


## THE USE OF DUBBING VIDEO METHOD IN TEACHING PRONUNCIATION AT SMAN 3 MAJENE

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: December 30, 2022 Revised: January 15 2023 Accepted: February 15 2023 Published: April 29, 2024</p> <p><b>Keywords:</b> Dubbing Video, Pronunciation, Diphthongs</p>	<p>This study aims to determine whether or not the dubbing video method can improve students' pronunciation, especially diphthongs in learning English in class XI SMAN 3 Majene. The research method used is quantitative with a pre-experimental design. The researcher gave a pre-test to the students, then the researcher conducted treatment through the dubbing video method, and at the end of the meeting, a post-test was given. The population used in this research were students of class XI at SMAN 3 Majene. The sample of this research was the students of the class XI IPA, which included 26 students using a purposive sampling technique. The results showed that the use of the dubbing video method was significant in improving students' pronunciation, especially diphthongs. This is evidenced by the mean pretest score before treatment of 43.08 and the mean value after being given treatment of 53.46, the percentage increase of 24.09%. After analyzing the results of the pre-test and post-test data, the researcher found that the pronunciation value of the p-value (0.000) is smaller than <math>\alpha</math> (0.05). It was concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. That means there is a significant difference between the pre-test and post-test. Therefore, it can be concluded that the application of the dubbing video method in the learning process provides an increase in pronunciation for students.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

Higher English is an important tool for communicating and interacting with each other because it is an international language that is used. According to Nurullayevna (2020), pronunciation is the first thing people pay attention to when people talk to each other in real life. Therefore, when speaking good and precise pronunciation is needed so that the words

we want to say can be conveyed properly to others. Miqawati (2020) states that pronunciation is an important aspect to be able to understand and interpret the meaning that the speaker wants to convey. It means if the speaker has bad pronunciation, it can make it difficult for other people to understand what the speaker really wants to convey.

Pronunciation has the smallest sound units, namely vowels and consonants. If two vowels are spoken at once and produce one sound, the combined vowel is called a diphthong. The pronunciation that is conveyed needs to be done clearly and precisely when speaking so that it can be understood properly by others, including the pronunciation of the diphthongs. This needs to be considered so as not to cause misunderstanding of the meaning of the words or sentences conveyed.

The use of media in the learning process can be one way that can be done in improving students' pronunciation. Dubbing video is one of the media that teachers can use to improve students' pronunciation in the English learning process. Dubbing is filling in speech or words. According to {Formatting Citation} Amanda & Supardi (2018), dubbing is often found in the world of film as a process of recording and changing character voices. The original sound in the film is replaced with a new sound, using language and dialogue that is easier for the audience to accept and understand. Likewise in the learning process using the dubbing video method.

Dubbing videos can help students improve their pronunciation. Students do dubbing by replacing the original voice dialogue from the video based on the predetermined dialogue. Dialogues that are dubbed by students need to be in accordance with their pronunciation. Through dubbing videos, students can practice and increase their creativity in pronouncing English words. Therefore the dubbing video method needs to be applied in the learning process so that students feel interested in carrying out learning.

The researcher conducted research at SMAN 3 Majene. The researcher made pre-observations and found that there were obstacles faced by students in improving pronunciation. Most students experience difficulties in pronouncing the right words in English. Students find it difficult to get rid of the habit of pronouncing words that they think are correct, even though in reality they are still wrong. Researcher suspect that this happens because the methods used in the learning process are still not quite right. Students pay less attention to the material and the correct pronunciation of words conveyed by the teacher during the learning process in class. Students prefer chatting with their friends rather than paying attention to learning materials and practicing pronunciation. Maybe the same learning method in every meeting makes students feel bored. Teachers need to use different learning methods to increase students' interest in learning English.

Based on the explanation above, the researcher conducted a research using the dubbing video method. In this research, the researcher tried to find out whether the use of the dubbing video method was effective or not in improving English pronunciation in terms of diphthongs at SMAN 3 Majene.

## RESEARCH METHOD

The researcher used pre-experimental research with a one-group pretest-posttest design. The researcher conducted a pre-test before receiving treatment and a post-test after being given treatment in this research. This research aims to determine whether or not using the dubbing video method is effective to improve students' pronunciation at SMAN 3 Majene.

The population of this research is the second grade students of SMAN 3 Majene in the academic year 2021/2022. There are three classes in second grade, which consists of 57 students. The researcher used a purposive sampling technique. In choosing the right sample, the researcher chooses students in class XI IPA totaling 26 students.

The instrument used in this research used a pronunciation test for the pre-test and post-test. Students are asked to read the dialog text in turn to measure their pronunciation ability. The data collection procedure begins by giving a pre-test to determine students' initial abilities. After that, the application of learning with the video dubbing method was carried out in 4 meetings. the last, post-test was given to find out whether there was an increase in students' pronunciation.

Data analysis was carried out by categorizing student scores. The researcher then calculated the mean score of the pre-test and post-test. After that, to find out the significant difference between the pre-test and post-test, it was calculated using a paired-sample test. This data analysis was carried out using SPSS.

## RESULT AND DISCUSSION

The results of improving students' pronunciation can be seen in the following table:

*Table 1. Classification of Pronunciation*

No	Classification	Score	Pronunciation			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very good	86-100	0	0%	0	0%
2	Good	71 - 85	1	3.8%	2	7.7%
3	Fair	56 - 70	1	3.8%	8	30.8%
4	Poor	41 - 55	12	46.2%	9	34.6%
5	Very poor	0 - 40	12	46.2%	7	26.9%
<b>Total</b>			<b>26</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

Table shows the frequency and percentage of students from pre-test and post-test scores based on classification. In the pre-test, there were no students (0%) who scored in the Very Good category. There is 1 student each (3.8%) in the Good and Fair categories. There were 12 students (46.2%) each in the Poor and Very Poor categories. On the other hand, the post-test showed that none of the 26 students (0%) got a pronunciation score in the Very Good category. There were 2 students (7.7%) in the Good category and 8 students (30.8%) in the

Fair category. There are 9 students in the Poor category (34.6%). There were 7 students (26%) in the Very Poor category. After the post-test, students in the Poor and Very Poor categories slightly decreased compared to the pre-test. Based on these results it can be concluded that the post-test showed an increase.

### Mean Score

Table 2. Mean Score

Kind of Test	Mean Score	Improvement
Pre-Test	43.08	24.09%
Post-Test	53.46	

The table above shows the students' mean score in the pre-test of 43.08 and the mean score in the post-test of 53.46. It can be interpreted that there was an increase in students' pronunciation after the dubbing video method was applied in the class by (24.09%).

### Hypothesis Testing

This stage is the result of hypothesis testing. Below is evidence that the dubbing video method is effective in improving students' pronunciation.

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pre-test - Post-test	-10.385	6.152	1.206	-12.869	-7.900

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-8.607	25	.000

Figure 1. Paired Sample Test

The table above is the result of a paired sample t-test using SPSS software. The test used is at a significance level ( $\alpha$ ) of 0.005. As is known, if the value in the column (sig.2-tailed) is not more than  $<(0.005)$  it means that there is a significant difference in the pre-test and post-test scores. On the other hand, if the value in the column (sig.2-tailed) is more than  $>(0.005)$  it means that there is no significant difference in the scores in the pre-test and post-test. Based on the table above, the sig (2-tailed) value in the column is 0.000 which is less than  $<(0.005)$ , it can be stated that there is a significant difference in the pre-test and post-test scores.

Therefore it is concluded that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that the use of the dubbing video method in learning can improve students' pronunciation.

### **Discussion**

This research was conducted at SMAN 3 Majene. Based on the findings, the percentage of students' scores in pronunciation before using the dubbing video method showed that the students' pronunciation in class XI SMAN 3 Majene, especially class XI IPA, was not good. This happens because most students do not know how to pronounce English words correctly and precisely.

The treatment was carried out by teaching in the classroom, the researcher gave a different video for each meeting. Students have to dub the video in their voices with the correct pronunciation. This can show that there are differences that occur between the pre-test and post-test.

During the first meeting in treatment, the researcher found that almost all students had difficulty in pronunciation. Students have difficulty to pronouncing words or sentences correctly and in accordance with the video that is being dubbed. In the second to last meeting, students tried to pronounce words or sentences in the dubbing video properly by paying attention to the explanations given by the researcher to students at each meeting.

The researcher applied the dubbing video method in learning English until the last meeting at the treatment and gave a post-test at the end to measure student scores. After giving the post-test, the researcher then measured the improvement in students' pronunciation. In the pre-test, the researcher got an mean score of 43.08 and in the post-test got an mean score of 53.46. The researcher found that the increase in students' pronunciation in the pre-test to the post-test was 24.09%. After given treatment using dubbing video, students' pronunciation in the post-test results increased. It can be interpreted that after being given several treatments using the dubbing video method, students' pronunciation increases.

Based on the results of the significance test, the researcher found that there was an increase in students' pronunciation. There is a significant difference in the results of the pre-test before and after the teaching and learning process using the dubbing video method in classroom learning. Students learn and practice the pronunciation of some words through videos that are dubbed.

This finding is reinforced by Pamungkas et al., (2019) who stated that video dubbing improves all aspects of pronunciation, including diphthongs. The dubbing method is able to improve student behavior in the learning process. Students are more enthusiastic and interested in following the learning process.

The results of this research are also supported by research from Alicia Alicia (2018) states that repetitive elements in dubbing activities can improve pronunciation. Repetition that is done repeatedly without realizing it helps students to practice pronunciation.

Therefore, the researcher concluded that based on the results of this research which were also supported by previous researchers that the video dubbing method was effective in

improving students' pronunciation in terms of diphthongs in English learning in class XI SMAN 3 Majene.

## CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of the dubbing video method was effective in improving students' pronunciation. This can be proven from the mean pre-test and post-test mean scores which show that students' pronunciation on the post-test is higher than on the pre-test. In the pre-test, students obtained an mean score of 43.08, then in the post-test, the mean value increased to 53.46. Not only that, decision-making is also based on the results of Sig. (2-tailed) 0.000 which is lower than 0.005 ( $0.000 < 0.05$ ).

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