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Home / About the Journal

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- Reviewers
- Focus and Scope
- Peer Review Process
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- Publication Ethics
- Plagiarism Screening
- Author Guidelines
- Online Submission
- Copyright and Licensing
- Abstracting and Indexing

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- Author Guidelines
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- Abstracting and Indexing

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DAFTAR ISI

Articles

Korelasi Disiplin Sholat Lima Waktu dengan Kedisiplinan Mahasiswa Program Studi Kedokteran Program Sarjana Universitas Lambung Mangkurat

Rifka Aulia Rahmah, Andi Clarizza Dhea Nafadhika, Putri Yasmin Raodhatul Isra, Gt Muhammad Irhamna Husin 85-97

[PDF](#) Abstract Views : 104 times, Downloaded 102 times , DOI : <https://doi.org/10.21462/educasia.v8i2.139>

The Influence of Preschool Children's Intellectual Maturity and Thematic Learning on Physical Education Learning Outcomes in Elementary School

Andri Tria Raharja, Kautsar Eka Wardhana 99-113

[PDF](#) Abstract Views : 73 times, Downloaded 72 times , DOI : <https://doi.org/10.21462/educasia.v8i2.140>

Persepsi Mahasiswa Terhadap Penggunaan Infografis Untuk Mengajar Ketrampilan Mendengarkan Bahasa Inggris Pada Siswa MTs di Tulungagung

Shelly Nur Lutfiyah, Dwi Astuti Wahyu Nurhayati 115-127

[PDF](#) Abstract Views : 51 times, Downloaded 52 times , DOI : <https://doi.org/10.21462/educasia.v8i2.153>

Aktualisasi Sistem Green School dalam Meningkatkan Perilaku Hidup Bersih dan Sehat pada Siswa MI Gunungkidul Yogyakarta

Puti Astias Zarin, Ahmad Shofiyuddin Ichsan; Rohmat Dwi Yunianta 129-146

[PDF](#) Abstract Views : 91 times, Downloaded 66 times , DOI : <https://doi.org/10.21462/educasia.v8i2.154>

Dubbing as a Pedagogical Tool: An Experimental Study on Eleventh-Grade Students at SMAN 8 Samarinda

Arbain Arbain, Abdul Rohman, Sonia 147-156

[PDF](#) Abstract Views : 66 times, Downloaded 51 times , DOI : <https://doi.org/10.21462/educasia.v8i2.155>

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- Reviewers
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- Author Guidelines
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ARTIKEL

Dubbing as a Pedagogical Tool: An Experimental Study on Eleventh-Grade Students at SMAN 8 Samarinda

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Abstract

This study was conducted to determine the efficacy of the dubbing method on the speaking ability of eleventh-grade SMAN 8 SAMARINDA students. This research is related to the findings of previous studies, which continue to indicate that many students lack adequate speaking skills. This study employs experimental research to determine whether the dubbing method is effective or ineffective for teaching students how to communicate. The study was conducted six times, once during each of the pre- and post-tests and four times during the experiment. The obtained data is based on the pre- and post-test scores of the students. The author concludes, based on the research conducted, that the use of the dubbing method in learning is effective in enhancing students' speaking skills, as indicated by their test scores. Furthermore, the calculation of the paired sample t-test reveals a significant effect, as indicated by the sig value. 0.01 0.05, therefore H_0 is rejected, so it can be inferred that the dubbing method is effective on the speaking ability of SMA Negeri 8 Samarinda eleventh graders.

Keywords: dubbing method, speaking, movie

1. INTRODUCTION

Most people today agree that social media is unavoidable. We'll seek suitable stuff. Our social media usage behavior can intelligently anticipate what material we prefer. Social media content providers and users experience this. We'll always have uniform content like viral content voiceovers and cover voiceovers, especially in the viral content department. Dubbing, voice over, and ADR often overlap, therefore many beginners don't comprehend it (Furukawa et al., 2016; Orero, 2009).

Indonesian films are becoming more imaginative and intriguing as technology advances. Movies now entertain and relieve boredom. Indonesian and foreign films shown in Indonesia are in high demand. Dubbed Indonesian films are screened abroad.

Miggiani (2019) remarked, A dubbing production replaces the original voice/dialogue track with a newly recorded one in the target language (TL) and mixes it into another international soundtrack. The new dialogue is synced with the images to make it appear that the original actors are speaking in the target language. According to (Sánchez Requena, 2016), dubbing replaces the source language dialog of a film or audio-visual text with a voice recorded in the target language. (Nicolae, 2018) notes that dubbing can mean altering a soundtrack or lip synchronizing to match an existing source. Matching lip noises and movements is the restricted definition.

English allows global spoken communication. English proficiency makes communication easier for everyone. English is an international language, therefore using it to exchange information and socialize in business can help someone find a job. According to (Geroda & Yeusy, 2022), communication can facilitate socialization and group interactions. Modern civilization communicates to explore each other's potential, as seen in various information technology mediums. Speaking classes must teach vocabulary, pronunciation, grammar, learning, accuracy, and comprehension. Speak to communicate (Farmana 2018). According to (Arbain & Nur, 2017), most people judge language learning success by how well they can talk and converse. These four abilities should prepare students for higher study or career, especially in English-speaking fields. Reading and vocabulary are linked to speaking skills, according to (Boyoh, 2018).

Many high school pupils lack communication skills and fear public speaking. They think speaking in public should be avoided and feared, as is the case with students at SMA Negeri 8 Samarinda, where the author conducted the research, due to nervousness, lack of confidence, and fear of making mistakes. According to (Rohman & Ado, 2022), public speaking makes pupils anxious and makes it hard for them to communicate. When researchers observe and intern at the school, many pupils are still unwilling to talk, and those who do make mistakes due to nervousness. anxiousness, uneasiness, lack of confidence, social anxiety, and fear of making mistakes make public speaking tough. Public speaking anxiety in a foreign language hinders more detailed public speaking skills (Prihatiningsih et al., 2023).

Four speaking skills matter most, language speakers must be consciously trained to speak fluently in any system. Speaking abilities are crucial to career success, but they are not restricted to that. Speaking skills help personal lives too. The researcher used sports to teach her students communication skills. Putra et al. (2022) mention that experience in managing the classroom can be transmitted to the children who are learning speaking in the classroom. According to Rindu & Ariyanti (2017), good classroom management helps teachers organize, assess, and motivate students. Students received English instructions for this exercise. (Prihatiningsih et al., 2023) mentioned in sociopolitical and professional settings, public speaking is crucial. Language without speaking is just written. Our community speaks.

(Aziz et al., 2022) examined students' English proficiency after dubbing and watching videos. (Li & Wang, 2015) also tested movie dubbing to improve Chinese speaking

skills. Jo (2022) examined how dubbing projects increase students' speech and vocabulary. This study, like the two above, uses dubbing to learn to talk and speaking examinations as instruments. Nuryandi's research also examines students' reactions to dubbing. This study examines students' speaking ability before and after video dubbing in English learning.

2. LITERATURE REVIEW

Dubbing is a production technique in which the original voice or dialogue track of a film or audio-visual source is substituted with a newly recorded one in the target language, creating the illusion that the original actors are speaking in the dubbed target language. Miggiani (2019) explains that this process is simplified by adapting the dialogue to the rhythm of the film, thereby making it more accessible and comprehensible for the audience. This study concentrates on video dubbing, a technique that teachers can implement in the classroom to improve teaching and learning processes, particularly in the teaching of speaking.

Danan (2010) defines dubbing as the substitution of the original voice of a film or audio-visual text's source language dialogue with a distinct voice recorded in the target language. According to Nicolae (2018), dubbing has two meanings: first, it refers to the replacement of an existing soundtrack, and second, it refers to lip-syncing to coordinate the sound with the source's existing lip movements. Video dubbing is not only a prevalent practice in the business world, but it is also used in the classroom to improve students' speaking abilities and self-assurance. During the dubbing procedure, students can either replace an existing soundtrack or add sound to a silent film. This method can aid in the development of public speaking skills and self-assurance, as well as reduce boredom and make learning more pleasurable.

Before engaging in dubbing, a dubber must grasp several requirements. These include character comprehension, emotional control, lip sync, and improvisation. A dubber must comprehend each character they will portray, control their emotions when acting, ensure lip synchronization for a natural appearance, and be adept at improvisation in order to bring the character and film's ambiance to life. There are two dubbing techniques described: the wet dubbing technique, in which mouth movements are prepared with extant sound files, and the dry dubbing technique, in which mouth movements are prepared with unmade sound files (Di Giovanni, 2020).

Dubbing techniques provide numerous advantages for language acquisition and media comprehension. Initially, the technique enables the full incorporation of dialogue within the narrative without the need for abbreviations. This is predominantly due to the lack of spatial constraints in the dubbing process. However, it is the responsibility of the dubber to ensure alignment with the vocal movements on-screen, thereby enhancing the authenticity of the dubbed content. Second, the use of dubbing techniques creates an environment in which observers can simultaneously focus on both the visual and aural components of media. This convergence of sensory information enables viewers to apprehend the content more effectively without the distraction of subtitling. As a result, the audience can engage with the material more thoroughly because their cognitive resources are not divided between reading and viewing, enhancing their overall comprehension and enjoyment of the content (Ferriol, 2021).

3. RESEARCH METHODOLOGY

This study was conducted at a school, specifically SMAN 8 on Untung Suropati Street, Karang Asam Ulu, Kec. Sungai Kunjang, Samarinda, East Kalimantan.

3.1. Research Design

This investigation employs an experimental methodology and a descriptive-quantitative strategy. As suggested by Sugiyono (2018), the purpose of experimental research is to determine the potential effects or impacts of applying specific treatments during the learning process, using different approaches, methods, or media. The quantitative methodology employs numerical data, which facilitates statistical analysis.

Various experimental research designs can be employed, including pre-experimental design, true experimental design, factorial design, and quasi-experimental design. In this investigation, a quasi-experimental design, specifically the pretest-posttest control group design, was chosen. This design entails administering a specific treatment to a group of subjects over a predetermined time period, then evaluating the results. This design, as outlined by Sugiyono (2018), allows for a more precise comprehension of the treatment's effects by allowing comparison with pre-treatment conditions.

3.2. Participants of the Study

The population chosen by the researcher is the research object, a crucial element for accomplishing research objectives. According to Sugiyono (2018), a population is an exhaustive region comprising subjects or objects with specific quantities and characteristics that are studied by researchers in order to draw conclusions. In this instance, the population consists of eleventh grade SMAN 8 Samarinda students for the 2022-2023 academic year. Sampling, another essential aspect of research, entails taking a representative sample from the entire population for the objectives of study. This study employs a technique that allows the researcher to select the sample based on specific criteria. Two classes, XI-2 and XI-6 were selected for this research, with 36 students in each class, for a total sample size of 72 students.

3.3. Instruments

In this research, the researchers collected data using two key instruments. Prior to and after the application of the dubbing method, students' English-speaking abilities were evaluated through a speaking examination. The test was administered three times: first, to assess students' abilities prior to treatment; second, during treatment for the experimental class; and third, to compare the experimental class with the control class, which did not receive treatment. The speaking examination consisted of reading from a supplied conversation sheet and then recording the audio. During the experimental phase, students read the conversation page, viewed the video to be dubbed, recorded their voices aligning with the video, and then, in their respective groups, added their audio to the video clip. The compilation of attendance lists, score lists, and images of learning activities was used to supplement data collection.

3.4. Data Analysis Techniques

In this study, data were collected from pre-test and post-test results, and students' scores were calculated using a specific formula. The pre-experiment phase commenced

with a preliminary control of non-experimental variables or control classes that could potentially affect the study's results. Using the technique of purposive sampling, two classes were selected and categorized as the experimental class and the control class. The purpose of controlling this variable was to assure equality between the two classes prior to the experiment, thereby beginning the experiment from the same point.

In the ensuing experimentation phase, the second-grade students' speaking proficiency was evaluated through the application of treatment. Students and scientists administered the treatment using video media and translation techniques. The experimental class used these dubbing techniques to learn English, whereas the control class continued to use standard English speaking learning practices without any specific treatment. Using the specified dubbing technique, the experimental class improved their speaking skills through activities such as observing provided videos, analyzing language contexts and character personalities, and recording dialogues into the videos. In contrast, the control group received no special treatment and was only given a pre-test similar to the experimental group's, followed by a post-test with which to compare the experimental group's performance.

The final phase of the experiment consisted of administering a post-test to both courses using the same material as the pre-test. The objective was to evaluate the effect of the dubbing techniques on the speaking abilities of the students and to compare their pre- and post-test scores to determine whether their abilities improved or declined.

4. RESULTS

This study was conducted at SMA Negeri 8 Samarinda, located on Untung Suropati Street in the Karang Asam Village of the Sungai Kunjang Subdistrict in Samarinda, East Kalimantan. The institution, which was founded on August 23, 1993, served as the setting for the study in which eleventh graders from classes XI-2 and XI-6 were selected. Class XI-2 was the control group, and class XI-6 was the experimental group. The research encompassed six class sessions for both experimental and control groups. The purpose of the initial meeting was to administer a pre-test to both classes. The next four sessions in the experimental class were devoted to implementing the novel treatment using the dubbing technique. The post-test for both sessions was scheduled for the final meeting.

4.1. Pre-Test Results of the Control Class

During the preliminary phase of the pre-test for the control class, each student was given an identical dialogue script. The participants were then tasked with reading aloud and recording their accents using their known intonation and pronunciation. The scores on the pre-test for the students in the control group ranged from a high of 73 to a low of 47. However, the average score was determined to be 63.41.

4.2. Post-Test Results of the Control Class

Similar to the pre-test, the post-test involved distributing identical dialogue scripts to all pupils. Then, they were required to read and record their voices in accordance with their recognized intonation and pronunciation. After calculating the post-test results for the control group, it was determined that the greatest score was 78, the lowest score remained at 47, and the mean score increased marginally to 64.13. The subsequent section contains two tables displaying the pre-test and post-test scores of the pupils. The results

are consolidated in a control class-related diagram. The total scores from the pre-test and the post-test were compared.

Table: 1 Mean Score in Pre-test - Post-test control class

Class	Mean Score
Pre-test control class	63,41
Post-test control class	64,13

The students in the control group who were not given any special treatment showed only a slight improvement in their ability to speak without using the dubbing method, as depicted in the bar graph above.

4.3. The Result of Pre-Test Experimental class

At the pre-test stage of the experimental class, each student was given the same dialogue script and instructed to read it aloud and record his or her voice using the correct intonation and diction. In the experimental cohort, the highest score on the pre-test calculation was 69, the lowest score was 47, and the average score was 62.33.

4.4. The Result of Experimentation Stage

The research methodology consisted of a series of procedures, the first of which introduced students to the concept of dubbing. In this phase, the researcher clarified the nature of dubbing, the process involved, and the tasks assigned to the students. After a demonstration of dubbing, students were divided into six groups and provided with a video and dialogue script. The participants were then instructed to record their voices to match the vocal movements and intonation of the video. Despite initial confusion among groups unaccustomed with dubbing, the first treatment increased students' confidence and willingness to ask questions.

In subsequent treatments, students gained a deeper comprehension of the duplicating procedure. The second proposal contained the same video and dialogue script as the first. At this juncture, however, the researcher did not repeat the definition or process of dubbing, as students had begun to grasp these concepts. There was an increase in student activity as a result of this intervention, although some students were still struggling with the process. By the third meeting, student speech, including intonation and fluency, had improved, despite the fact that some students were still hesitant. The final treatment resulted in a significant improvement in student performance, including improved intonation adjustment, fewer hesitations in script reading, and increased confidence and participation.

4.5. The Result of Post Test Experimental class

At the post-test stage, all students were given the same dialogue script as the pre-test stage, and they were instructed to record their voices using the correct intonation and pronunciation. In the experimental cohort, the highest score on the post-test calculation was 82, the lowest score was 65, and the average score was 76.75. Below are two tables displaying the pre-test and post-test scores of the students. The experimental class diagram is then used to summarize the outcomes. Researchers compared the average scores from the pre- and post-test.

Table: 2 Mean Score in Pre-test - Post-test experimental class

Class	Mean Score
Pre-test control class	62,33
Post-test control class	76,75

Looking at the results of the above bar graph, it can be seen that students in class XII-6, or the experimental class, made progress and scored higher after learning speaking through duplicating techniques. This can be seen by comparing the pre-test score of 62.33 to the post-test score of 76.75, a 14.42-point improvement. Considering these results, one can conclude that there is a significant difference in the value of the experimental class after employing the dubbing method for pupil speaking acquisition.

Based on the pre- and post-test calculations of the experimental and control groups. The post-test score of the control class is 63.41, which falls within the sufficient category, while the post-test score of the experimental class is 76.75, which falls within the outstanding category. There is a 13.34-point gap between the two classes.

On the basis of the preceding statement and the results obtained by the experimental class, it can be concluded that the application of the dubbing method to the experimental class, which was conducted four times on four different days, was effective for learning to speak in class XI of SMA Negeri 8 Samarinda, particularly in class XI-6, which received special treatment.

5. DISCUSSION

The objective of this study was to evaluate the effectiveness of the dubbing method on the speaking abilities of eleventh-grade students at SMA Negeri 8 Samarinda. The study, which utilized a quasi-experimental design, included 72 participants, who were divided into a control group and an experimental group of 36 pupils each. There were six sessions in total, including a pre-test, post-test, and four treatment sessions. The dubbing method, specifically video dubbing, was introduced as an inventive classroom technique. In this procedure, researchers gave each group dialogue scripts and video segments to dub.

During the first session, both the control and experimental groups were required to record their voices while reading a prepared dialogue script. Following the pre-test, it was observed that the control group performed marginally better than the experimental group. Subsequently, the experimental group was introduced to the duplicating technique during the experimental phase. This procedure included a concise explanation of the dubbing process and the delivery of a five-minute video to be dubbed using the prepared dialogue script. Initially, students found it difficult to coordinate their intonation with the lip movements of the video characters, particularly those who were unfamiliar with dubbing. In subsequent meetings, however, these obstacles were gradually surmounted. After four dubbing sessions, both the control and experimental groups were given a post-test.

Upon evaluating the post-test results, it was discovered that the experimental group's average score had increased in comparison to their pre-test scores. In contrast, the average score of the control group decreased marginally from their pre-test results. This improvement in the experimental group's scores can be attributed to the dubbing method, which allowed students to refine their speaking skills, including pronunciation and fluency, through repeated reading and recording. The outcomes of learning were significantly different between the experimental group, which was taught using the dubbing method, and the control group, which received no special treatment. The experimental group's scores fell into the 'Very Good' category, whereas the control group's scores were deemed 'sufficient,' leading to the conclusion that the mimicking method was highly effective at improving students' speaking abilities.

Previous studies support the findings of this one. For instance, (Haerunnisa et al., 2021) found the dubbing method to be quite effective in enhancing students' speaking abilities, as exemplified by significant post-test score improvements following the application of the dubbing method in English language learning. Similarly, Thi (2021) found that the dubbing method could strengthen students' speaking abilities, as the average score increased from 46.50 to 80.30 in the first cycle, representing a 72.70 percent increase. Comparatively, the current study found a smaller difference between pre- and post-test scores in the experimental group, although both experimental and control groups improved. A paired sample t-test was performed to determine whether the derived values were statistically significant, demonstrating that the dubbing technique is quite effective. This approach differed from the t-test statistical test utilized in previous studies, demonstrating the versatility of statistical tests in scientific research.

6. CONCLUSION

Based on the research objectives and outcomes, it can be concluded that the dubbing method is considerably effective in improving English speaking skills among Class XI students at SMA Negeri 8 Samarinda. This conclusion is supported by pre-test and post-test results that show a significant difference in scores between the control and experimental groups. Despite the control group initially outperforming the experimental group in the pre-test, the post-test results showed a reversal of this trend following the experimental group's exposure to the dubbing method across four sessions. Consequently, while the control group's performance was deemed adequate yet ineffective, the experimental group's performance was categorized as 'very good'. Following these tests, a comparative analysis using a paired sample t-test was conducted to assess the impact of the dubbing method on learning outcomes. The experimental group yielded a significant result, while the control group's result was non-significant. This led to the rejection of the null hypothesis and the acceptance of the alternate hypothesis for the experimental group, thereby confirming the effectiveness of the dubbing method in enhancing students' English-speaking skills.

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