

# THE USE OF DUBBING VIDEO TECHNIQUES TO IMPROVE PRONUNCIATION IN STUDENTS' SPEAKING SKILLS

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## Abstract

**Salsabila, Nada.** 2022. *The Use of Dubbing Video Techniques to Improve Pronunciation in Students Speaking Skill*. Thesis. English Language Education Study Program, STKIP PGRI Bangkalan. Supervisor: (I) Iin Rachmawati, M.Hum. (II) Maulana Yusuf Aditya, M.Pd.

**Key Words:** Dubbing Video, Speaking Skill

*A lot of students have difficulty in speaking. Lack of ideas is a problem that many students face in speaking, this was influenced by the lack of vocabulary mastery and inaccuracy in the pronunciation of words. Based on these problems, appropriate teaching techniques are needed to help students improve their speaking skills and self-confidence. This study aims to determine the impact of the application of dubbing video media on students' feelings which was carried out at SMAS Asshomadiyah, Burneh. Dubbing Video is a video dubbing process where the original soundtrack is muted. The video been played three rounds with different conditions, after the three rounds are completed, students prepared to dub in front of the class. The participants of this study were 33 students from class XI-A. The approach used to collect the required data is a qualitative approach. The results of this study were students revealed that dubbing video media could improve their speaking skills. In addition, students felt that video dubbing was an interesting and preferred medium because students can listen to audio from native speakers and the text in the video which also helps students to learn pronunciation more precisely. Students also revealed that dubbing videos could increase their motivation because the media used was different from usual.*

## Abstrak

**Salsabila, Nada.** 2022. *The Use of Dubbing Video Techniques to Improve Pronunciation in Students Speaking Skill*. Thesis. English Language Education Study Program, STKIP PGRI Bangkalan. Supervisor: (I) Iin Rachmawati, M.Hum. (II) Maulana Yusuf Aditya, M.Pd.

**Kata Kunci:** Video Dubbing, Kemampuan Berbicara

Banyak siswa yang mengalami kesulitan dalam berbicara. Kurangnya ide merupakan masalah utama yang dihadapi siswa dalam berbicara, hal ini dipengaruhi oleh kurangnya penguasaan kosakata dan pengucapan kata-kata. Berdasarkan permasalahan tersebut diperlukan teknik pengajaran yang tepat untuk membantu siswa meningkatkan kemampuan berbicara dan rasa percaya diri mereka. Penelitian ini bertujuan untuk mengetahui dampak penerapan media dubbing video terhadap perasaan siswa yang dilaksanakan di SMAS Asshomadiyah Burneh. Video dubbing adalah proses pengisian suara video dimana soundtrack aslinya dimatikan. Video akan diputar 3 putaran dengan kondisi yang berbeda, setelah 3 putaran selesai, siswa menyiapkan diri untuk mendubbing di depan kelas. Partisipasi dari penelitian ini yaitu 33 siswa dari XI-A class. Pendekatan yang digunakan untuk mengumpulkan data yang dibutuhkan adalah Pendekatan Kualitatif. Hasil pada penelitian ini adalah siswa mengungkapkan bahwa media video dubbing dapat meningkatkan keterampilan berbicara mereka. Selain itu, siswa merasa video dubbing merupakan media yang menarik dan disukai karena siswa dapat mendengarkan audio dari penutur asli dan teks dalam video yang juga membantu siswa untuk mempelajari pengucapan dengan lebih tepat. Siswa juga mengungkapkan bahwa video dubbing dapat meningkatkan motivasi mereka karena media yang digunakan berbeda dari biasanya.

## INTRODUCTION

According to (Wahono & Sapto, 2018) stated that speaking is one of language skills which is a proof that someone understands English. Language can become a bridge to connect with each other, even in the same place or in different places. But not everyone can communicate well naturally, according to (Harmer & Jeremy, 2001) teachers must be able to carry out activities that encourage students to use language in real communication because humans cannot live normally without communicating with other people.

There were four skills that students need to be mastery. In this case, the first communication that must be known is speaking, many students especially high school student still have low speaking competence. Not only that, there are some aspects such as students not having linguistic competence, their spoken language does not sound natural, grammar and pronunciation are bad. However, many other components also support the process of learning English, such as pronunciation, grammar, vocabulary, spelling, and several others.

Pronunciation is chosen as the ability to be improved. Pronunciation itself is one of the abilities that a person must understand in the sound system. Many individuals who have difficulty in pronunciation can be caused by various factors such as the area of origin, where they live now, whether they have speech or voice disorders, social groups, groups or education that play a major role in students' language development. Pronunciation is not easy to define by linguists because it has various definitions. According to (Aydin & Akyuz, 2017) pronunciation refers to the production of sounds. The used to attend to the particular sounds of a language, aspect of speech such as intonation, stress, rhythm (Stanculea & Bran, 2015).

In this study, researchers found several problems by SMAS Asshomadiyah in learning to speak is feeling bored during the teaching and learning process, lack of motivation, lack of vocabulary, lack of confidence and lack of knowledge about the topic, so that student tend to be inactive when speaking in class. Then the writer is interested in using technology for teaching language in order to optimize its function as a supporter in improving educational technology and making it easier for teacher and students to learn English. There are many types of learning-based applications that can be installed and used on smartphones. The author chooses an application produced by Google called Youtube as a channel source for dubbing videos. Video dubbing is the process of recording or changing the voice of a character in a video. In this study, dubbing video was chosen as one of the suitable learning media for speaking and practicing better pronunciation. According to (Danan, 2010) dubbing can increase speaking and speaking

creativity, increase vocabulary, foster fun activities and initiative.

## DISCUSSION

### Definition of Speaking Skill

Speaking is the indicator of mastering the language. According to (Nakhalah.A.M., 2016) speaking is the transmission of language through the mouth. Everything we want to say must be through the mouth to speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. Speaking is the second of the four language skills which are listening, Speaking, Reading and Writing. In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. Another expert said that (Garg & Gautam, 2015) speaking is one of the basic language skills that must be mastered by foreign learners of English because it has many uses for communicating. It is very important to be able to speak English because this language is the most commonly accepted language in the world so it is not only to increase knowledge and skills but also make it easier to get a job. More than that, when you are going to travel, you don't find it difficult to interact with other people around the world.

In spoken English, speaking will increase fluency production by paying attention to grammar, accuracy and pronunciation of words when learning to speak. However, speaking is a skill that is not difficult to master if it is practiced frequently. According to Thornbury as quoted in (Kusumaryani, 2019) speaking is a part of everyday life that is considered easy. Even though speaking especially in English is one of the skill that is not easy to master as a foreign language learner because we must be able to speak fluently. Meanwhile (Natsir, 2016) states that speaking is an ability that requires a communicative process competence, pronunciation, intonation, grammar and vocabulary.

### The Function of Speaking

Speaking is defined as one of essential means of effective communication. It would be happened if two people or more than it engaged in an interaction. According to (Richards J. C., 2009) there are three functions of speaking as described below:

- 1) Talk as interaction. It refers to the conversation and describes the interaction that serves a primarily social function. For example, when people meet each other, they exchange greetings, engage in small talk, and so on.
- 2) Talk as transaction. It refers to situations where the focus is on what is said or done. The speakers should deliver the message accurately in order to make the listeners understand clearly, so the process of the transaction can run well.

- 3) Talk as performance. It refers to public talk that transmits information, such as classroom presentation, public announcement, and speech. It tends to be in the form of monolog rather than dialogue and it is closer to written language than conversational language. Hence, the function of speaking is talk as interaction (social function), talk as transaction (to have things done), and talk as performance (public speaking).

### **Problems of Speaking**

According to (Ur, 2012) said that students had problems in speaking activities:

1) Pause

Pause means stop delivering the message. The speaker here stopped talking while thinking about what to say next. It usually takes five to ten seconds in the middle of a conversation.

2) Filler

Sometimes the speaker fills the pause in Speak with a certain voice, for example with Emmmmm, Aaaaa and others. These sounds are called filler. Sometimes, filler is very helpful to get the idea in the middle of the conversation. However, if it is done continuously, it can make speaking sound boring and look unprepared when speaking.

3) Mental problems

No matter how good we are at speaking, of course it will be very different when speaking in front of many people. If not with a strong mentality, speaking cannot be interrupted because thoughts or ideas that have been designed are lost.

4) Lack of ideas

It is very important to prepare the material to be conveyed, for example by taking notes in advance of the material being discussed. View and read the notes if you forget while speaking. To overcome this one speaking problem, reading activities, discussions, and other activities can also be used.

5) Mispronounce

Mispronunciation that occurs when pronouncing the wrong words correctly. This can happen when learning vocabulary regardless of pronunciation. The solution first learns Pronunciation, memorize and master Vocabulary with proper pronunciation and practice often.

6) Poor vocabulary

No doubt, a lot of vocabulary is the main foundation of speaking, the more vocabulary mastered the easier it is to speak English.

### **DUBBING VIDEO**

#### **Definition**

Dubbing video is one of learning media that is suitable for speaking. Dubbing is the process of recording another person's voice to replace the voice of certain characters in a show. This voice transfer process is usually made simply by adjusting the conversation, for example in a film or cartoon video, so that it is easier for the audience to accept. According to Luyken cited in (Tanase & Cuza, 2014) dubbing is one of the suitable learning

media for speaking. Dubbing is replacing the original voice with a sound track that tries to follow as closely as possible the phrases, timing, and lip movements of the original dialogue.

Meanwhile (Requena A. S., 2016) stated that dubbing is the re-voicing that could be done by muting the voice of the original actors. According to (Florente, 2016) 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 (Kusumaryani, 2019) of the existing source.

### **The Terms for Dubber**

There are Terms for Being a Dubber Such as:

a. Character

A dubber before playing role, he must know the character of the player and a dubber should be able to distinguish one character to the other players.

b. Manage Emotions

A dubber must have technique manage emotion because technics emotions can take the example of the exercise when the figure was angry, happy or sad.

c. Lip-synchronization

Lip-synchronization is one of the requirements that must be considered in the process of dubbing. To make it look natural, as much as possible the words which are used in accordance with the motion of the lips or actors and actresses whose voice was replaced.

d. Improvisation

Improvisation is in need for a dubber in order to turn the character or atmosphere in the film.

### **Advantages of the Technique Dubbing**

There are advantages of the technique of dubbing such as:

a. Dialogues do not need to be abbreviated as in theory there is no limit to space. However, the writer of a dubbed script will have to pay attention to the movements of the lips.

b. The viewers can focus their attention on the images and the words at the same time whereas in subtitled versions they constantly have to look up and down the screen to be able to follow the story.

### **PREVIOUS STUDIES**

Research conducted by (Manurung & Pohan, 2019) with the title "Enhancing Students' Speaking Skills through Video Dubbing Project". This particular research was categorized as action research and used qualitative and quantitative data. This research-involved semester IV at the University of Riau located in Batam Center, data collection was carried out by giving pre-test and post-test to students. The results of using the Video Dubbing project application can improve speaking skills, especially in teaching speaking courses for students.

One of the previous studies related to this research was conducted by (Sitti Hadijah, 2016) with the title "Teaching by Using Video: Ways to Make it More Meaningful in EFL Classrooms". This study was designed in descriptive qualitative research; the data were collected from some related literature about the implementation of video in English language classroom. The results of the study show that learning using video dubbing can provide a lot of information about the language and even students can learn about the culture of native English speakers. Then, it can encourage them to think critically without rushing in solving a problem.

Another research conducted by (Requena A. S., 2018) with the title "Intralingual Dubbing as a Tool for Developing Speaking Skills". The specific context where this project takes place is non-compulsory secondary education in the UK; the sample consisted of 47 students (6 boys and 41 girls) with an age range between 16 to 18 from various backgrounds and unequal socio-economic status. A combination of qualitative and quantitative approaches is used in the data analysis, with an emphasis on the qualitative perspective. This research shows that intralingual dubbing practice is a convenient approach in the digital age to complement traditional classes. These results could be analyzed from different points of view, students seem happy with their progress in terms of speed, intonation and pronunciation where they believe that they are actually improving.

## **RESEARCH METHOD**

### **Research Design**

This study used descriptive qualitative data that does not use numbers, but provides descriptions in words of the findings, and thus prioritizes the quality of the data and not the quantity. In terms of qualitative approaches (Creswell & Poth, 2018) outline five approaches to qualitative research: ethnography, narrative, case study, phenomenological, and ground theory. In this study a case study was chosen as the design to be used. Case study is a model which focused on researching a particular case or phenomenon that exists in society is carried out in depth to study the background, circumstances, and interactions that occur. (Nassaji H., 2015) also states that the goal of descriptive research is drawing and classifying the phenomenon. In qualitative research, the more in-depth, thorough, and excavated the data obtained, it can also be interpreted that the better the quality of the research.

### **Data and Data Resource**

Sources of data can be divided into two categories: Primary Data and Secondary Data (Ajayi, 2017). The difference between primary and secondary data is that primary data is current/real-time and secondary data is related to the past.

In this study, the researcher using primary data. Primary data was obtained from the

results of observation, interview, and documentation. The result of these primary data can be used as the strongest source to get the information.

### **Data Collection Technique**

#### 1) Observation

Observation is a way of collecting data when conducting research through direct observation or looking at what is being studied. Observations used in this study were non-participatory observations. In this study, non-participatory observation is used, namely observations made by researchers who do not participate in these activities. According to (Sugiyono., 2014) in non-participant observation, researchers do not participate directly in activities, but only act as independent observers. This observation activity was carried out to see student activities during the learning process by using silent films with dubbing in speaking skill.

#### 2) Interview

According to (Sugiyono, 2016) interviews are used as a data collection technique to find out things from respondents more deeply. In this study, researchers used semi structured interview techniques to make it easier for researchers to obtain detailed data by developing questions that had been prepared in the form of interview guidelines, questions were also used to direct the flow of conversation to arrive at the data results to be achieved. In this study, researchers used semi structured interview techniques to obtain data from informants of three students in class XI-A, regarding student responses to the use of dubbing video as a media to improve students' English pronunciation skills

#### 3) Documentation

Documentation carried out in the learning process using video dubbing in speaking skill is the result of photos and recordings of students during the learning process at the time of the research take place. By using the documentation can be obtained real data that the method is implemented. According to (Sugiyono, 2013) documents are records of events that have passed, documentation can be in the form of writing, pictures, or someone's monumental work, documentation is a complement to the use of observation and interview methods in qualitative research.

## **RESULT AND DISCUSSION**

### **Result**

On this occasion the researcher acted as an observer when the teacher taught students in the classroom by using Expression of love material with dubbing video to improve pronunciation in speaking skills. The implementation of dubbing video went well remembering the class situation was under

control. The researcher observed the students' class activity, documented the process, and also conducted an interview with the students. Based on the three instruments, the researcher noticed several new findings or interesting things gotten from this study. First, dubbing video helps the students with their difficulty in understanding the meaning and pronunciation of difficult words. Second, using dubbing video in the classroom could motivate the students to be eager in their learning process. And Third, students' speaking ability increased after learning using dubbing video.

### **Discussion**

From the observations after learning, the implementation of the use of dubbing video in English learning in class XI-A has been effective, it can be seen from the suitability of the steps in the dubbing video implementation plan as the researchers made. The statement given by student A that *"I think dubbing video as a learning medium really helps me not like English, because I learn the meaning of the words one by one, understand the content of the story and there are examples of texts that help me to be more precise in pronouncing"*. Another student stated that, *"It's very interesting and I like it because it's easier for me to understand and can also learn the correct pronunciation and also know the meaning"*, those were proven the research result conducted by (Tanase & Cuza, 2014) about dubbing is one of the suitable learning media for speaking. Dubbing is replacing the original voice with a sound track that tries to follow as closely as possible the phrases, timing, and lip movements of the original dialogue.

Student B stated *"It's very interesting and I like it because it's easier for me to understand and can also learn the correct pronunciation and also know the meaning"*. This statement is reinforced by Luyken cited in (Tanase & Cuza, 2014) in chapter 2, dubbing is one of the suitable learning media for speaking.

The second response was stated by a student in her statement, *I'm more excited when using dubbing videos because I use new media, usually I feel bored when I study only with books and teacher explanations"*. Another student stated, *"Yes, I feel happy when I learn to use dubbing video because I can watch from videos, the video subtitles really help me when I practice speaking according to the intonation of the original voice so that I am motivated to speak fluent English like a foreigner. In addition, the video text also adds to my new vocabulary."* It is in accordance with (Danan, 2010) which states that dubbing can increase speaking and speaking creativity, increase vocabulary, foster fun activities and initiative. Students agree that dubbing video is a media that can motivate them in the classroom while learning.

The last response was delivered by student A who stated that, *"Of course, because of the words*

*that I didn't know how to pronounce before, while learning to use this dubbing video, I became able to pronounce words or sentences in English. In addition, I also gained new vocabulary so that I became more confident to speak in front of the class"*

*Statement of students A.*

This statement is reinforced by (Requena A. S., 2016) who explains that a repetitive element of dubbing activity gives improvement in fluency and also has impact on pronunciation. Besides, (Preston, 2001) when students have confidence in their abilities, they will simplify their learning and perform tasks without intervention that might hinder their performance. Meanwhile, according to (Kakepoto, Habil, Omar, & Said, 2012) Self-confidence basically controls all tasks carried out by students and in all aspects, especially the achievements they really want to achieve.

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

This research was conducted at SMAS Asshomadiyah, Burneh High School in the second semester of the 2021/2022 academic year. This research was started based on the background researched by the researcher in class. Researcher was interested in students' problems in learning English, especially speaking ability. Based on this, the application of video dubbing in learning English skills to answer the questions in this study. After implementing dubbing video in the classroom, the researcher found several student responses when learning to use dubbing video. First, dubbing video is an interesting and preferred media because students can listen to audio from native speakers and the text in the video which also helps students to learn how to pronounce pronunciation more precisely. Second, students revealed that dubbing video could increase their motivation because it was a new media for students so that they were enthusiastic in learning and did not feel bored. Third, students revealed that dubbing video media can improve their speaking skills. Lack of vocabulary, improper pronunciation and students who are not confident to speak English are the problems found.

#### **Suggestion**

There were several suggestions for teachers, students, and future researchers after conducting this study:

- 1) For Teachers: English teachers can use dubbing video as an alternative teaching media or teaching materials, especially to encourage students to improve their pronunciation skills in speaking.
- 2) For Students: In learning English students need a lot of practice, especially in speaking. One way that can be done is to practice speaking often using cartoon videos or favorite films so that students can improve their speaking skills

- 3) For Future Researchers: This research can be used as a reference for other researchers who want to conduct similar research using dubbing video in improving pronunciation in students' speaking skills. The researcher hopes that future researchers can conduct research using other English skills with different research designs and develop better use of dubbing video as a learning media.

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