

**THE EFFECTIVENESS OF THE DUBBING METHOD  
IN TEACHING PRONUNCIATION  
AT MA AL ISLAMIYAH MADIUN**

**THESIS**



**By**

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO  
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**THE EFFECTIVENESS OF THE DUBBING METHOD  
IN TEACHING PRONUNCIATION  
AT MA AL ISLAMIYAH MADIUN**

**THESIS**

Presented to

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for the Degree of *Sarjana* in English Education



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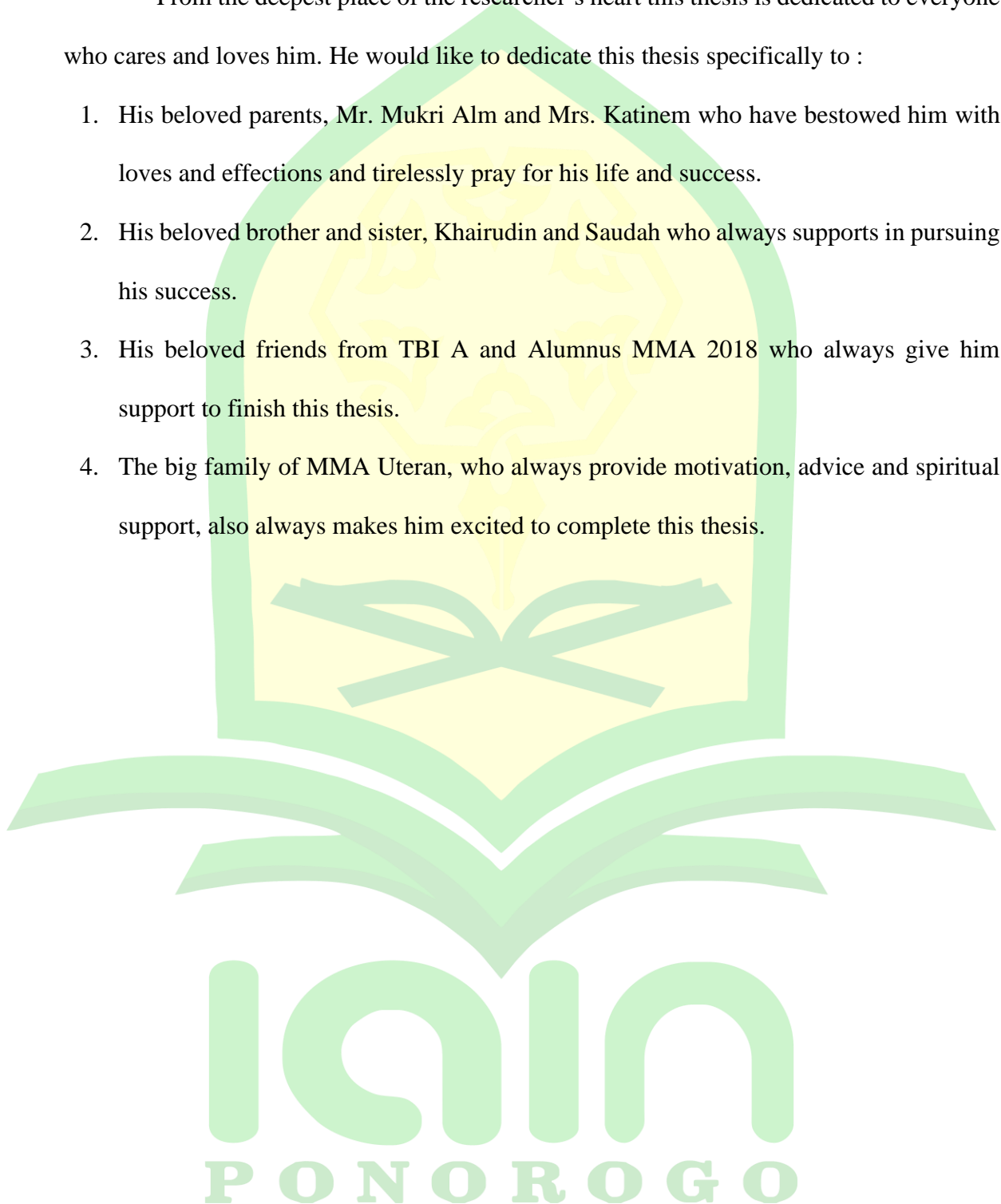
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## DEDICATION

From the deepest place of the researcher's heart this thesis is dedicated to everyone who cares and loves him. He would like to dedicate this thesis specifically to :

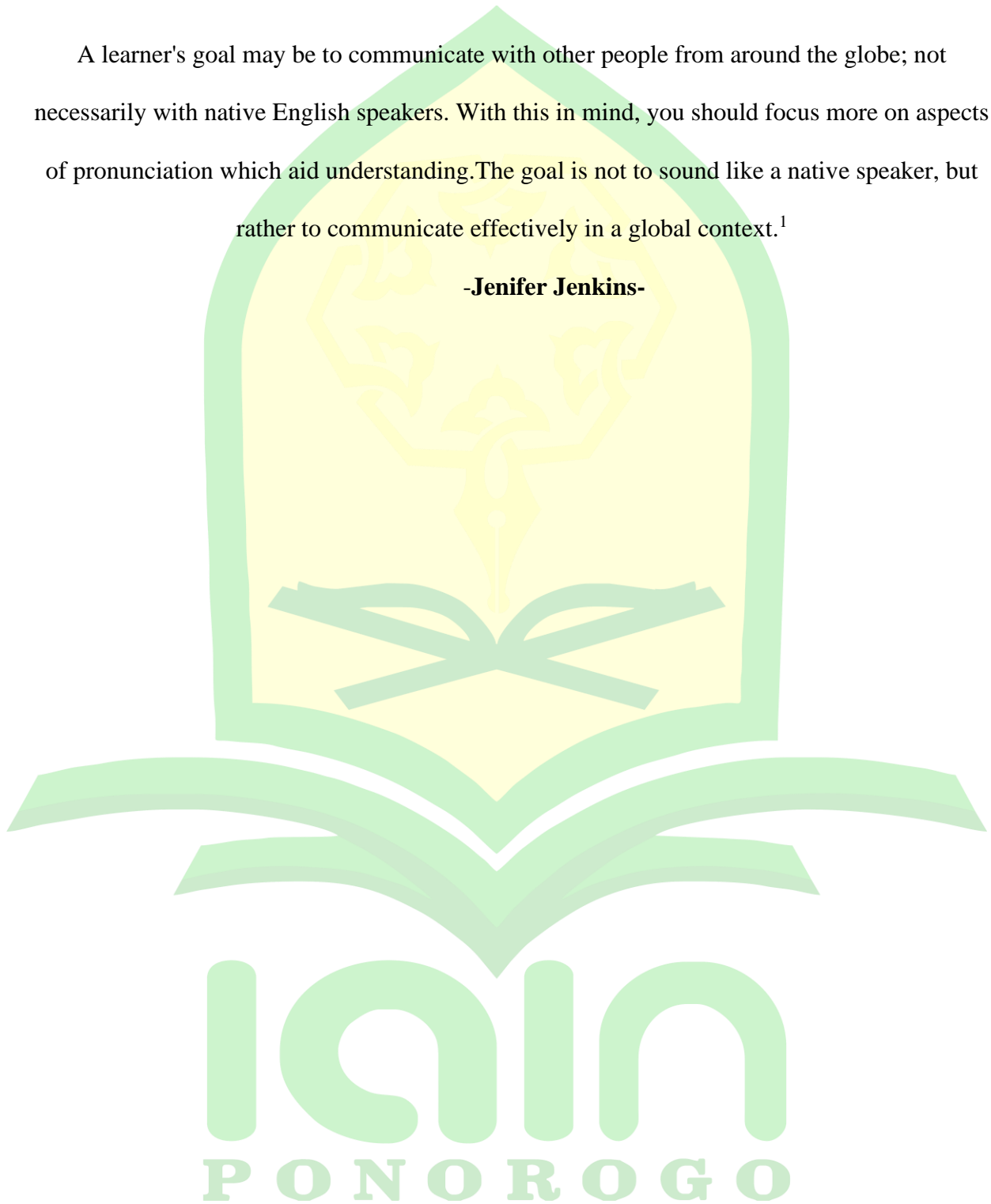
1. His beloved parents, Mr. Mukri Alm and Mrs. Katinem who have bestowed him with loves and affections and tirelessly pray for his life and success.
2. His beloved brother and sister, Khairudin and Saudah who always supports in pursuing his success.
3. His beloved friends from TBI A and Alumnus MMA 2018 who always give him support to finish this thesis.
4. The big family of MMA Uteran, who always provide motivation, advice and spiritual support, also always makes him excited to complete this thesis.



## MOTTO

A learner's goal may be to communicate with other people from around the globe; not necessarily with native English speakers. With this in mind, you should focus more on aspects of pronunciation which aid understanding. The goal is not to sound like a native speaker, but rather to communicate effectively in a global context.<sup>1</sup>

**-Jenifer Jenkins-**



---

<sup>1</sup> Jenifer Jenkins, *The Phonology of English as an International Language*, (New York : Oxford University Press, 2000), p. 249.



## ABSTRACT

**Taqwin, Ahsan.** 2022. *The Effectiveness of the Dubbing Method in Teaching Pronunciation at MA Al Islamiyah Madiun*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute Islamic Studies of Ponorogo. Advisor Dr. Tintin Susilowati, M. Pd.

**Keywords :** *Dubbing, Teaching, Pronunciation.*

Learning pronunciation is likely to be one of the biggest challenges that student will face in their studies. For Indonesian students, they have to study English language as the foreign language. Thus, English is the main subject in curriculum which should be learnt from secondary level up to university. Although in general, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary. The general objective of this study is to find out the effectiveness of using dubbing method in teaching pronunciation.

The research problem is to measure the effectiveness of dubbing method in teaching pronunciation at MA Al Islamiyah Madiun. The research objectives is to find out the effectiveness of using dubbing method in teaching pronunciation at MA Al Islamiyah Madiun.

Method of research used quasi experimental research with quantitative approach. The Population and sample of this research is the students at MA Al Islamiyah. All of them are involved in this research, which consisted that 46 students. This study used quasi experimental design which two classes as Experimental Class and Control Class. Data analysis of this research was using independent sample T-test with SPSS 26.0.

After doing the analysis by using SPSS then concluded that the value of Significance of t is 0.000 smaller than 0.05 then means H0 rejected automatically H1 accepted. T-count also has value 4.415 which lower than t-table = 0.68024. So, the researcher can conclude that H0 rejected automatically H1 accepted. At this study indicate that there is a significant difference between control class outcomes with experimental class outcomes. It means dubbing method in teaching pronunciation at the first grade of MA Al Islamiyah is more effective.



## ACKNOWLEDGEMENT

First of all, thank to Allah SWT, because of His blessings the researcher can complete the thesis. Shalawat and prayer say to our prophet Muhammad SAW his family, his friends and his followers aamiin.

The researcher of this thesis entitled “The Effectiveness of the Dubbing Method in Teaching Pronunciation”. This thesis is written to fulfill one of requirement to obtain the *Sarjana* Degree at the Department of English Education of Faculty Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo.

In finishing the research, the researcher faced a lot of difficulties and problem. Therefore, the researcher would like thank to :

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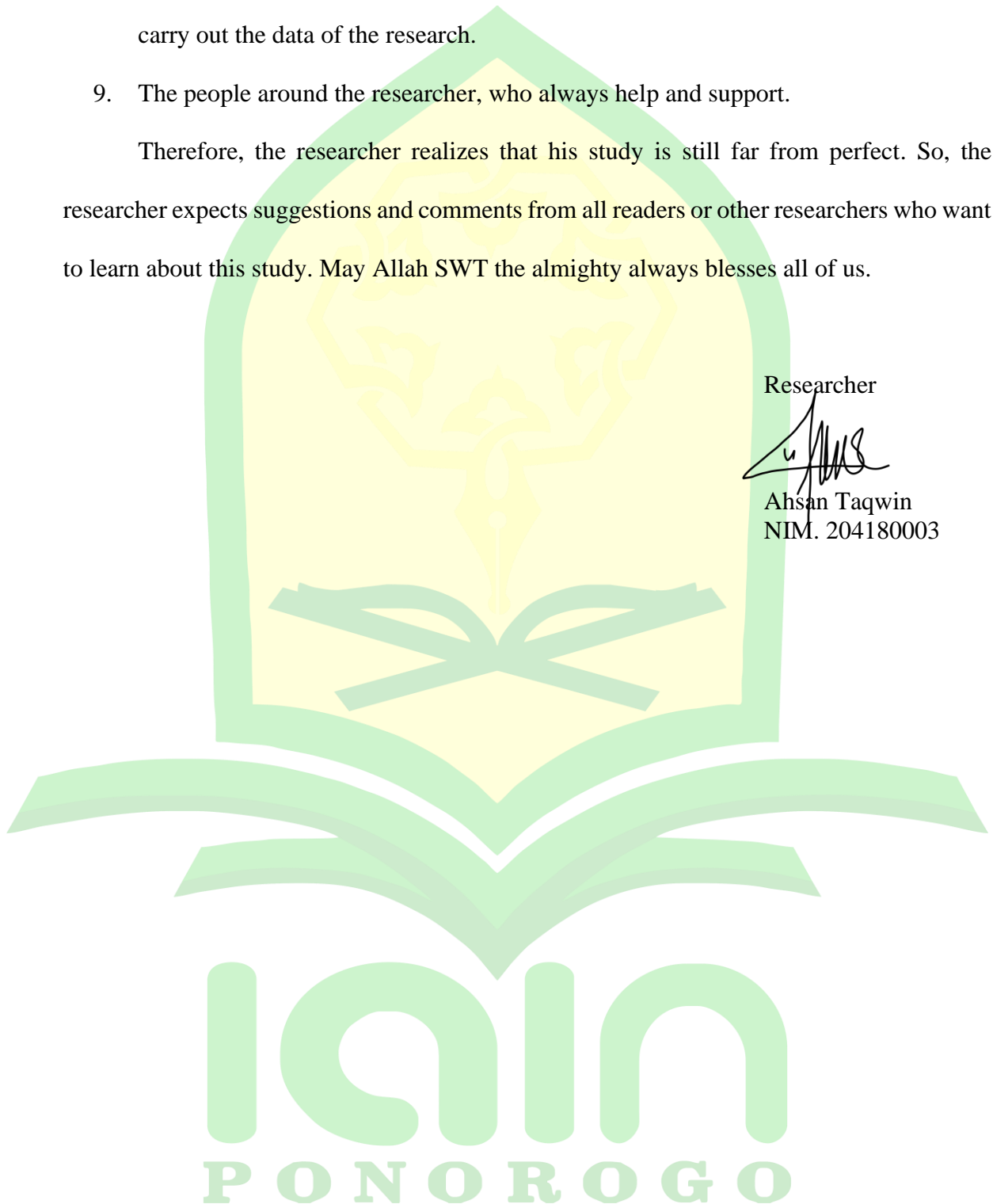
Therefore, the researcher realizes that his study is still far from perfect. So, the researcher expects suggestions and comments from all readers or other researchers who want to learn about this study. May Allah SWT the almighty always blesses all of us.

Researcher



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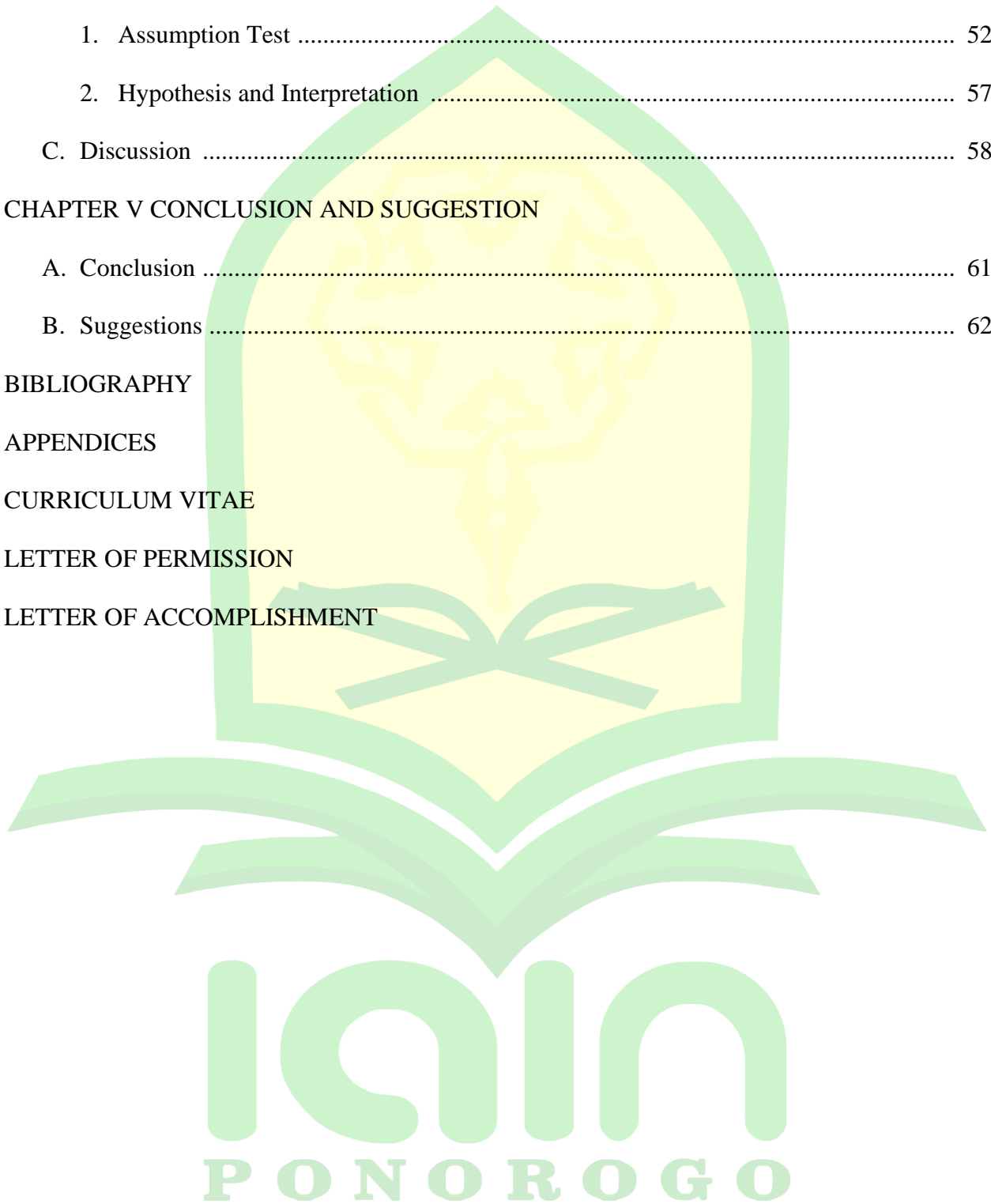


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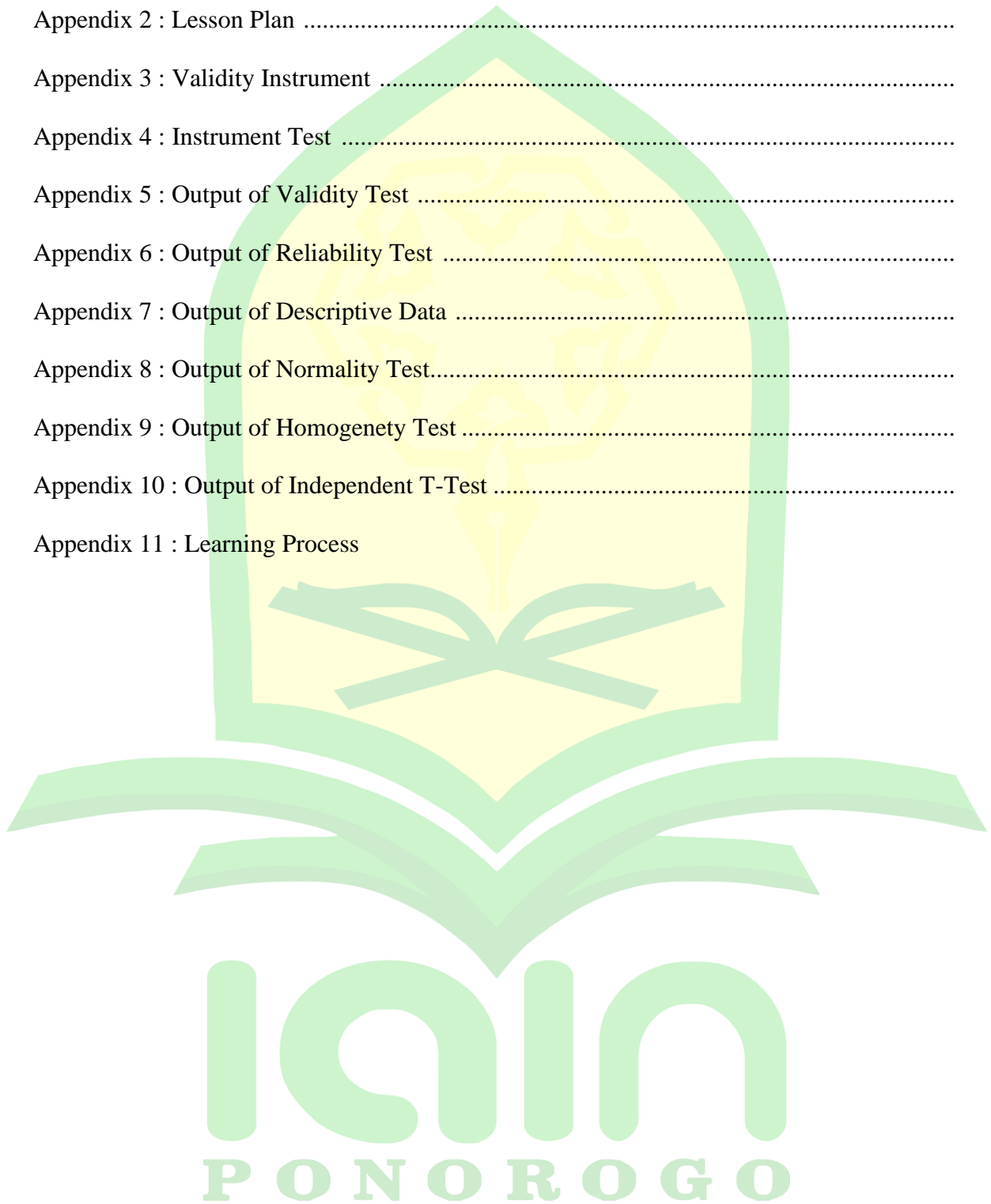


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# CHAPTER I

## INTRODUCTION

The first part of this research discusses about the background of the research, identification of the study, limitation of the study, research question, objective of the study, the significance of the study, and organization of the study.

### A. Background of the Study

At the school level, learning English requires a variety of abilities, namely listening, speaking, reading, and writing. Other aspects of English, such vocabulary, grammar, and pronunciation, are also taught in schools.<sup>1</sup> Learning speaking abilities related to pronunciation skills based on the four language skills is still not progressing as it should. As well known, that English is a foreign language that is very inconsistent in the pronunciation of a vocabulary. In order for students to be able to utilize English for conversation as well as to master its rules, high school education should be able to place more emphasis on this component of language learning.

The act of making speech sounds, including articulation, stress, and intonation, is known as pronunciation. Yates defines pronunciation as the process through which we create the sound we utilize to convey meaning when we speak. It contains a language's specific consonants and vowels (a segment), as well as features of speech that go beyond the level of the individual segments, such as stress, time, rhythm, intonation, phrasing, and voice projection.<sup>2</sup> From the definition above it can be concluded that pronunciation is a way of speaking that is generally accepted and understood using the sounds of the language, correct stress, rhythm and intonation.

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<sup>1</sup> Syarifudin, *Compensatory Communication Strategies Employedly EFL Students in Taking Turns Talking of Speaking Class*, Universitas Islam Negeri Mataram, (Asian EFL Journal Research Articles, November 2019), Vol.23 Issue No.6.2

<sup>2</sup> Yates Linda, Zielinski Beth. *“Give it a Go: Teaching Pronunciation to Adult”*,(Australia Government : Macquarie University, 2009), p.11

Pronunciation is a common problem for students who are learning English, but they are unaware that they are lacking in English pronunciation. In reality, a lack of pronunciation awareness is regarded as a minor issue in English. According to Kelly in *Teaching Pronunciation: A Course Book and Reference Guide*, pronunciation is the Cinderella of foreign-language teaching, because Western linguists have studied vocabulary and grammar much longer than pronunciation, and thus grammar and vocabulary are much better understood by English learners than pronunciation.<sup>3</sup> Because of this, most students struggle with pronunciation and are overly concerned with vocabulary and grammar.

The researcher did preliminary research at tenth grades MA Al Islamiyah Madiun. The researcher interviewed and observed teachers and students in the tenth grades class at MA Al Islamiyah Madiun, which consists of two classes. It was discovered that students in the tenth grade of senior high school studied pronunciation. Pronunciation is assessed in English learning in Curriculum 2013. The teacher did not teach about phonetic symbols of pronunciation, but rather how to pronounce words in English in an understandable manner. The teacher teaches pronunciation by integrating it with English skills (reading, listening, and speaking). However, the researcher found that the students had some problems about pronunciation in learning English. The problems that were found by the researcher of each class are same.

The first issue discovered by the study was that some students still have difficulty pronouncing single vowels sounds. This is due to the fact that children frequently pronounce words based on the letters. The students would pronounce a word in English like they pronounce in Indonesia. For example, the word “*cheese*” and “*month*”. The students pronounced the wrong pronunciation in the word “*cheese*” in English the letter /e/

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<sup>3</sup> Marianne Celce-Muria, et.al, *Teaching Pronunciation: A Course Book and Reference Guide* (New York: Cambridge University Press, 2010), p. 2.

has been sounds like /i/ in Indonesia. And the word “*month*” students pronounced with the pronunciation /mɔːnth/. The students wrong pronunciation in the word “*month*”. The letter /o/ in the word “*month*”. In English sounds /o/ has been sound like letter /a/ in Indonesia. The correct pronunciation is /mʌnth/. However, the teacher had use the technique in teaching pronunciation that is direct feedback but the students still got difficulties in pronouncing single vowel sounds.

The second problem that was found by the researcher was the students did not motivate in learning English especially learn pronunciation. For example, when the teacher explain material in front of the class the students feel bored. It can be seen from the students’ act, the students asked permission to go out from the class. But, some of students did learn pronunciation seriously.

The last problem that was found by the researcher was the students did not practice in pronouncing the words in English. The students usually were afraid to read long text in English. If the teacher asked the students to read sentences the students would complain to the teacher because they could not read the text and did not know how to pronounce a word in the text. The students would practice the words if the teacher asked them to pronounce but if the teacher did not ask them to pronounce the students never practice the words.

The English teachers require a different approach to solve the stated issues and help students pronounce words correctly. Since they are aware of what the students require, they should take the situation and the setting of the class into account while planning lessons. The students' motivation for the English lesson has to be raised. There are many different methods that can be employed to teach students proper pronunciation during the learning process. The researcher gave video dubbing, a method to assist students pronounce words more smoothly, some thought.

Dubbing is a method that allows students to change the voice of the casters in videos based on their chosen topics.<sup>4</sup> The method of film dubbing (also known as video dubbing in this context) provides a unique opportunity for the reproduction of English pronunciation and intonation with in a contextualized scenario.<sup>5</sup> This method is an engaging and enjoyable way for students to learn to voice. The video that was used as the media increased the students' motivation. The use of innovation in this process could be one of the factors that motivates students to learn pronunciation. By combining video dubbing into pronunciation instruction, students are able to express their ideas by dubbing the video, increasing students' creativity and contributions.

In this study, the researcher examined the effectiveness of the dubbing method in learning pronunciation. The researcher choose narrative text, especially in folklore because it related to the material being taught. In previous observations, it was found that narrative text material was presented in the form of conventional learning, so that students tended to get bored with the storyline. The researcher took a reference from one of the Youtube accounts of Dongeng Kita, where in that account there are several animated videos related to folklore in Indonesia with English version. An example of the analyzed data is taken from one of the videos in the account. However, the researcher only took the conversation script in the folklore video. As example :

*Malin : Mom let me go abroad, just like father !*

*Mother : No, my son. I'm afraid you will not return just like your father. You are the only child I have, if you don't come back, who will I live with ?*

Based on the above statement, the researcher concluded that Video Dubbing appeared to be a viable alternative method for teaching pronunciation at Islamic Senior

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<sup>4</sup> Sanda Nuryandi, et.al., *Efektivitas Penggunaan Dubbing Film untuk Meningkatkan Kemampuan Berbicara*, EDUJAPAN, Vol. 1, No. 1, April 2017, 45.

<sup>5</sup> Yi-Hui Chiu, *Can Film Dubbing Projects Facilitate EFL Learnes' Acquisition of English Pronunciation*, British Journal of Educational Technology, Vol. 43, No. 1, 2012, 24.

High School Al Islamiyah Uteran. This activity helps students to be creative because it involves them in the teaching and learning process. Furthermore, this technique let students to communicate in the target language while adapting the Video environment. Based on the explanation above, the researcher wishes to perform a study titled **“The Effectiveness of the Dubbing Method in Teaching Pronunciation at MA Al Islamiyah Madiun”**.

### **B. Identification of the Study**

The researcher recognized a few conditions based on the background of the problem mentioned above, including:

1. The students had trouble pronouncing English words and sentences.
2. There was a lack of motivation among the students to practice speaking English words and sentences.
3. Limited methods for teaching pronunciation skills at the senior high school level.

### **D. Limitation of the Study**

The scope of this paper is to discuss the usage of the dubbing method strategy in teaching pronunciation. The limited of this study is to assess the efficiency of the dubbing method in teaching pronunciation to tenth grades students at the MA Al Islamiyah Uteran Geger Madiun in the academic year 2021/2022 with material discussions narrative text (folklore).

### **E. Statement of the Problem**

Based on the background above, the researcher formulates the problem, that is “Is the dubbing method effective used in teaching pronunciation to the tenth grades students at the MA Al Islamiyah Madiun in the academic year 2021/2022 ?”.

## **F. Objective of the Study**

Based on the problem statement above, objective of the research is “ to find out the effectiveness of using dubbing method in teaching pronunciation to the tenth grade students at the MA Al Islamiyah Madiun in the academic year 2021/2022 ? ”.

## **G. Significances of the Study**

The following are some of the contributions this study is expected to make to the teaching and learning of English:

### **1. The Teacher**

The findings of this study should help English teachers find an alternative approach to teaching pronunciation.

### **2. English Learners**

The findings of this study may serve as a guide for some English language learners and provide an opportunity for students to learn and address issues related to pronunciation in particular.

### **3. Further Researcher**

From this study, they can learn references and other details. They are able to do their research more thoroughly and effectively as a result.

## **H. Organization of the Study**

To be a successful researcher, it is vital to organize it systematically. The structure of this thesis provides the section that was covered, and they are as follows:

### **CHAPTER I : INTRODUCTION**

The first chapter is introduction cover background background of the study, including the reasons for doing this research and the overall structure of thesis' contents. The identification of the study, limitation of the study, research question, objective of the

study, the significance of the study, and organization are then discussed in this chapter.

## CHAPTER II : REVIEW ON RELATED LITERATURE

The second chapter explains the previous related study. It also discusses the literature review that conducts on the Pronunciation with definition and aspects of pronunciation. This chapter also explains teaching pronunciation, method in teaching pronunciation with definition of method and types of method in teaching pronunciation and then, explain about dubbing methods with definition, the features, procedures and advantage also disadvantage. It also discusses the theoretical framework and hypothesis.

## CHAPTER III : RESEARCH METHOD

The researcher's research method, research design, research place and time, population and sample, operation definition of research variable, data collection technique, research instrument, validity and reliability, and data analysis technique are all covered in the third chapter.

## CHAPTER IV : RESULTS AND DISCUSSION

This chapter becomes the main of this study because the researcher analyzes the data resource. All the data processed in this chapter. Deals with the finding of the research that is loaded of result that contains of data presentation and research finding. The fourth chapter is also significant because it covers statistic description, inferential statistics, assumption testing, hypothesis testing, and interpretation, as well as discussion

## CHAPTER V : CONCLUSION AND SUGGESTION

It is the last chapter of this study. This chapter contains the conclusion and recommendations. The result of the study will be concluded in this chapter. This chapter also giving suggestions that aim to the teacher, students, readers and also the researcher anything related to this research.

## CHAPTER II

### REVIEW ON RELATED LITERATURE

The second chapter included review of literature review. The discussion focuses in dubbing method and teaching pronunciation. Besides it also discusses about previous related study, theoretical framework and hypothesis.

#### A. Literature Review

##### 1. Pronunciation

###### a. Definition of Pronunciation

Pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). Boyer stated that a necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and to use intonation appropriately.<sup>1</sup>

Pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word. In line with the definition above, Hornby says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language.<sup>2</sup>

Moreover, Dalton and Seidlhofer in pronunciation book stated that pronunciation in general terms as the production of significant sound in two senses.<sup>3</sup> The first sense is to talk about pronunciation as the production and reception of sound speech. Then the second is to talk about pronunciation about acts of speaking. In simple words, the researcher can define pronunciation as a part of speaking skill that related to how to make correct sounds to achieve

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<sup>1</sup> Susan Boyer, *Understanding English Pronunciation: an Integrated Practice Course*, (Australia: Boyer Educational Resources, 2001 ), 1

<sup>2</sup> Hornby, A.S, *Oxford Advance Learner's Dictionary*. ( Great Britain : Oxford University Press, 1995)

<sup>3</sup> Christiane Dalton and Barbara Seidlhofer, *Pronunciation*, ( USA, Oxford University Press, 1995)



meaning in the context of use.

Pronunciation is a very important sub-skill in teaching and learning English. There are many opinions about definition of pronunciation. Nunan said that pronunciation is the sounds we make while speaking.<sup>4</sup> Yates stated that pronunciation refers to the particular consonant and vowels of a language segments, aspects of speech beyond the level of the individual segments such as stress, timing, rythm, intonation, phrasing, supresegmental aspects, and how the voice is projected.<sup>5</sup> And Hornby stated that pronunciation is the way in which a language spoken; the way in which a word is pronounced, the way a person speaks the words of language.<sup>6</sup>

From the definitions above, it can be concluded that pronunciation is the way to sound languages, aspect of speech beyond the level of individual sounds such as intonation and stress or how says words understandable. So, when the students have oral communication, their pronunciation creates the first impression and it also becomes a guarantee of their ability speaking English.

Consequently, incorrect pronunciation can make misunderstanding between two speakers and poor pronunciation can make the big obstacles in oral communication. Thus, pronunciation ability is the ability to understand pronouncing or to production of sounds in communication English. The ability to pronounce each words understandable is a basic and essential skill to avoid misunderstanding between the speaker and the hearer in an oral communication.

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<sup>4</sup> Nunan David, *“Practical English Language Teaching: Young Learners”*, (McGraw Hill Companies, 2005), p.112

<sup>5</sup> Yates Linda, Zeilinski Beth *“Give it a Go : Teaching Pronunciation to Adult”* , (Australia Government : Macquarie University, 2009), p.11

<sup>6</sup> Hornby, *“Oxford Advance Learner’s Dictionary”*, (London: Oxford University Press 1995), p.928

## b. Aspects of Pronunciation

Kelly stated that there are two the aspects of pronunciation. There are phonemes and suprasegmental features.<sup>7</sup>

### 1) Phonemes

Phonemes are the different sound within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of word. It means that phonemes is the smallest unit of sounds in a word that makes a difference in its pronunciation as well as it is meaning. For example, the word *rat* has the phonemes /ræt/.

The set of phonemes consist of two categories : vowels sound and consonant sounds.

#### (1) Vowels sounds

Vowel sounds are all voiced. In the production of vowels sounds, the vocal tract is open so that there is no obstruction to air flow escaping over the tongue. Many students has problems to pronounce vowels sound in English but they can pronounce vowels sound with imitation the sound that they hear. According to Connor vowel must be learned by listening and imitation. Vowels sounds are divided into single vowels and dipthong. Dipthongs is perceived as one phoneme not two and therefore as one syllable not two so each dipthongs occupies a single box on the chart. For example *say* is /sei/ is one dipthong and one syllable, whereas *seeing* /si:In/ is a sequence of two monophthongs occupying two syllables.

Single vowels sounds divided :

<sup>7</sup> Kelly Gerald, "How to Teach Pronunciation", (England : Longman, 2000), p.1

a. Close vowels

For close vowels the tongue is quite high in the mouth. /i:/ the front of the tongue is slightly behind and below the close front position, lips are spread, the tongue is tense and the sides of the tongue touch the upper molars. Example, *bead, key, scene*. /I/ the part of tongue slightly nearer the centre is raised to just above the half-close position. The lips are spread loosely and the tongue is more relaxed. The sides of tongue may just touch the upper molars. For example, *mountain, busy, women*. /ʊ/ the part of tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but loosely so. The tongue is relatively relaxed. For example, *book, good, push*. /u:/ the back of tongue is raised just below the close position. Lips are rounded. The tongue is tense. Example *true, who, soup*.

b. Mid vowels

The tongue is neither high nor low in the mouth. /e/ the front of tongue is between the half-open and half-close position. Lips are loosely spread. The tongue is tenser than for /I/ and the sides of tongue may touch the upper molars. For example, *egg, left, read*. /ə/ the centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread. Example *about, paper, nation*. /ɜ:/ the centre of the tongue is between the half-close and half-open positions. Lips are relaxed and neutrally spread. For example *shirt, her, word*. /ɔ:/ the back of tongue is raised to between the half-open and half-close positions. Lips are loosely rounded. For example *saw, horse, all*.

c. Open vowels

For open vowels, the tongue is low in the mouth. /æ/ the front of the tongue is raised to just below the half-open position. Lips are neutrally open. For example *hat, attack, antique*. /ʌ/ the centre of the tongue is raised to just above the fully open position. Lips are neutrally open. For example *run, uncle, front*. /ɑ:/ the tongue, between the centre and the back is in the fully open position. Lips are neutrally open. Example *class, part, half*. /ɒ/ the back of the tongue is in the fully open position. Lips are lightly rounded. Example *dog, because, want*. Diphthongs is perceived as one phoneme not two and therefore as one syllable not two, so each diphthong occupies a single box the chart. Diphthong divided :

a. Centring

Centring diphthongs end with a glide towards /ə/. This symbol called centring because /ə/ is a central vowel. /ɪə/ the glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. Example *beer, fear, idea*. /ʊə/ the glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread. Example *sure, moor, tour*. /eə/ the glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. Example *where, wear, dare*.

b. Closing ending in /ɪ/

/eɪ/ the glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. Example *cake, way, they*. /ɔɪ/ the glide begins in the position for /ɔ:/, moving up and

forward towards /ɪ/. The lips start open and rounded, and change to neutral. Example *toy, avoid, boy*. /aɪ/ the glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread. Example *high, tie, buy*.

c. Closing diphthongs ending in /ʊ/

/əʊ/ the glide begins the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. Example *go, snow, toast*. /aʊ/ the glide begins in a position quite similar to /ɑ:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. Example *house, loud, how*.

(2) Consonant sounds

Consonant sounds are made by restricting or blocking the air flow in some physical way, and this restriction or the release of the restriction is what gives the consonant its characteristic sound. Consonants are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air. A useful way of describing consonants is by considering: where the blocking or restriction occurs in the mouth (place of articulation), how the air passes through the mouth (manner of articulation), whether or not the vocal chords are vibrating (voicing). When the vocal cords in the larynx are vibrated it is voiced. But unvoiced the vocal cords in the larynx are not vibrated. For example, the difference between /f/ and /v/.

3) Suprasegmental features

Suprasegmental features as the name implies are features of speech which generally apply to groups of segments or phonemes. The features which are

important in English are stress, and intonation.

(1) Stress

Stress is the key to the pronunciation of an English word and the location of the stress should always be learned with word. Stress gives rhythm to speech. One or more words within each utterance are selected by the speaker as worthy of stressing and thus made prominent to the listener. It means that stress.

(2) Intonation

Intonation is the way which the pitch of the voice goes up and down in the course of an utterance. Within any given context an utterance can be given a variety of different meanings according to the intonation patterns chosen by the speaker. The way of saying something may depend on gesture, facial expression and voice quality, but usually the most significant factor is intonation.

It means that, as creating correct vowel and consonant sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including; sound (speakers voices), (word stress (emphasis on certain syllable in a word) and intonation ( the rise and fall of our voice as we speak).

## 2. Teaching Pronunciation

In contrast with the traditional approach to pronunciation instruction, film dubbing is a supplementary method whereby EFL learners acquire English pronunciation. Approaches to film dubbing projects have been outlined by several researchers for application in an EFL context. The method of film dubbing offers a unique opportunity for Imitation of English pronunciation and intonation with in a contextualized Scenario.

There must be some procedures in the video dubbing activities in general. The management of a video dubbing project involves several stages: video selection, scene cropping and muting, initial class presentation of the target video, group listening comprehension or scenario creation activities, individual and group practice, and soundtrack dubbing.

New steps of conducting video dubbing in the classroom:

#### 1) Video Watching Session

In this session, the teacher plays the video. The students watch the video carefully. The teacher can pause in some important parts in the video to give emphasis. This session give the students big chance to practice like a native while they are watching the video.

#### 2) Video Discussion

The researcher gives the script of the scene and ask the student to learn how to pronoun the script correctly, the researcher allows the students to use voice dictionary.

#### 3) Video Recording Session (Post test)

The last stage, the students are asked to record their voice through headset into the computer. The software use is Windows Movie Maker. The result of the dubbing used as post test score.

Shortly, there many creative ways video dubbing can be used in pronunciation learning. Although dubbing a video can be great source of entertainment, it actually can be very educational as well. There are quite a few learning activities for learning when they take a video, remove the original audio and add their own narration.

### 3. Method in Teaching Pronunciation

#### a. Definition of Method

Setiyadi assumed, method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Method may mean different things to different people. According to Anthony, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. For some, it means a set of teaching procedures; for others, the avoidance of teaching procedures. It is the primary of a language skill; for others, it is the type and amount of vocabulary and structure. Different meanings of method can be concluded from the names of the methods. The term "method" in the Direct Method may refer to a single aspect of language teaching: presentation of material.

Meanwhile, Brown defined method is generalized set of specification in the classroom for achieving linguistic purposes. Methods main concern is to teachers and learners' roles and behavior. Besides, the concern of method is to linguistic and subject matter objectives, sequencing, and materials. In addition, Nana Sudjana stated that method is the way that teachers use in establishing relationships with students at the time of teaching. According to M. Sobri Sutikno, method is a way of presenting the lesson material done by the teacher to happen the learning process in the students themselves in an effort to achieve the goal.

From the definition above, it can be concluded that method is a way or strategy applied by a teacher so that the learning process can be accepted easily by students in order to achieve the learning objectives.



## b. Types of Method in Teaching Pronunciation

Being teachers of English, we use various methods in classrooms to teach pronunciation which includes:

### 1) Naturalistic Method

In this method, learners are exposed to the language for some time. They don't have the pressure to imitate; they just listen to the sounds without any stress. After sometime, they are asked to repeat those sounds in the same pattern. This method is similar to that of the natural acquisition of a language. Speech shadowing is one of the famous techniques used in this method.<sup>8</sup>

### 2) Phonetic Transcription Method

This is an age old and time tested method to teach pronunciation. In this, the L2 learners are given the detailed description of the standard phonetic alphabet and the other rules of pronunciation. It requires a lot of attention and hard work from the students, as learning the code is not so easy. This method has one advantage in which if the learner once becomes aware of the phonetic alphabet, he can learn the pronunciation of the new words also by referring to a standard dictionary.

### 3) Minimal Pair Drills Method

Minimal pairs are the pairs of words or phrases that differ in only a single sound. So, the teacher makes the students understand the basic patterns of each and every sound in the target language. Teacher selects the words which differ by a single sound and these words are drilled continuously in the class so as to make them understand the difference in sounds. These drills improve the listening perception and oral production . E.g. ship - /ʃɪp/ & sheep - /ʃi:p/ Zip -

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<sup>8</sup> Mounika Arimilli, dkk, "*Innovative Methods in Teaching Pronunciation*", ISSN, 2016, No.08, p.110-111.

/zip/ & zeep - /zi:p/ Pen - /pen/ & Pan - /pæn/

#### 4) Sentence Drills or Contextualized Minimal pairs

After this level, gradually the students are made to listen to the sentences, with words that sound similar, but differs in the meaning they convey. Here, students learn through context. E.g. Are you the *least* in the *list*? /ɑ:(r) ju: ðə *li:st* in ðə *list*/?

#### 5) Visual reinforcement

It is the silent way of teaching pronunciation. This method uses the word charts, color rods, pictures, props, sound colour charts etc; to enhance the comprehensibility of the students. The teacher communicates mainly through gestures and allows the students to speak more in the class. This method is more suitable to the adult learners rather than drills and rhymes which are more suitable to the children. sound charts are prepared by placing vowels on the top and consonants at the bottom divided by a line. Among vowels, pure vowels are represented in a single colour and diphthongs in two colours. It makes the reader to identify the sounds easily. Stress patterns can be made easily understood by the students by preparing a chart with marked stress syllables. Usually, the stress sounds are represented by a dot below them or stress syllables are capitalized.

#### 6) Vowel Shifts and Stress Shifts Drills

Drilling of the exercises in stress shifts and vowel shifts makes the students speak more appropriately. E.g. rid /rid/, read /ri:d/ - vowel shift Record /'rekɔ:d/, record /rɪ'kɔ:d/ - stress shift In the second example, we have both vowel shift as well as stress shift.

#### 7) Tongue Twisters

There are a lot of tongue twisters in English which helps the L2 learners to enhance their language comprehension as well as their pronunciation. By

practicing these tongue twisters, they get used to the sound patterns of the target language. E.g. Betty bought some butter, but the butter was bitter, she mixed the bitter butter with the better butter to make the bitter butter better.

#### 8) Reading Aloud

Reading aloud is a method in which the learners are allowed to read a passage or poem with correct intonation and stress. This gives the teacher to correct students then and there in the class room itself. Immediate correction prevents the learners from forming false notions on pronunciation.

#### 9) Recordings

In this, the learners are made to listen to the audio clips and are asked to record their production of the same. Now a days, number of softwares are available to enhance the pronunciation skill. For example, K-Van solutions - it gives the students an audio clip and a space for recording their voice. The students can listen to their own voice and correct themselves.

### 4. Dubbing Method

#### a. Definition of Dubbing

Chaume cited in Manurung and Pohan stated that dubbing is a type of Audio Visual 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.

Luyken cited in Tanase and Cuza states that dubbing is the replacement of the original speech by a voice track which attempts to follow as closely as possible the timing, phrasing, and lip-movement of the original dialogue.

Heiss in Danan dubbing is a particularly powerful didactic tool because it involves "not only the construction of more or less parallel texts but also a process

of reception and production of linguistically and culturally complex object, enriched with extra-verbal elements".

Mandasari assumed that video dubbing is not a new term at this time. Video dubbing is one of the methods to make people more understanding of the content of the video. It supported by Wakefield stated that dubbing as a method for language practice and learning. In order to reach the goal of speaking skill improvement, students are involved in many activities of video dubbing.

On the other hand, according to the Cambridge Dictionary definition of the project is a piece of planned work or activity that is finished over a period of time and intended to achieve a particular purpose. While Rahayu states that the project is not a new methodology. The project allowed the students to consolidate the language that they already learned and encouraged them to acquire new vocabulary and expressions.

Based on the theories above it can be concluded that the dubbing project is a method that Students' activities use to produce a soundtrack replacing the original voice of a video into their own voice to reach the goal of speaking skill improvement. It is supported in Danan dubbing project described in his research required students to produce a soundtrack replacing the original, combined with the art of crafting a target language translation closely respecting the clips time constraints.

#### **b. The Features of Dubbing Method**

Dubbing is the term used to describe the method through which the original dialogues of feature films or television programer are replaced by new dialogues, translated and adapted for the purpose of enabling viewers to understand

audiovisual material produced in foreign languages.<sup>9</sup>

Video Dubbing is one of modern teaching methods. Traditional and modern teaching methods are two different terms. In modern one, a teacher should be creative and innovative. The method of film dubbing offers a unique opportunity for the imitation of English pronunciation and intonation with in a contextualized scenario. The research is aimed to identify:

- 1) Whether and to what extent the use of VD improve students' pronunciation skill.
- 2) The strengths and the weaknesses of VD when implemented in this research.

Video dubbing is not a new term in this time. 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 order to reach the goal of the pronunciation skill improvement, students are involved in many activities of Video Dubbing. Film dubbing utilizes authentic film clips, with which learners dub the voices of muted characters.

Burston 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. Dubbing video is certainly not another term in this time. Naming video is one of strategies to make individuals seeing more with regards to the video content. Naming video additionally make the

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<sup>9</sup> Alison Duguan, etc., *Gentle Obsessions Literature, Linguistics And Learning In Honour Of John Morley*, (Roma : Artemide, 2015), p.251

understudies' advantage of video as media and execution of innovation in the learning system. It tends to be utilized openly in this time since its effortlessness and justifiable activity through Windows Film Creator.

Naming in film making, is cycle of adding new discourse or different sounds to the sound track of a movie that has effectively been shot. Naming is generally natural crowds a method for making an interpretation of unknown dialect into the crowd's language. At the point when an unknown dialect is named , the deciphered of the first exchange is painstakingly matched to the lip development to the entertainers in the film.

Dubbing in film making, is process of adding new dialouge or other sounds to the sound track of a motion picture that has already been shot. Dubbing is most familiar to audiences a means of translating foreign – language into the audience's language. When a foreign language is dubbed, the translated of the original dialogue is carefully matched to the lip movement to the actors in the film.

Based on the theory, could make a construct that Video Dubbing is revoicing a video from the original voice to the other one. This activities use to produce a soundtrack replacing the original voice of a video into their own voice to reach the goal of pronunciation learning. The researcher made video for the students in adding new dialogue or other sounds to the sound track to improving the pronunciation skill.

### **c. Procedures of Dubbing Method**

The process of dubbing begins when a TV channel or a movie house decides to buy (the exhibition rights of) a foreign film in a foreign language in order to offer it in the local language. Then the TV channel or movie house commissions the translation and the dubbing process to a dubbing studio. In the studio, a

dubbing director selects the voices (professional dubbing actors and actresses) that give life to the translation, and stimulates and instructs the actors to put on the most adequate and accurate acting performances.<sup>10</sup>

At the same time, the studio commissions the translation to a professional translator. The translation brief usually consists of a literal translation that reflects all the idiosyncrasies of the source text and culture – the so -called rough translation. Then, a dialog writer rewrites the translation (sometimes this is also done by the same translator), making it sound like natural and taking care of the three kinds of synchronization described below. This text is then passed to the dubbing actors and actresses who, under the supervision of the dubbing director, utter and fit all sentences into the mouth of the original source actors and actresses of the film.

Here are the typical steps involved in the creation of a good alternate language track (or “dub”) for your film or video:

- 1) A video master is sent to the localization provider, including a script, the video, and an M&E (either stereo or 5.1 and stereo).
- 2) A dubbing stem script is created. It is analyzed frame-by-frame, with every pause in the dialogue; taking into account tonal inflections and general tenor to ensure the nuance of the performance is transmitted to the translators.
- 3) A low resolution reference of your video and master script sent to the target language team who may reside in house but often work off-site.
- 4) Specialized translators then work with the dubbing script to translate it and adapt it by matching the length of each line of dialogue to the original script.
- 5) Voice-casting usually occurs while translators tackle the script.

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<sup>10</sup> Chaume-Varela, "Dubbing", (Universitat Jaume I, Castello´ de laPlana, Spain), 6

- 6) QC editors work with the dialogue in the target language to ensure the lip-syncing to the video is accurate and well timed.
- 7) In some instances, selective technical adjustments are made to imperceptibly slow down or speed up the video in order to improve upon the lip sync of the dub. This ensure that the actors' voice-over recordings match the mouth movements exactly. It takes patience and a meticulous eye, but make all the difference in the final product.
- 8) Following the through preparation of the script, the voice talent and directors go into the recording studio. Directors work closely with translators, at this stage, have combed through the script for subtenuances. They guide the actors to tonal, intonation, linguistic accuracy and expressive excellence.
- 9) Finally, sound engineers create a mix that incorporates the M & E tracks and is "laid back" to the original video.<sup>11</sup>

Burston said that there are some practical for Dubbing video implication in the classroom :

#### 1) Active Viewing

In dynamic survey action, the educator shows the video and let the understudies watch it from the start as far as possible. This movement assts the educator with knowing how far the students's comprehension of the video shows.

#### 2) Freeze outlining and expectation

Freeze outlining and expectation movement, while the video is being played, the educator stops the video which showing the photos of characters' non-verbal communication, look, feelings, responses and reactions. This action assists the understudies with understanding with regards to what articulation

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<sup>11</sup> <https://blog.cminyla.com/blog/dubbing-works-video-dubbing-process-best-practices> acces on 8 June 2022



ought to be shown when offer something in English particularly.

3) Silent survey

In the quiet survey, the video is played with the sound off and allow the understudies to think about what are the characters are referring to. This movement need the memorable understudies the discoursed in the video.

4) Sound on and vision of movement

The understudies just can hear the exchange however incapable to see the activity. This movement assists the understudies with further developing their listening ability.

5) Repetition and pretend

A scene on video is replayed with specific stops. At the point when the understudies have perceived the show, they are approached to showcase the scene however much they recall.

6) Reproduction movement

The understudies are showed a segment in the video and are approached to retell what's going on. This movement can work on the student's talking ability.

7) Dubbing action

The understudies are approached to fill in the missing exchanges orally when the video is being played with the sound off.

8) Follow-up movement

The instructor cause a conversation with the understudies about the substance of the video all together the understudies to get what's going on with that video.

In short, dubbing process have some stages implementing video dubbing which are; active viewing, freeze outlining and expectation, silent survey, sound on

and vision of movement, repetition and pretend, reproduction movement, dubbing action, Follow-up movement. This stage helps make it easier for the dubbing video process, so it is hoped that learning process can run well and finally the learning objectives are achieved.

#### **d. Advantages and Disadvantages of Dubbing Method**

Video in learning process is chosen by some reasons. Based on Cakir, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. Video gives students the opportunity to travel to remote places outside the classroom walls without leaving school. Video technologies can help students to connect with peers located different cultures, exchanging information and learning from each other.

Burston said that there are some advantages and disadvantages in dubbing video method, it can be seen below :

##### **a. Advantages**

- 1) Grab students' attention
- 2) Focus students' concentration
- 3) Draw on students' imagination
- 4) Build a connection with other students and instructor
- 5) Increase memory of content;
- 6) Increase understanding
- 7) Foster creativity
- 8) Make learning fun
- 9) Set appropriate mood

a. Disadvantages

1) Need more time

2) Use many media

In brief, there are many strengths of video dubbing to be used in learning pronunciation like the easiness from students, teacher and schools. It has been questioned more that video is an interesting media in learning process to be implemented. Cheap, easy to implement, innovative and comprehensible are the main reasons of using video in learning process.

### A. Previous Related Study

The first prior research was conducted entitled “Dubbing Film to Improve Speaking Ability of The Tenth Grade Students of MA Mazro’atul Huda Karang Anyar Demak in Academic Year 2012/2013”.<sup>12</sup> This research is a thesis written by Nurul Yaqin from Universitas Muria Kudus. The research objective is to solve the students problem in speaking ability. The subjects are 37 of class X A of MA Mazro’atul Huda. The cycle I, the researcher used muted film to make dubbing the students. The cycle II, the researcher unmuted film to make students easier to dub the film. The cycle III, the researcher used unmuted film with subtitle as a technique to dub the film. The oral test score in cycle I was 61.95, cycle II was 72.43, and cycle III was 76.43. In questionnaire sheet, students showed positive responses to dubbing film as technique to teach pronunciation. Showing film to the students can offer a good way to increase the students’ motivation in speaking. Based on the research result, it is showed that Dubbing Movie (Film) improved the students’ ability in speaking. In this study there are similarities of the same variables using dubbing and same class ( class X). It’s just

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<sup>12</sup> Nurul Yaqin, “Dubbing Film To Improve Speaking Ability Of The Tenth Grade Student of MA Maazro’atul Huda Karang Anyar Demak In Academic 2012/2013”, (University Muria Kudus, 2013), unpublished thesis

that one of the other variables is different. In this study focuses in solve the students problem in speaking and improving speaking ability, but the researcher focuses on teaching pronunciation and effectiveness used dubbing method in teaching pronunciation.

The second prior research was conducted entitled “Implementing Animation Video Dubbing to Improve Speaking Ability for The Tenth Grade Students of SMA 1 Jekulo Kudus in Academic Year 2011/2012”.<sup>13</sup> This study is a Thesis by Ahmad Azwar Hakim. The present study is a Classroom Action Research (CAR). Its prime objective is to reveal the way to improve the speaking ability of the tenth grades students of SMA 1 Jekulo Kudus by implementation of animation video dubbing as technique of teaching speaking. Besides, this research aims at knowing the students’ responses to the implementation animation video dubbing. This action research project was undertaken in the students of X.5 in the second semester of 2011/2012 academic year. The researcher implemented animation video dubbing within three cycles which lasted a total of one month. The instruments were oral tests which were given in each cycle after taught by using animation video dubbing, observation sheet, and questioner which was given in the post cycle. In this study there are similarities of the same variables using animation dubbing and same class ( class X). It’s just that one of the other variables is different. In this study focuses to knowing the students’ responses to the implementation animation video dubbing, but the researcher focuses on teaching pronunciation and effectiveness used dubbing method in teaching pronunciation. In this research used Classroom Action Research (CAR), it different in the researcher that used Quantitative Research.

The third prior research entitled “The Effectiveness of Dubbing Movie Strategies

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<sup>13</sup> Ahmad Azwar Hakim, “Implementing Animation Video Dubbing To Improve Speaking Ability For The Tenth Grade Students Of SMA 1Jekulo Kudus In Academic Year 2011/2012”, (University Muria Kudus, 2012), unpublished thesis

on Students' Speaking Ability at the Second Grade of MA At Tohiriyah Ngantru".<sup>14</sup> This study is Thesis by Rizki Nur Rokani. Method of research used quasi experimental research with quantitative approach. Population and sample was the second grade IPS at MA At-Thohiriyah Tulungagung that contains 43 children This study used quas experimental design in the form of two groups pretest posttest design with quantitative approach . In this study there are similiraties of the same variables using dubbing method and using quas experimental design in the form of two group pretest posttest design with quantitative approach. Differences of this research with research focus is to knowing the effectiveness of dubbing movie strategies on student's speaking ability.

The fourth prior research entitled "The Use of Dubbing Video Technique for Improving Students' Speaking Skill and Confidence of Senior High School Students ".<sup>15</sup> This study is a Thesis witten by a student from University of Padang, named Merdeka. This paper aims to explain how to improve students' speaking skill by using dubbing video technique. The objective of this paper is to help the students expressing their idea based on video that they watch in order to improve their speaking skill and self-confidence. In this study, there are similiraties of the same variables using dubbing method and the subject is Senior High School. The differences of this research with research focus is to know the effectiveness of dubbing movie strategies on student's speaking ability but in my paper focus on pronunciation learning.

The last prior research entitled "The Use of Tongue Twister Technique to Improve EFL Student's Pronunciation ".<sup>16</sup> He used tongue twister technique to rehearse the students' pronunciation tongue twisters in teaching pronunciation to EFL students on tenth grade in SMA. He limited his study only on segmental features and some parts of

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<sup>14</sup> Rizki Nur Rokani,"The Effectiveness Of Dubbing Movie Strategies On Student's Speaking Ability At The Second Grade Of MA At Tohiriyah Ngantru ".(IAIN Tulung Agung,2018), unpublished thesis

<sup>15</sup> The Use of Dubbing Video Technique for Improving Students' Speking Skill and Confidence of Senior High School Students unpublished thesis.

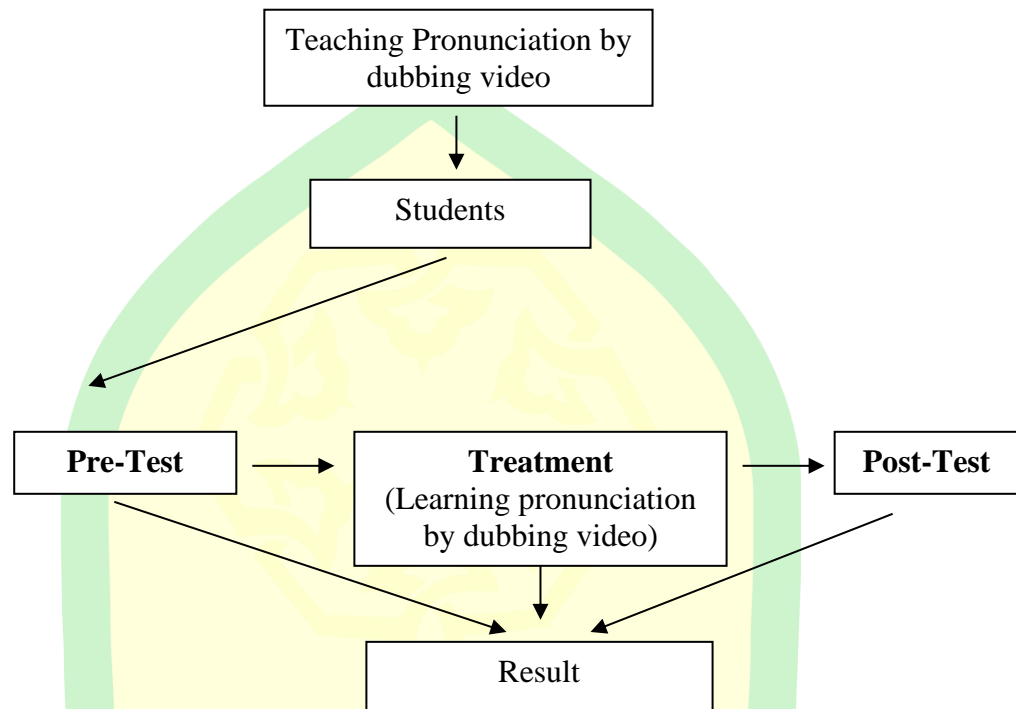
<sup>16</sup> Rohman,"*The Use of Tongue Twister Technique to Improve EFL Student's Pronunciation*". 2016, unpublished thesis

suprasegmental features. He intended to know whether or not tongue twister technique is effective for teaching pronunciation. The design that he took was classroom action research. The research data were gained from two cycles. In the first cycle, students got 71.25 score in average and 84.47 score in second cycle. Thus, based on the data calculation, he found that teaching pronunciation using tongue twister was effective. The difference between Rohman's research and author's research are first, he used classroom action research as the design of the research while the researcher uses an experimental design. The similarity is both of these studies focuses to teach pronunciation.



## B. Theoretical Framework

The theoretical framework underlying in this research is given in the following :



In this research, the researcher analyzes the effectiveness of students' pronunciation by dubbing method. Before the treatment using the dubbing method, the researcher gives pre-test, after the test use dubbing in the class, the researcher give treatment and the final test or post-test to know the data result.

## C. Hypothesis

The hypothesis is as follow :

- a. Null Hypothesis (H0) : There is no significant different score on the students' pronunciation skill between the treatment class and the control class after giving dubbing method in the Tenth Grades Students at the MA Al Islamiyah Uteran Geger Madiun in the Academic Year 2021/2022.

- b. Alternative Hypothesis (Ha) : There is a significant different score in pronunciation skill between control class and treatment class after giving dubbing method in the Tenth Grades Students at the MA Al Islamiyah Uteran Geger Madiun in the Academic Year 2021/2022.





## CHAPTER III

### RESEARCH METHODS

This chapter presents the research method. It focuses on the method used in conducting this research. The decision covers research design, research setting and research schedule, population and sample, operational definitions of research variable, research instrument, data collection, validity and reliability and data analysis.

#### **A. Research Design**

Research is careful study on investigation, especially in order to discover new facts or information, such as scientific, historical research. It means that a study is done carefully and accurately on investigation of an event, problem or phenomena about scientific to find out new information

One of important things that should be considered in conducting research is research design. Research design is commonly defined as the way of thinking and doing preparation to complete and achieve the goal of research. Research method refers to the general strategy followed in gathering and analysis the data necessary for answering the question. In this study the research design used was quasi experimental with quantitative approach. This research was intended to investigate the effectiveness of dubbing method in teaching pronunciation the tenth grades students at the MA Al Islamiyah Madiun.

In this research, the researcher used a quantitative approach. Quantitative approaches allow researchers to collect data through numerical statistical analysis of samples using instruments that have been established. The research design used in research is a survey research design. Research design is procedure quantitative research carried out to obtain describing attitudes, behavior, and characteristics of the population obtained through the internal

samples population. The researcher used quantitative approach than experimental because in this research there was not treatment which was given to the population. Quantitative approach is useful tool for measuring and analyzing large amount of data, the outcome of quantitative also is easy to measure and the result can be clearly shown through objective data. Accordingly the researcher used quantitative to identify the effectiveness of dubbing method in teaching pronunciation.

This study used quasi experimental design in the form of two group. One control group and one group experiment group with pre-test and post test design within quantitative approach. This research is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observe the dependent variable or variables for variation concomitant to the manipulation of independent variables. Quasi experimental research can be done in the laboratory, in the class and in the field. In this study the quasi experimental research be done in the class with taking students as population.

## **B. Research Setting**

The research was conducted at MA Al Islamiyah Madiun, located in Sunan Ampel Street Number 02, Uteran, Geger Madiun city. The researcher chose the school because after doing observation, the researcher found that many students lack in pronunciation. Another reason was because the researcher wanted to apply dubbing method in this school to prove whether this method is effective or not. This research is carried out in the academic year 2021/2022 for two months, April to May 2022.

## C. Population and Sample

### 1. Population

Sugiyono states population was a generalization area consisting of objects or subjects that have the same qualities and characteristics set by the researcher to be studied and then drawn conclusions. The population of this research was the second year students of Islamic Senior High School Al Islamiyah Madiun. There were three classes. The total of the population was 68 students.

### 2. Sample

Sample is the small group that is observed. A sample is a portion of a population. A sample in a research study is the group on which information is obtained. On the other hand, sample is unit that connected suitable with certain criteria that applied based on the significance of the research. The researcher used simple jenuh sampling because the population is relatively small the amount is less than 100 students.

The number of the sample in this research were 46 there is two classes of the tenth grade students at MA Al Islamiyah Madiun in academy were 2021/2022. The researcher took class IPS-A chosen as the Ecxperimental group which was taught by dubbing method while class IPS-B was chosen as the control group which was taught without dubbing method.

## D. Operational Definition of Research Variable

### 1. Dubbing

The replacement of voice part in a movie or video is named as dubbing. Usually dubbing is also used with a translation. Dubbing is most familiar to audiences as a means of translating forign-language films into the audience's language.

## 2. Pronunciation

Can be defined as production of sounds that uttered in language which establish the understanding between the speakers and listeners. In brief, pronunciation is the way someone utters the words in order to people understand about conversation

### **E. Data Collection Instrument**

An instrument was needed to collect the data. In order to collect data for research, the researcher used some methods and instruments. Instrument of the research played an important role in research project. The instrument was used to achieve the accuracy of the data and it can indicate that the researcher was successful in this research.

The data are very significant in the research. The research cannot get information without the data. The data of this research were students' score of the tenth grades at MA Al Islamiyah Uteran in the form of pronunciation test which were divided into two group, experimental class and control class, pre-test and post-test. After the researcher got permission from headmaster, the researcher started collecting data. The researcher gave test for experimental group using dubbing video. In this research used Test and Documentation to collect the data.

#### **1. Test**

Pre-test was administered before doing an experimental research study or before teaching by applying dubbing method. The pre-test was held on April in the pre-test students were given task to tell about their assumption which has been prepared by the researcher before.

In this study, post-test was administered after doing the experimental research study to treatment class. The post-test was held on 16 May 2022 and the task was asking students to tell about their assumption. Post-test is a measure taken after the experimental treatment has been applied. Post-test was used to measure students''

ability after treatment process to know their knowledge after they got treatment for treatment class and after taught by traditional way for control class. It was done to know the final score and to know the students difference competence before and after they get treatment. The process of post-test is same with the process in pre-test.

## **2. Documentation**

Documentation method is used to find out the data from written documentation, such as daily notes, transcript, book, newspaper magazines, agenda, etc. In this research, documentation was used to get some data about students' English pronunciation achievement of the tenth grade students of MA Al Islamiyah Madiun Academic Year 2021. The data got from documentation of students' evaluation estimation (Daily Tests). Beside that documentation used to know about research location, data description, attendance list, result of pre-test and post-test and teaching and learning process.

## **F. Validity and Realibility**

Donald Ary believes that research is always based on measurement. When using measuring instruments, researchers must comprehend two key ideas. Validity and dependability exist. So, in order to determine whether the test is good or not, and to make the data more valid and trustworthy, validity and reliability testing for both of them are required.

Sukardi defined validity as the extent to which a test reveals what it was designed to reveal. Since one of the primary characteristics of a test is its validity, data without this attribute cannot be considered accurate. The degree to which an inference drawn from an assessment result is relevant, significant, and valuable in light of the

assessment's objectives is known as its validity. Based on this study, the researcher would utilize construct and content validity to determine the test's validity.

Table 3.1 Result of Validity

Items	r-hitung	r-tabel	Criteria
Q1	0,517	0,444	Valid
Q2	0,758	0,444	Valid
Q3	0,725	0,444	Valid
Q4	0,547	0,444	Valid
Q5	0,870	0,444	Valid
Q6	0,769	0,444	Valid
Q7	0,757	0,444	Valid
Q8	0,908	0,444	Valid
Q9	0,869	0,444	Valid
Q10	0,728	0,444	Valid
Q11	0,462	0,444	Valid
Q12	0,802	0,444	Valid
Q13	0,616	0,444	Valid
Q14	0,887	0,444	Valid
Q15	0,761	0,444	Valid

For the validity test, the result of the questionnaire valid was 15 items. So, the all questionnaire that used in experimental class.

Reliability, according to Fraenkel is the consistency of the results. A trustworthy test is dependable and consistent. Therefore, if the students take the same test twice, the results should be similar, and the more similar the scores, the more accurate the test is. Ten students were interviewed by the researchers as part of an experiment. Students were shown certain photos by the researcher, who then asked them to describe the stories that each picture represented. The researcher then created a score based on the interview results. In addition, after the test had been created, the teacher evaluated it. Finally, the researcher also conducts tests.

The researcher employed inter-rater reliability, which involves two scorers scoring the same set of data twice, then calculating the correlation coefficient between the two sets of scores. After receiving the completed observation guides

back from the participants, the researcher conducted a recapitulation to determine whether the majority of the categories were agreed upon, ensuring that the observation guide was reliable and consistent. On May 16, 2022, the trial run test was conducted.

It was discovered that the outcomes were comparable. The reliability of the test questions was then determined by running the scores via the Pearson's Product Moment statistic. This was the outcome of two raters.

Table 3.2 Result of Reability

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.931	15

Based on the result of reability testing, it can be seen that the questionnaire has a Cronbach's Alpha value 0,931 which is greater than 0,60. It can be conclude that the data from questionnaire is consistent if it more than 0,60.

### **G. Data Analysis Technique**

The researcher employed quantitative data in this study to determine the students' achievement in pronunciation after they were taught utilizing dubbing movies as a media in teaching pronunciation. After collecting data via an test, the researcher analyzed the test results. The test result was processed by comparing the data before and after treatment using the t-test. But first, the researcher must ensure that the results pass normality and homogeneity tests.

### 1. Normality Test

The pre- and post-test results must pass a normality test before the researcher can use them. Normality tests are used in statistics to examine whether a data set is well-modeled by a normal distribution and to calculate the likelihood that a random variable underlying the data set to be normally distributed. In Normality test used SPSS.26 to analysed.

### 2. Homogeneity Test

This test examines whether two or more populations (or subgroups of a population) have the same category variable distribution. The test for homogeneity, sometimes known as the chi-square statistic, is a method for determining if two or more multinomial distributions are equal. In Homogeneity test used SPSS.26 to analysed.

### 3. T-test

The researcher employed a statistical tool to do a T-test in order to determine the effectiveness and reach a more conclusive result. The t-test was derived from the results of a student test administered before and after treatment or instruction utilizing dubbing movies. In T-test used SPSS.26 to analysed.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSIONS

This chapter also becomes the main of this study because the researcher analyzes the data resource. All the data processed in this chapter. Deals with the finding of the research that is loaded of result that contains of data presentation and research finding.

#### A. Statistical Description

In this study, the researcher utilized a quasi-experimental design. The population of this study was MA Al Islamiyah Madiun tenth-grades students in the school year 2021/2022. There were 182 students in the total population. The researcher used two classes as a sample, one as an experimental class that used the dubbing method and the other as a control class that did not use. There were a total of 68 students in the class. The researcher provided a lesson plan of material for guidance in both the experimental and control classes before beginning to teach students. Six meetings were scheduled, with experimental and control classes in each.

#### 1. Research Schedule

The researcher shows how to assess properly the study was conducted. The research requires the use of a schedule. The researcher divided the schedule into two sections in this case. The researcher divides the schedule into three meetings in the experimental class, with a pre-test, treatment using the dubbing method, and a post-test at the final meeting. Pre-test, treatment with traditional learning, and post-test are all scheduled in the control group. The following table shows the schedules for experimental and control classes:

P O N O R O G O

Table 4. 1 Control class (X-B IPS ) schedule

Date	Activities
April, 25 <sup>th</sup> 2022	Pre-test
May, 02 <sup>th</sup> 2022	Treatment 1
May, 09 <sup>th</sup> 2022	Treatment 2
May, 16 <sup>th</sup> 2022	Post-test

Table 4.2 Experimental class (X-A IPS ) schedule

Date	Activities
April, 26 <sup>th</sup> 2022	Pre-test
May, 03 <sup>th</sup> 2022	Treatment 1
May, 10 <sup>st</sup> 2022	Treatment 2
May, 17 <sup>st</sup> 2022	Post-Test

## 2. The procedure of the research in the experimental and control class

### a) The procedure of control class

There is teaching procedure steps in control class of this research.

#### 1) The first meeting

In this meeting the researcher giving a pre-test in experimental class XA IPS. The pre-test was conducted on April, 25<sup>th</sup> 2022. teacher gives Pre-Test questions in the form of oral tests to students in the form of fragments of words in the *Narrative Text* entitled *Malin Kundang*. Students are given time to study it first for a few minutes, then recite it one by one in turn according to absence. at

the end of the session the teacher provides conclusions and feedback on the learning process.

## 2) Second meeting

At this second meeting, the teacher gave a brief review of the previous material, and provided stimulus to students. Next, the teacher asks students to pay attention in advance to the *narrative text*. Students listen to the explanation given by the teacher regarding *narrative text*. the teacher gives the material and the students listen to the explanation given by the teacher about Pronunciation. Furthermore, Students with the help of the teacher read several sentences in the video individually and the teacher gives feedback to students when they make mistakes.

## 3) Third meeting

At the third meeting, the teacher gave a brief review of the previous material, and provided stimulus to students. then, students listen to the explanation given by the teacher regarding *narrative text learning material*. Students listen to the explanation given by the teacher about Pronunciation. last session, students, with the help of the teacher, read several sentences in the video individually and the teacher gave feedback to students when they made mistakes.

## 4) Fourth meeting

At this last meeting, the teacher gave a brief review of the previous material, and provided stimulus to students. Next, the teacher gives Post-Test questions in the form of oral tests to students in the form of words in the *Narrative Text* entitled Malin Kundang to find out the students' pronunciation test results.

b) The procedure of experimental class

There is teaching procedure steps in experimental class of this research.

1) The first meeting

In this meeting the researcher giving a pre-test in experimental class XA IPS. The pre-test was conducted on April, 26<sup>th</sup> 2022. The purpose of pre-test to know the students' condition and prior knowledge before the teacher applying the treatment by using conventional learning. teacher gives Pre-Test questions in the form of oral tests to students in the form of fragments of words in the *Narrative Text* entitled Malin Kundang. Students are given time to study it first for a few minutes, then recite it one by one in turn according to absence. Next, the teacher introduces and explains the dubbing method that will be used in class learning. then, students with teacher direction are given the opportunity to ask questions about the teaching methods that will be used. at the end of the session the teacher provides conclusions and feedback on the learning process.

2) Second meeting

At this second meeting, the teacher gave a brief review of the previous material, and provided stimulus to students. Next, the teacher asks students to pay attention in advance to the *narrative text* and the use of the dubbing method. Students listen to the explanation given by the teacher regarding *narrative text* and the use of the dubbing method. the teacher gives the material and the students listen to the explanation given by the teacher about Pronunciation. Next, the teacher gives a short English video entitled Malin Kundang. Students are asked to pay attention. Students with the help of the teacher read several sentences in the video individually and the teacher gives feedback to students when they make mistakes.



9.	JS	3	3	3	3	4	4	3	3	3	3	32
10.	KN	4	4	4	3	3	3	3	3	3	3	33
11.	LL	4	4	4	3	3	3	3	3	3	3	33
12.	MB	3	3	3	3	3	3	3	2	2	3	28
13.	MD	4	3	4	3	3	3	3	3	3	3	32
14.	MA	4	4	4	3	3	3	3	3	3	3	33
15.	NA	5	5	4	4	4	3	3	3	3	3	37
16.	PA	2	3	3	3	3	3	3	3	3	2	28
17.	PD	3	3	3	3	3	3	2	2	2	3	27
18.	RW	3	3	3	3	3	3	3	3	3	2	29
19.	RJ	3	4	4	4	4	4	3	3	3	3	35
20.	SA	4	4	4	4	3	3	3	3	3	3	34
21.	SF	4	4	3	3	4	3	3	3	3	3	33
22.	VA	3	3	3	4	3	3	3	3	2	3	30
23.	NL	4	3	4	3	3	3	3	3	3	3	32

Table 4.3 showed the scores of pronunciation pre-test of the Treatment Class. It also mentions the score of pre-test from each students. The criteria minimum score in pronunciation test at Islamic Senior High School Al Islamiyah was 35. According to the table, the pre-test score students demonstrated that there was 3 student who met the qualifying score in the Treatment Class. The minimum pretest score was 27, which one student had, and the maximum score was 37, which one student also had.

Table 4.4 The Scores of Pronunciation Pre-test of the Control Class

No.	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1.	AM	3	3	3	3	3	3	3	3	3	3	30
2.	AZ	4	3	3	3	3	3	3	3	3	3	31
3.	AN	4	4	4	3	3	3	3	3	3	3	33
4.	AI	3	3	3	3	3	3	3	3	3	3	30
5.	DK	3	3	3	3	3	3	3	3	3	3	30
6.	DA	4	4	3	3	3	3	3	3	3	3	32
7.	DP	3	4	3	3	3	3	3	3	3	3	31
8.	EA	3	3	3	3	3	3	3	3	2	3	29
9.	FS	4	3	3	3	3	4	3	3	3	3	32
10.	GA	4	4	4	3	3	3	3	3	3	3	33
11.	HN	4	4	4	3	3	3	3	3	3	3	33
12.	HR	3	3	3	3	3	3	3	2	2	3	28







19.	RS	4	3	4	3	4	4	3	3	3	3	34
20.	UR	4	4	3	3	3	3	3	3	4	4	34
21.	UA	3	4	3	4	4	3	3	3	3	3	33
22.	VA	3	4	3	3	3	3	3	3	3	3	31
23.	YD	4	4	4	3	3	3	3	3	3	3	33

Table 4.6 showed the scores of pronunciation post-test of the Control Class. It also mentions the score of post-test from each students. At the Islamic Senior High School Al Islamiyah, the required minimum score for the pronunciation test was 35. Based on the data, it can be seen that no students in the Control Class achieved the required score on the post-test, according to the results of the students. The minimum score of post-test was 28 which was owned by two student and the maximum score was 37 which was also owned by one student.

Thus, the score of pretest and posttest for class X-A and X-B can be seen intables below:

Table 4.7 The Scores of Pronunciation Pre-test and Post-test of the Treatment Class

No.	Name	Pre-test	Post-test
1.	AM	33	34
2.	AD	31	36
3.	CA	35	37
4.	DS	30	35
5.	DA	30	34
6.	DN	34	40
7.	FN	31	37
8.	FW	29	31
9.	JS	32	34
10.	KN	33	35
11.	LL	33	37
12.	MB	28	34
13.	MD	32	34
14.	MA	33	35
15.	NA	37	38
16..	PA	28	31
17.	PD	27	34
18.	RW	29	32

19.	RJ	35	38
20.	SA	34	35
21.	SF	33	34
22.	VA	30	33
23.	NL	32	33
	Total	$\Sigma 729$	$\Sigma 801$

Table 4.7 showed the scores of pronunciation pre-test and post-test of the Treatment Class. It also includes each student's pre-test score. At Islamic Senior High School Al Islamiyah, the minimum score in the pronunciation test was 35. According to the table, the pre-test score students demonstrated that there was no one student who met the qualifying score in the Treatment Class. The minimum pretest score was 27, which one student had, and the maximum score was 37, which one student also had. While all students performed better on the post-test than on the pretest, the minimum post-test score was 31 and the maximum post-test score was 40. The data also shows that the total pretest score was 729, the total score of post-test was 801 and the total score of gained score was 72.

Table 4.8 The Scores of Pronunciation Pre-test and Post-test of the Control Class

No.	Name	Pre-test	Post-test
1.	AM	30	32
2.	AZ	31	31
3.	AN	33	34
4.	AI	30	31
5.	DK	30	30
6.	DA	32	32
7.	DP	31	31
8.	EA	29	29
9.	FS	32	32
10.	GA	33	33
11.	HN	33	33
12.	HR	28	32
13.	LM	32	33
14.	MF	33	34
15.	MA	37	37
16..	MK	27	28
17.	RH	27	28

18.	RF	29	31
19.	RS	33	34
20.	UR	34	34
21.	UA	33	33
22.	VA	30	31
23.	YD	32	33
		$\Sigma 719$	$\Sigma 736$

Table 4.8 showed the scores of pronunciation pre-test and post-test of the Control Class. It also mentions the score of pre-test from each students. The criteria minimum score in pronunciation test at Islamic Senior High School Al Islamiyah was 35. According to the table, the pre-test score students demonstrated that there was one student who met the qualifying score in the Control Class. The minimum pretest score was 27, which two students had, and the maximum score was 37, which one student had. While half of the students performed better on the post-test than on the pretest, the minimum post-test score was 28 and the maximum post-test score was 37. The data also shows that the overall pretest score was 719, the entire post-test score was 736, and the total gained score was 17.

## B. Inferential Statistics

The researcher would like to run a statistical test based on the results of the pretest and post-test by “The effectiveness of the dubbing method in teaching pronunciation”.

### 1. Assumption Test

The researcher would like to collect descriptive data regarding pronunciation pretest and posttest scores for the treatment class and control class before doing further analysis. And the result is show below.

## a. Control Class

Table 4.9 Descriptive Data of Pretest of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
PRE-TEST 2	23	27	37	719	31.26
Valid N (listwise)	23				

Source: SPSS, processed

The table 4.9 informs that the total of students in control class is 23 students. It also showed that the score minimum of pre-test in control was 27 and score maximum was 37. The table also informs that the total score of pre-test at control class was 719. It also showed that the mean of pre-test score was 31,26.

Table 4.10 Descriptive Data of Post-Test of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
POST-TEST 2	23	28	37	736	32.00
Valid N (listwise)	23				

Source: SPSS, processed

The table 4.10 informs that the total of students in control class is 23 students. It also showed that the score minimum of post-test in control was 28 and score maximum was 37. The table also informs that the total score of post-test at control class was 736. It also showed that the mean of post-test score was 32,00.

The findings showed that the mean difference between the pretest ( $M=31,26$ ) and posttest ( $M=32,00$ ) was only marginal. The results of the data analysis demonstrated that traditional teaching methods have little to no impact on the development of native-like pronunciation because there was no statistically significant difference between the means of the two groups on the pretest and posttest. The researcher would like to collect descriptive data regarding pronunciation pretest and posttest scores for the treatment class and control class before doing further analysis.

The outcome is displayed below.

## b. Treatment Class

Table 4.11 Descriptive Data of Pretest of Treatment Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
PRE-TEST 1	23	27	37	729	31.70
Valid N (listwise)	23				

Source: SPSS, processed

The table 4.11 informs that the total of students in treatment class is 23 students. It also showed that the score minimum of pre-test in treatment was 27 and score maximum was 37. The table also informs that the total score of pre-test at control class was 729. It also showed that the mean of pre-test score was 31,70.

Table 4.12 Descriptive Data of Post-Test of Treatment Class

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
POST-TEST 1	23	31	40	801	34.83
Valid N (listwise)	23				

Source: SPSS, processed

The table 4.12 informs that the total of students in treatment class is 23 students. It also showed that the score minimum of post-test in treatment was 31 and score maximum was 40. The table also informs that the total score of post-test at treatment class was 801. It also showed that the mean of post-test score was 34,83.

The results displayed that posttest had a higher mean ( $M=31,70$ ) than pretest ( $M=34,83$ ). Since there was a significant difference between the mean of two groups on the pretest and post test, the result of data analysis confirmed the idea that dubbing-based strategies have a significant influence on native like pronunciation development.

### c. Normality Test

Statistical errors are common in scientific literature and about 50% of the published articles have at least one error. The assumption of normality needs to be checked for many statistical procedures, namely parametric tests, because their validity depends on it. The result for normality test for pretest and posttest was list below:

Table 4.13 Normality test of pre-test experimental and control class

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result of Test	Pre-Test Eksperimen	.130	23	.200 <sup>*</sup>	.975	23	.807
	Pre-Test Kontrol	.145	23	.200 <sup>*</sup>	.951	23	.304
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

- a. Test distribution was Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This was lower bound of the true significance.

The sig. of the class was 0,807 for the pre-test experimental class and 0,304 for the Control class, according to the table above. Because both of the values were more than 0,05, it was considered that the data in this study was normal. In the test, the level of significance is set up at 0,05 as presented in table 4.13, the asymp.sig of experimental class was 0,807. It means the data were higher that the level of significance (0,05) or  $0,200 > 0,05$ . It was suggest that the data of pre-test in experimental and control class were normally distributed. Besides, the tests of normality for post-test and pre-test in control class can be seen in the table 4.14.

Table 4.14 Normality test of post-test experimental and control class

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result of Test	Post-Test Eksperimen	.165	23	.105	.953	23	.345
	Post-Test Kontrol	.142	23	.200*	.949	23	.281

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

- a. Test distribution was Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This was lower bound of the true significance.

According to the table above, the class sig. was 0,345 for the post-test experimental class and 0,281 for the Control class. Because both of the values were more than 0,05, it was considered that the data in this study was normal. The level of significant shows that pretest and posttest both is higher than 0,05 in the normality test. In the table 4.14 the level of significance was 0,05 the assymp.sig was 0,200. It means the data were higher that the level of significance (0,05) or  $0,200 > 0,05$ . From the computation the data of experiment and control class were normally distributed. It means that pretest and posttest are both normality data.

d. Homogeneity Test

A test of homogeneity tests the null hypothesis that different populations have the same proportions of some characteristics. The assumption of homogeneity of variance is an assumption of the independent samples t-test and ANOVA stating that all comparison groupshave the same variance. The result for homogeneity test for pretest and posttest was list below:

Table 4.15 Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of Test	Based on Mean	.171	1	44	.681
	Based on Median	.086	1	44	.771
	Based on Median and with adjusted df	.086	1	42.123	.771
	Based on trimmed mean	.151	1	44	.699

Source: SPSS, processed

According to the table, the post-test score homogeneity significance is 0,699  $\geq 0.05$ , indicating that the initial test variable in the experimental and control classes is homogenous, with a Levene statistic of 0,171. The level of significant shows that pre-test and post-test both is higher than 0,05 in the homogeneity test. It means that control class and treatmentclass are both homogeny. The above data of pretest and posttest proved to be normality and homogeneous, therefore the data processing can be continued to the parametric test.

## 2. Hypothesis and Interpretation

The researcher in this study used the formula of T-test to analyze the data to know the result of students" test which are conducted before and after doing treatment. The data were analyzed using the following of t-test. And the result is

Table 4.16 Independent T- Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Test	Equal variances assumed	.171	.681	4.415	44	.000	2.826	.640	1.536	4.116
	Equal			4.415	43.761	.000	2.826	.640	1.536	4.116



variances not assumed										
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Source: SPSS, processed

The T-test value was 4.415, and the degree of freedom (df) was 46 (df=2;46-2=44), according to the results of table 4.16. The  $t_0$  obtained was compared to t-table either at either at level 5%. At value 5% t-table was 2.144. Based on the table, it can be analyzed that  $t_0$  was higher than t-table either at level 5%. In other words, we can read  $4.415 > 2.144$ .

So, the researcher can conclude that  $H_0$  was rejected and  $H_a$  was accepted. As a result, the test results show a difference in student scores between the control and experimental classes. It can be stated that the experimental/treatment class that used the dubbing method scored higher. This implies that dubbing method for teaching Pronunciation are more effective.

### C. Discussion

In this section, the researcher would like to describe and discuss the findings of the research based on related theory. All the data collected from the instrument provided information of the research findings. The result of the students' score was calculated by using homogeneity-test, normality-test and t-test. There are three points on the effect of Video dubbing towards students' pronunciation skill on offering help. The aims of this research was to find out whether or not there was any significant improvement of pronunciation skill before and after being taught by using dubbing method.

Based on the analysis, it was found that there was improvement of group who were taught by Dubbing method and those who were not. It could be seen from the pre-test result before treatment and post-test result after treatment in both of group. The mean score of pre-test in experiment class was 31,70 and the mean score of post-test 34,83.

Meanwhile, the mean score of pre-test in control class was 31,26 and the mean score post-test was 32,00. Both of class from pre-test and post-test score got a normality and homogeneity data with the significant (0,05). The gained of hypothesis of test using t-test with significant 0,05 showed that t of t-obtained was 4.415 Meanwhile, the t-table (tt) of df (44) in significance 5% was 2.144 and significant 2-tailed  $< 0,05$  ( $0,000 < 0,05$ ). It means t-observation (t0) was higher than t table (tt), so the alternative hypothesis (Hi) was accepted and the null hypothesis (Ho) was rejected. It means there was significant difference of pronunciation skill between the students who were taught using Dubbing method and those who were not.

It means, there was significant effect of using Dubbing method on Students English pronunciation skill. In experimental group, before treatment was given the pre-test result showed that the lower percentage was Weak category and highest percentage was good category, nobody's achieved very good category. But after treatment was given, the post-test result showed the lower percentages was Fair and the highest percentage some students achieved very good category. It was similar lines with the finding of Merdeka dubbing video can be an appropriate method to use in teaching pronunciation and self confidence and Rokami also found that dubbing movie strategies on Students pronunciation ability at the second grade of MA at Tohiriyah Ngantru Tulungagung is more effective.

Before treatment given in a control group, the pre-test result showed that the lower percentage was weak category, most of students achieved was poor category. After the treatment was given the post-test result showed that there was still most of students in poor and weak category. To illustrate how Dubbing video method worked to the students in experimental group, in order they got achievement better than control class in pronunciation skill. As Fromkin in Merdeka in pronunciation skills teacher should teach students how to listen to others, how to talk with others, and how to negotiate meaning in

a shwered context.

Moreover, there were other effects in learning process by using dubbing method. The effects from that learning were; the first, some factors that really influence to Students pronunciation skill, one of them was Students concentration, from interview conducted on control group students and experimental group student in the first meeting. Most of them said they could not concentrate well in pronunciation. In learning process by using Dubbing video method, the students were more concentrated, because imagery made them was motivated in pronunciation skill, as we know using was imagery someone can pervade the information that they read optimally. It was also supported by Duguan, dubbing methods used to make students understanding more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker.

The second, by using dubbing method the students were explored to be creative, they had to learn new vocabularies, looked for its meaning, how to pronoun it, and the most important in every phase of using Dubbing video method. It was also supported by Burston through this method the students was attention, so focused Students concentration, draw on students' imagination and build a connection with other students and instructor. After the students used this method they can increase memory of content and understanding it was also making learning fun.

The third was fun, students got a social skills after they interact with their friend and teacher in comprehend new lesson directly. It made them confidence and more excited to learn. It proved from the significant different mean between pre- test and post- test both of group and it was similar lines with the finding of Cut Sarah Maqfirah the majority of the students gave positive responses toward the use of the dubbing method.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

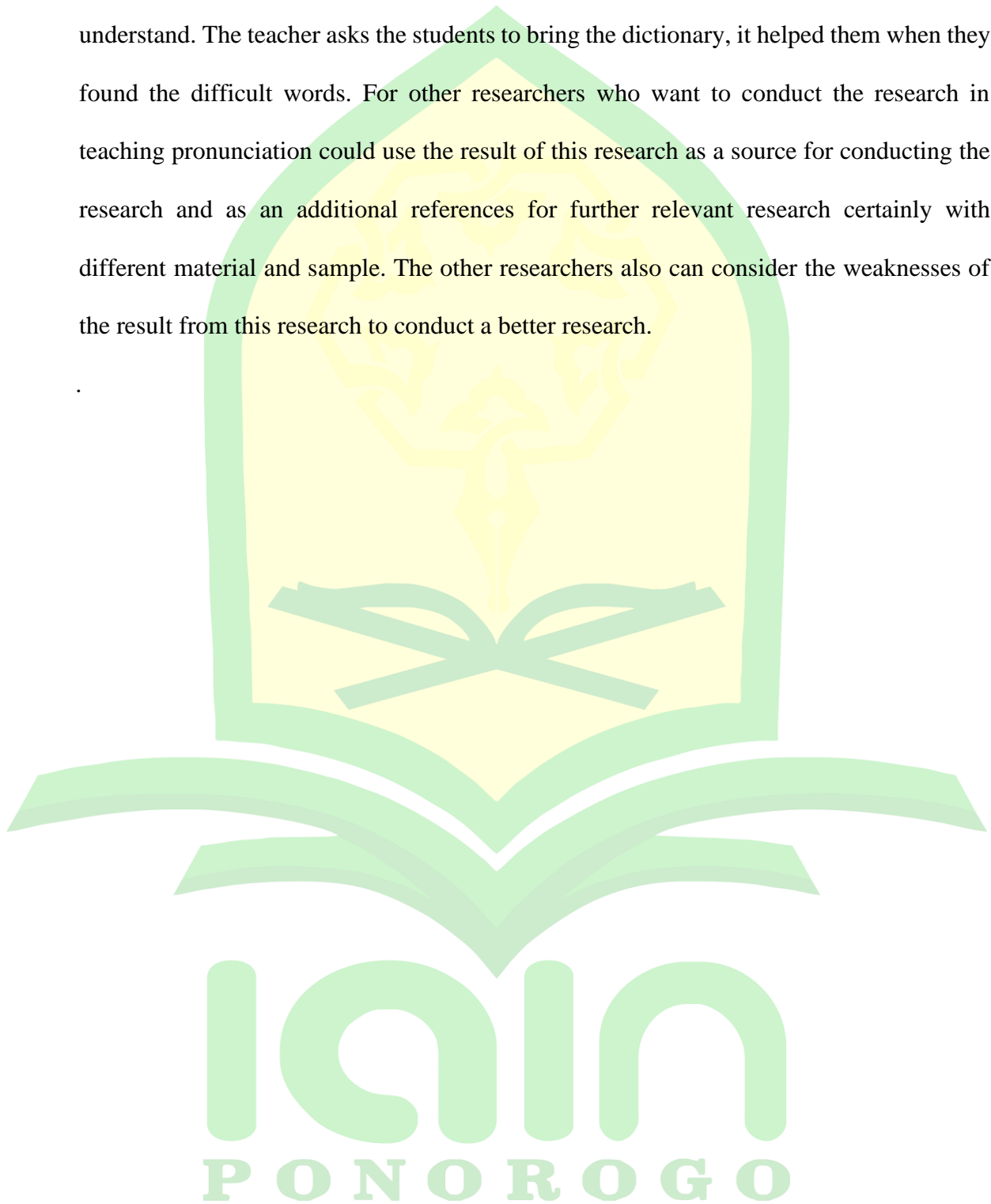
#### A. Conclusion

After conducting the research, there was significant effect on students pronunciation skill after being taught through dubbing method . This could be seen from the T-test result which showed that the students mean score of pre-test in control class was 31,26 and the students mean score of pre-test in experimental class was 31,70 but the students mean score of post-test in control class was 32,00 meanwhile the students mean score in experimental class was 34,83. In the value sig (2-tailed) was 0.000 which was lower than 0.05. The value of  $t_0$  was 4.415 and df was 44. The  $t_0$  obtained was compared to t table either at 5%. At value 5% t table was 2.144. Based on the table, it can be analyzed that  $t_0$  was higher than t table either at level 5%. In other words, we can read  $4.415 > 2.144$ . So the researcher can conclude that  $H_0$  was rejected and  $H_a$  was accepted. It means there was significant difference of pronunciation skill between the students who were taught using dubbing method and those who were not.

#### B. Suggestions

After doing the research, the researcher would like to offer some suggestions. The teachers, especially those teach Islamic Senior High School Al Islamiyah Madiun could use Dubbing video method as an alternative method to improvement Students pronunciation skill score. It can be useful to improve their English teaching and learning especially for teaching pronunciation skill. The teacher should be well prepared before entering the classroom. The learning material should be related to the context of the Students lives in order to make the students easier to relate new information and their background knowledge. The teacher must be creative teacher to make the teaching learning

activity more interesting by using this method the reason was to make the students enjoy the teaching and learning activity and make them interested in learn English, most of them do not like English because they feel boring and think that English difficult for them to understand. The teacher asks the students to bring the dictionary, it helped them when they found the difficult words. For other researchers who want to conduct the research in teaching pronunciation could use the result of this research as a source for conducting the research and as an additional references for further relevant research certainly with different material and sample. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.



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