

## THE USE OF DUBBING VIDEO TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT SMPN 35 MAKASSAR

Haerunnisa<sup>1</sup>, Dahlia D. Moelier<sup>2</sup>, Ulfah Syam<sup>3</sup>

<sup>123</sup>English Language Education Department, Bosowa University, Indonesia

### ABSTRACT

This study aimed to find out the improvement of the students speaking skill through implementation dubbing video technique at SMPN 35 Makassar academic year 2020/2021. This study used pre-experimental design with pre-test, treatment, post-test and data analyzed. The data was collected and analyzed from several recording voice from the students in the English classroom. The population of this research was second grade from class VIII.2 which consist 20 students as a sample. This study indicated the result of the used of voice notes and dubbing video short animation movie to improve students' speaking skills by data analyzed from accuracy and fluency. And the result indicated mean score in pre-test was 56.15 and mean score in post-test was 87.45, it means that was influenced the improvement of students' speaking skill.

**Key words:** Speaking, Dubbing Video, Improve

### INTRODUCTION

Every single day humans do interact with others by speaking. using their first language or the second language to speak communicatively for expressing some purpose such as to ask and give some information, to clarify some issue, to tell their idea, opinion, perception, and many other activities in their life.

Many people use different ways to communicate through speaking that involves producing, receiving, and share. According to Adam (2016: 116) speaking is a productive skill that needs active language components of grammar, vocabulary, pronunciation in order to able to produce it.

Speaking is the most important skill which is a need in English learning. Leong and Ahmadi (2017: 35) stated that speaking is the most important skill because is one of the abilities that is needed to perform a conversation. Speaking can train our brain's ability to think critically and argue with others. As in the regulations in the 2013 curriculum, especially on speaking skills, The teacher expects students to speak more and dare to appear confident. Actively to participate in speaking activities using acceptable language accuracy and also have high motivation to speak.

Speaking is a person's way of interacting with each other to convey our arguments, opinion, and ideas. In addition, teaching speaking can help the students to develop an ability to produce sentence by sentence. Speaking skill is an act of making or producing vocal sound to express feeling in spoken language by using grammar and vocabulary that are used to communicate with others.

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Speaking is the basic skill for transmitting information, feelings and emotions, ideas, and beliefs, Muklas (2017), People need the capability to express what is on their mind through verbal communication in their daily activities since they have to socialize and interact with other people.

There are 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 confusion to use the correct tenses. Therefore, The Writer wanted to improve students' pronunciation in this research. Second, students lost their confidence to speak English.

They are passive when a teacher asked about the students' opinions. The less confidence of students would cause nervousness that impacts the students' speaking pronunciation and fluency. This situation can be seen when they afraid of making mistakes in English speaking.

The others problem is lack of ability to communicate in English because they have a limited vocabulary and grammar knowledge, lack of exposure which makes them do not have a chance to practice using the language outside the classroom, lack of confidence and motivation in improving their speaking skill. According to Bahrani and Tam (2012: 58) English language learners face is a lack of interaction in the language at home, school, or neighborhood, which is generally understood to boost language learning through providing the necessary language input for spoken language learning.

Dealing with these problems, The 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 combine with English teaching and learning. Technology also can help students to improve their speaking pronunciation.

Technique in dubbing video is how to replace the voice or exchange voices which is the original sound is mute, dubbing video is how to learn something of the character such as the gesture, intonation, and sounds. Dubbing can be identified as an activity to change the sound or speech on a film or video into another language. Karimzadeh (2017) stated dubbing-based strategies have a significant influence on native like pronunciation development.

Therefore teaching English using dubbing video can be useful for students, firstly video dubbing can provide real capital for students to imitate role players and can increase cultural awareness by teaching something that is suitable for students, second when watching movie clips, students can become more curious or inquisitive and more intellectually motivated. Teaching video dubbing also can make the students excited to improve their knowledge and vocabulary.

## REVIEW OF LITERATURE

### Speakig

Speaking is a productive skill that needs to develop to communicate with others in the second language or the mother tongue Khabbazbashi (2017). Speaking English is crucial for students since speaking is the necessary language skill for communication. Parmawati (2018) said that speaking is more reflective of what the speaker wants to speak as part of the conversation.

People need the capability to express what is on their minds through verbal communication in their daily activities since they have to socialize and interact with other people. Furthermore, since English is used as a lingua franca, speaking skill is also considered as the most important tool to get information and knowledge Hasan (2014).

Most of the students have some problems such as lack of ability to communicate in English because they have a limited vocabulary and grammar, lack of exposure which makes them do not have a chance to practice using the language outside the classroom, lack of confidence and motivation in improving their speaking skills Al-sobhi & Preece (2018). Speaking skills have some important components which can be measured and considered as successful speaking such as pronunciation, grammar, vocabulary, and fluency. Hence, it is important for the students to be able to speak accurately and fluently Safdari & Fathi (2020).

As a foreign language that is not applied in daily conversation, the students are often feeling anxious when the teacher asked them to speak in front of the class Amini et al (2019). As quoted by Yen, Hou, & Chang (2015), The students' ability in speaking English is based on people around them because speaking English in public around some Asians will be more stressful because the speaker will be nervous when people around them are staring at them. And the speaker who reacts to what they hear and make their contribution. It means each participant has an interaction that will involve each people interactions. Speaking helps learners develop their vocabulary and grammar skill.

Leong and Ahmadi, (2017) stated that when students learn English, speaking is significant to support their ability to apply the language. In speaking skill many elements that students should understand such as vocabulary, grammar, pronunciation, and intonation, Khoiriyah & Safitri, (2017: 241).

Vocabulary is the basic element in speaking because the total number of words are used to express their idea and information without any problem Rahmawati & Ertin, (2014: 202). Grammar concerns how sentences and utterances are put together to form sentences Hossain, (2015:26). Another element is pronunciation where their students must be able to articulate the words and create the physical sounds that carry meaning Irianti, (2011:8). Wicaksono (2016:125) also stated that speaking activities would be good if teachers give speaking tasks to the students to evaluate whether the class is going well or not and to find out the problem.

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Speaking activities should be enjoyable and give high motivation to students. When all students can participate actively in an activity, they would feel completely satisfied with the activity. So, the teacher should set up the speaking activities correctly and give understanding and valuable feedback Hughes & Reed, (2016: 172).

Speaking is an important skill for sharing information, ideas, opinion, and feelings. Speaking is a language skill that we use to communicate with other people.

## Teaching Speaking

For most Indonesian students, learning English as a foreign language is a unique experience because it cannot be learned organically like their mother tongue. Studying a new language usually entails learning the dictionary, grammar, and sound system of that language. In foreign language acquisition, focusing on linguistic form is crucial, but gaining the ability to communicate in real life is much more crucial. The basic aims of an English language course are to communicate in English. Learners should be able to communicate effectively in English in and out of the classroom for study, work, or leisure at the end of a course. Because English is not a native language in Indonesia, teaching speaking is complicated. People, in general, have a tough time learning it. It is related to the fact that their environments do not speak English. When it's time for teaching, people only interact in English. It indicates that having an opportunity to practice is sufficient.

Teaching speaking is not easy, because English has many rules, especially people have many troubles learning it. It is the impact from the environment usually the students only speak English when they are in the English class or the time of the lesson. It means that the opportunity to practice is not competent.

## Dubbing Video Technique

Dubbing video is one of the techniques of English speaking fluently. Dubbing video is a replacement between two voices or more based on the character. According to Rokani (2018: 7) dubbing is a replacement of a voice part in a movie. Usually dubbing video techniques are put on the translation. It can make the students more interested to learn English speaking through dubbing video technique, because it is something new for them, and certainly this method can make the students have fun to learn English speaking through dubbing video technique.

Dubbing is the replacement of the original speech by a voice track that attempts to follow as closely as possible the timing, phrasing, and lip movements of the original dialogue Luyken cited in Tanase and Cuza, (2014:970). Dubbing means the technique of the original sounds of the actor being deleted and its substitution with another recording or acting as a voice-over actor.

According to Supardi and Putri (2018:389) stated that dubbing is a form of post-synchronized re-voicing that involves recording voices that do not belong to the screen actors, speaking in a language different from that of the source text and ideally in sync with the film image.

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Active dubbing is an audiovisual by which the original speakers' voice is replaced entirely by our students' voice, talavan in Karimzadeh(2017:4). Meanwhile Choume,(2012) defines that dubbing is consist of replacing the original track of a film or any audiovisual text source language dialogue with another track on which translated dialog have been recorded in the target language. Then, Yu,(2013:20) stated that dubbing has two meanings in abroad sense it means to replace and existing soundtrack, and in narrow sense it means to do a type of lip-syncing to match a voice and lip movements of existing source". It refers to the narrow sense of matching the original voices and lip movements.

Film dubbing utilizes authentic film clips. With which learners dub the voice of muted character Chiu (2011), in the same line, Burston (2005:80-81) stated that the more modest activity of video dubbing, that is the simple substitution of the soundtrack of an exited video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At simplest, it need only involve substituting students an exciting soundtrack.

Dubbing can improve vocabulary acquisition, speaking fluency, and pronunciation, fun activity fostering creativity and initiative Danan, (2010:.60). claims the preparation of soundtracks affords substantial listening and reading comprehension activities as well as abundant pronunciation practice, provides practical training, for instructors as well as students, for more ambitious video projects, with some prior video-dubbing experience, can take a muted video clip and create from scratch their own storyline and accompanying script. It refers to the narrow sense of matching the original voices and lip movements. In the other words, dubbing video is a process of fill in the sound of the video where the original soundtrack of the video is turned off. This technique helps students to develop their speaking ability and self-confidence to produce sounds and language by themselves according to the context and it will reduce stress for the students and make the process of teaching-learning being fun.

## METHOD OF THE RESEARCH

In this research, the Writer used pre-experimental method, This design involved one class, which was one pre-test ( $O_1$ ), then exposed to treatment (X), and finally they were given a post-test ( $O_2$ ) The comparison between the pre-test and post-test score determine the success of the treatment. This research was carried out at SMPN 35 Makassar, in the 2021/2022 academic year. The writer took three meetings for the research. The population of this research covered the Eight grade students of SMPN 35 Makassar in the 2021/2022 academic year consist of 261 students, class consists of approximately 32 students. This research use dubbing video technique to improve students speaking skill. The writer took one class namely VIII.2, which consists of approximately 20 students. The sample of this research is the Eight grade of SMPN 35 Makassar. This Research use dubbing technique video and Voice Note conversation, The test

was given twice, before and after the treatment or teaching and learning process. Students were given a pre-test to find out students speaking skill through dubbing video technique and the post-test was measured whether the dubbing video that has been applied can improve or not on students' speaking skill. And to see whether the implementation dubbing video has a significant effect on speaking skill, the writer compared the results of the class post-test.

## FINDINGS AND DISCUSSIONS

The writer conducted a pre-test to know the prior knowledge of the students' Speaking skill and conducted post-test after giving treatments. The presentation of data in this part was obtained through multiple choice test. Below is the table show the students' scores in a pre-test and a post-test.

**Table 1 Rate Percentage of Students' Speaking in Accuracy**

NO.	Classification	Score	Pre-test		Post-test	
			Freq	Percent	Freq	percent
1.	Very Good	5	0	0%	4	20%
2.	Good	4	0	0%	14	60%
3.	Fair	3	5	25%	4	20%
4.	Poor	2	9	45%	0	0
5.	Very poor	1	6	30%	0	0
<b>Total</b>			<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

As could be seen from table 1 the data of pre-test and post-test showed a significant different of students speaking performance in accuracy after given treatment. In pre-test shows the students who got very good classification was none, 5 student got Fair classification (25%), 9 students got Poor classification (45%), 6 students got Very Poor Classification (30%). That was indicated that most of students' score in very poor classification. It showed that low achievers were bigger than high achiever.

Meanwhile the post-test section shows the difference, after the treatment was held, The table indicated that there were no students getting poor and very poor, 4 students got Very Good Classification (20%), 14 students got Good Classification (60%), then 4 students got fair (20%). Mostly of students in Good Classification and indicated an enhancement of students' accuracy in speaking.

Based on pre-test and post-test, it could be conclude the use of dubbing technique to improve students' speaking skill was gave greater opportunity on Students more improve speaking ability especially in accuracy.

**Table 2 Rate Percentage of Students' Speaking Fluency**

NO.	Classification	Score	Pre-test		Post-test	
			Freq	Percent	Freq	percent
1.	Very Good	5	0	0%	8	40%
2.	Good	4	0	0%	12	60%
3.	Fair	3	3	15%	0	0%
4.	Poor	2	15	75%	0	0%
5.	Very poor	1	2	10%	0	0%
<b>Total</b>			<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

The table 2 indicated the rate of students speaking in pre-test and post-test. In pre-test the data indicated that was a different in students' in fluency in mean score and standard deviation after given treatment. In pre-test the table indicated none of student obtained very good and good classification. Meanwhile 3 students obtained Fair classification (15%). Then 15 students' obtained Poor Classification (75%). And 2 students obtained Very Poor classification (10%). Based on the frequency of the data, it indicated most of the students' score in poor. it means the students in speaking fluency should be improved.

Meanwhile in the frequency of the post-test in fluency indicated none of students obtained very poor, poor and fair classification, meanwhile 12 students obtained good classification (60%), and 8 students obtained very good classification (40%). It means the use of dubbing video technique be success made the students improved the speaking ability especially fluency of students ability. test result presented in the following table.

**Table 3 The Value of T-Test the Students Speaking**

Variable	T-test	T-table
Pre-test and Post-test	51.67	19

The table 3 explained about T-test value was greater than T-table value. It means the data as final result indicated significant improvement. Could be

conclude that the use of dubbing video technique to improve students speaking was very influenced and greater contribute for speaking skill.

## DISCUSSION

This section explained the discussion the result of the data analysis in pre-test and post-test. The result was conduct three steps. The first steps was given pre-test to students by speaking test as conversation favorite animation film in pairs through whatsapp voice notes. The pre-test was given to know the students speaking skill and ability, The second steps was treatment through implementation dubbing video technique from animation movie clips "Toy story 4" duration three minutes in pairs, and the third steps was given post-test to the students to determined and to obtained speaking score after implementation dubbing video technique for speaking skill and ability.

The Writer determined one class as a sample but after undergoing the test it turns out that not all students could take the test until finished, because all of the other pairs data were incomplete due to absence, therefore, the Writer took data 10 pairs from 20 students as the sample from the total 30 students. The others obstacle was all the students was not present at zoom because limited internet data, so teaching was continued by whatsapp application.

The Writer decided the test of two speaking elements, there were accuracy and fluency to obtained students validation assessment in speaking, the first was accuracy, based on the pre-test there was 6 students got 52 classification, then 9 students got 55 classification, then 3 students got 62 classification, Then 2 students got 62. Meanwhile in the post-test there was 4 students got 80 classification, and 8 students got 85 classification, there was 4 students got 90 classification, then 3 students got 98 and last one students got 95 classification. Meanwhile in data percentage In pre-test shows the students who got very good classification was none, 5 student got Fair classification (25%), 9 students got Poor classification (45%), 6 students got Very Poor Classification (30%). That was indicated that most of students' score in very poor classification. It showed that low achievers were bigger than high achiever.

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There was very significant differences, it means can proved from the result of the students. Total score in accuracy of pre-test which was 40 and the post-test was 80. Mean score in accuracy from the pretest which was 2.1 and the post test was 4.1. In the use of conversation animation favorite movie enhanced students' accuracy significantly. Based on the findings. The research was succeeded, it was to find out the mean score in pre-test was 56.15 increased to the post test which was 87.45. meanwhile the T-test was bigger than T-table ( $51.67 > 19$ ). It means that there was different speaking score of the second grade students of SMPN 35 Makassar, Before and After being given by used of dubbing video technique to improve speaking skill and the use conversation animation favorite movie. The average score which was pre-test 56.15 then in the post-test was 87.45 It could be conclude the result in post-test was improved then pre-test. it could be conclude that students obtained achievement in speaking skill after being implementation dubbing video technique used animation movie clip of "toy story 4" practically the theory was accepted and stimulated the students' to improve students' speaking skill at the second grade of SMPN 35 Makassar in the academic year 2020/2021.

## CONCLUSION

The use of dubbing video technique to improve students' speaking skill at SMPN 35 Makassar can be stimulate the students to be more confidence and enthusiastic to improve their speaking skill especially in accuracy and fluency. The result in post-test was improved then pre-test after implementation dubbing video technique used animation movie clip of " Toy Story 4"

The research was succeeded, it was to find out the mean score in pre-test was 56.15 increased to the post test which was 87.45. meanwhile the T-test was bigger than T-table ( $51.67 > 19$ ). It means that there was different speaking score of the second grade students of SMPN 35 Makassar, Before and After being given by used of dubbing video technique to improve speaking skill and the use conversation animation favorite movie. The average score which was pre-test 56.15 then in the post-test was 87.45.

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