

Dubbing Method and Learning Videos for Improving Students' English Speaking Skills

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Abstract

This study investigates the effectiveness of the dubbing method combined with learning videos in improving students' English speaking skills, with particular attention to vocabulary, grammar, and pronunciation. The research employed a descriptive, pre-experimental design involving a single group assessed before and after the intervention. Participants were 44 second-semester students majoring in English Language and Literature at Bung Hatta University, selected through sequential sampling. Data were collected through observation, interviews, and recordings, and were categorized into five proficiency levels: unsatisfactory, fair, good, very good, and excellent. The pre-test results showed that most students fell into the fair and good categories, with seven students classified as unsatisfactory and none reaching the excellent level. After the dubbing technique was implemented using short instructional videos, the post-test results indicated significant improvement: no students remained in the unsatisfactory category, the number of students in the very good category rose from three to seventeen, and one student achieved the excellent category for the first time. These findings demonstrate that the dubbing method, supported by educational videos, effectively enhances students' speaking accuracy, fluency, vocabulary mastery, and pronunciation. Further research involving a larger and more diverse sample, along with a control group, is recommended to strengthen and generalize these findings.

Keywords: Dubbing Method, Learning Videos, Speaking skills, English Language Teaching, Pre-experimental Design

1 Introduction

The necessity to communicate in English has consistently been an essential criterion for anyone aiming to secure a better employment opportunity (Hill et al., 2020). This issue generates debate each year. The rivalry with graduates who possess advanced education and experience, the alignment of specific vocational areas with existing job openings, and restricted job prospects are several obstacles that recent college graduates encounter while trying to find employment (Davidescu et al., 2020). Generally speaking, many students continue to perceive English merely as a subject in textbooks, failing to integrate or practice it as part of their daily lives in both academic and social settings (Ja'ashan, 2020; Khusniyah & Hakim, 2019). Certainly, this is not

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solely a student's shortcoming; the environment they are in shares similar constraints. Learners grasp concepts more effectively when they use either the local dialect or simply Indonesian. At the same time, delivering English instruction completely in English is still unfeasible at the university level (Lestari, 2021). Despite having various competencies in English, students often struggle with speaking the language (Djami & Kuswandono, 2020; Khotimah et al., 2019). Incorporating Indonesian into English lessons is a common practice among educators to aid student comprehension.

From the observations conducted, it was determined that a majority of the students opted not to communicate in English. This stems from their lack of confidence and fear of making errors. The students' insufficient confidence in engaging in English conversation requires support and guidance to encourage them to take risks and learn from their errors. Regarding the time allocated by the curriculum, it is perceived as quite inadequate (Noge, 2019). With merely two hours of classes each week, it becomes challenging for instructors to meet learning objectives. The restricted study time for English at the university presents a significant obstacle to cultivating graduates with proficient English abilities. A highly varied approach to English instruction is anticipated to meet the demands of students regarding language acquisition. In this context, the creativity of educators is both a necessity and a genuine challenge that should be acknowledged (Kamelia, 2019; Megawati & Utami, 2020). The key focus should be on reinforcing the foundational skills and encouraging student participation in both spoken and written English, and progressively advancing their competencies toward specific abilities (Ammade et al., 2020). Many students face challenges with pronunciation due to the variations between the sounds of their native language and those of the English language they are learning. Internal elements arise from the fact that every learner possesses a unique vocal apparatus, and external elements stem from the variance in students' first languages, which influences the acquisition of the target language (Nuraeni et al., 2019; Szanto, 2020). Fluency in daily circumstances is typically associated with oral competency in a specific language, whether it be one's first language or a second language. While accuracy involves knowing what to articulate, pronunciation pertains to the generated speech and fluency relates to the manner of expression.

Thus, the key aspect is that proficiency in speaking relates directly to the precision in language pronunciation. In this context, how can learners achieve fluency in English while ensuring correct pronunciation (Arfani & Sulistia, 2019; Liyana & Kurniawan, 2019)? A significant challenge for teachers in this disruptive era is to foster students' strong English speaking abilities (Yusuf & Mabagits, 2020). In reality, during the COVID-19 crisis, educators are diligently exploring how to leverage available technology to enhance the educational experience (Aini et al., 2020; Sahin & Yilmaz, 2020). Numerous students encounter obstacles when attempting to express themselves in English, despite having studied the language for several years. Throughout the teaching and learning interactions, there is undoubtedly an exchange between students and teachers (Misla & Mawardi, 2020), and insufficient participation and engagement from students during learning activities act as a barrier to their success (Noge, 2019). Reflection exercises like this seek to assess the level of interest in the effectiveness of strategies, methodologies, and instructional techniques used by teachers, as well as to pinpoint areas where material delivery and classroom management could improve.

One method to enhance student engagement in education is by implementing suitable teaching techniques (Afif, 2019; Kusumah et al., 2020). Furthermore, utilizing the right educational media can also boost students' excitement for learning (Febliza & Okatariyani, 2020). One approach that can be employed is organizing English learning and conversation sessions using the dubbing technique. During dubbing, students must match their spoken words to the voices of actors in a silent film. This aligns with the definition of dubbing, which involves filling in dialogue or speech (Liu & Song, 2021; Sánchez-Mompeán, 2021). In the film industry, dubbing, or also referred to as looping, is the method of recording or swapping the voices of characters. Therefore, it can be concluded that dubbing involves a voiceover that corresponds to the dialogue in a movie, adapted to a language that viewers can more easily understand. The best type of media to utilize for the dubbing technique is educational videos. Videos serve as multimedia content that incorporates both verbal and non-verbal elements, presenting images, narration, and text on the screen at the same time (Teng, 2019). They can illustrate settings, actions, emotions, and gestures that provide essential visual stimulation for language acquisition and training.

Video showings in educational settings give teachers the opportunity to present genuine cultural content to learners (Putri et al., 2020). This indicates that videos can effectively be integrated into English instruction since they offer strong visual engagement through a mix of images, audio, graphics, and written text, or through dubbing. Consequently, this encourages students to select appropriate vocabulary for voice work and to communicate fittingly based on the context. Previous research has also indicated that the dubbing approach can be utilized to enhance students' English proficiency (Liu & Song, 2021; Sánchez-Mompeán, 2021). Additional studies reveal that educational videos can greatly boost students' academic results (Mustakim, 2020). Therefore, it can be inferred that employing the dubbing technique along with instructional video tools can assist students in developing their English language abilities.

There is a lack of research concerning the dubbing technique utilizing educational video content in English classes. This research is designed to evaluate students' speaking skills in English before and after implementing the dubbing technique. It is anticipated that this instructional strategy and its media will enhance students' understanding of grammar, vocabulary, and pronunciation in English.

2 Methods

This study is descriptive in nature, commencing with the observation of English assignments completed by students. It involves setting research goals, gathering information, examining the data, and showcasing the research findings. The execution phase utilizes a pre-experimental research design. Specifically, the pre-experimental approach features an initial test, the use of the dubbing method, followed by a post-test. Additionally, a comparison of the impacts and transformations was conducted based on the initial and concluding tests after the dubbing method had been employed. The participant group for this research was drawn from various students enrolled at Bung Hatta University (UBH). The sample included 44 second-semester students specializing in English language and literature from Bung Hatta University, selected sequentially for observation to gather the necessary data for the investigation.

Table 1: Categories and the Speaking Ability Assessment Range

Scores	Explanation
Excellent (90-100)	Excellent use of English. Quite clear oral production. Experiences little or no difficulty in understanding. Almost no errors of phonology, grammar or lexis.
Very good (80-89)	Satisfactory verbal communication. Limited number of errors of grammar, lexis or pronunciation. Occasional self-corrections. Little difficulty in understanding.
Good (70-79)	Verbal communication usually fairly satisfactory. Repetition and rephrasing sometimes necessary. Experiences some difficulties in communicating. Some errors of phonology, grammar and lexis.
Fair (60-69)	Understanding very limited, although communication in everyday topics is possible. Many errors of phonology, grammar and lexis.
Unsatisfactory (59 or fewer)	Extreme difficulty in communication in any subject. Failure to understand adequately and to make him/herself understood.

During the data collection phase, techniques such as observation, interviews, and recording were utilized to assess the students' speaking proficiency and mastery. The implementation process of these techniques involved the following steps: researchers executed direct observations, interviews, and recordings with the students; they showed images and objects, posed questions related to English proficiency covering aspects such as vocabulary, pronunciation, grammar, and fluency while taking notes throughout the observation, interview, and recording stages; furthermore, documentation was captured through photographs, videos, and English notebooks during the experimental procedure. This investigation employs an experimental research framework, specifically the pre-experimental design: a single group is assessed before and after an intervention.

Data collected from learners via pre-test and post-test were examined by organizing and detailing their proficiency in vocabulary, grammar, and pronunciation during speaking activities. The data derived from these students were analyzed based on an instrument categorized into 5 distinct groups and the criteria for evaluating speaking skills illustrated in Table 1.

According to the tools listed in Table 1, the researchers established five classifications with values that were aligned with the standards and skills of the students. The classifications will be clearly defined and examined, starting from the *Unsatisfactory* category (US) with a value range of 59 or below, the *Fair* category (F) with a score range of 60-69, the *Good* category (G) with scores from 70 to 79, the *Very Good* category (VG) with scores ranging from 80 to 89, and finally the *Excellent* category, which consists of scores between 90 and 99. To derive the outcomes following categorization, the researcher created a table for each of these five classifications, with each table containing 5 columns. The initial column lists the students, the second indicates the category, the third presents the actual score achieved by the students, the fourth shows the cumulative score of all entries within that particular category, and the fifth column provides the average (mean value) of the total score for each category.

3 Results and Discussion

The findings from the research conducted to enhance students' English language abilities can be observed through the comparison of pre-test and post-test outcomes. In the first category, termed unsatisfactory, there were 7 students who received scores lower than 59, falling within the range of 40 to 59. This indicates that these students, having the lowest scores, needed to engage in additional study to enhance their vocabulary acquisition, as well as to use proper grammar and pronunciation in accordance with the standards presented in a previously shown video.

The second category is classified as fair. From the 44 students who participated in the pre-test, 21 students achieved scores between 60 and 69. This figure is the highest among the total student population. An analysis of the data regarding these 21 students reveals persistent challenges in grammar, with numerous recurring mistakes. Moreover, there appears to be a deficiency in their vocabulary usage while speaking. Actual classroom data indicates that during the pre-test, students often repeated the same vocabulary and sometimes resorted to using Indonesian terms inappropriately. Additionally, there were several instances of inaccurate pronunciation when discussing the video.

The third category, which is deemed good, includes 13 students who scored between 70 and 79. An examination of the pre-test data shows minor issues in grammar, vocabulary, and pronunciation. When students attempted to replicate the speech from the video, they occasionally made pronunciation errors, yet their speech remained comprehensible.

Fourth is an excellent category. In this group, only three out of the forty-four students participated in the pre-test. These three individuals all scored the same, achieving a score of 80. They delivered their speeches quite effectively, and their use of grammar was generally acceptable. In terms of vocabulary, they demonstrated fluency and command, showing no hesitation and minimal errors in their sentences. Regarding pronunciation, the students appeared confident and articulated each word clearly, adhering to recognized standards.

The fifth section represents the outstanding category. In this group, not one student managed to achieve a score of 90 during the pre-test. The overall data reveals that students mainly scored highest with a mark of 80, while the lowest score recorded was 57.5. It can be inferred that the second semester English majors at Bung Hatta University need to utilize the dubbing technique in their instructional sessions to enhance their clear speaking abilities, grasp of grammar, vocabulary proficiency, and accurate pronunciation.

In the outcomes of the post-test, students attained scores that can be classified into four distinct groups: fair, good, very good, and excellent. The unsatisfactory category (US) was absent following the implementation of the dubbing technique, showing a noticeable improvement in the students' skills. Secondly, in the fair category (F), six students were noted to be in this group, indicating a reduction in comparison to the pre-test and suggesting that the students' capabilities had progressed into higher classifications. Third, in the good category, 20 students scored between 70 and 79; after treatment with the dubbing technique, the increase in the number of students in this group was the most pronounced compared to the other categories. Fourth, the post-test results showed that 17 students—between 80 and 89—entered the very good category, a clear improvement compared to the three students recorded in the pre-test.

Fifth, one student reached the excellent category for the first time, with a score in the range of 90-93, showing progress in his English speaking ability after undergoing the dubbing method.

Based on the pre-test and post-test results, students' speaking abilities were grouped into five categories. In the unsatisfactory category, 7 students scored below 60; following the dubbing intervention, the post-test results showed that not a single student scored below 60. In the fair category, the pre-test results showed 21 students in the 60-69 range with an average score of 60.69; after implementing the dubbing approach, 6 students remained in this category with an increased average score of 64.55. In the good category, 13 students had an average score of 72.11 in the pre-test, which increased to 72.55 in the post-test, accompanied by an increase in the number of students from 13 to 20. In the very good category, only three students achieved this level in the pre-test with an average score of 80, while the post-test results showed a significant improvement with 17 students reaching an average score of 81.15. Finally, none of the students achieved excellent scores in the pre-test, but in the post-test, one student demonstrated the best performance with a score of 90, within the range of 90 to 93.

A key ability in English that requires mastery is the ability to speak. Speaking involves the act of conveying messages or greetings to individuals in order to share information (Liyana & Kurniawan, 2019). It is a complex and productive ability to acquire, incorporating various components such as pronunciation (Arfani & Sulistia, 2019), and serves as a necessary tool for individuals to express their ideas, emotions, and thoughts. Thus, it can be deduced that speaking constitutes one of the linguistic abilities centered on verbal communication, which involves accurately and fluently producing, sending, or receiving information. Individuals engaging in speaking must focus on vocabulary, grammar, and pronunciation, and the objective of teaching speaking is to equip learners with the skills to interactively interpret the content of various spoken materials through engaging activities (Lan & Lam, 2020). Moreover, various aspects of speaking were examined in this research, specifically accuracy, fluency, vocabulary, and pronunciation (Nuraeni et al., 2019; Zijlstra et al., 2021).

The method of dubbing assists learners in developing their speaking abilities, enabling students to enhance their English speaking skills (Liu & Song, 2021; Sánchez-Mompeán, 2021). This technique facilitates the use of media resources like videos for learning, providing second or foreign language learners the chance to observe and engage actively in lessons from their own location (Fitriani et al., 2020; Yuniarni et al., 2020). Video methodologies aid learners in acquiring knowledge by immersing them in authentic scenarios, thus enhancing engagement and inspiring learners throughout the educational journey. The typical length of a short video tends to range from 3 to 6 minutes, and digital media such as video offers students a novel experience to practice dubbing using the English language. Additional research also indicates that learning through videos can boost students' enthusiasm and motivation for studying (Novita et al., 2019). It can be inferred that both the dubbing approach and educational videos support students in mastering English.

4 Conclusion and Recommendation

Discrepancies exist in the test outcomes of students' English speaking proficiency. Employing the dubbing technique yielded favorable and beneficial outcomes in enhancing learners' English

conversational abilities. Utilizing the dubbing technique in instructing spoken English is highly encouraging and enhances students' English proficiency, demonstrating a clear improvement in their language skills.

Further research involving a larger and more diverse sample, as well as a control group, is recommended to strengthen these findings and to examine the long-term impact of the dubbing method on students' English speaking competence.

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