STUDENTS' PERCEPTIONS TOWARDS THE IMPLEMENTATION OF VIDEO DUBBING IN TEACHING SPEAKING

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Abstract

This study aimed to investigate the students' perception of using video dubbing project in teaching speaking for fourth semester students UNRIKA in academic year 2018-2019. A set of questionnaires and open-ended interview were conducted to obtain the data. Data were categorized into three levels namely positive, neutral, and negative. The results revealed almost all students perceived positive perception towards the implementation of video dubbing project in teaching speaking. The result of interview was also in line with result obtained through questionnaires. Students admitted that they performed better speaking skill after the implementation of video dubbing. They also felt being engaged in learning activity and triggered them to be more active. They considered video dubbing was fun, challenging, and can be done anytime and anywhere. In light of the findings, it can be considered as a favorable and effective teaching activity to enhance students' speaking skill.

Keywords : *Perception, video dubbing, speaking*

INTRODUCTION

Education is one of the main milestones for Indonesia's generation as a developing country to face the 4.0 revolution era. In order to improve human resources who have the ability to think critically, innovative, good communication, cooperation, and have high self-confidence, education needs to be reformed. Universities as the highest level of education are decisive in this regard. As an English Education study program, where the main goal is to prepare prospective professional teachers, learning at universities should be able to accommodate prospective teachers through appropriate learning methods and by integrating the latest technology. Breen (2018: 169) suggested that there should be synergy of three key elements in the lives of today's teachers: pedagogy, content, and usage of technologies. Since teachers are believed to have a crucial role in education that determined schools quality and students' achievements, preparing student teacher should take into account. Wever, et

al (2016: 11) state discussing 'excellence' or 'quality' in education means at the same time discussing how to prepare the next generation of teachers, and how to efficiently support teachers in their induction phase and throughout their whole career. Therefore, preparing student teachers with good speaking skill is expected to help them to be a professional and competence teacher.

As student teachers who are going to teach English, having speaking skill has become the most important skill to be achieved and the main key for a teacher in his teaching performance. By having good speaking skills, a teacher has become a model for students and in their performance as well as bringing students closer to the nature of English and practice listening. Koran (2015) states teachers play a significant role in developing student's speaking skill. Teaching speaking can be very different depending on the methodology followed by each teacher but what it is really important is to develop during the English lessons to get students learn the second language (Junio, 2012:65). To support the goals, a lecturer needs to design classroom activities to promote oral fluency. Various studies had attempted to build students' speaking skill. However, only few researches show how the student perception is towards the implementation of the method. Through the investigation on students' perspective of the teaching method, teachers would be able to see the appropriateness of the method from the students' point of view (Manurung: 2018), their perceptions of the teacher' role and their own learning process, their beliefs about the learning (Tudor 1996 in Kourious 2013). Therefore, the research aimed to find out the students' perceptions towards the implementation of video dubbing project.

Teaching Speaking Skills

Speaking and listening are the fundamental skills in achieving a language. Language is spoken first than written. However, in learning a foreign language, most of the activities focus on learning reading and writing and use mother tongue in classroom activities. Therefore, there is a need of paradigm shift on teaching and learning speaking skill through focus deviation towards oral orientation, training teachers, and developing suitable curriculum (Hussain: 2017 in Suchdeva:2010)

Speaking means conveying information or expressing feeling and thoughts through language. Harmer (2007:384) argues that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. It means fluent speaker must be able to produce the language automatically without having time to edit or revise as in writing.

In order to achieve fluency in speaking foreign language, EFL learners should be able in conceptualizing, formulating, and articulating the language and the automaticity as well. Speaking can be assumed as the most difficult skill for most of EFL learners. Thornbury (2005:39) breaks down the difficulties that the learner-speaker faces into two, (1) knowledge factors; the learner does yet not know aspect of the language that enable production, and (2) skill factor: the learners' knowledge is not sufficiently automated to ensure the fluency. Therefore, teaching speaking should help students to improve their communicative competence. Teachers should build students confidence and create a positive classroom atmosphere .The role of teacher in decreasing the reluctance students by encouraging the students to learn, not focusing on their score test and error are very helpful. Baird (2002:30) suggested that the atmosphere for teaching and learning is also a major factor to promote students to learn. A good encouraging atmosphere can promote students confidence in language learning.

Video Dubbing

Dubbing is a type of Audiovisual Translation consisting of a replacement of the original track of a film containing the source language dialogs, for another track on which translated dialogs in the target language are recorded (Chaume: 2006). Dubbing involves replacing the original soundtrack containing the actor's dialog with a TL recording produces the original message, ensuring that the TL sound and the actors' lip movements are synchronized in such a way that the target language viewers are led to believe that the actors on screen are actually speaking their language (Cintas&Orero: 2010). Video dubbing in language teaching provides opportunities to speak, practice their pronunciation, intonation, and the exposure of the natural use of

English. Burston (2005) 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.

METHODOLOGY

The research employed mixed method; quantitative and qualitative descriptive The data was obtained through questionnaire and open-ended interview to find the students' genuine self-perception regarding the implementation of VD project. The researcher adopted the survey form- student reactions to instruction and courses by IDEA Center-Kansas State University (National Research Council, 2003:166) to find out the students' perception towards the implementation of VD project. The questionnaires were in Google form and distributed through Whatsapp to all participants. Data of questionnaire of students' perception regarding the interventions were analyzed by categorizing the level of perception into positive, neutral and negative perceptions. The analysis of the result of interview involved transcribing, coding, categorizing (referring to keywords in positive, neutral and negative category), and drawing conclusion.

The participants of the research were the fourth semester students at University of Riau Kepulauan academic year 2018-2019. There were 32 students who contributed to fill the form of questionnaires and 5 students involved in the interview.

RESULT/FINDINGS

Students' level of perceptions towards the implementation of video dubbing project was based on the personal views of each fourth semester students in University of Riau Kepulauan. The data were obtained through online questionnaires which were distributed after the VD project had finished and observer's sheet. The questionnaire aimed to find the students perception towards the instructor and the researcher as well, the students' progress after the project and the course. The

questionnaires used 5-Likert Scale which was divided into 5 aspects in order to find the students' perception towards the instructor, students' progress, course, students' attitude, and judgment. Students were offered a choice of five responses; hardly ever (HE), occasionally (O), sometimes (S), frequently (F), and almost always (AA). There were 32 students responded to the questionnaire.

Table 1. Level of Students' Perception on Each Indicator

Category	Instructor	Progress	Course	Attitude	Judgment	Average
HE	0.2	0.0	0.0	0.0	0.0	0.03
O	0.5	2.2	4.7	1.8	0.0	1.83
S	11.5	14.7	20.3	7.1	7.0	12.13
F	47.7	49.1	29.7	47.3	44.5	43.66
AA	40.1	34.1	45.3	43.8	48.4	42.34
	100.0	100.0	100.0	100.0	100.0	100.00

The table above reveals that students' perception for all indicators was dominated in frequently (F) and almost always (AA) which means students agreed with the implementation of video dubbing project and considered as an effective teaching activity.

Table 2. Level of Students' Perception towards the Implementation of Video Dubbing Project

Indicators	Mean	Standard Deviations (SD)
Instructor	4.27	0.11
Progress	4.15	0.16
Course	4.16	0
Attitude	4.33	0.18
Judgment	4.41	0.06

The research result showed the mean score of students' perception for all indicators after the implementation of video dubbing project were in high category which means they apprehend positive perceptions towards the implementation of video dubbing during the speaking activity in the classroom. The mean score of

students' attitude towards the course was the highest among the categories and students' progress in speaking was the lowest but still considered in high category.

Table 3. Descriptive Statistics Based on Perceptions

Group	N	Percentage	Mean	SD
Positive	28	86	42	6.5
Neutral	3	12.13	12.1	5.5
Negative	1	1.86	0.9	1.5
	32	100	18.33	

Table 3. shows the comparison between the three categories of answers after the intervention of video dubbing project. Data of students' perception towards the instructor were categorized into three namely 'positive' perceptions which refer to frequently and almost always, 'neutral' which refer to sometimes, and 'negative' category which refer to occasionally and hardly ever answers.
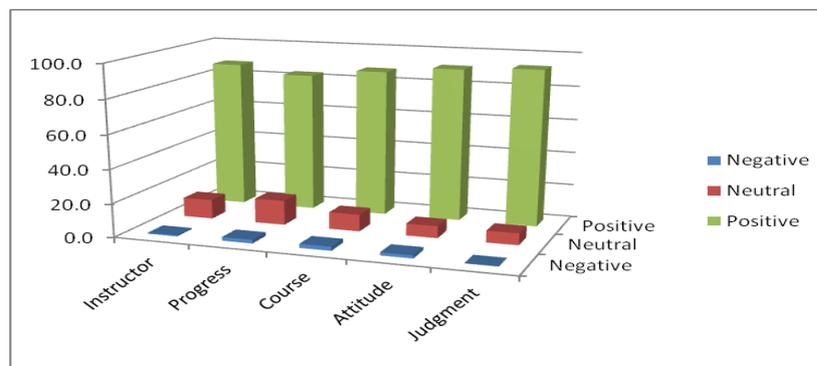

Figure 1. Students' Perception towards the Implementation of Video Dubbing Project

The figure above revealed that there are 0.7% students had negative perception, 11% students were neutral, and 88% had positive perception towards the lecturer. Students also showed great progress as they answered 2.2% for negative perception, 14.7 were neutral, and 83.1 had positive perception. In line with the students' attitude towards the subject also showed positive as there were only 1.8% had negative

perception, 7.1% were neutral, and 91.1 had positive perception. Finally, the students gave positive judgment towards the implementation of vd project as the result obtained none of them had negative perception, 7.0% were neutral, and 93.0% had positive perception. In brief, students had positive perception towards the implementation of video dubbing project in teaching speaking.

Results of Interview

Open-ended interview was conducted at the end of the project to enrich the data and to support findings gained through questionnaires. 5 students were selected randomly to be involved in the interview. They were asked to respond some questions prepared by the researcher after the implementation of video dubbing project.

The students claimed the implementation of video dubbing project in teaching speaking was effective. They were more enjoyable, relax, and being involved during the activity as stated in the following:

"It's fun. I didn't feel like studying but more like you know, it's just like doing your hobby, watching film and learning at the same time." (Student 1)

"I rarely talk in the class, but when we had this, I had to. And now , I dare to speak." (student 5)

Some students stated Video Dubbing provided them an opportunity to enhance their fluency, vocabulary, pronunciation. During the activity, they had to do some repetition until they produced the good result before recording the audio. This project also helps them to build teamwork as they had to work in a group.

"It's tiring but fun. The most challenging one is when one of us made mistake, we have to repeat the dialog again and again. But by doing this, we can improve our pronunciation and we know how the real pronunciation from the native is." (student 3)

"So many words that are not familiar for me. Now I know more ways to say something in daily communication." (student 2)

However, some students also described difficulties they face during the project. They found it difficult to complete the project exclude the classroom activity because

most of them are workers. Moreover, students' skills in editing video are lack that cause them unable to complete the project.

"Not all of us know how to edit video, finally only two of us did it." (student 4)"

"It takes take to complete until we produce a good video. It's hard to arrange our meeting outside the classroom."

CONCLUSION

The finding showed that majority of the students namely 86% perceived positive perception towards the implementation of video dubbing project in teaching speaking. There were 12% of the students who were neutral and only less than 2% who had negative perception. Therefore, it can be concluded that video dubbing can be used as an effective teaching activity to improve students speaking skill. The result of the questionnaires proves that by having self-perception, students know their attitude towards their learning. It is in line with Bem (1967) Self-Perception means individuals come to "know" their own attitude, emotions, and other internal states partially by referring them from observations of their own overt behavior and/or the circumstances in which the behavior occurs.

In line with the result of interview, it revealed that video dubbing project helps students to improve their fluency, pronunciation, vocabulary, teamwork. In addition, the feel more relax and enjoyable in the teaching learning process that help them to reduce their anxiety in speaking. The result was in line with Karimzadeh (2017) who stated dubbing based strategies have a significant influence on native like pronunciation development and Pamungkas (2019) also proved that video dubbing improved students' pronunciation.

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