

STUDENTS' PERCEPTION OF USING VIDEO DUBBING TECHNIQUE FOR SPEAKING SKILL IN GUANG MING SEVENTH GRADE JUNIOR HIGH SCHOOL JAMBI

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ABSTRACT

This present study investigated the Students Perception of Using Video Dubbing Technique for Speaking Skill in Guang Ming Seventh Junior High School. Furthermore, it aimed to know How are the students' perception in learning speaking skill by using video dubbing technique. This research is using qualitative method and phenomenology approach. The data analysis in this research are the interview protocol which use purposive sampling to gather the data. The research findings highlighted the following themes. Themes related to students' experiences in learning Speaking by using Video Dubbing Technique. The finding showed that the students feel fun in learning Speaking. Video Dubbing makes learning more efficient in terms of time use. The students stated that video dubbing technique is an Interesting Method to learning speaking. And also by using video dubbing technique the students stated that using this method made the learning more fun and no time consuming.

Key terms: *Perception, Video Dubbing, Speaking Skill, Junior High School*

INTRODUCTION

In this modern era, English as international language has important role in Education (Mahu, 2012, p.374). English helps interact with foreigners to get various sources of knowledge. The main goal of learning English is to be able to communicate both in writing and in person. The aim of English is to develop language skills; listening, speaking, reading and writing. However, the skill includes some aspects that are not easy to learn.

English is one of the most important languages in the world. Because English is widely used in various parts of the world. There are 104 countries where English is spoken as the first language. English is an international language which is the most widespread medium of international communication as stated by Brumfit 2001:35. As Hornby 2005:506 says that English is the original language of England, it is now spoken in many other countries and is used as the language of international communication throughout the world.

Among four language skills mentioned above, speaking is considered as the most important skill because individual who learns a language is

referred to as the speaker of that language (Ur, 1996 in Leong & Ahmadi, 2017, p.34). According to Nunan (2003, p.48), speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Meanwhile, Hughes (2003, p.130) explains that there are five aspects of speaking, they are pronunciation, grammar, vocabulary, fluency, and comprehension. In this modern era, there are many media that can be used by teacher to teach English. According to Javier et al (2013), as cited in Karimzadeh and Ghahroudi (2017, p.4), dubbing as a pedagogical tool improves oral skills, translation and vocabulary acquisition.

Many studies recently believed that the use of video as a medium is very effective for teaching and learning in classrooms. The video format is useful for teaching/studying foreign languages. In terms of foreign language capabilities, quantitative results indicate that writing shows acquisition effects that are greater than general reading-based understanding. Foreign language grammar is the least affected, while vocabulary acquisition shows the most beneficial outcome.

PERCEPTION

Hornby 2006:1079 states that perception is the way people see things, especially with the senses. and also perceptions are ideas, beliefs, or images that people have as a result of the way they see or understand them. According to Schmitz (2009), perception is the process of selecting, organizing, and interpreting information. Perception is the process that people use to manage and interpret their sensory impressions to give meaning to their environment. Perception of something can be positive or negative. Through perception, people can create a relationship through their five senses with the environment. Sight, sight, taste, smell and touch.

Perception is the realization of human brain processes and appears as a view of phenomena as quoted in Sahal (2010:7). Many factors like feelings, needs, motivation, educational background, experience, are involved. This process is then followed by the process by which a person's brain arrives at a meaningful interpretation of the stimulus. It can be concluded that perception is the process of human thinking about certain phenomena after they get a sensation from the environment through the sense organs. In this study, perception means giving an opinion or message about something that is happening.

SPEAKING SKILL

There are four important skills in the English language; reading, listening, writing, and speaking. All those skills are very important for English learners. Each skill has a different function in English. So, it is better for English learners to master all of those skills. One of those skills is speaking is the same as oral interaction which are conventional ways of information expressing ideas, and thought in our mind (Robert Lado, 1983: 143).

According to Hornby (1995: 826) speaking is making use of words in an ordinary voice, uttering words, and knowing and being able to use a language; expressing oneself in words; making a speech. Speaking is not the same as singing, speaking uses language in the simplest

way by producing ordinary sounds. Then, singing is using the language in a rhythmic way. Speaking is not only used to communicate with other people but we can get new information, share our ideas with others. Language is just processed by humans to interact with each other. Communication can be done at least by two people; speaker and hearer. The hearers must listen and understand what speakers say, then give responses.

Based on the explanation above, this research can conclude that speaking is an active or productive skill. Speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, speaking skills are the ability to perform linguistic knowledge in actual communications. The ability to express one's ideas, feelings, thoughts, and needs orally. The application in the classroom depends on two aspects, the speaker or teacher and learners. Both of them will influence each other. The problems which can happen may be caused by the teacher or learner itself.

VIDEO DUBBING

Video dubbing is one of the modern teaching techniques. Traditional and modern teaching methods are two different terms. In modern one, teachers should be creative and innovative (Winarko, 2012). The method of film dubbing (in this context, it is the same term as video dubbing) offers a unique opportunity for the imitation of English pronunciation and intonation within a contextualized scenario (Chiu, 2011). According to Burston (2005), Video dubbing offers an excellent opportunity to develop the skills of foreign languages, especially speaking learners at all linguistic levels.

Video dubbing is not a new term at this time. Video dubbing is one of the methods to make people understand more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker. In order to reach the goal of speaking skill improvement, students are involved in many activities of Video Dubbing.

RESEARCH METHODOLOGY

The objective of this research is to get deeper information about the effect of using video dubbing techniques for speaking skills in Junior High School. Qualitative research is a kind of educational research based on assumption, and it focuses on the participant's experience and perception, which occurs in a natural setting, where human behavior and events occur (Cresswell 2003). The purpose of understanding some aspect of social life, and the method which of Guang Ming School Jambi, to seek how the teacher uses this technique efficiently and their generally generates words rather than numbers to be analyzed are the characteristics of qualitative research (Patton and Cochran, 2002). The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007).

In response to the objective of this research, this research used phenomenology research. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Cresswell, 2013). According to Wyk (2011), the accurate and valid representation of the phenomenon which is relevant to the research question is provided by descriptive research. This research is only concerned with the existing context on students perception of using video dubbing techniques for speaking skills in Junior High School. To make this qualitative research covered credibility, transferability, and dependability, this research included the trustworthiness in qualitative research due to its importance. Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014).

FINDINGS

This research has conducted the research and has obtained the complete data from interview. To obtain the objectives of the research, this research analyzed the data systematically and accurately. It was analyzed to give meaningful

interpretation and to draw conclusion about Students perception of using video dubbing technique for speaking skill in Guang Ming Junior High School Jambi. In this section, this research presents the interviews result obtained through personal interview.

The interview was conducted as an attempt to get deeper information about students perception of using video dubbing technique for speaking skill in Junior High School. The interview with students was conducted on January 2022. The research question in this research is How are the students' perception in Learning Speaking by Using Video Dubbing Technique. In order to answer these research question, this research adapted from Alharbi, E. and developed some questions related to the students experiences of using video dubbing technique for speaking skill in junior high school.

Dealing with the research question the finding is presented into a theme and divided into several sub-themes. It is used to answer the research questions of this research related to the students perception in using video dubbing technique for speaking skill. The sub-themes emerged from informants' responses in the interview and discussed to some related of the use video dubbing for learning speaking such as Samad, Houque et al (2013), Grzeszczyk (2016), Shyamlee (2012), Zhen (2016), Valli (2016) which were outlined in the literature review chapter (chapter 2). Here is the table of themes and sub-themes for students experience in using video dubbing technique for speaking skill in junior high school.

Based on the quotation above, most of the participants in this research stated that they are feeling enthusiast or happy when they are learning speaking by using video dubbing technique. All participants stated that by using video dubbing, they can see pictures and including the text of the vocabulary beside they can listen the pronunciation directly from native speaker and learning from relevant material. This helps students to get involved and learn according to their interests.

Based on the quotation above, through simulation and techniques, Video dubbing no time-consuming and effectively. Students all learn efficiently from this method. This technique

can save the time more and make learning more efficient.

From the quotation above, students stated that this method is interesting enough. The students feel the method isn't boring instead make them became interested. Learning using video dubbing makes speaking more lively, vivid and interesting.

DISCUSSION

For fun learning, most of the participants in this research stated that they are feel fun or happy when they are learning speaking by using video dubbing. All participant stated that by using video dubbing, they feel that the learning became more active, and they can see the picture without guessing. Beside, they feel not boring because they didn't only writing and reading so the learning became more fun and not boring, they also feel that using video dubbing its different from the usual learning and they feel enthusiastic. This helps students to get involved and learn according to their interests. As Valli (2016) stated that it is true that these technologies have proved successful in replacing the traditional teaching, these technologies provides various options as making learning interesting and the productivity will also be improved. By using video dubbing, the students feel fun.

The next finding is no time-consuming. Based on the finding, this research found that all of the participants stated that using this method is

CONCLUSION AND SUGGESTIONS

In this section conclusion from the chapters that shared the result of the research are provided. This research concluded numbers of point's data finding. First of all dealing with the objective of the research, how students' perception of learning speaking by using video dubbing, the ten students shared their experiences of using video dubbing and to support the data, this research also did the observation by took field note. Based on their statement, the students

not time consuming by using video dubbing in learning speaking. using the video dubbing method makes learning interesting so students don't feel time consuming in learning most of them feel enjoy and relax when learning with this method so they do not feel time consuming. and also they are easier to understand with the material presented. According to (Sutapa & Mering, 2016) The use of multimedia should be able to fulfill the needs of the learners and can make the learners easy to understand the material being studied.

Then, the next finding is interesting method. Regarding interesting method, it is stated by the participants as one of their perception in learning English by using video dubbing. Video dubbing such as interesting media for them to learning speaking. Their feel that this method is very unique, innovative and not boring. As we know that students learn better and faster when they are actively engaged in their learning. Video dubbing can be a great vehicle for student engagement with their classroom. According to Dong and Li (2011) as cited in Grzeszczyk (2016) multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. As the result, English classes are more interesting, vivid, and lively. By the means of pictures, sound, and animation, multimedia learning provides a large number of implicit information.

have been learning of using video dubbing correctly in twice a year. Based on the interview result, the students feel fun in learning speaking by using video dubbing. They can learn while acquiring knowledge. The students seemed to have positive attitudes towards the use video dubbing in English language education. They agreed that using video dubbing make learning more fun, no time-consuming, interesting. Most of them prefer using this method because it is make learning with the different ways.

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