content validity.

The use of short functional text in the form of announcements is used to determine the production of students' pronunciation. The measurement of the validity of the pronunciation test was carried out using an assessment technique taken from an assessor who had assessed students' abilities based on features in segmental features that are Friction consonants.

b. Construct Validity

Construct validity relates to the ability to distinguish between participants with and without the behavior or quality to be measured (Sürücü, 2020). The researcher examines the significance of the use of the dubbing video technique on students' pronunciation skills. Pronunciation tests (pre-test) are held before students get the material and also after getting treatment (post-test). Adapting from (Wahyono, 2017) the researcher modified the assessment sheet of the pronunciation test in this research to consist of 9 sounds of sound from Friction consonants as follows.

Table 3.3 Scoring Rubrics

SCORING RUBRIC OF PRONUNCIATION TEST			
No.	Aspect	Score	Description
1.	f	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.

		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
2.	v	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
3.	s	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
4.	z	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.
		4	Pronunciation of the sound in words containing Friction consonants is correct.

		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
5.	ʃ	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
6.	ʒ	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
7.	Ɵ	5	The pronunciation of the sound in words and sentences containing Friction consonants is very precise.

		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
8.	ð	5	The pronunciation of the sound in words and sentences containing Friction consonants is very
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.
9.	h	5	The pronunciation of the sound in words and sentences containing Friction consonants is very
		4	Pronunciation of the sound in words containing Friction consonants is correct.
		3	Pronunciation of the sound in words containing Friction consonants is quite correct.
		2	Pronunciation of the sound in words containing Friction consonants is inaccurate.
		1	Pronunciation of the sound in words that contain Friction consonants is very imprecise.

c. Result of Validity

As an effort to obtain accurate data, therefore the items tested must meet the criteria. This is intended to determine whether the

item can measure something to be measured. The results of the analysis of the validity of the items used on the effectiveness of the use of the dubbing video technique for improving pronunciation are as follows.

Table 3.4 result of validity test

Item	r_{count}	r_{table} 5%	Sig.	Criteria
f	0.639	0.361	0.000	Valid
v	0.733	0.361	0.000	Valid
Ɵ	0.732	0.361	0.000	Valid
ð	0.541	0.361	0.002	Valid
s	0.566	0.361	0.001	Valid
z	0.572	0.361	0.001	Valid
ʃ	0.465	0.361	0.010	Valid
ʒ	0.507	0.361	0.004	Valid
h	0.665	0.361	0.000	Valid

Based on the calculation results of the item validity test through SPSS listed in the table 3.4, it was found that all the Friction consonant sound items that used showed valid criteria and could be used to measure what was to be measured, because when viewed from the two ways of determining the validity criteria according to (Arikunto P. D., 2013), the table 3.4 showed that the r_{count} value is greater than the r_{table} value (value of r product moment) 0.361, then if seen from the significant value, the table 3.4 showed that the significant value obtained is smaller than 0.05.

3.8.2 Reliability Test

The researchers only used 1 judge in providing an assessment of the pronunciation test and used reliability from only that rater. The judge came from English subject teachers at SMAN 1 Way Jepara, Mrs. Siti Memunah, S.Pd. The measurement of students' pronunciation skills used by researchers is using a scoring system on pronunciation, in which the scores or results of the assessor is divided by total of students. To measure the reliability of the instruments, a data processing software called the Statistical Package for the Social Sciences (SPSS) was used.

Researchers conducted an assessment of the coefficient of reliability after getting the coefficient value from the rater. The assessment of the coefficient of reliability is carried out using the standard reliability coefficient adapted from (Arikunto S. , 2011) as follows:

Table 3.5 Range of Reliability

No.	Range	Description
1.	$0,00 - \geq 0,19$	Very low reliable
2.	$\geq 0,20 - \leq 0,39$	Low reliable
3.	$\geq 0,40 - \leq 0,59$	Rarely reliable
4.	$\geq 0,60 - \leq 0,79$	Reliability
5.	$\geq 0,80 – 1,00$	Very reliable.

Referring to the coefficient standard, the pronunciation test can be said to be reliable if the results of the test reach a minimum range of ≥ 0.60 to a maximum range of 1.00.

To find out whether these items can be reused or not, the researchers conducted a reliability test on these 9 items using the Alpha formula through

the SPSS 22 application for windows. The alpha formula is used because this formula is useful for finding reliability whose scores are not 1 and 0 like a questionnaire, in other words this formula is used to find reliability on instruments that have scores with a range of values (e.g. 0-10 or 1-5), (Arikunto P. D., 2013). The following are the results of the item reliability test.

Table 3.6 result of reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
,761	9

Based on the table 3.6 showed that the nine items tested were categorized as reliable, on the basis of the decision the item was said to be reliable if the Cronbach's alpha value > 0.6 (Arikunto S. , 2011).

3.9 Hypothesis Testing

H_1 : Dubbing technique significantly improved the students' achivement of pronouncing friction consonants if the sig.(2 tailed) < 0.05.

H_2 : There was statistically significant achievement of friction consonants between the students' taught through dubbing technique and those through conventional learning method without dubbing video technique.

The provisional test of the conjecture which was carried out using the Statistical Package for the Social Sciences (SPSS) was carried out as a proof that the hypothesis that had been proposed in this study was acceptable or not.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter the author presents conclusions based on the results of the research described in the previous chapter. The author also puts forward some suggestions based on the results of the study as input for the parties involved in this study.

5.1 Conclusion

The objectives of this research were to investigate whether the use of dubbing video technique can improve the pronunciation of the Friction consonant sounds. Referring to the discussion of the findings in the research in the previous chapter, the conclusions draw.

a. Dubbing video technique significantly improved the students' achivement of pronouncing friction consonants. With a significant level 0,000 < 0.05 and the improvement at 8,467, and the use of dubbing video technique is effective in teaching pronunciation of friction consonant.

b. There was statistically significant achievement of friction consonants between the students' taught through dubbing technique and those through conventional learning method without dubbing video technique. Out of 30 students on experimental class the N-Gain score was bigger than the 30 students on control class, which the difference in the value of each students had an average of 29,5717.

5.2 Suggestion

Based on the results of research that has been carried out and associated with the objectives and benefits of the research that has been stated previously, the researchers provide suggestions to several parties.

1. **Suggestion for English Teacher**

   a) For the English teachers who play an important role in the learning process, it is recommended that they apply the learning process by using the dubbing video technique so that learning in class varies and can increase student interest in carrying out the learning process because this method provides a significant improvement to the friction consonant sounds.

   b) In applying the use of dubbing video techniques in teaching pronunciation, it is better if the english teacher gives an example of how the words are spoken and give practice to students. For example teacher shows the speech organs of English phonetic sounds.

   c) In applying the use of dubbing video techniques in teaching pronunciation, It is recommended for teachers to master the technology and applications that used to perform voiceovers or dubbing video. So that if students have errors when doing voiceovers, the teacher doesn't have difficulty in helping these students.

   d) It is important for the teacher to choose the material that used to apply the dubbing video technique such as material short functional text. So that students can easily apply the treatment given (Dubbing Video Technique).

e) English teachers are also advised to use media in providing material during pronunciation learning such as using short videos from native speakers on how to pronounce properly and correctly and using short announcement videos in learning announcement texts.

2. Suggestion for Further Research

a) This research was conducted in senior high school in Way Jepara. Therefore, further researchers can try to find out the use of English songs at different levels of school or different settings.

b) This research was aimed to find out the friction consonants' improvement through dubbing video technique. Therefore, further researchers can try to find out the different types of techniques (e.g. role play, story telling, etc).

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