The Use Of Dubbing Video Technique For Improving Students Speaking Skill and Confidence of Senior High School Students

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Abstract

Many students have difficulties in speaking.Lack of ideas is the main problem that students face in speaking.It is influenced by lack of mastery of vocabulary and pronouncing words. Based on these problems an appropriate teaching technique is needed to help students improve theirspeaking ability and self-confidence. This paper aims to explain how to improve students' speaking skill by using dubbing video technique. Dubbing video is process of fill the sound of the video where the original soundtrack is turned off. There are some stages implementing video dubbing which are; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing video activity, and follow-up activity. The objective of this paper is to help the students expressing their idea based on the video that they watch in order to improve their speaking skill and self-confidence

Key words: Speaking, Self-Confidence, Dubbing Video

A. INTRODUCTION

English language is used in many fields such as science, technology, business, and education. The ability to speak in this language in order to survive in global society is really needed. In education English has become primary language of communication, especially at senior high school English language proficiency is very necessary, not only in writing but also speaking because many jobs and professions look for qualified job applicants who are capable in English both in written and spoken form. English is one of important elements in education to develop human sources. Students are expected to speak appropriately because speaking has been one of the skills that senior high school students are required to have.

Many students especially senior high school students still have low competencies in speaking. According to Richard (2015), students often speak

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slowly because of several aspects such as students have no linguistics competence, their spoken language do not sound natural, poor of grammar and pronunciation. Based on the writer experience in School Number 1 Kubung, the main problem that students face in speaking is the lack of ideas. It's caused they don't have self-confidence, lack of vocabulary, and difficult in pronouncing words. In addition, according toGuoqiangliao (2009) most of the teaching activities are of the traditional techniques so that student feel bored instead of appreciating them and accepting them.

The ability of speaking is to perform the linguistics knowledge in the actual communication. Speaking is producing the language through the mouth to create sounds.Kayi's (2006), defines that speaking is the process of building and sharing meaning in a variety of contexts by using verbal and non-verbal symbols. According to Harmer (2001), Speaking is the ability to speak fluently, not only presupposes the knowledge of language, but also the ability to process information and language. Burns and Joyce (1997), defines that speaking is as an interactive process of building meaning that involves producing, receiving, and processing information. In addition, speaking skill is an act of making or producing vocal sound to express feeling in spoken language by using grammar and vocabulary that used to communicate with others.

Speaking have several aspects that speaker need to acquire in order to communicate effectively. According to Harris (1984), there are five aspects to evaluate students' speaking, namely: pronunciation, vocabulary, grammar, fluency, and comprehensibly based on rating scale. According to Yates (2002) pronunciation is sound's production that used for making meaning.According to Brown, Waring, &Donkaebua (2008) vocabulary is one components of linguistics influencing the development of communicative competence and learners' language skill as well. According to MartynBygate (1987), speaking in foreign language is not easy, it is necessary to know a mount certain of grammar and vocabulary. According to Nunan (2003) fluency is the ease and speed which make student able to formulate and generate speech in the target language.Laoma (2003) states speed, intonation, stress, and rhythm are included comprehensibility.

In teaching speaking, teacher helps students to develop their knowledge such as develop the ability to produce sentence, how to pronounce words, and others. According to Harmer (2001) teacher should be able to develop activities which is promote students to use language in real communication. Speaking is a tool for the other people to communicate. It can be rolled out by dialogs or monolog. The role of speaking is important in human life because human cannot live normally without communicating with other. But, sometimes teacher faced the in the classroom in teaching speaking is so complicated.

Self-confidence is the ability of individual to be able to understand and believe in their potential that can be used in to face their adaptation. The students who have self-confidence usually initiative, creative, and optimist about something.The students who do not have self-confidence usually behave

less passionately, such as insecure, pessimistic, passive, apathetic and a priori maintenance.Self-confidence is important to improve student in learning process.

Gençtan and Ŏzbey (2004) defines that self-confidence is as an individual's recognition of his own abilities, loving himself, and being aware of his own emotion. According to Dureja and Singh (2011) self-confidence is the internal feeling of assurance about one self and the surroundings. Meanwhile, according to Rubio (2007) self-confidence is a feeling of required to handle basic problem in life, and be happy. Then, Hacene (2011) defines that self-confidence means an individual's self-assessment and self-esteem. From the statement above, it can be concluded that self-confidence is the ability of an individual to be able to understand and believe in all their potential so that they can be used in the face of adjustment to their environment.

Akagündüz (2006), divides self-confidence into two sub-categories that are intrinsic self-confidence and extrinsic self-confidence. Intrinsic self-confidence is the thoughts and emotions about individuals' being compared or pleased with themselves. Extrinsic self-confidence is the behavior and attitude towards others. In addition, in the other study by Sar, Avcu, and Işiklar (2010), self-confidence can be classified into groups as inner confidence and outer confidence.Self-confidence has a key characteristic to start any actions especially for speaking. Speaking is an exclusive place to have affective communication, and self-confidence is one of facilitators to start conversation.

There are several texts that are used as learning material for tenth grader of senior high school based on 2013 curriculum. One of them is a procedure text. According to Anderson (1998), procedure text is a peace of text that tells the readers or listeners how to do something. In line with Larson (1998), procedural text is texts which give instructions how to do something. It's to provide instruction for making something, doing something, or getting somewhere. It explains how someone different processes work in sequences based on the steps taken. The purpose of this text is to explain or describe how something can be done such as directions, recipes, and instructions manual.

Dubbing video is one of techniques that teacher can be used to promote process of teaching and learning especially in teaching speaking. Choume (2012) defines that dubbing is consist of replacing the original track of a film or any audio visual text source language dialogue with another track on which translated dialog have been recorded in the target language. Then, Yu (2013 : 20) defines that " dubbing has two meanings : in abroad sense it means to replace and existing soundtrack, and in narrow sense it means to do a type of lip-syncing to match a voice and lip movements of existing source". It refers to the narrow sense of matching the original voices and lip movements.

Dubbing video is an education technique that can be used to improve students' speaking skill and self-confidence. Burston (2005), video dubbing can involve substituting student voices for an existing soundtrack, and the dubbing of muted video clips offers an excellent opportunity to develop skill

of foreign language learners at all linguistics level. It refers to the narrow sense of matching the original voices and lip movements. In the other words, dubbing video is process of fill in the sound of the video where the original soundtrack of the video is turned off. This technique helps students to develop their speaking ability and self-confidence to produce sounds and language by themselves according to the context and it will reduce stress for the students and make the process of teaching learning being fun.

B. DISCUSSION

1. Teaching Preparation

Media are an important thing in the teaching-learning process. It is a tool used to deliver material. The function of the media is to help the teacher in teaching and learning activity. Media help the teacher to teach the students easily. It can create the teaching-learning process more interesting. The teacher may prepare several media such as laptop, projector, and loud speaker.

The next preparation that should be done by the teacher is the video. It must be related to the material. The teacher can find the video from the internet especially on YouTube. It should be remembered that the video does not take a long duration because it will affect students' concentration of the video. The duration of the video should not be more than 5 minutes. In addition, the video should not contain of negative content. It will affect the negative effect on students. The language of video should be appropriate with students' ability. It purposes to make they understand the video easily. The teacher should prepare the script of the video which will be used by the teacher to check the students' dubbing.

2. The Implementation Of Dubbing Video Technique To Improve Student's Speaking Skill And Self-Confidence

The teacher has responsibilities in order to create an active environment and make interesting class during teaching-learning process. Before starting the process of dubbing video, the teacher has to facilitate the students to focus on what they watch. Make sure the video will be played clearly both visual and sound. Then, the teacher introduces the video briefly. Before starting to present the video, the teacher writes some questions on the board about the presentation. For example, 'What is the text about?', 'Have you ever made slime before?' or 'What kind of the is presented in the video?' . The questions will be answered by students after viewing the video, and they answer the questions orally.

The example of video.

There are some stages implementing video dubbing.

1. Active viewing

    The students watch the video presentation about how to make slime, and focus to find the information in the video. They watch the video to get specific details or specific features of language. The students take notes about the information while the video present. This is important in order for the students to not miss the important information or the main idea of the video. After viewing all of the video teacher ask the students to answer the questions that have given before. The students are required to answer the questions orally.

    After viewing all of the video teacher ask the students to answer the questions that have given before. The students are required to answer the questions orally. For example the students answer, 'The video is about how to make slime', 'No I haven't' or 'The text is procedure text'. Through these answers the teacher sees the students' comprehension about the video. This activity is to train students speaking ability and to build their self-confidence in speaking English.

2. Freezing framing and prediction

    Freeze framing is excellent for speculation. The activity fires the imagination of the students by leading them to predict and deduct further about information about the character or scene of the video. Freeze framing means stopping the picture on the screen by pressing the 'still' or 'pause' button to give

additional information about the characters, body languages, facial expressions, emotions, reactions, and responses.

In this activity the teacher plays the video and pause it at certain part. Then, ask a student about what is the next step of the procedure text. For example, 'What is the second steps to make slime?'. 'What is the characteristic of procedure text?'. Then, the students predict the next step is 'prepare activator, that are 1 cup of warm water about a teaspoon of borax and stirring it together'. Or 'the characteristic of procedure text Use adverbial of sequence'. Teacher plays the video as feedback to make sure the answer of students correct or not. Silent Viewing

3. Silent viewing

Silent viewingraises the students' interest, stimulate their ideas, and develop skill of anticipation. In silent viewing, the teacher plays the video without the sound, and tells the students about the steps of procedure text.The teacher asks the students to watch the video carefully. The students see the steps of how to make slime by watching the visual explanation in order to predict what the speaker says. Then, the teacher asks the students to guess what is the speaker saying based on the video. Finally, the video segment is replayed with the sound. It aims to give feedback to the students, so that they can compare their impressions with what actually happens in the video.

4. Sound on and vision off activity

The teacher plays a section of the video unit and remove the visual element of the video, so that the students hear only the sound but unable to see the action. The teacher asks the students to listen carefully about the video of procedure text. There is no picture on the screen, only hear the sound of speaker. In this step the students are able to imagine the steps of how to make slime from the speaker says. It is important for the students to take notes in order to remember the sequential steps. At the end of this step, the teacher replay the video by using the visual element in order the students can compare their imagination about the text what actually happens in the video. It will improve the students' listening ability. Besides that, it will improve their pronunciation, and vocabulary.

5. Repetition and role play

When there are some difficult words in the video, repetition can be necessary step communicative production exercise.A scene of the video is replayed with certain pauses for repetition either individually or chorus. Repetition helps the students in pronouncing words. In the other words, the

students can improve their pronunciationby doing repetition. Meanwhile, Role-playing is a good communicative activity and true repetition for real-life situations.The students become confident with the role-playing because role-play involves the student as an active participant. It gives chance to the students to apply what they are learning, and also will increase the chances of a correct response. As each student plays the assigned role, she/he becomes more and more involve.

In this activity, the teacher asks the students to repeat what she/he says based on the video. After that, the teacher asks the students one by one to describe each steps of the video how to make slime. Each of students who is called their name, they are asked to act out the scene using as much of the original version as they can remember. These activities are conducted to improve the students' speaking ability and build their self-confidence.

6. Reproduction activity

The students are expected reproduce the information in orally that they have got in the video.It aims to improve their speaking skill based on the context of the text. The students do not be afraid if they make mistakes because the teacher will guide them to give corrections. Here, the students should be active because it will help them to express their idea, improve their vocabulary, pronunciation, speaking ability, and self-confidence.

In this activity, the teacher asks the students to find out about the information about the procedure text from text book, internet, material given by the teacher and other sources which can help them to understand the text. They can figure out the definition, social function, generic structures, and the language features of report text. Furthermore, the students should take a note all of the important information that they get in their book sources.

7. Dubbing activity

The teacher gives the new video to the students. They will be watched the video part by part on twice repetition, so that they can prepare about the important points or the important information of the video by taking notes in order they can conduct this activity easily. The students can prepare the script or note of the video or the specific information in order to help them fill the sound of video. Here is the video.

Source :https://www.youtube.com/watch?v=4kC6vi2vVnk

The teacher asks a student to fill the sound of the video procedure text; how to make your own mascara.Then, the video will be played without the sound. After that, the students start to fill the sound of the video. They should describe orally based on the video. They not only fill the sound according to the script or note, but also they can fill the sound based on their ideas that related to the video. Next, each student will take their turn to do this activity. They will not be afraid to try speaking up because they have done some stages to practice before dubbing video conducted.

This technique helps the students to develop their speaking ability and self-confidence to produce sound and language by themselves according to the context of the text. It will reduce stress for the students and make the process of teaching and learning being fun. The students will not be afraid to try speaking up because they have done some stages to practice before dubbing video conducted.

8. Follow-up activity

In this activity, the teacher invites the other students to give comments or any addition about the performance of the students that have dubbed the video. Each student takes turn in doing this activity. Then, the students discuss about the video of procedure text based on the sources and activities that they have done. The students can be discussed about the definition, social function, generic structure, and language feature of procedure text.

This activity is the end of teaching and learning process in implementation of dubbing video technique. From the students' performance, the teacher can see how far the students understand about the material of the lesson. In this activity, the teacher and the students conclude about the material of the lesson. The students can also conclude the activity that have been implemented and how it uses to improve their speaking skill and self-confidence in using English language.

C   CONCLUSION AND SUGESSTION

Speaking skill is an act of making or producing vocal sound to express feeling in spoken language by using grammar and vocabulary that used to communicate with others.Students are required to master speaking skill to have good communication, give information, and solve the problem. Based on the writer teaching experience, the problem that students faced in speaking is the lack of ideas. Many students don't know how to express their ideas because they lack of vocabulary and pronouncing word. So, they do not have self-confidence to express their ideas. Considering the problem, dubbing video technique is the appropriate technique to motivate and build self-confidence of the students in speaking. This technique helps the students to develop their speaking ability and self-confidence to produce sound and language.

In order to be successful in implementing video dubbing, the teacher is suggested to prepare media such as laptop, loud speaker and projector. Next the teacher is suggested to prepare the video that related to the material. The teacher should be remembered the video should be appropriate with students' ability. It should not be more than 5 minutes, and contain of negative content. The teacher is suggested to prepare script of video to check the students' dubbing.

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