The 2nd International Conference on Language, Literature and Teaching

ENHANCING PRONUNCIATION OF VOCATIONAL HIGH SCHOOL STUDENTS USING VIDEO DUBBING

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ABSTRACT

Generally, Senior High School learners have the intermediate skill of English. They should master the basic skill of speaking, especially pronunciation. However, Vocational High School leaners who have same age with Senior High School learners generally have lower skill of speaking than those learners, especially in pronunciation aspect. This research aims to find out how far video dubbing can enhance students' speaking pronunciation. This research was classroom action research and was applied for the tenth grade and eleventh grade of certain Vocational High School in Madiun city, province of East Java, Indonesia. The research subjects were 20 students, 14 female students and 6 male students. During the implementation of video dubbing, the researcher used observation to observe teaching-learning process and used test to find out the improvement of students' speaking pronunciation. The researcher conducted the research in two cycles, where each cycle consisted of 4 meetings. The findings of the research showed that the implementation of video dubbing during the learning process in total of 8 meetings, could enhance students' speaking pronunciation. Therefore, it could be concluded that the implementation of video dubbing in the learning process has great impact on students' speaking skill, especially in pronunciation.

Keywords: video dubbing, teaching speaking, pronunciation.

1. INTRODUCTION

In this modern era, English known as international language has great role in education (Mahu, 2012). English helps teachers and EFL (English as Foreign Language) learners to interact with foreign people to get various sources of knowledge. According to Ministry of National Education of Indonesia (2011), the purpose of English learning is to enhance 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, 2007). . According to Ur (1996) as cited in Dinçer and Yeşilyurt (2013), speaking is also categorized as complex and difficult skill to master because it contains various elements such as intonation, articulation, formal and informal expression, gesture, etc. Therefore, speaking is important, complex, and difficult skill because people produce systematic verbal utterances to convey meaning and it contains various elements such as intonation, articulation, expression, gesture, etc.

In the process of improving speaking skill, the ideal conditions of speaking can be seen from the aspects of speaking. According to Hughes (2003, p. 130), there are five aspects of speaking, they are grammar, pronunciation, fluency, vocabulary and comprehension. In aspect of pronunciation, the ideal condition can be achieved when students can produce and pronounce words easily and understand the words that are produced by the other speaking (Brown, 2004, p. 157). In aspect of grammar, students should be able to manipulate structure and distinguish appropriate grammatical form in appropriate one (Heaton, 1978, cited in Abrar et al., 2016, p. 61). Meanwhile, in aspect of vocabulary, students should be able to use various vocabularies and idioms correctly when they speak to listeners (Hughes, 2003, p. 101). In aspect of fluency,

students should be able to produce continuous speech without causing comprehension difficulties or a breakdown communication (Jamatlou, 2011, p. 7). In aspect of comprehension, students should be able to understand what speaker says, and actively engage in conversation. (Abrar et al., 2016, p. 61).

Researcher did a preliminary research at English Club students of Vocational High School in Madiun city which is consisted of tenth grade and eleventh grade students. There were some problems in learning speaking. Speaking abilities of students were quite low. In aspect of pronunciation, students confused on how to pronounce words correctly. In grammar case, students could not distinguish appropriate grammatical form when they spoke to others. Meanwhile, in aspect of vocabulary, students used limited vocabularies in their conversation. Furthermore, students were not fluent when they spoke to others spontaneously. In aspect of comprehension, students got difficulty in listening and understanding what the speaker said.

It was also proven by the pre-test that was done by English Club students of Vocational High School in Madiun city. Based on the pre-test, the mean score of speaking test is 61 where the pronunciation was 57, grammar score was 63, vocabulary aspect was 65, comprehension aspect was 60, and fluency was 59. From the mean score above, researcher found that the pronunciation aspect was the lowest score so researcher wants to improve the speaking pronunciation of students in this research.

Dealing with these problems, teacher needs a good teaching strategy to improve students' speaking skill especially in pronunciation. The use of technology can be an effective way to be combined by English teaching and learning. Video dubbing is one of learning media that is suitable for speaking. Dubbing is the replacement of the original speech by a voice track that attempts to follow as closely as possible about the phrasing, the timing and the lip-movements of the original dialogue (Luyken cited in Tanase and Cuza, 2014). Moreover, dubbing can improve vocabulary acquisition, speaking fluency and pronunciation, fun activity fostering creativity and initiative (Danan, 2010). Therefore, researcher tried to use video dubbing as learning media to enhance students' speaking pronunciation.

The researcher creates his own teaching steps of video dubbing that focus on the improvement of speaking pronunciation, they are:

Teacher explains about English speaking in detail (include American English and British English)

Teacher explains about how to pronounce American English and British English. This activity can help to improve students' speaking pronunciation

Teacher gives practice to students related to American English and British English. This activity can help to improve students' speaking pronunciation

Teacher explains about the use of video dubbing in improving speaking pronunciation

Teacher provides a script for students for video dubbing practice

Teacher asks students to practice in adjusting their voice with a muted video for preparation of dubbing practice. This activity can help to improve, students' pronunciation and fluency.

Teacher asks students to create their own scripts for video dubbing practice. This activity can help to improve students' grammar, vocabulary, and comprehension.

2. METHOD

The subject of this research is tenth grade and eleventh grade students, 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 students as the subject of the research because English Club students had willingness to learn and improve their English skills compared to non English Club students.

This research used Classroom Action Research. McNiff and Whitehead (2006, p. 7) stated that Action research is a kind of research that enables practitioners to investigate and evaluate their work. Meanwhile, action research can be a strong and liberating form of

professional enquiry because practitioners can 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, p. 18), in general, action research cycle contains planning of acting, changing and observing the process and result of the change, reflecting on these processes and results, and re-planning the action.

Planning

In this phase I prepared my teaching steps, learning materials and also scripts for dubbing practice. I also wrote list of tools that I would use in my research. I also prepared my revised plan that I would use in the end of cycle 1 based on the data of my observation and reflection in cycle 1. I prepared 4 meetings in each cycle.

Acting

After preparing my lesson plan and list of tools that I used in my research, I did my research on English Club students of Vocational High School in Madiun city. All of my action in cycle 1 should follow my lesson plan that I prepared before. In cycle 1, I did my research in 4 meetings and I also continued my action of cycle 2 in 4 meetings based on the result of observation and reflection in cycle 1 in order to improve students' pronunciation.

Observing

In my research, I and my collaborator observed the learning process and situation in each meeting of each cycle. I used observation sheet and field note as tools for my observation. The result of observation sheet and field note would be used for data to write reflection of my research.

Reflecting

At this point, after collecting data from observation sheet and field note, I wrote reflection by describing the strength and the weaknesses of my teaching process in cycle 1. The reflection in cycle 1 would be used as important data in composing my plan in cycle 2. The cycle will be stopped when English Club students of Vocational High School 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, p. 112), qualitative data (also known as nonmetric data) are typically attributes, characteristics, or categories which explore an individual or something that 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 practitioners to examine amounts and magnitudes, while qualitative data is used to explore describe and categorize individual or nonmetric data. 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.

The next step after collecting the data is 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: p. 156-160). 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. 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

3. RESULTS AND DISCUSSION

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

The Improvement of Students' Pronunciation

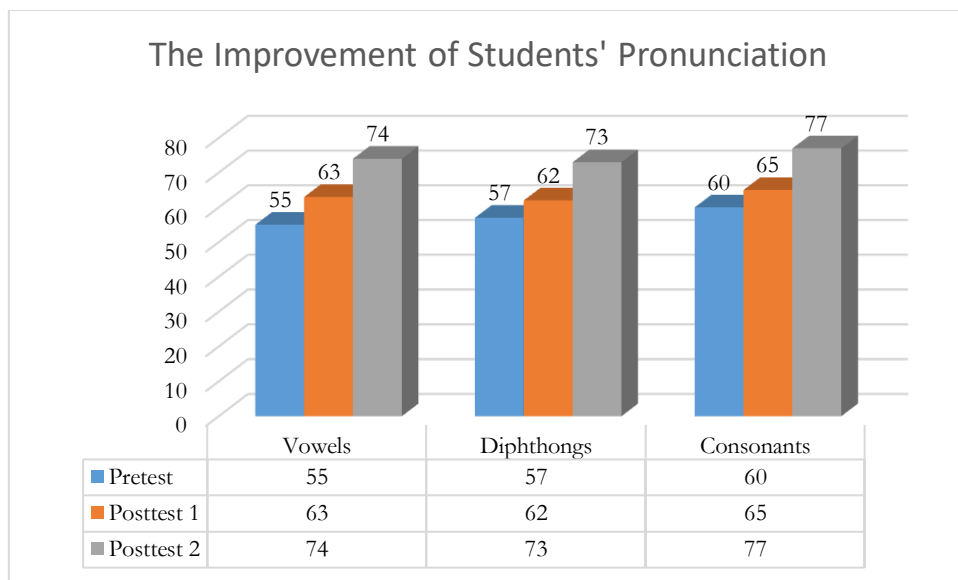|	Vowels	Diphthongs	Consonants
Pretest	55	57	60
Posttest 1	63	62	65
Posttest 2	74	73	77

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

Based on the table above, the researcher found that video dubbing can improve students' speaking pronunciation. It was relevant with the statement of Burston (2005) who said that video dubbing help learners to give a rich source of activities in all language skill areas such as reading, writing, listening 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, has great advantage in speaking activities and help learners to enhance their language comprehension. Meanwhile, Requena (2016) explains that a repetitive element of dubbing activity gives improvement in fluency and also has impact on pronunciation.

Meanwhile, there are several strength of the implementation of video dubbing in teaching and learning of speaking:

The practice of adjusting voice with video could improve students' speaking pronunciation.

Video dubbing could improve students' interest in learning speaking.

The process of creating script of video dubbing could improve grammar and vocabulary.

Besides, the strength of video dubbing, there were also the difficulties that occurred in learning process, which was described in table 1.

No	Difficulties	Solution
1	Students need quite long time to practice on improving pronunciation using video dubbing	Give students more time and sessions in doing practice using video dubbing
2	Students got nervous in recording session of video dubbing	Told students that no one saw them in recording session.
3	Students were noisy in doing practice of adjusting voice and video	Warned students to lower their voice in doing practice
4	Students needed repetition in recording session of video dubbing	Told students to relax and focus in recording session.

Table 1 The Difficulties of Using Video Dubbing

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 was enhanced by implementing video dubbing. It can be proven by the improvement of the students mean score of speaking test. The improvement contains all aspects of speaking which are vowels, diphthongs, and consonants. In addition, the improvement of all aspects of speaking reached the criterion of success, which were more than 70 in average.

Overall, based on the result of research, video dubbing has great impact in enhancing students' pronunciation. Hopefully, this research can help other researchers in giving awareness about the importance of English learning and facilitate students to improve their speaking especially in pronunciation. In addition, this research can also help teachers or researchers who want to enhance students' speaking skill, especially in pronunciation by using video dubbing.

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