

**IMPROVING PRONUNCIATION ABILITY THROUGH DUBBING  
SCENES OF A FILM AT THE ELEVENTH GRADE STUDENTS  
OF MA NURULHIDAYAH BANDUNG BARAT  
IN ACADEMIC YEAR 2018/2019**

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***Abstract***

This research applies behavioristic learning theory in learning to write short stories with literary engineering. In this research it is expected that students will be skilled in writing short stories through literary engineering to foster imagination and ideas that will be written by students in short story writing activities. This research is based on the problem that a student has difficulty writing something that he feels and thinks in written form. Most students express their experiences more easily by speaking in terms of them, students rarely pour into written form. Another problem related to student creativity in writing activities is that many students who complain when getting a writing assignment from the lecturer are very annoying. This is because students do not know where to start and what to do in writing activities. Feelings of fear have become a scourge for students now in writing activities. This research method uses quantitative methods with experiments, in which researchers will provide implementation of the behavioristic approach in learning to write short stories with literary engineering. The results of this study indicate that students are more skilled at writing with literary engineering, where literary works in the form of poetry are changed by students in the form of short stories. As for the stages of each short story based on the experience of students both directly and indirectly into the short story. The learning process was very enjoyable and the students felt honed their talents and interests through this activity. An overflowing of feelings, hopes, and ideals is reflected in the writing of the students so that it helps the lecturer to hone the interests and talents of the students.

**Keywords:** *Pronunciation, dubbing, film*

**INTRODUCTION**

Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. According to Penny (1998), Pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds.

The pronunciations given represent the standard accent of English as spoken in the south of England (sometimes called Received Pronunciation or RP), and the example words given in this key are to be understood as pronounced in such speech.

However, in fact over all of students at MA Nurulhidayah Batujajar feels scared when they must speak with good pronunciation. They have a difficulty about it. For example, the students worried make a mistake to say something in English loudly, they often have difficulty to avoid pattern stress in English pronunciation and the last is the use of media and technique in English teaching also still rarely in MA Nurulhidayah Batujajar. Therefore, the teacher needs a good technique in teaching pronunciation.

Through this research paper the writer intended to identify the use of dubbing scenes of a film in improving students' pronunciation especially at MA Nurulhidayah Batujajar

### **Research Question**

This research is conducted to find this following question: How can the dubbing scenes of a film develop the students' pronunciation at the eleventh grade students of MA Nurulhidayah Batujajar Bandung Barat?

### **Objective of the Research**

The objective of the research is to describe the use dubbing scene of a film in developing pronunciation.

### **Limitation of the Problem**

In this research, the writer would like to focus on the use of dubbing scenes of film to improve pronunciation at Eleventh grade students of MA Nurulhidayah Batujajar Bandung Barat.

For support this research paper, the writer uses a film production of England. It is "Harry Potter 8 – The Deathly Hallows Part 2 at minutes 01:32:15 – 01:36:37". Through this film scenes, the writer wishes the participants of this research can feel easier when they try to dub with a good pronunciation because this film also using dialogue with English accent.

### **Benefits of the Research**

This study expected to:

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1. Increase theoretical information about the using dubbing scenes a film to improve pronunciation.
2. As a source for other writer especially that focused on improving pronunciation.
3. Introduce to the teachers the factors that influence pronunciation through dubbing scenes a film.
4. Develop student ability about pronunciation through dubbing scenes of a film.

### **A. Definition of Key Terms**

#### **1. Pronunciation**

According to Laroy, C (1995: 3) stated that the way we sound when we speak a foreign language has a strong influence on the assumptions other people make about us and the judgement they make about the sort of people we are.

#### **2. Dubbing**

Dubbing, mixing, or re-recording is a post-production process used in film making and video production in which additional or supplementary recordings are “mixed” with original production sound to create the finished soundtrack (Wikipedia).

### **METHOD**

The research employed qualitative method. The specific method was descriptive qualitative method. Descriptive method was a method used in study which was not searching or making the prediction, it described the situation or phenomenon.

According to Creswell, J. W. (2009) “Qualitative research is used to examine questions that can be best answered by verbally describing how participants in a study perceive and interpret various aspects of their environment.”

### **RESULT AND DISCUSSION**

The research was conducted in two cycles. The procedure of the research consisted pre research, research implementation and research discussion. The research finding can be described as follows:

### 1. Cycle 1

#### a) Pre Research

Before conducting the research, the writer has identified the problem of the teacher and the students in teaching learning process. The writer used four instruments to find out the problem, they are: questionnaire, interview, and observation. By knowing the problem, the writer can gather the data that led her to the next step that is planning the action. The following is the table of pre-research schedule:

No.	Activity	Date
1.	Distributing questionnaires	Agst 27 <sup>rd</sup> 2018
2.	Interview the English teacher	Agst 27 <sup>rd</sup> 2018
3.	Pre-observation	Agst 28 <sup>rd</sup> 2018
4.	Interview the students	Agst 28 <sup>rd</sup> 2018

Table 4.1 schedule of pre-research

#### 1) Pre-Observation

Based on the pre research and pre observation result, the writer found some problems, those are:

##### a. *Students' English Comprehension*

The students' English comprehension especially their pronunciation ability was very low. When they speak or read an utterance, the writer did not have any idea what they were talking about. Their low knowledge about pronunciation was reflected on the pronunciation of some English words that sounded like other language's words. Somehow, the other students understand the meaning of the words although the pronunciation was incorrect. They also have difficulties in differentiating Indonesian sound system and English sound system. So, they read English utterances by using Indonesian pronunciation.

##### b. *Students' Intrinsic Motivation*

The students' motivations when learning English was very low. Most of them were too ashamed to ask something to the teacher. They did not like to try something new and they did not like to perform their ability in the classroom as well. They were also afraid of making mistakes. That made them so passive during the lesson. The number of passive students was higher than the number of active students. Actually they were interested in learning pronunciation because it is something new for them. But, in fact the teacher found that: they did not want to speak aloud or read aloud. They also did not want to ask any question to the teacher. They kept quiet as if they just wanted to be invisible.

*c. The Teaching Method and Teaching Media*

The teacher had a good control to the classroom. He was also funny and open minded. But he tended to use same teaching method with limited teaching media. That was why the students bored in the last 30 minutes. The teacher and the students only used LKS (a handbook containing materials and student work the writer ets). Besides, the teacher used pictures and cassettes to teach English. He did not use audiovisual media such as video and film to deliver the materials since the LCD and Laptop had not available yet before the writer came.

The problems above were caused by some factors. The low student pronunciation ability was mainly caused by the lack of student intrinsic motivations. The low intrinsic motivation is caused by the surrounding environment. The people in their environment had very low motivation to study something and to achieve higher education. That was why the students hesitated to make progress in their study. They just kept silent during the lesson. Although they were curious about something, they did not easily show it to others. They were afraid they would make mistakes if they did so.

The problems were also caused by the teacher's teaching method and the teaching media. He taught in class by explaining the material and doing the exercises on the handbook. This made the students bored. Sometimes he asked the students to read the dialogue in front of the class. By doing this way, the teacher could easily control student's pronunciation and could fix any mistakes immediately as well, but it is not enough to create meaningful and enjoyable activity.

The media being used in this school were complete enough, but some of the audiovisual media had not available yet. The teacher only used conventional media such as pictures and handbook. The student pronunciations ability was considered low because they were not accustomed to learning English from the native speaker. They only had two sources in their study: their teacher and English handbook. Those sources, of course, only provided limited information about pronunciation.

2) Questionnaires

Questionnaire was used to prove the general assumptions about the English teaching learning process in MA NURULHIDAYAH, especially in pronunciation practice.

Based on the analysis of the questionnaire result, the writer concluded that the students had many problems in learning English pronunciation. Based on the result of the questionnaire, the writer listed some problems, those are:

- Students had high spirits and interests to study English and English pronunciation but they had lack intrinsic motivation, so they gave up to find other sources to practice pronunciation.
- Students had also limited in source of English material especially on pronunciation study
- Most students had problem in putting right stress in the right syllable/word
- The teacher rarely used various methods and media in teaching.

### 3) Interview

In this paper, the writer interviewed English teacher and the students. Based on the interview with the English teacher Mrs. R, the writer concluded that teacher had some problems in achieving the pronunciation practice goal. According to him, pronunciation was a hard subject because the students had a tendency to follow Indonesian pronunciation which is very different from English Pronunciation. It means that the students do not have awareness to produce correct pronunciation. According to him also, the students of MA NURULHIDAYAH are difficult to improve their ability in English study especially English pronunciation because their habits, which is they lived in environment that rarely use English speaking.

In order to achieve pronunciation practice goal, the writer asked the students to read dialogues in front of the class. By doing so, the teacher not only encouraged the students to read aloud but also could fix any mistakes immediately. He also asked the students to write down some utterances by dictating. The writer wanted the students to understand both oral and written conversation. The teacher applied drilling/method in the classroom since the writer often asked the students to repeat some words after the teacher. Actually, the teaching method used by the teacher was good enough to teach pronunciation, but it was not that effective to achieve the goal. In achieving the goal, the teacher should consider to apply other teaching methods or simply to use media to deliver the material. Instead of using interesting media or applying different methods, the teacher only used the same method.

The situation in the classroom influenced pronunciation practice. The situation should be well controlled since the students needed to pay more attention to the lesson. Most of students were not accustomed to learn pronunciation. It was reflected on their attitude when they read something aloud. They were very nervous and were not confidence.

Based on the interview with the students, F, KT and M, the writer concluded that the students loved to study in funny situation. They said that their teacher was funny and was able to create enjoyable and relax class atmosphere by his jokes although sometimes their teacher becomes frighten when they was not do the homework. The teacher taught pronunciation by drilling and

dictating. He simply explained the meaning of words in a dialogue or in a text and showed how to pronounce each word. The students said that in the classroom they paid attention to the lesson, but sometimes when they were bored they often chatted with their friends or do something else. That boredom occurred because the teacher only used handbook to teach in every meeting.

#### **b) Planning**

Before the action was conducted, everything related to the action that would be implemented was prepared. A test was prepared to know students pronunciation ability improvement before and after the action. The tests were oral test type. The students were supposed to read the dialogue as clearly as possible (Topic narrative text: Cinderella)

There were three meetings in the first cycle. One lesson plan was made for each meeting. The first meeting was about English spelling system and vowels. The second one was about diphthongs. The last was about stress and intonation.

In the first cycle, the writer used power point presentation to deliver the material in the classroom. The writer also used sound systems to facilitate teaching learning process. Before the first meeting was conducted, the writer played a film is “Harry Potter 8 – The Deathly Hallows Part 2 while he conducted test for the students. In the first meeting, the writer explained about the basic concept of vowels and diphthongs using lecturing technique combined with listen and imitate technique. He showed many parts of the film as a model to pronounce certain words, then the students pronounced the word altogether. After that, the students tried to pronounce the words individually. This was aimed to know the students’ pronunciation ability improvement after treatment and to correct mistakes and errors made by the students. In the 2nd and 3rd meeting the writer uses read *aloud technique* and *record dialogue* technique.

#### **c) Action**

As explained in the planning of the action above, the first cycle consisted of two meetings and one test. Following are the schedule of first cycle implementation.

Meeting	Date	Teacher	Material
I	18 Sept 2018	IK	Vowels
II	25 Sept 2018	IK	Diphthongs
III	02 Oct 2018	IK	Stress and Intonation
Test	09 Oct 2018	IK	Pronunciation matches with the dubbing film

Table 4. 2 The Schedule of 1<sup>st</sup> Cycle.

1) The first meeting

The meeting was conducted on Tuesday, September 18<sup>th</sup> 2018. The material for this meeting was about vowels. In delivering the material, the teacher used power point and uses media such as: LCD, laptop, projector, speaker and white board. After greeted the students, the teacher started the lesson by asking students impressions about the film they watched previously. The teacher played certain part of the film and asked the students to find out at least three words in the film. Two students tried to mention three words. After mentioning around three words, the students gave up. They could not mention more than that because they felt that the words were unfamiliar. Then, the teacher mentioned the rests. The students were ashamed because the words in the film were so familiar for them. They wondered why they could not hear those words clearly. Then, the teacher told that they were accustomed to using incorrect pronunciation, so they could not hear the words clearly. He also pronounced the words in correct pronunciation. The students repeated the correct pronunciation together after the teacher. To identify each students understanding, the writer asked each student to pronounce some of those words individually. The writer fixed mistakes done by the students immediately. After fixing students' answer, the writer explained about the basic differences between English pronunciation and Indonesian pronunciation. That was the opening stage.

After the opening stage, the teacher went to the main stage. First, He tried to make the students interested in learning vowels. It was reflected in the way he made the presentation slides. The writer chose bright and playful colors as the main theme of the slides; he also used informal teenagers language style that was very close to the students life. He chose some familiar vocabularies as the example of each vowel. The interesting part was that he put funny picture to each vowels as the representatives of certain word. The writer did so because the writer simply wanted to make the students remember the vowels easily. For example the writer put a picture of a cat [kæt] when he explained about sound /æ/. He explained how to produce each vowel and pronounced each vowel. Then the students imitated the teacher.

## Conclusion

Based on learning outcomes by implementing a behavioral approach in learning to write short stories through literary engineering, learning can take place lively. Motivation and habit of evaluating the process, achievement, and habit of giving positive values will make the culture of values respect each other, be responsible, increase motivation in writing, respect, and love each other also empathize. This culture is really needed by students for the progress of achievement in learning. The achievement of learning objectives can be seen not only from the achievements of students, but from changes in student behavior towards a better direction. Responsibility, respect for others, discipline, honesty, high enthusiasm in learning, shame



about doing bad things that are detrimental to friends, diligent, especially more respectful of time and obedient to obligations and rights. Of course, this behavior can be the basis for the development of behavior to be better and better so that people become faithful and devoted to God Almighty.

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