

DUBBING MOVIE TO INCREASE SPEAKING SKILL OF TENTH GRADE STUDENT'S OF SMA NEGERI 15 MEDAN

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The study was aimed to recognize how a teaching method could increase students' competence in speaking. The objective of the study is to describe how the dubbing movie increases the students speaking skill of the tenth Grade Students of SMA N 15 Medan. The research design is a qualitative research. The data collecting methods were interview, observation, and documentation. The data gained was analyzed by using Miles and Huberman model of the data analysis. The research found that the students of the Grade X in SMA N 15 Medan enjoyed the process of preparing the video dubbing from the announcement, script preparing, and the practice. Some students who noticed difficult in speaking English were found increase in speaking competence especially in languages expression and found a fun way to practice English speaking. For short, the video dubbing teaching method increased the students of SMA N 15 Medan English speaking competence.

Keywords: *Language skills, Speaking Competence, VideoDubbing*

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INTRODUCTION

The Background of the Study

Language is very essential for human. It's important in our life and society, Language as tool of communication means that language is a meaning of communication that is used to interact such as, getting or giving information and

also to express their idea or the other activities. There are many kinds of language in all over this world; each of them has its own characteristics. People need to learn another language to purpose make a social relationship with the other people in different countries.

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skill are considered to be productive skills. The four skills are all important. Among the four skills speaking seems to be the most important.

Speaking is one of the important skills which are needed in learning English. Among the four language skill mentioned above. Speaking is categorized as an important skill must be well in order to increase the ability of the students. Speaking is the way of people to communicate each other. According to *Thornbury (2005, p.20)* explains that speaking is a real life activity that is carried out by speaker to express ideas to interact with listeners.

Nunan (2003) stated that speaking consists of making systematic verbal expressions to bring sense (p. 48). First, speaking must be listened. It has temporary and promptacceptance. Listening to others has stress, rhythm, and intonation. It should be intermediate feedback for direct communication. So speaking is more than just speak and wait the hearer to respon what is being spoken. To be heard, the speaker must have good speaking skill to make the massage delivered well.

Most of the X grade students of SMA Negeri 15 Medan has main problem in speaking is the lack of ideas. It is caused they don't have self-confidence, lack of vocabulary, and difficult in pronouncing words. In addition, according to Guoqiangliao (2009) most of the teaching activities are of the traditional techniques so that student feel bored instead of appreciating them and accepting them. After doing preliminary observation the researcher found many problems faced by students, especially in their speaking ability. The students are too shy to speak English because their pronunciation is bad and they are worried if they were making mistake. On the other hand, the students feel bored if situation in the class is monotone because there is no new situation and students feel difficult to

improve their speaking if the strategy just likes conversation. It is known that there is no the best way to learn and there is no the best strategy to solve the students' problems.

REVIEW OF THE LITERATURE

1. Media and Types of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture.

Association for Education and Communication technology (AECT) defines media that is all the form of utilized to process of information channeling, while National Education Association (NEA) defines, media is an art of things, which is use appropriately in teaching learning process, so it can influence the effectiveness of instructional program. (Michael Graves, 2006).

2. Dubbing Movie

The term of dubbing can be replaced by voice over or overdubbing. There are many context of the dubbing use. It can be applied in a music term, television program, film, video, and so on. There are some definition and the use of dubbing below in some contexts: film, vocal, and music instrument. For voice-over, production has increased dramatically for project studios, mimicking the DIY paradigm shift that continues to rock the music industry. Increasingly, clients needing talent and related audio services are bypassing bigger studios to hire more cost-efficient producers for everything from commercials to interactive voice response (IVR) systems (Norton, 2007). The Berge (2009) said that the term 'dubbing' is sometimes used as an abbreviation for 'overdubbing,' a studio practice in which the various vocal and instrumental sounds are recorded in temporal succession on multi track tape. Dubbing is replacing the original speech in a film with words in another language (Oxford dictionary).

Dubbing or rerecording is a post-production process used in filmmaking and video production, in which additional or supplementary recording occurs after the original recording stage. The process includes automated dialogue replacement (ADR), also known as additional dialogue recording (Anonym, 2014).

a) Video Dubbing

As known, film is one of the kinds of video. Video dubbing is one of methods to make people understanding more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker.

In the same line, Burston (2005) 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 of full video production with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack. For those who are new to video manipulation, this is a good place to start, especially with beginning level learners. Based on the theory, the researcher could make a construct that Video Dubbing is re-voicing a video from the original voice to the other one in order to fulfill the voice need based on the video visualization.

b) Movie

Movie is one of the visual aids that show picture with sound coming out through stereo sound. As Harmer (2001: 282) state that movie can be used as a visual aid in the teaching and learning process. But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, make the learning process more enjoyable. In all this forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation In this study, the writer uses movie as media of teaching English vocabulary.

An opinion movie given by Jesse (2007) states that movie is a photographic record of an artistic performance, but not an art form in it's own right. Based on the definition of movie, the researcher conclude that movie is a photographic

record of history, science, and human behavior that projected through the projector lens and shown in the cinema or television.

c) The Criteria for Selecting Movie

When selecting movie for used in the classroom, certain general criteria should be kept in mind. Widiastuti (2011) suggests that there are several criteria in selecting movie are watchability, completeness, length, appropriateness of content, level of maturity, availability of related materials,

According to Harmer (2001:284), there are three basic types of video or movie. They are off air programs, real world and language learning movies are off air programs, real-world movie, and language learning movie

1. The advantages of Using Dubbing Movie

in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning like Seeing language-in-use When using movie, Cross cultural awareness, The power of creation, Motivation.

2. Speaking and Types of Speaking

1) Speaking

Speaking is major aspect of language learning. Speaking as one of language skills also has great role in communication. Therefore, speaking need to be mastered by language learners to achieve fluent communication. Jones (1996), as cited in Richards (2008) states that in speaking, we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. Thornbury (2005) explains that speaking is a real life activity that is carried out by speaker to express ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. In addition, according to Nunan (2005), speaking is a process of creating an utterance that is made to form words and phrases. It can be concluded that speaking is a process of building and sharing meaning to express speaker's idea to listener.

2) Types of Speaking

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. **Imitative** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

b. **Intensive** This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (*group work*), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. **Responsive** performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

d. **Transactional (dialogue)** is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. **Interpersonal (dialogue)** is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. **Extensive (monologue)** comes in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

3. Curriculum

In every learning process, the four skills are always applied and aim to achieve the performance of teaching and learning process. Mahsun (2013) mentions, the

presence of cultural context, in addition to the context of the situation underlying the birth of a text indicates the parallel between text-based learning (language concept) with the development philosophy of Curriculum 2013. Especially related to the formulation of competence needs of learners in the form of competence Core (KI) on the domain of attitudes, knowledge, and skills (the reinforcement can be seen in the Standards of Candy Contents dikbud Year 2014). The core competencies concerning attitudes, both spiritual attitudes (KI: 1) and social attitudes (KI: 2) are related to the linguistic concept of values, cultural norms, and the social context on which the register (language as text) is based; Core competencies related to knowledge (KI: 3) and skill (KI: 4) are directly related to linguistic concepts related to social processes (genre) and registers (language as text).

METHODOLOGY, ANALYSIS, FINDINGS AND DISCUSSION

Research Methodology

This Research is careful study on investigation, especially in order to discover new facts or information, such as scientific, historical research (Homby, 1995:996). It means that a study is done carefully and accurately on investigation of an event, problem or phenomenon about scientific to find out new information. One of important things that should be considered in conducting research is research design. Research design in commonly is defined as the way of thinking and doing preparation to complete and achieve the goal of research (Burn and Grove, 2005).

In this study the research design used is qualitative method is a kind of research without using any calculation or statistic procedures. Qualitative analysis in survey design by showing descriptive analysis helps us to scan an issue in order to generalize certain features (Cohen, Manionand Morrison, 2007). Furthermore, this research uses three kinds of methods to collect the data. They are interview, observation, and documentation.

Analysis

The technique of data analysis in this research is descriptive analysis. Using this technique, the writer collects, arranges and presents the data. The qualitative method is a kind of research without using any calculation or statistic procedures. The following is Miles and Huberman model of the data analysis (Sugiyono, 2006:338).

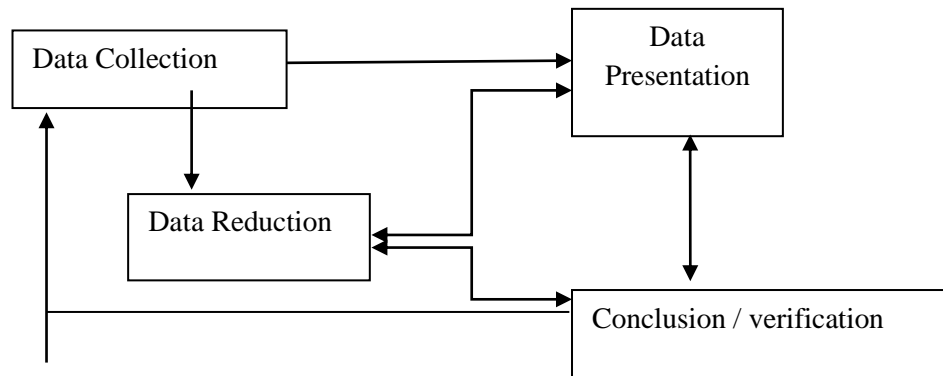


Figure 3.1 Interactive Model of Analyzing Data by Miles, Huberman, and Saldana

Findings

The research needed a month to complete. The researcher has done all the steps from the research proposal arrangement to the reporting. One of the important things during a month of the research of the findings, the following are the findings of this research:

1. The speaking session allocation is 20% for every meeting. Every meeting is 90 minutes so the speaking session is around 15 minutes to 20 minutes. The teacher follows the syllabus for the topics and themes. The movie dubbing is an accumulation of the speaking topics in the syllabus in a half of the semester.
2. The students enjoyed the process of movie dubbing especially the script arrangement. The researcher found that this process is the point of movie dubbing because the students chose the video, arranged the script, and play the script in many times. This directly gave the chance for the students to practice writing and speaking at once.
3. The students rather chose dialogue than monologue because it could be done in a group. There were 13 dialogues built by the students while only three

students chose to perform individually in monolog. The students who performed monologues stated that they want to try a challenge of speaking solo in front of the class.

4. Most students agree that the instructions are very clear so they could do all tasks correctly and don't mind to ask many questions to the teacher or the researcher. The students feel that the instructions given are already clear.
5. The movie dubbing has been proven increase the students' confidence in speaking English. Moreover, the students practiced many language expressions in the process. It shown from the increase in the speaking score from before movie dubbing applied to the score after movie dubbing. For short, movie dubbing has helped the students of SMAN 15 Medan to speak English confidently.

CONCLUSION AND SUGGESTIONS

Conclusions

1. Before the movie dubbing applied, the understanding of the asking and giving suggestions was lack as the students didn't respond the expression correctly. It changed totally after the methods applied. Moreover, the students felt that the method was very fun and it is the most important. One improvement shown is the raise of confident of the students in speaking English. The errors like diction and intonation are still commonly found but the researcher is sure that the two can be fixed in the next session of studying English. The other finding is the courage in speaking English in front the class are a great improvement.
2. The preparation of dubbing movies is the one part of the method that spends much time in the method applied. The teacher stated that the process is a trial and error so he had much time for experiment. The changing has been done many times in order to make the methods proper for the students' ability. The students were very active in arranging the script as the proposed many questions. The obstacles found are the students' initiation is not really adequate. Most students waited the teacher to guide them arranging the script,

they seemed lack of creativity. The strategy to solve this problem was the total side by side guidance.

3. The video durations are variety from 10 second the shortest to 3 minutes the longest. The students chose the videos based on the theme given by the teachers. They mostly chose the theme that they felt easy for them and it influenced the videos duration. The easiest is the shortest one. The varieties of the videos are from the cartoon movies scenes to talk shows scenes.
4. The dubbing movies speaking types dominated by the dialogues. From 83 scripts, the monologues were only 2. The other types of speaking like imitative and intonation were did while the dubbing movies run.

Suggestions

1. For the teacher, the movie dubbing may waste much time from the preparation to the application but it could cover many language expressions and speaking topic. So, the method may be used more than once in a semester by increasing the level. The recent task gave option to the students to choose dialogue or monolog. For the next movie dubbing, the students are only allowed to choose longer short talk in individual task. Moreover, the teacher of SMA N 15 Medan is a well-planned teacher and equipped with many teaching strategies. All the topics and materials can be delivered properly. What is hoped from her is facilitating all the level of students English in studying.
2. For the students, obviously errors found during the process but it is the point of studying. The errors were found in diction and language expressions. The two aspects are needed to increase in further speaking sessions. The last, the error and trial in speaking are usual things. Being confidents is the key.
3. For the further researcher, this research was limited only on the students of Grade of SMA N 15 Medan. The similar speaking teaching method may be applied for the younger learners like junior high or to the higher education level like university students and find the effectiveness of the methods.

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