



IMPROVING STUDENTS PRONUNCIATION USING VIDEO DUBBING

(A Classroom Action Research for Tenth Grade and Eleventh Grade Students of Vocational
High School)

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Received: 1st January 2019

Accepted: 21st March 2019

Published: 29th May 2019

Abstract

This research aims to find out the impact of video dubbing on improving students' speaking pronunciation. This research was applied for the tenth grade and eleventh grade of Vocational High School in Madiun city, province of East Java, Indonesia. The subject of the research consisted of 20 students, 14 female students and 6 male students. In collecting the data, researcher used observation to observe the implementation of video dubbing during teaching learning process and used test to find the improvement of students' speaking pronunciation during the implementation of video dubbing. The research was conducted in two cycles, where each cycle consisted of 4 meetings. The research findings showed that the implementation of video dubbing could improve students' speaking pronunciation. It can be concluded that the implementation of video dubbing in learning process has beneficial effect on students' speaking skill, especially in pronunciation.

Keywords: Video dubbing, teaching speaking, pronunciation.

INTRODUCTION

In this modern era, English as international language has important role in education (Mahu, 2012). English helps teachers and students to interact with foreign people to get various sources of knowledge. The main objective of English learning is to enable students to do English communication skill both in written and spoken form. The purpose of English learning is to develop students' language skills; listening, speaking, reading and writing. However, those skills are not easy to be mastered due to

the various aspects of each skill that need to be learned.

Among four language skills mentioned above, speaking is considered as the most important skill because individual who learns a language is referred to as the speaker of that language (Ur, 1996 in Leong & Ahmadi, 2017). According to Nunan (2003), speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Meanwhile, there are five aspects of speaking based on Hughes (2003), they are pronunciation, grammar, vocabulary, fluency, and comprehension.

Researcher did a preliminary research at English club of Vocational High School in Madiun city, province of East Java, Indonesia, which is consisted of 20 students. There were some problems in English learning. First, speaking abilities of students were quite low. They still made some mistakes in their speaking such as incorrect pronunciation, many pauses in their direct speaking, and confused to use the correct tenses. Based on the result of test, the score of pronunciation was the lowest among five aspects of speaking. Therefore, researcher wanted to improve students' pronunciation in this research.

Second, students lost their confidences to speak English. They were passive when teacher asked about the students' opinion. The less confidence of students would cause nervousness that affect the students' speaking pronunciation and fluency. This situation can be seen when they were afraid of making mistakes in English speaking, then they would rarely speak English in their daily activities.

Furthermore, problems could be from teachers where teachers could not create the effective learning situation for students. Teacher seldom used media when she taught like video, pictures, or audio. Besides, teacher seldom taught speaking in learning process in the class. Teacher only wrote their explanation on whiteboard, after that student was asked to do the exercises.

Dealing with these problems, teacher needs the best teaching strategy to improve students' speaking skill especially in pronunciation. The use of technology can be an effective way to be

combined with English teaching and learning. Technology also can help students to improve their speaking pronunciation. Video dubbing is one of learning media that is suitable for speaking. 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-movements of the original dialogue (Luyken cited in Tanase and Cuza, 2014). Meanwhile, Danan (2010) argues that dubbing can improve vocabulary acquisition, speaking fluency and pronunciation, fun activity fostering creativity and initiative). Therefore, researcher tried to use video dubbing as learning media to improve students' speaking pronunciation. The teaching's steps in implementing video dubbing to improve students' speaking pronunciation are as follow:

1. Explaining basic pronunciation (including how to pronounce American English and British English)
2. Giving practice to students related to American English and British English.
3. Explaining about the use of video dubbing in improving speaking pronunciation
4. Providing a script for students for video dubbing practice
5. Giving practice in adjusting their voice with a muted video for preparation of dubbing practice.
6. Asking students to create their own scripts for video dubbing practice.

No	Criteria	Rating Score	Description
1.	Vowels	50	All vowels are produced clearly. The words are easily understandable
		40	Vowels are produced clearly and unambiguously. A few minor distortions do not affect intelligibility. At least 3/4 speech is intelligible.

		30	Most vowels are pronounced correctly. Some consistent errors might make a few words unclear. at least 1/2 of speech is intelligible
		20	Some vowels are pronounced correctly and the rest of them are consistently mispronounced. At least 1/4 of speech is intelligible
		10	Few vowels are pronounce correctly. The intelligibility is less than 1/4 of speech. Listeners have difficulty in understanding the speech.
		50	All diphthongs are produced clearly. The words are easily understandable
		40	Diphthongs are produced clearly and unambiguously. A few minor distortions do not affect intelligibility. At least 3/4 speech is intelligible.
2.	Diphthongs	30	Most diphthongs are pronounced correctly. Some consistent errors might make a few words unclear. at least 1/2 of speech is intelligible
		20	Some diphthongs are pronounced correctly and the rest of them are consistently mispronounced. At least 1/4 of speech is intelligible
		10	Few diphthongs are pronounced correctly. The intelligibility is less than 1/4 of speech. Listeners have difficulty in understanding the speech.
		50	All consonants are produced clearly. The words are easily understandable
		40	Consonants are produced clearly and unambiguously. A few minor distortions do not affect intelligibility. At least 3/4 speech is intelligible.
3.	Consonants	30	Most consonants are pronounced correctly. Some consistent errors might make a few words unclear. at least 1/2 of speech is intelligible
		20	Some consonants are pronounced correctly and the rest of them are consistently mispronounced. At least 1/4 of speech is intelligible
		10	Few consonants are pronounced correctly. The intelligibility is less than 1/4 of speech. Listeners have difficulty in understanding the speech.

Table 1. The scoring rubric of pronunciation adapted from Pearson Test of English Academic's scoring rubric

METHOD

The subject of this research is tenth grade and eleventh grade of all majors. The researcher took a class of English club as the subject of the research which consisted of 20 students; 12 students of tenth grade and 8 students of eleventh

grade. There were 6 male students and 14 female students in English club class. The researcher took English club as the subject of the research because English Club' members had willingness to learn and improve their English skills.

This research used Classroom Action Research. McNiff and Whitehead (2006) stated that Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. Action research can be a powerful and liberating form of professional enquiry because it means that practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values. According to Kemmis and McTaggart (2004), in general, action research cycle contains planning of change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, and then re-planning.

1. Planning

In this phase, researcher identified a problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. This was a forward-looking phase where researcher considered: i) what kind of investigation was possible within the realities and constraints of researcher's teaching situation; and ii) what potential improvements researcher think were possible.

2. Acting

The plan is a carefully considered one which involved some deliberate interventions into researcher's teaching situation that researcher put into action over an agreed period of time. The interventions are 'critically informed' as researcher question researcher's assumptions about the current situation and planned new and alternative ways of doing things.

3. Observing

This phase involved researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where researcher used 'open-eyed' and 'open-

mind-ed' tools to collect information about what is happening.

4. Reflecting

At this point, researcher evaluated and described the strengths and weaknesses of the teaching learning process. The result of the analysis was consulted with the criteria of success. Meanwhile, the weaknesses in the first cycle were improved to the next cycle. This cycle stopped when the students' score reached the criterion of success, up to 70 in average.

In this research, the researcher used some techniques to collect the data, such as observation, interview, video recording, photograph, and test (pretest and posttest). The data consists of qualitative and quantitative data. According to Hair et al. (1995), as cited in Marczyk (2005), qualitative data (also referred to as nonmetric data) are typically attributes, characteristics, or categories that describe an individual and cannot be quantified. Meanwhile, quantitative data (also referred to as metric data) exists in differing amounts or degrees, and they reflect relative quantity or distance. Quantitative data allowed researchers to examine amounts and magnitudes, while qualitative data is used predominantly as a method of describing and categorizing. The quantitative data were obtained from pretest and posttest. The data were collected by using observation of activity in the class, students' interview, audio and video recording, photograph and test. Meanwhile the instrument of this research were lesson plan, observation sheet, form of interview, field note and the result of video recording especially in video dubbing.

After collecting the data, the next step of the research are analyzing the data. The data were analyzed by using qualitative and quantitative data analysis. In qualitative data analysis, researcher analyzed the data of teaching process through interview, observation, field

note, photograph, video and audio recording. According to Mc. Kernan (as cited in Burns, 1999). There are five steps in analyzing data, they are assembling the data, coding the data, comparing the data, building interpretation, and report the outcomes. Meanwhile, in quantitative data analysis, there is a speaking test before (pre-test) and after (post-test) on each of the cycle.

The researcher found the comparison of students' speaking skill before and after the research from the test. Meanwhile, the researcher needed to compare the mean of test to know there is an improvement or not in students' speaking skill. According to Arikunto (2010), the formula to determine the mean of pre-test and post-test are as follow:

$$\bar{X} = \frac{\sum X}{N}$$

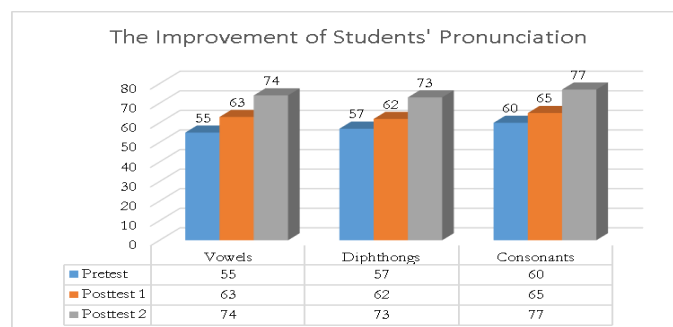
\bar{X} = Mean Score
 $\sum X$ = Total Score
 N = Total Student

RESULTS AND DISCUSSIONS

The research findings were gathered from several sources of data, including test, observation, and interview. The findings were related to what extent video dubbing can improve students' speaking pronunciation and also the difficulties of applying video dubbing in improving students' speaking pronunciation. In the preliminary study, I found that students' speaking skill were

low. Due to pre test in the preliminary study, I found that students' speaking pronunciation were the lowest among other aspects of speaking skill. Therefore, I tried to improve students' speaking pronunciation by using video dubbing. The result of the research showed the improvement of all aspects of pronunciation; vowels, diphthongs, and pronunciation. The overall result of pre test, posttest 1, and posttest 2 can be seen in Figure 1.

Figure 1. The improvement of Students' Pronunciation from Pretest, Posttest 1, and Posttest 2



Based on the table above, the improvement could be seen from the mean score. The mean score of each from pre test, test in cycle 1 and test in cycle 2 also increased. Vowels, the first aspect of speaking pronunciation increased from

55 in pre test, 63 in test of cycle 1, and 74 in test of cycle 2. Diphthongs as second aspect of speaking pronunciation increased from 57 in pre test to 62 in test of cycle 1 and 73 in test of cycle 2. Consonants, the third aspect of speaking pronunciation increased from 60 in pre

test to 65 in test of cycle 1 and 77 in test of cycle 2. It can be concluded that the score increased on each test in pre test, cycle 1 up to cycle 2.

The data showed that video dubbing can improve students' speaking pronunciation. It was relevant with the statement of Burston (2005, p. 90) who said that video dubbing can provide a rich source of activities in all language skill areas: listening, reading, writing, and speaking. It can also foster advanced grammar, vocabulary acquisition and pronunciation well. From the result of research, video dubbing improved all aspects of speaking pronunciation; vowels, diphthongs, and consonants. The result was relevant with the statement of Zanon (2006), as cited in Florente (2016) who said that learning pronunciation by listening to the speech of native speakers, reading movie subtitle, re-voicing video, can be beneficial in spoken language activities and help learners improve their language comprehension. Meanwhile, Requena (2016) explains that a repetitive element of dubbing activity gives improvement in fluency and also has impact on pronunciation.

CONCLUSION

This research tries to find out how the implementation of video dubbing in teaching speaking. Based on the data analysis, research findings, and discussions in implementing video dubbing to improve the students' speaking pronunciation, it can be concluded that this research is successful because the students' speaking pronunciation improved by implementing video dubbing. Students' score had improved from the pretest, posttest 1 and posttest 2. Furthermore, the average score in posttest 2 had reached the criterion score of success (70). The improvement contains all aspects of pronunciation which are vowels, diphthongs, and consonants. Meanwhile, video dubbing

can increase the students' behavior in teaching learning process. The students were more enthusiastic and interested in teaching learning process. They did the tasks seriously when they did practice by adjusting their voice with the actor in the video. The repetition of recording process in video dubbing decreased from cycle 1 to cycle 2. It means that students' confidence increased when they did video dubbing practice.

Hopefully, this research can give awareness about the importance of English learning and facilitate students to improve their speaking, especially in pronunciation. This research can be a guidance for teachers who want to improve students' speaking especially in pronunciation by using video dubbing. In addition, other researchers can use this research as a reference to conduct further research in the same field.

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