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Improvement of High School Students' Speaking Arabic Skills Through Video Dubbing

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ABSTRACT

This study is aimed to know the effect of video dubbing on Arabic students' and English-speaking fluency at the second grade of SMAN 1 Gunungsari in academic year 2020/2021. The approach of this research is quantitative research and the type of the research is quasi experimental research using one group pre-test and post-test design. The methods of data collection are carried out by means of documentation and speaking test. The result of this study shows that the implementation of video dubbing on student's Arabic and English-speaking skill has a significant effect and makes the students spoke fluently. It was proved by the mean score in the post-test was higher than mean score in the pre-test and result of t-test shows that t-test 4.205 is higher than t-table 2.024. Besides, the researcher found that the students were able to speak confidently and they had many vocabularies which could not be found in others previous research. It can be concluded that the implementation of video dubbing on students' Arabic and English-speaking skill has a good effect and successfully made the students spoke fluently.

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Keyword

Dubbing; Effect; Speaking Skill; Video

مستخلص البحث

الأهداف في هذا البحث لمعرفة تأثير دبلجة الفيديو على قدرة الطلاب لترقية مهارة الكلام للغة الإنجليزية والعربية في الصف الثاني بمدرسة الثانوية الحكومية ١ غونونجساري للعام الدراسي ٢٠٢٠/٢٠٢١ م. المدخل في هذا البحث هو البحث الكمي على منهج التجريبي باستخدام مجموعة واحدة (تصميم الاختبار القبلي والبعدي)، وجمع البيانات بطريقة الوثائق واختبار الكلام. اما النتائج هذا البحث هي: تطبيق دبلجة الفيديو على قدرة الطلاب لترقية مهارة الكلام للغة الإنجليزية والعربية لها تأثير كبير وتجعل الطلاب يتحدثون بطلاقة. يتضح هذا بقيمة المتوسط في الاختبار البعدي أعلى من قيمة المتوسط الاختبار القبلي. وتشير نتائج اختبار t إلى أن اختبار t 4,205 أعلى من جدول t 2.024. وذلك، وجد الباحث أن الطلاب كانوا قادرين على التحدث بثقة، ولديهم المفردات التي لا يمكن العثور عليها في البحث السابق. الاستنتاج في هذا البحث أن تطبيق دبلجة الفيديو على قدرة الطلاب لترقية مهارة الكلام للغة الإنجليزية والعربية كان لها أثر جيد ونجح في جعل الطلاب يتحدثون بطلاقة.

دبلجة; الفيديو; تأثير; مهارة الكلام.

كلمات أساسية

INTRODUCTION

Language is the most important subject for humans when they speak, say and know. Language is something that comes from within the subject of speaking which is manifested in the intentional and meaningful intentions of the individual speaker (Del Castillo, 2015). Another definition language is communication tool used by everyone in their daily life as a means to convey information and arguments to others (Rabiah, 2018). Simply, Language is a tool of communication which is used by human to communicate and understand each other. It has a primary function for human in a daily life communication. Elizabeth Armstrong states that a primary function of Language is for humans to convey information to each other or request services of some kind in a variety of situations (e.g., relating events that happen to them, giving someone direction, asking for services such as in a shopping or other services encounter) (Armstrong & Ferguson, 2010). Language does not only help us to interact with another people, but also it helps us to understand ourselves and the world around us. Zaenuri as cited in Rizki Nur Rokani says that Language helps you to understand you and the world around you (Rokani, 2018). Therefore, language is an important thing and everyone in this world has to have a language.

Nowadays, English is important to be learnt. It is a language that can be used internationally which is enable us to speak with many people from another country. English is the most commonly spoken language in the world (Nishanthi, 2018). It also has very important role in education. Almost all countries in this world adapt English as a compulsory subject at school. In Indonesia, English is taught in some schools as a compulsory subject to student from elementary school up to university. M. Samanth Reddy also stated that English is the first language for the majority of the people in several countries (Reddy et al., 2016). Besides, Allan Lauder states that English has played an important role in education as it is a compulsory subject in school and it is unlikely that university students will compete there courses without being assigned at least some readings in English (Lauder, 2010). As one of subjects in a school, English has some important parts that should be known by the students to be able to master the English.

There are four skills in English that should be mastered by the students, those are: Speaking, Listening, Writing, and Reading. The four skills play a vital role in any language learning quest and those are the principles of language which will take you to greater heights. They are separate yet bound together with an inseparable bond (Sadiku, 2015). Aidil Syah Putra also states that teaching English in any level of education always involves four skills (Putra, 2017). From four skills of English above, Speaking is an important skill that should be mastered

by students. It is one of four language skills that many people around the world use to communicate in daily life.

Speaking is major aspect of language learning which has great role in communication. Lai-Mei Leong and Seyedeh Masoumeh Ahmadi state that Speaking is the most important skill because it is one of abilities which is needed to perform a conversation (LEONG & AHMADI, 2017). When we want to ask for something or help, we have to speak to deliver it. Speaking is an interactive of constructing meaning that involves producing, receiving, and processing information. It is form and meaning depend on the context in which it occurs, the participant, and the purpose of speaking (Ashour, 2014). It means that if we are speaking we need to pay attention to all important aspects in speaking. Besides, speaking is an activity to produce the language to communicate among others in a group, society as a manifestation of one's language competence (Bafadal & Muslimin, 2020). Therefore, The students must be able to improve their speaking skill and it depends on their teacher or the method that they use.

Based on my earlier observation at SMAN 1 Gunungsari, there were many students could not speak English Fluently. Students were still rigid and took a long time to make some sentences in English. Besides, the students are also less of vocabulary that made it difficult for them to arrange the sentences what they wanted to say (Rahman, 2019). This case shows that the ability of students in Speaking is still low and it needs to be solved by implementing a good and appropriate method. There are many methods that can be used in teaching speaking, such as, game, simulation, debate, video dubbing, and so on.

According to Yu as cited in Florente the word dubbing has two meanings: in a broad sense it means to replace an existing soundtrack and in a narrow sense it means to do a type of lip-syncing to match the voices and lip movements of the existing source (Florente, 2016). Video dubbing offers a good opportunity for students to imitate the English pronunciation and intonation with contextualized scenario. Video dubbing is an appropriate way to improve students' speaking skill when they are tired in studying grammar or vocabulary. As Firdaus Ditya Pamungkas cited in Tanase and Cuza, 2014, p. 970 that Dubbing is the replacement of the original speech by a voice track which attempts to follow as closely as possible the timing, phrasing, and lip-movement of the original dialogue (Pamungkas, 2019). Video dubbing is one of learning media that is suitable for speaking. In learning speaking by using video dubbing, students have to listen to the movie dialogue and try to explain every single sentence by speaking while guessing what the speakers in that video said. Students are forced to think creatively to decide the good and logic sentences for the scene in that video. Furthermore teachers have to see and listen to their students whether the utterances or the sentences are suitable with the video which is played. In this

process of practice, learners will be able to improve their speaking skill. Nursafitriah also states that video dubbing is one of methods to make people more understanding of the content of the video (Nursafitriah, 2021). Based on the explanation above, the purpose of this study is to describe how the implementation of video dubbing in Arabic students and English speaking fluency in second grade students of SMAN 1 Gunungsari in the 2019/2020 academic year.

METHOD

The approach of this research is quantitative research. It is the favorable method because it's the faster to conduct research and generalize the result (Al-Sabbah, 2015). The type of this research is experimental research. It is a research method usually used to find out strength of relationship between variables (Muhartoyo, 2007). In general that in experimental research, the researcher manipulates at least on independent and one dependent variable. This research is designed with quasi-experimental with non-equivalent. Researcher chooses this design because there are two classes namely experiment and control classes that is equal with pre-test and pos-test where there is no randomly in taking sampling because the researcher does not have enough authority to choose the particular classes. This study consisted of pre-test and post test design. It is more effective in achieving teaching goals in a lecture setting than post-test-only design (Malik & Alam, 2019).

Furthermore, this design required at least two groups such as: experimental class that the students who are given the treatment by using video dubbing while control class related to the students who are not given video dubbing as the approach.

RESULTS & DISCUSSION

There are two classes which are used as the subjects of the study. The first class is XI IPA 1 as the experimental group and the second one is XI IPA 2 as the control group. Before and after giving the treatments to both groups, the researcher conducts test to get scores of the students speaking skill. Both experimental group and control group are given two types of test. They were the pre-test, the test before giving the treatment, and the post-test, the test after conducting the treatment. After obtaining the pre-test and-post-test scores from experimental group and control group, the researcher makes the categories of students' scores this below.

Pre Test

The experimental group's pre-test scores

The pre-test for experimental group is aimed to find out the students speaking ability scores before the researcher gives the treatment. The table shows that the highest score in pronunciation is 3 and the lowest score is 1. In intonation the highest score is 3 and the lowest score is 1. In fluency the highest score is 3 and the lowest score is 1. In vocabulary the greatest score is 3 and the lowest score is 1. In rhetoric the highest is 4 and the lowest score is 2. From all scores are gotten by students in all aspects and it has been calculated that the highest score is gotten by Eliza Hanifa 64 and the lowest score is gotten by Gina Laeli Hidayah 24, the mean score of pre-test in experimental group is 43,4. Considering the data below, it is clearly seen that for the students speaking ability the pre-test score from the experimental group, the scores are dominantly on the average level.

The control group's pre-test scores

The same as the pre-test of experimental group, the control group pre-test is also conducted to find out the students speaking ability scores of the control group. The table shows that the highest score in pronunciation is 3 and the lowest score is 1. In intonation the highest score is 3 and the lowest score is 1. In Fluency the highest score is 3 and the lowest score is 1. In vocabulary the highest score is 3 and the lowest score is 1. In rhetoric the highest is 4 and the lowest score is 1. From all scores are gotten by students in all aspects and it has been calculated that the highest score is gotten by Maulida Rahmawati 60 and lowest score is gotten by Lalu Azwar Efendi 20, the mean scores of pre-test in the control group is 41,6.

Treatment

The experimental class is given the treatment with video dubbing as a media in the process of teaching and learning to improve students' speaking skill. One treatment consists of 90 minutes and the researcher as the teacher during the process of treatment. The process of treatment is conducted twice for the experimental group. First treatment was conducted on 21th November 2019. First treatment, the researcher divided the students into 4 groups and they were asked to watch the muted video about procedure text that was shown in front of their class by using LCD. After watching the video the students were asked to discuss with their group to think about the suitable and appropriate monologue related to the video that have been shown. After discussing every student was asked to perform or present the result of their discussion one by one in front of class. When their friend was presenting their result the other students had to paid attention to their friend and gave a comment and suggestions in a piece of paper and must be collected in the end of class. When the student were presenting,

researcher assessed the students' performance based on a criteria that had been made.

In the second meeting of treatment was conducted on 25th November 2019. In the meeting the researcher showed three procedure text videos with different theme. In the second treatment researcher did not ask the students to make a group anymore but they would thought and worked individually. Researcher showed the three videos for the students and then asked them to choose one video that they wanted to dub. After they choose the video researcher as the teacher played all the videos 2 times and asked the students to make their own monologue for the video that they have choose. After finishing the watching session the students were asked to dub the video that they have choose before. When the student was dubbing the video researcher assessed the students based on the criteria that had been made. In this second treatment the students were very enthusiastic and enjoying the material that was given by researcher.

Post-test

The experimental group's post-test score

The post-test is conducted in experimental group in order to find out the students speaking ability scores after getting the treatment. Generally, the scores are better than the pre-test scores. The table shows that the highest score in pronunciation is 4 and the lowest score is 1. In intonation the highest score is 4 and the lowest score is 2. In Fluency the highest score is 4 and the lowest score is 2. In vocabulary the highest score is 4 and the lowest score is 2. In rhetoric the highest is 4 and the lowest score is 2. From all scores are gotten by students in all aspects and it has been calculated that the highest score is gotten by Eliza Hanifa 80 and the lowest score is gotten by Esna Mubarak 40. The mean score of post-test in experimental group is 63,8. It can be concluded that there is an improvement.

Control group's post-test scores

After conducting teaching and learning process in control group, the researcher conducts the post-test in order to find out the students speaking skill scores. The table shows that the highest score in pronunciation is 3 and the lowest score is 1. In intonation the highest score is 3 and the lowest score is 1. In Fluency the highest score is 3 and the lowest score is 1. In vocabulary the highest score is 3 and the lowest score is 1. In rhetoric the highest is 4 and the lowest score is 1. The result of the post test score, then, is used as comparison to the data of experimental group post-test to measure effect of the approach that the used in this research. The highest score is 60 which is gotten by Maulida Rahmawati and the lowest score is 20 which is gotten by Lalu Azwar Efendi. The mean score of the control group is 45,6.

Data Analysis

Data normality Test

Before calculating the t-test to examine the hypothesis of the research, the normality test is conducted to know whether the data from two classes has been distributed or not. The researcher uses Kolmogorov-smirnov and Shapiro-wilk to do normality test. SPSS is used to analysis the data the data normality of data presented as follows:

Table1. Normality Test of Experiment Group

| Test | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------------------------|----------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| speaking skill at experiment group | Pretest | .177 | 20 | .101 | .971 | 20 | .780 |
| | Posttest | .110 | 20 | .200* | .963 | 20 | .596 |

Based on the [Table 1](#) the test indicates the significance of the experimental group are 0.101 in pre-test and 0.200 in post-test. The data is greater than a significance =0.05, it means that the data is normal distributed. It can be concluded that the data is normal distributed significance are above 0.05.

Table 2. Normality Test of Control Group

| Test | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------------------|----------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| speaking skill control group | pretest | .142 | 20 | .200* | .959 | 20 | .526 |
| | posttest | .144 | 20 | .200* | .961 | 20 | .563 |

Based on the [Table 2](#) the significance of the experimental group is 0.200 in pretest and 0.200 n post-test. The data is greater than a significance =0.05, it means that the data is normal distributed. It is concluded that the data is normally distributed because the two classes significance are higher than significance =0.05

Data homogeneity Test

Pre-test homogeneity Test

After doing normality test, the researcher does the homogeneity test in order to examine the similarity of the sample in both classes. The researcher uses Levene statistic to calculate the homogeneity of pre-test with the significance level 0.05. Data descriptions are presented as follows:

Table 3. Test Homogeneity of Variances Pre-Test

| | Levene Statistic | df1 | df2 | Sig. | |
|---------------------------|--------------------------------------|------|-----|--------|------|
| speaking skill at pretest | Based on Mean | .211 | 1 | 38 | .648 |
| | Based on Median | .235 | 1 | 38 | .631 |
| | Based on Median and with adjusted df | .235 | 1 | 37.916 | .631 |
| | Based on trimmed mean | .208 | 1 | 38 | .651 |

The result on the [Table 3](#) proves that the significant of pre-test between experimental group and control group are 0.648. Therefore, the data of pre-test is homogenous and it is higher than 0.05.

Post-test Homogeneity Test

Table 4. Test Homogeneity of Variances Post-test

| | Levene Statistic | df1 | df2 | Sig. | |
|----------------------------|--------------------------------------|------|-----|--------|------|
| speaking skill at posttest | Based on Mean | .003 | 1 | 38 | .957 |
| | Based on Median | .011 | 1 | 38 | .916 |
| | Based on Median and with adjusted df | .011 | 1 | 37.740 | .916 |
| | Based on trimmed mean | .005 | 1 | 38 | .943 |

The researcher uses Lavene statistic in SPSS to analyze the homogeneity post-test with the significance level 0.05. Then, the significance of post-test both experimental group and control group are 0.957. Therefore, [Table 4](#) shows that the data post-test is homogenous because it is more increasing than the significance level.

Data Distribution

After gathering the data for this research, the researcher then computes the pre-test and post-test of both groups, so that it can be distributed in a table to find the mean score of both groups and compare them.

The main gain score of experimental group

Based on the table of experimental group above it is identified that $\sum dx = 408$ and $N = 20$. Thus main gain score of experimental group is = 6.561

The mean gain score of control group

Based on the table of control group above. It is identified that $\sum dy = 93$ and $N = 20$. Thus, the mean gain score of control group is = 172,8 Identification of the

significant of the data of two means score. The last process of the statistical analysis is to find out the value of t- test. In this case, the test formula can be found because of the element rate of that formula is $t = 4,205$

The result of data analysis, it can be showed that the computation between two mean score of the groups has consulted to the value of the table. However, the researcher needs to determine the level of significance and degree of freedom used in this research. The level of the table significance with the degree of freedom $40-2 = 38$, t-test $4.205 > t\text{-table } 2.024$, it indicates that the degree of difference between mean score is significant in both confidence level 5% is 38. The result of t-test shows that t-test 4.205 is higher than t-table 2.024. It means that, there is significant influence on students' speaking skill between students' who are using video dubbing approach and student who are not using conventional video dubbing approach

DICUSSION

This research is conducted by using video dubbing to know the effect of video dubbing on Arabic students and English speaking fluency at the second grade students of SMAN 1 Gunngsari academic year 2020/2021. The process of research will be described below.

Pre-test

The pre-test is administered in order to measure the student's basic ability before the treatment. The pre-test was conducted on 18th November 2019 for control group and experimental group. The researcher used oral test as instrument of data collection. The researcher asked the students to dub a procedure text video that had been muted as the test in process of data collection. In this process the students dubbed a simple muted video about procedure text which had duration around 2-3 minutes. In this pre-test the students were very afraid and nervous when researcher gave the students pre-test. They spoke not fluently and took a long time to convey a sentence and the vocabulary that they conveyed also very little. Most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly, besides their utterances were not linked perfectly one another. The result of control and experimental group are not really high. In the experimental group the highest gets score 64 and the lowest score is 24 while control group highest score is 60 and the lowest score is 20. The mean score of experimental group is 64, while the control group is 62. So it can be concluded that in this pre-test most of students cannot get high score. It is because they do not get the treatment yet. The result of this study is supported by Moh. Saleng AS, Konder Manurung, and Darmawan's study entitled "The Implementation of Video Learning to Improve Speaking Ability". Based on their study, the result of pre-test which has

been conducted to students indicates that most of the students cannot get high score and their speaking ability is still low in pre-test (Saleng, 2014).

Treatment

After conducting pre-test, researcher gives treatment by using video dubbing to experimental group to see the comparison between experiment and control group. It was held on 21th November 2019. On the day where the researcher conducted the first treatment the researcher entered the class first and then greeted the students vigorously in order to make the students spirit as well in joining the learning process in classroom. After greeting the students, researcher checked the attendance of students in an attendance list. Then researcher asked all the students to pray together before starting the learning process. After praying, researcher began the class by asking some questions about the material that had been given before in pre-test. Researcher asked about their feeling when they were asked to dubbed a procedure text video by using LCD in front of their class. At that time, some students said that they that they were very happy and felt much challenged to dub another videos related to procedure text. Some also said that they were interested to study by using video dubbing. Researcher felt so happy to listen what the students answered at that time and began the learning process or the treatment soon.

In first treatment, the researcher divided the students into 4 groups and they were asked to watch the muted video about procedure text that was shown in front of their class by using LCD. After watching the video the students were asked to discuss with their group to think about the suitable and appropriate monologue related to the video that have been shown. After discussing every student was asked to perform or present the result of their discussion one by one in front of class. When their friend was presenting their monologue to dub the video the other students had to paid attention to their friend and gave a comment and suggestions in a piece of paper and must be collected in the end of class. When the student were presenting, researcher assessed the students' performance based on a criteria that had been made.

In the second meeting of treatment was conducted on 25th November 2019. In this meeting researcher began the class same as usual that is greeted the students first, checked the attendance list, and asked the students to pray together. Then researcher began the treatment by showing three procedure text videos with different theme. In this time researcher did not ask the students to make a group anymore but they would think and work individually. Researcher showed the three videos for the students and then asked them to choose one video that they wanted to dub. After they choose the video researcher as the teacher played all the videos 2 times and asked the students to make their own monologue for the video that they have choose. After finishing the watching session the students were asked to dub the video that they have choose before.

When the student was dubbing the video researcher assessed the students based on the criteria that had been made.

In this second treatment, the students were looked so happy and enthusiastic in learning by video dubbing. They were looked so busy with their own job to make their own monologue. Sometimes they pretended to act like an actor in a television. They spoke alone and used body language to in practicing to dub a video. They spoke fluently and there was significance different between their speaking in pre-test and first treatment compared with this second treatment. So it can be concluded that this treatment is able to improve students speaking skill. The result of this research is supported by Muchamad Iqbal Ali Akbar Hakim's study which states that a treatment has significance effect on students speaking skill improvement. Treatment is working, experimental group speaking skill is significantly improved (Hakim, 2016).

Post-test

After giving some treatments to experimental group researcher gives post-test in order to know the improvement of the students in experimental group. It was conducted on 28th November 2019. In this post-test researcher asked the students to dub a procedure text video with different theme than videos before. In this time researcher asked all students to go out and wait in front of class. Than researcher called the students one by one to dub a video inside classroom while the other students wait their chance to be called. When the students dub the video researcher also assessed the student based on their performance and gave the score based on criteria that had been made. Through the implementation of video dubbing approach the result of students' speaking skill was improved for experimental group. Based on the result the post test, the highest score was 80 and lowest was 40. The improvement was revealed from the result of the student's performances in the post-test. In the post test, their fluency in speaking was improved and their pronunciation also got better. Their vocabulary was also varied. The students were more confident and fluent when they delivered the material of the test. Some of them were able to use facial expressions and gestures. In addition they were also very enthusiastic in learning speaking and they did not feel afraid to talk anymore. It can be concluded that video dubbing can improve students speaking skill, fluency, vocabulary, pronunciation, and their self-confidence.

In the other side, the improvement of control group not really significant based on the result of student's performances in the post-test that was conducted on 28th November 2019. In the post test, they were still lack in score in the fluency and their pronunciation was not good better. The students were not more confident and fluent in delivery of the test because some of them were lack in vocabulary. The highest score of control group was 60 and the lowest score was 20. The mean score of experimental group was 63,8 while the control group was

45,6. Both of the group was improvement in the post test but the significant improvement was happened for experimental group.

The result of this research is supported by Pooneh Karimzadeh's study which states that the result of post-test shows significant different between the mean of two group. The class which is given a treatment has a higher mean than the class which doesn't get a treatment (Karimzadeh & Ghahroudi, 2017). So it can be concluded that students' ability in speaking has significance influence by using video in teaching and learning process.

Improving students speaking skill by through video dubbing

At the beginning of experiment, the researcher entered the class and informed the students the objective of the study. When the researcher told them the purpose of the study they were very shocked and they worried about their ability in speaking. They were very afraid of making mistakes in their speaking. They did not want to lose face in front of their friends. At the first time the student unfamiliar and did not know about video dubbing strategy, almost all of them thought that the researcher will give a history lesson and play history movie for them. Not a few of them also think that the researcher would hold a socialization about drug and others, but for a long time researcher explained about the purpose of the research, in the end the students understood and tried to follow the instruction from the researcher. Based on researcher's observations at the beginning students speak not fluently and most of them are lack of vocabulary. When they want to deliver or convey some sentences, they need to take a long time. However, when taking lot of time to practice the language, students become familiar with video dubbing strategy. Their speaking ability and their vocabulary are increased. The students fell so happy and interest to study by using video dubbing.

A few days later, the students are more familiar with video dubbing approach. They cannot wait to learn speaking by using other videos and they are very spirit to learn speaking by using video dubbing. At the first treatment, researcher asked the students to make a group to help them easier made a monologue for the video that they would dub and at the second treatment researcher asked them to work and think individually because most of them understood and very enjoy the material.

From the material given by researcher, the students can increase their vocabulary and have a chance to get many vocabularies in their practice, which can help them have many vocabularies and easier to convey some sentences and speak English fluently. It also makes the students interested and enjoys the learning process.

To sum up, all the factors that, description above are particularly vital for improving their speaking skill and the end of the experiment of the research, the students have improved their Arabic and English-speaking skill.

Based on the result data analysis above, it is clear that the Null hypothesis (H_0) is rejected which states using video dubbing approach cannot improve students' speaking skill at second grade students of SMA 1 Gunungsari. The level of the table is significance with the degree of freedom 40-38. T-test $4.205 > t\text{-table } 2.204$, and result of t-test shows that t-test 4.205 is higher than t-table 2.024. Another result obtains through the analysis of the data in the figure of t-test which has been checked in the table of distribution of the value and shows the last result of t-test. So, it is clear that the alternative hypothesis (H_a) is accepted with an influence of video dubbing toward students' speaking skill at the second grade of SMAN 1 Gunungsari in academic year 2020/2021. The result of this study gives many other advantages in some aspects such as; fluency, vocabulary, confidence, etc, and this result is supported by Kamelia study which states that using video as a media in teaching and learning is effective and it has many advantages such as stimulating student independence and being proactive (Kamelia, 2019).

CONCLUSIONS

Based on the result of the data analysis in the previous chapter, the researcher draws a conclusion that the using of video dubbing has significance influence on Arabic students' and English speaking fluency at second grade students of SMAN 1 Gunungsari in academic year 2020/2021. In addition video dubbing approach successfully makes the students spoke fluently. Besides, the researcher finds that the students are able to speak confidently and have various vocabularies which cannot be found in the previous research. So, it is clear that the alternative hypothesis (H_a) is accepted with an effect of using video dubbing on Arabic students' and english speaking skill at the second grade of SMAN 1 Gunungsari in academic year 2020/2021.

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