

Improving Students' Speaking Skill Through The Use of Dubbing and Padlet

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ABSTRAK

Tujuan penelitian tindakan kelas ini adalah untuk meningkatkan ketrampilan berbicara peserta didik kelas XI DPIB 1 SMK Negeri 4 Semarang dengan menggunakan metode dubbing dan padlet. Penelitian ini dilakukan dalam dua siklus dan memakan waktu dua bulan hingga akhir siklus kedua. Dengan menerapkan dubbing dan padlet dalam proses pembelajaran mengajar, masalah peserta didik terkait dengan ketrampilan berbicara mereka berhasil teratasi. Secara rinci, perilaku siswa selama proses pembelajaran dianalisis dan diamati oleh peneliti. Peningkatan berbicara peserta didik dapat terlihat dalam setiap aspek berbicara mereka (pengucapan, kelancaran, dan kejelasan). Nilai rata-rata pre-test peserta didik adalah 6,00. Kemudian, di siklus 1, nilai rata-rata mereka meningkat dari 6,00 menjadi 6,50 dengan adanya ketidakhadiran 1 siswa. Terakhir nilai rata-rata ketrampilan berbicara mereka meningkat di siklus 2 menjadi 8,64 dengan jumlah kehadiran sempurna.

Kata kunci: ketrampilan berbicara, dubbing, padlet

ABSTRACT

The aim of this action research is to enhance students' speaking skill of grade XI at SMK Negeri 4 Semarang through the use of dubbing and padlet. This study was done in two cycles and it took two months until the end of cycle two. By implementing dubbing and padlet in the teaching learning process, the students' problem regarding to their speaking skill was successfully solved. In detail, the students' behaviour during the learning process was analyzed and observed by the researcher. The improvement of students' speaking skill could be seen in every aspect of speaking itself (pronunciation, fluency, and clarity). The average pre-test score of the students was 6.00. Then, in cycle 1, their average score increased from 6.00 to 6.50 with one student absent. Finally, the average speaking skill score further improved in cycle 2 to 8.64 with perfect attendance.

Keywords: speaking skill, dubbing, padlet

1. INTRODUCTION

The educational environment in Indonesia is challenged to face new circumstances. It needs to be as adaptive as possible since it is stated in the newest curriculum in Indonesia, Kurikulum Merdeka, that some characteristics must be included in it, such as: 1. the teaching and learning is based on project-based learning for the development of soft skills and character in accordance with

the Pancasila Student Profile, 2. focus on essential subjects to allow sufficient time for in-depth learning of fundamental competencies such as literacy and numeracy, and 3. freedom for teachers to implement differentiated learning based on students' abilities (Indonesia. Ministry of Education and Culture, 2023).

Khoirurrijal (2023) said that there are four main components in Kurikulum

Merdeka, one of it is "The National Standardized School Exam (USBN) is replaced with assessments in the form of written exams and/or other forms of assessment, such as assignments and portfolios like group tasks, written works, project tasks, and others". Since it is a must for students to make a project in every subject in school including English subject, it is important for the students to master all the English language skill, including speaking skill. Speaking is one of the four skills that need to be acquired by the students for the reason that to communicate with the global community. Nunan (1991) in Bahrani & Soltani (2012) stated that language learning success is measured by the ability to carry on a conversation in the (target) language.

As stated by Chaney in Kayi (2006:1) "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". The speaking skill needs to be mastered because it helps listener make sense of a message from a speaker. According to Bygate in León and Cely (2010) speaking is a skill that deserves attention as much as literally skills in both native and foreign languages. To be able to communicate fluently, the teachers need to give attention to speaking skill in language teaching and learning.

Furthermore, mastering speaking is not easy. According to Brown (2001:270) there are some features that make speaking a difficult language skill. The features cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Brown (2004: 142-143) also stated that micro-skills of oral communication are (1) producing differences among English phonemes and allophonic variants, (2) producing chunks of language of different lengths, (3) producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours, (4)

producing reduced forms of words and phrases, (5) using an adequate number of lexical units (words) in order to accomplish pragmatic purposes, (6) producing fluent speech at different rates of delivery, (7) monitoring one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message, (8) using grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms, (9) producing speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents, (10) expressing a particular meaning in different grammatical forms, and the last one is (11) using cohesive devices in spoken discourse.

Furthermore, the macro-skills of speaking are (1) appropriately accomplishing communicative functions according to situations, participants, and goals, (2) using appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations, conveying links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification, (4) conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language, and lastly (5) developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you as speaker.

To create an ideal speaking performance, each point in the macro- and micro-skills of speaking is worth paying attention. In order to teach their students to perform to speak English the

teachers need to consider the macro- and micro- skills above.

Based on the observation that was done by the researcher in Grade XI at SMK Negeri 4 Semarang, there were some problems that happened during English teaching and learning process dealing with speaking. The problem was the students' desire to speak in English was very low since they preferred to speak in Indonesian than to speak in English during the teaching and learning process.

Moreover, students also lack confidence in speaking English. It happened in the class since the students were participated passively in teaching and learning process of speaking. According to the results of the interview with the students of Grade XI DPIB 1, the students had some difficulties in generating ideas and afraid of making mistakes in speaking activities. Therefore the students were not used to participating actively in the teaching and learning process.

Additionally, the students were less motivated in learning speaking because the monotonous classroom activities and there were no media in the teaching and learning process. During the teaching and learning process the English teacher only used students' worksheet (Lembar Kerja Siswa) in delivering the materials. Moreover, most of the time the students focused on reading dialogs, whereas teaching and learning process of speaking should give priority to students' to participate actively in speaking.

In the context of English teaching and learning process of speaking, we know that students need to be given opportunities to use the target language in a situation that replicates the real life. It indicates that the students have to be trained to be able to speak English well. According to what has been explained in chapter I, there were two problems happening in SMK Negeri 4 Semarang especially in Grade XI DPIB 1. The problems were relating to the lack of media and the students' motivation in learning English.

Regarding the problems above, the researcher desired to overcome the problems and improved the speaking skills of Grade XI DPIB 1 students of SMK Negeri 4 Semarang through the use of dubbing and padlet. It is because dubbing and padlet are believed to be able to stimulate and guide students to speak.

Teachers can use the dubbing and padlet in many techniques or activities in order to meet the goal of speaking class. Therefore, it was believed that those media could be used to overcome the problems and to help the students to improve their speaking skill.

2. METHODOOGY

The researcher used classroom action research in this study. This kind of research has been broadly used in educational research that conducted by educators to reflect their own teaching. As stated by McNiff (1999) in Schmidt (2002) that defined action research as the name given to an increasingly popular movement in educational research that encourages teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students. The aims of this research is to examine the real teaching learning process situation in order to improve the quality of students' learning.

The writer conducted the research at eleventh grade students of SMK N 4 Semarang. The school is located at Jl. Pandanaran 2 No.7, Mugassari, Kec. Semarang Sel., Kota Semarang, Jawa Tengah. It is a strategic place which near from the main street. It is also near from some public area such as Alun-Alun Semarang and lawang Sewu.

Kemmis and McTaggart (1988) in Burns (1999, p. 32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiralling process. There are as follows:

a.Planning: Develop a plan of critically informed action to improve what is already happening. b.Action: Act to

implement the plan. c.Observation: Observe the effects of the critically informed action in context in which it occurs. d.Reflection: Reflect these effects as the basic for further planning.

There are 6 procedures in action research as follows:

Identifying the Problem. Before planning the action, the researcher identified the problem faced by the students. The problems were identified by using some techniques, such as observation, interview, questionnaire, and pre-test. The researcher also did pre-interview with the teacher and some of the students. The interview with the teacher was aimed to know the teacher difficulties in teaching speaking, while interview with students was aimed to find the students' difficulties in speaking, their opinion according to the teacher' method, and their feeling during speaking class. The result of interview will be strengthened by the questionnaire data. Meanwhile, pre-test is done in order to know students speaking competence.

Planning the Action. After identified the problem, the researcher prepared everything related to the action that would be implemented in the classroom. **Implementing the Action.** In this step, the researcher implemented the lesson plan that has been made in teaching speaking.

Observing the Action. The observation was conducted during the teaching learning process that was being carried out by the teacher and the observer. The whole classroom activity will be observed and recorded during the teaching and learning process in both written (observation field note) and visual form (photograph).

Reflecting the Observation Result. In this step, the researcher made and investigated towards what she has observed in order to find out the strength and weakness of the action. Through the observation, the researcher could know what has been successfully attained and also otherwise. Later on, the part that has

been not successfully attained will be the reflection towards the next cycle.

Revising the Plan. After reflection phase, the researcher created new plan in order to overcome the weaknesses of the action. The plan was revised by designing new lesson plan, new material, and new instrument.

In this research, the data will be collected by using some techniques. The researcher used 1. Interviews (The main purpose of conducting interviews is to gather responses which are richer and more informative than questionnaire data) 2. Observation (The use of this method within the research process is to help the researcher to collect information that can be used for the purpose of the study being carried out) 3. Test. (Brown (2004: 3) a test is a method of measuring a person's ability, knowledge or performance in a given domain. The goal in giving the test was to measure students' achievement on writing.

The schedule of the research is explained in the table 1 below:

Table 1. Research Schedule

Activities	Months (July 2023 – Sept 2023)				
	Jul y	Jul y	Agust	Sept	Set
Pre-research					
Review literature					
Writing proposal					
Conductin g research					
Collecting data					
Analyzing the data					
Writing the report					

In this research, the collected data involved two kinds of data: quantitative data and qualitative data. The quantitative data was gained from test. The researcher gave the students tests in order to know the result of the technique that was used to improve students' speaking skill. There were pre-test and post-test which were used to collect the data of the improvement. The pre-test and the post test data were collected using speaking test. The students were instructed to speak in English. While the students were doing speaking task, the researcher also analyze students' participation towards the learning process. Therefore, the pre-test was given before the action was applied. Later on, the result of students' pre-test speaking will be used to measure the improvement of their speaking skill after cycle 2 of the research. For collecting qualitative data the researcher used interview, observation, and documentation.

In analyzing quantitative data, the researcher used descriptive statistics analysis. It is used to find means, percentage of students' achievement and so forth. The steps in analyzing quantitative data are as follows:

1. Checking the students' answer on the written test that is carried out the implementation of cycles whether they are right or wrong.
2. Computing the students' correct answers.
3. Calculating the students' score on written test is done as follows;
 - a) Calculating the percentage of the correct answers of each student by using percentage correction. The percentage is used to measure the students' reading comprehension.

The percentage formula that is used is:

$$S = \frac{R}{N} \times SM$$

Where:

- S = the students' mastery in %
 - R = the students' right answer
 - N = the maximum number of the whole answer
 - SM = standard mark (100)
- (Arikunto, 1998: 38)

3. FINDINGS AND DISCUSSION

From the results of class observation, English teacher's interview transcript, students' interview transcript, and students' speaking pre-test score and after having some discussions with the English teacher and the supervisor, the researcher identified some problems that occurred in Grade XI DPIB 1 at SMK N 4 Semarang, such as the the students had low motivation in learning

English, the students were ashamed to speak English, the students were not accustomed to practice speaking English orally, the students were afraid of making mistakes to speak English, students had low proficiency in pronunciation, vocabulary mastery, and grammar accuracy, the teacher focused the teaching and learning activities more on reading, the teacher did not use any media to teach speaking, The teacher rarely used English in the classroom, and the students' worksheet (LKPD) did not provide adequate speaking tasks.

After identifying the problems, the researcher, the teacher, the supervisor and the collaborator decided some critical problems that were feasible to solve. The feasible problems to be solved were determined by considering time and the researcher ability to conduct the research. The result can be seen in the table below:

Table 2. The feasible problems to be solved in the English teaching and learning process of Speaking in Grade XI DPIB 1 at SMK N 4 Semarang

Field Problem	Code
The students had low motivation in learning English	S
The students had low proficiency in pronunciation, vocabulary mastery, and grammar accuracy.	S
The students were afraid of making mistakes to speak English.	S
The students were not accustomed to practicing speaking English orally.	S
The teacher did not use any media to teach speaking.	T

Considering the problems identified in the reconnaissance step, the researcher decided to focus on improving the students' speaking skill through the use of dubbing and padlet media. To support the significance of the attempt to improve the students' speaking skill, there were some actions that carried out during the teaching and learning process. Those actions were engaging the students by involving them through the use of dubbing and padlet media in practice, production activities, and using classroom English during the teaching and learning process. These actions were carried out during the teaching and learning process.

After the implementation of dubbing and the use of padlet, the students had improved their speaking skill. Besides that, the class atmosphere of XI DPIB 1

in the teaching speaking process became more conducive.

The students had improved their speaking skill (pronunciation, fluency, and clarity). The average score of the students' speaking test improved from 6,00 in the pre-test to 6,50 in the post test 1 and the post test 2 their average score was 8,64. The detail explanation of the students' score can be seen in the table 3:

Table 3. The Improvement of Students' Speaking Score

No	Aspect	Pre test	Post test 1	Post test 2
1.	Pronunciation	2,05	2,17	3
2.	Fluency	2,74	3,08	3,8
3.	Clarity	2,4	2,76	3,57
Mean of the total score		6,00	6,50	8,64

1. The improvement of Students' Speaking Skill



Based on the table 1, it shows that the students have improved their skill in speaking. The mean score of every aspect (pronunciation, fluency, and clarity) in speaking skill has also improved.

The total result of students' improvement in speaking from the beginning and in the end of the research can be seen in the chart 1 above:

Beside the improvement of students speaking skill, there were also improvements in the students' attitude toward the speaking lesson. In cycle 1, when the students work in group, they seemed not really interested in making a video using their voice. In the second meeting in cycle 2, they have understood the procedure so the activities were running well. The classroom situation was alive and all the students were hand-in-hand to help their members to create a story. The situation became more competitive because the researcher gave limited time to finish their group's project. This is in line with (Weller, 2013) that stated padlet is very appropriate for students' collaboration. Besides, Padlet provides a free, multimedia friendly wall that supports full-class participation and evaluation in real-time (Fuchs, 2014).

The improvement of students' participation is examined by the interview in the beginning of the research and in the end of the research. From the interview result, it shows that the students' participation in teaching and learning process improved by using dubbing and padlet.

In the beginning of the first cycle, the researcher had asked for an advice from the English teacher Mrs. YA. It was done to adjust the method with the students in the class XI DPIB 1. While the method was applied, the researcher and Mrs. YA observed the whole teaching and learning process to see the improvement of students' speaking skill. During the first cycle, the students were active in joining the class.

In cycle 2, the researcher and Mrs. YA observed the process of teaching and learning when the students did a collaborative learning by dubbing and the application of padlet. The result of students' speaking skill progress was satisfying in cycle 2. The students were active during the class, enjoy the the learning process, and also improve their speaking skill.

4. CONCLUSION

The implementation of dubbing and padlet proven to have some advantages as described in the previous chapter. The last chapter presents the conclusion and implication dealing with the result of the action research conducted in the eleventh grade of SMK N 4 Semarang in the academic year 2023/2024.

The discussion in the previous chapter can be drawn into several conclusion. First, the implementation of dubbing and padlet media improves students' speaking skill. The researcher gave the student plenty of opportunities in the process of speaking. They are provided with various activities in speaking that enabled them to develop their confidence in speaking. As a result, the students show an appreciation toward speaking and also their skill in speaking increased. The improvement of students speaking skill can be seen in their achievement in all aspects of speaking skill. The students perform better in organizing ideas into good story. They also use more varied vocabulary.

The other conclusion from the previous chapter is the application of dubbing and padlet media help the classroom situation be more enjoyable. The speaking activities are not monotonous because the students take part in every activity of the method. they know their role in the their group and they get involved in a meaningful discussion. They can cooperate well with their teammates in order to create a good story.

The students' learning problem in the classroom became major consideration to the researcher. The researcher concerns on students' problem in understanding the material in the learning teaching process. When the students have trouble in learning the material, the solution is the teacher should make the material as understandable as possible for the students. The teacher should make the instruction to be clear so it can be understood by the students. When the students are lazy to engage with the

learning process, the teacher's solution is she/ he has to be more creative in creating fun activity so the students are willing to follow the teaching learning process and do their best when they do the activity in the classroom. Knowing the students' learning problem, the researcher chooses one of the teaching learning methods which she thinks is effective for speaking class, which are dubbing and padlet.

The researcher also propose some suggestions related to enhance students' speaking skill in English class. The suggestions are mainly addressed to the teacher, the students and for the institution.

1.For Teacher. Since speaking skill is one of an English skills that is difficult to learn, the teacher's job will also be more difficult in teaching the student. The teacher must be creative to design interesting activities to make the learning atmosphere enjoyable. In the enjoyable situation, the students will learn the knowledge better and they can explore more ideas in their learning. The teacher should know the students' characteristics in order to make them feel comfortable. The teacher should observe the students' character and their learning style in order to create conducive classroom atmosphere. During the teaching learning process, the students may not feel comfortable and as a result they rarely ask the teacher' help for the difficulties they face. In encouraging the students to ask about their difficulties, firstly the teacher should make them comfortable with the learning process. The teacher should explain that she/ he can be freely asked by the students. By doing that, the students will be more comfortable and then they will gain more confidence to ask their difficulties they face.

It is also important for the teacher to design the material to be understandable for the students. The teacher should prepare the material well and look for many references to ensure that the students understand the material they learn. The teacher should also make the

material presentation as interesting as possible. If the material presentation is interesting, the students will pay attention to the teacher and automatically they will learn better because they are interested in the materials.

2.For Students. Speaking skill is a difficult skill that need to be mastered by the students in order to make their language ability improve. To make the students' speaking skill improve even better, the students need to practice often their ability in speaking English.

3.For Institution. To help the teacher teach the students well, the institution need to support the teacher by providing enough facilities in the classroom. By completing the facilities, the teacher's explanation will be more powerful when delivering the materials to the students. SMK N 4 Semarang fortunately has provided modern facilities and also modern media to encourage the teacher in their teaching. The school has also provided comfortable classroom for the students. That kind of classroom will make the students more comfortable and help the teacher to teach in his/ her class.

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