THE USE OF DUBBING TECHNIQUE IN TEACHING PRONUNCIATION FOR 7ᵀᴴ GRADERS

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Abstract

Speaking is an important skill of learning a foreign language. Pronunciation, as a micro-skill of speaking, needs to be taught in the early years of school to help students better understand how to speak. Realizing the importance of pronunciation, teachers should be able to convince the students so that they have the willingness to improve their English pronunciation. This research analyzed the use of dubbing techniques in teaching pronunciation in the seventh grade of SMP Maarif 4 Kauman in the academic year 2021-2022. The aim of this research is to help students practice speaking. The method used was the descriptive-qualitative method. The researcher took place in VII grade, which consists of 19 students with 16 boys and 3 girls. The researcher used observation, interviewing, and documentation as the techniques for collecting data. As a result, the researcher found that the use of dubbing techniques helped students learn speaking. This result can be seen in the students' enthusiasm in watching and re-voicing the videos. The fun and joyful feeling accidentally makes them speak up and pronounce the word based on the videos.

Keywords: Teaching Pronunciation; Dubbing Technique; 7ᵗʰ Graders

Abstrak

Berbicara adalah bagian penting dalam belajar bahasa asing. Pengucapan, sebagai keterampilan mikro berbicara, perlu diajarkan pada tahun-tahun awal sekolah untuk membantu siswa lebih memahami cara berbicara. Menyadari pentingnya pengucapan, guru harus mampu meyakinkan siswa agar mempunyai kemauan untuk meningkatkan pengucapan bahasa Inggrisnya. Penelitian ini menganalisis penggunaan teknik dubbing dalam pengajaran pengucapan di kelas tujuh SMP Maarif 4 Kauman pada tahun ajaran 2021-2022. Tujuan dari penelitian ini adalah untuk membantu siswa berlatih berbicara. Metode yang digunakan adalah metode deskriptif-kualitatif. Peneliti mengambil lokasi di kelas VII yang terdiri dari 19 siswa dengan 16 laki-laki dan 3 perempuan. Peneliti menggunakan observasi, wawancara, dan dokumentasi sebagai teknik pengumpulan data. Hasilnya, peneliti menemukan bahwa penggunaan teknik *dubbing* membantu siswa belajar berbicara. Hasil ini terlihat dari betapa antusiasnya siswa dalam menonton dan menyuarakan kembali video tersebut. Perasaan senang dan gembira tersebut membuat mereka secara spontan angkat bicara dan mengucapkan kata berdasarkan video tersebut. Selanjutnya penggunaan teknik ini harus terus menerus disesuaikan dengan penggunaan sementara pengucapan yang benar di kalangan siswa.

**Kata kunci*:* Mengajar Pengucapan; Teknik *Dubbing*; Siswa Kelas 7

INTRODUCTION

English is one of the ten courses that students in junior high school (SMP) are required to acquire. According to Crystal in Hietanen (2012:4), English is not the only language used for communication in many nations; rather, it is utilized with other languages. Consequently, as speaking is the foundation of communication, mastering English must be a priority in all areas of skill development (see Kristyaningsih & Arifin, 2022; Wulandari et al, 2022).

English teacher at SMP should be able to motivate the students to meet the education standards. Based on the regulations, students at the junior high school (SMP) level must be able to read, write, listen, and talk simply. According to Kayi (2006), speaking is a crucial part of second language learning and teaching. Therefore, it is essential for the English teacher to prioritize speaking activities in the classroom to ensure that students meet the required language proficiency standards. By incorporating interactive discussions, role-plays, and group activities, the teacher can create an engaging environment that encourages students to practice and improve their speaking skills. This will not only help them to meet the education standards but also enhance their overall language learning experience.

Lanier in Kurnia (2014) says that teaching differs from the traditional definition. It doesn't consist primarily of lecturing to the very attentive students who sit in rows at desks, dutifully listening and taking down what they hear, but it consists of a mutual creativities offering every child a rich unique learning experience and rewarding. Teachers should be concerned with pronunciation when it comes to teaching speaking. They also need to be able to persuade students of the value of pronunciation and inspire them to work toward improving their English pronunciation. The instruction in pronunciation is not expected to get students to have native-like pronunciation, but at least the student can achieve the minimum requirement of good pronunciation (see Putra, 2021; Arifin, 2018; Agustina et al, 2022).

The goal of English study in SMP (Junior High School) is to reach the functional level, which is to communicate both in spoken and written form to overcome daily speaking skill challenges. On the other hand, teachers have certain requirements for competence and fundamental competence. As part of the speaking skills, it is possible to teach both supra-segmental pronunciation skills like rhythm and intonation as well as segmental skills like pronouncing vowels and consonants. By focusing on pronunciation, teachers can help students improve their overall communication skills and enhance their ability to be understood by others. Moreover, teaching both supra-segmental and segmental pronunciation skills allows students to develop a more natural and fluent speaking style, which is essential for effective communication in a second language.

The students rarely use English as a first language in everyday speech as they view that words change in pronunciation makes it difficult for students of English as a Foreign Language to comprehend the language. In English-language conversations, the majority of students feel more at ease pronouncing words with their own dialect or accent, which can hinder their progress in achieving native-like pronunciation (see Rahayu et al, 2020; Putra & Rochsantiningsih, 2018). Additionally, the lack of exposure to native speakers and limited opportunities for practice further contribute to the challenge of developing fluent and accurate pronunciation skills.

It is imperative that educators improve their students' pronunciation. The teacher can improve the student's pronunciation as a microskill of speaking through several practices like reading dialogue, dubbing a video, role playing, etc. The teacher can also determine which pronunciation teaching is suitable for the class.

Video Dubbing is one of modern teaching technique that can help students in learning English pronunciation. Video dubbing uses authentic film clips, with which learners dub the voices of muted characters (Chiu, 2011). Video Dubbing involves students watching a video clip and then recording their own voices over the original dialogue. This technique allows students to practice pronunciation, intonation, and fluency in a fun and engaging way. Additionally, it encourages creativity and collaboration among students as they work together to create their dubbed version of the video.

METHOD

This study uses a qualitative research design, which is a way of investigating and comprehending the social lives of a person or group (Creswell, 2013:32). The researcher in this study explains the teacher's use of the dubbing approach to educate students' pronunciation in terms of accuracy and tone. The data was gathered by the researcher using a number of methods. They conducted interviews, made observations, and took pictures. Data reduction, data display, and conclusion drafting are the three processes of data analysis, according to Miles and Huberman (1994). These processes involve organizing and summarizing the collected data, visually representing the findings, and drawing meaningful conclusions from the analysis. The researcher used these processes to analyze the gathered data and draw insights about the effectiveness of the dubbing approach in improving students' pronunciation skills.

FINDINGS AND DISCUSSION

The Use of Dubbing Technique

English has been taught in SMP Maarif 4 Kauman, one of the junior high schools with an Islamic foundation, since the first semester. Students at SMP Maarif 4 Kauman are required to fulfill a necessary learning requirement in addition to learning the English language. They also understand how crucial English is to the development of science and technology.

The researcher met a few teachers and students on her first day of attendance at the school. During this initial visit, the researcher makes observations about the school setting. Examining the classrooms, watching a few student activities, and researching how students learn in the classroom Some students sought to quell their interest in the researcher by asking questions since they felt uncomfortable since it was their first visit. The researcher also conducts interviews as part of data retrieval during this visit. The researcher attempts to get information from the sources about student attitudes and the school's teaching and learning procedures during the interview. On this first day, the researcher continues to observe the entire school before focusing more on the seventh graders, who will be the research subjects. This is done in order to maximize the author's socialization in the educational setting. Consequently, the student was incredibly kind, and the school felt welcome. The student and the researcher develop a close bond as a result of these friendly interactions.

On the second day, the researcher tried to approach the research issue more closely. In

this case, the researcher enters the classroom to work with the teacher while observing and allowing the teacher to do her job. The writers designed the data that will be used as the material analysis based on the findings of the studies that were being taught in class at the time.

Following the conclusion of the teaching and learning process, the researcher makes an effort to speak with a few students and conduct spoken interviews with them about the process of learning. During this session, the researcher witnessed engaged students telling stories and complain about their lack of learning.

The researcher is certain that English has been taught since the first semester based on the aforementioned findings. When students start the learning process with prayer, they are demonstrating the application of English. At the end of an activity, they greet each other using the language as well. The exercise is undoubtedly a great way to help the child practice remembering English words. Children who participate in these activities are taught to say "LET'S PRAY TOGETHER" and "FINISH" at the end of each activity.

In the meantime, the teacher only uses a few words that are thought to be difficult for young students to understand as examples when it comes to speaking English; the other students continue to speak English using dialects from Indonesia and Java. Actually, when studying, students are usually occupied with friends and having conversations with Javanese and Indonesians; they appear engaged and have good communication skills. Nevertheless, they usually remain silent or speak very slowly when forced to speak in public. Because they are worried about making mistakes, students often avoid expressing themselves. When asked for suggestions or opinions, students also frequently respond with "do not know".

The classroom is where speaking skills instruction and content acquisition take place. There is no language laboratory at this time. This lack of a language laboratory can further hinder the development of speaking skills among Javanese and Indonesian students. Without a dedicated space for practice and experimentation, students may struggle to gain confidence in expressing themselves orally. Although there is a laboratory, it serves primarily as a science center. There aren't many teaching tools at this institution. The school has limited facilities because there is only one projector and one LCD.

The Implementation of Video Dubbing Technique

Video dubbing is one instructional method used today. When using this dubbing technique, students are initially perplexed by its application. However, the children get more drawn to this method with time. This is due to the fact that students hardly ever use learning tools like LCDs in their studies; therefore, when this method is applied and these resources are employed, students are happy. The students were then incredibly engaged and attentive during the film's viewing. Students appear to be quite engaged with the movie, as seen by the number of students who inquired about the story. Students then start speaking actively in accordance with the characters they are playing. During her second visit to the school, the researcher used dubbing techniques to teach pronunciation to the students. The researcher discovered that the students in this class were quite engaged with the subject matter. Using the projector, they attempt to predict what the teacher will do. I believe this strategy is applied fairly effectively. Upon arriving with an LCD projector, the first

English teacher asked a few students to assist him. He then instructed the kids to sit quietly after he thought the media was ready. Then he greeted me. The teacher next briefly reviews the speaking material that has to be taught. In this lesson, the teacher briefly reviews the subject matter before making connections with the prepared media. The video then begins to play, and he gives the students a brief demonstration of dubbing. The teacher then allows the students to work alone if it is determined that the others can accomplish it on their own.

While some students converse with their peers, the majority of students opt to remain silent and focus their attention on the projector when the video begins to play. This indicates that the students are actively engaged in the learning process and are eager to absorb the information being presented. It also suggests that the teacher has successfully created a conducive learning environment where students feel comfortable and motivated to participate. The researcher believes that the students will pay attention and that the video dubbing can be appealing based on these findings.

The student can speak up without fear thanks to this video dubbing. They just need to enjoy the films and dub the sound—they don't need to worry about creating grammatical errors. It makes learning to speak more entertaining and pleasurable for the students. This assertion is supported by the data, which demonstrate the students' enthusiasm during the dubbing process. The students are forced to maintain concentration on their character by using this dubbing approach. Based on the video, the kids' small talk lessens and turns into a conversation. Nonetheless, students who choose not to engage in the conversation can still hear other students' chit-chatting.

The Advantages and Disadvantages

There are advantages and disadvantages to using video dubbing in the teaching and learning process. The use of video dubbing has some advantages. The following justifies the strengths:

Firstly, compared to before the action was put into place, students participated in the teaching and learning activity at a higher rate. It was demonstrated by actively attempting to speak while watching the video. To mimic the native speaker in the video, they employ imitation.

Secondly, because the utilization of this fresh and inventive technology made the lesson more exciting for the students. The teacher or textbook is typically the basis for the teaching and learning process. Students were eager to participate in all of the video dubbing-related activities because the technology was novel. The primary source material for this strategy is a video, which effectively increased student attention and prompted direct comments about what they observed. It was eventually discovered that participating in video-dubbing activities could help students become more proficient speakers. Students are attempting to learn with new technologies, like LCDs and projectors, through this dubbed video. Additionally, students can view and dub a video or film of interest. This suggests that learning is reliant on more than just the text.

Thirdly, students were able to pronounce words correctly in a speech. It is not necessary for students to talk like native speakers; what matters most is that their pronunciation be sufficiently understandable.

Fourthly, the information was easier for students to understand and retain once action was taken. As a macro-skill in pronunciation, students can comprehend the informational point and the conversation's goal and then

react according to the dialogue that they interpret from the video.

However, there are a number of drawbacks to using video dubbing that are associated with both the technical process and the students' performance. The students are the source of the initial issue. Even with extensive practice, some students continued to pronounce many English words incorrectly. The technical practice is the source of the second flaw. Even now, some students still find it difficult to use VD as a technology-based English learning tool. To put it briefly, teachers ought to assist and mentor those students more closely.

Based on the findings, it is known that students of Maarif 4 Kauman have not made as much progress in their English language learning, particularly in speaking at the microskill level. As their first language, students can only communicate in words or speeches that are spoken in an Indonesian or Javanese dialect. It is believed that using the dubbing approach will aid students in learning English, particularly with regard to pronunciation—a micro skill of speaking. The teacher speaks both Indonesian and English in the classroom. In the classroom, 20% of the explanation is given in English and 80% in Indonesian. This occurs because when teachers speak in English while lecturing, the students usually do not pay attention. Because Indonesian is thought to be an easier language to grasp, the students feel very at ease using it.

At SMP Maarif 4 Kauman, the objectives of English education are to strengthen students' oral communication abilities during activity (language accompanying action) and to raise awareness of the importance of English in order to make them more competitive in a global society. Students must meet the KKM passing requirement as mandated by educational law. In actuality, though, students are usually less driven to improve their language abilities.

The English teacher at SMP Maarif 4 Kauman was a non-native speaker. The teacher and the students share a similar background; hence, the local accent is mostly used during the teaching process. This approach can sometimes hinder students' exposure to different accents and pronunciation patterns, limiting their ability to understand and communicate with English speakers from other regions. Meanwhile, during the video dubbing technique, the teacher pronounces words almost the same as those of native speakers based on the videos. This can greatly benefit students, as they are exposed to a wide range of accents and pronunciation variations, helping them develop a more comprehensive understanding of the English language. Moreover, the use of authentic materials in video dubbing allows students to engage with real-life situations and contexts, improving their ability to communicate effectively in various settings.

CONCLUSION

Based on findings, it can be shown that the use of dubbing technique in teaching pronunciation is helpful for the student. According to Kenworthy in Li (2016), the first sensible step would be to make the learners aware the role of his English pronunciation is the first step in learning English language. It means that pronunciation is the importance skill to be taught since the lower grade of junior high school. In addition, to create the good pronunciation, teacher needs to set a good learning atmosphere. Kelly (2006:16-22) offers several techniques and activities to improve student's pronunciation such as drilling, Drilling, Chaining, Minimal pairs and related activities, Pronunciation and spelling

activities, Taping students' English, Listening activities, and reading activities. Those kinds of techniques may be able to help the student learning pronunciation but it may be done by a good environment in class.

Video dubbing is one of the modern techniques that use technology as a teaching aid that is close to the student's style or habit. Burston (2005: 80–81) stated that the more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits as full video production with substantially less investment of time and effort. At its simplest, it only involves substituting student voices for an existing soundtrack. Based on the theory, video dubbing is re-voicing a video from the original voice to the other one.

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