

**STUDENTS PERCEPTIONS OF USING VIDEO DUBBING  
TECHNIQUE FOR SPEAKING SKILL IN SEVENTH GRADE  
GUANG MING JUNIOR HIGH SCHOOL**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirement to Obtain the Degree of  
Bachelor of Education in English Language Program**



**Written By :**

**EVANT DANAMAYA LIEKAS**

**1800088203052**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BATANGHARI UNIVERSITY**

**JAMBI**

**2022**

## APPROVAL PAGE

The supervisor of this thesis stated that the thesis entitled Students Perception of Using Video Dubbing Technique for Speaking Skill in Guang Ming Seventh Grade

Junior High School was compiled by:

Name : Evant Danamaya Liekas

NIM : 1800888203052

It has been approved in accordance with the applicable procedures, rules and regulations to be tested.

Jambi, 12 February 2022

Supervisor II



( Siti Aisyah, M.Pd )

Supervisor I



( Dr. Yanti Ismiyati, S.Pd, M.Pd )



## DECLARATION

I, the undersigned below :

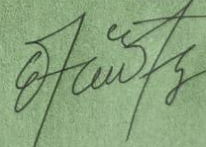
Name : Evant Danamaya Liekas  
NIM : 1800888203052  
Place and Date of Birth : Jambi, 03 July 1999  
Gender : Male  
Study Program : English Education Program

States that :

1. The thesis that I wrote with the title Students Perception of Using Video Dubbing for Speaking Skill in Guang Ming Seventh Grade Junior High School, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the supervisory team.
3. In this thesis, there are no works or opinions that have been or have been published by others, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, 12 February 2022

I declare,



( Evant Danamaya Liekas )

1800888203052

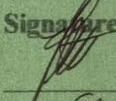
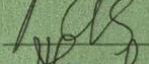
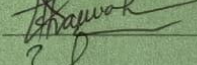



## CERTIFICATION PAGE

This thesis has been defended before the thesis examiner for the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the 2021/2022 academic year on:

Day : Wednesday  
Date : 12 February 2022  
Time : 12.00-13.00 WIB  
Place : Lab Room. Microteaching Batanghari University

### THESIS EXAMINER

Name	Position	Signature
Dr. Yanti Ismiyati, S.Pd, M.Pd	Chairman	
Siti Aisyah, M.Pd	Secretary	
Khidayatul Munawwaroh, M.Pd	Main Examiner	
Ridho Praja Dinata, M.Pd	Examiner	

**Validated by**

The Dean of Teacher  
Training and Education Faculty,



Dr. H. Abdoel Gafar, S.Pd., M.Pd

The Head of  
English Education Program,



Ridho Praja Dinata, M.Pd

## **MOTTO**

*“Never regret a day in your life. Good days bring you happiness and bad days give you experience.”*

*“Jangan pernah menyesali sehari dalam hidupmu. Hari-hari baik memberimu kebahagiaan dan hari-hari buruk memberimu pengalaman”*

## **DEDICATION**

I express my deepest gratitude to God Almighty. For all the gifts that have been given to me, so that I can stand strong and finish the thesis entitled "Students Perception of Using Video Dubbing Technique for Speaking Skill in Guang Ming Junior High School". I also don't forget to express my deep gratitude to the best human being in this world who has always been a source of inspiration for me to always be better in everything. I dedicate this thesis to my father Borisman and the late Ms. Mustika Desi, as well as my stepmother Eny, and also to my beloved sister Mauren Viony Lie who always gives me encouragement and support in completing this thesis. I also dedicate this thesis to my best friends who always give joy and support in completing this thesis. Thanks for you guys.

## ABSTRACT

Liekas, E. D. 2022. Thesis. *Students Perception of Using Video Dubbing Technique for Speaking Skill in Guang Ming Junior High School*. English Education Study Program, Faculty of Teacher Training and Education, Batanghari University.

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

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

## ACKNOWLEDGEMENTS

The author thanks to the God Almighty. Because of His blessed and mercy, the author was able to finish the thesis entitled "Students Perception of Using Video Dubbing Technique for Speaking Skill in Guang Ming Junior High School". This thesis is part of the requirements to obtain a Bachelor of Education degree in the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University.

During the writing of this thesis, the author has received a lot of guidance, assistance, and motivation from various parties so that this thesis can be completed properly. Therefore, the authors would like to thank these parties. These parties are as follows:

1. Mr. H. Abdoel Gafar, M.Pd as Dean of the Faculty of Teacher Training and Education, Batanghari University Jambi.
2. Mr. Ridho Praja Dinata, M.Pd as Head of the English Language and Literature Education Study Program at Batanghari University.
3. Dr. Yanti Ismiyati, M.Pd as Academic Advisor who always provides useful guidance for writers as well as thesis supervisors who have provided a lot of guidance during writing this thesis.
4. Mrs. Siti Aisyah, M.Pd as Thesis Advisor who has provided a lot of guidance and input during writing this thesis.

The author realizes that this thesis still has weaknesses and shortcomings. Therefore, the writer expects criticism and suggestions for the perfection of this thesis. Thank you for the criticism and suggestions given. The author hopes that this thesis is useful and can add insight for all parties.

Jambi, 11 February 2022

**The Researcher**

Evant Danamaya Liekas

NIM. 1800888203052



## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>MOTTO</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>ACKNOWLEDGEMENTS</b> .....	v
<b>APPROVAL PAGE</b> .....	vi
<b>DECLARATION</b> .....	vii
<b>CERTIFICATION PAGE</b> .....	viii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF APPENDICES</b> .....	xi
<b>REFERENCES</b> .....	41
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background of the Research.....	1
1.2 Focus of the Research.....	2
1.3 Formulation of the Research.....	3
1.4 Objective of the Research.....	3
1.5 Significance of the Research.....	3
1.6 Definition of Key terms.....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	5
2.1 Definition of Perception.....	5
2.1.1 Process of Perception.....	6
2.1.2 Kind of Perception.....	6
2.1.3 Principles of Perception.....	7
2.2 Definition of Speaking.....	8
2.2.1 Purpose of Speaking.....	9
2.2.2 Types of Speaking.....	11
2.2.3 Elements of Speaking.....	12

2.3 Video Dubbing Technique.....	14
2.3.1 The Types of Video Dubbing.....	16
2.3.2 Procedure of Dubbing.....	18
2.3.3 The Advantages of Using Video Dubbing.....	19
2.4 Previous Study.....	21
2.5 Conceptual Framework.....	24
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>25</b>
3.1 Research Design.....	25
3.2 Setting of the Research.....	26
3.3 Subject of the Research.....	26
3.4 Research Instrument.....	27
3.5 Technique of Data Collection.....	29
3.6 Technique of Data Analysis.....	29
<b>CHAPTER IV FINDING AND DISCUSSION.....</b>	<b>31</b>
4.1 Finding.....	31
4.2 Discussion.....	37
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>39</b>
5.1 Conclusion.....	39
5.2 Suggestion.....	39

**LIST OF APPENDICES**

APPENDIX 1.....45  
APPENDIX 2.....48  
APPENDIX 3.....49  
APPENDIX 4.....103  
APPENDIX 5.....104

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

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

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

Among four language skills mentioned above, speaking is considered as the most important skill because individual who learns a language is referred to as the speaker of that language (Ur, 1996 in Leong & Ahmadi, 2017, p.34). According to Nunan (2003, p.48), speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Meanwhile, Hughes (2003, p.130) explains that there are five aspects of speaking, they are pronunciation,



grammar, vocabulary, fluency, and comprehension. In this modern era, there are many media that can be used by teacher to teach English. According to Javier et al (2013), as cited in Karimzadeh and Ghahroudi (2017, p.4), dubbing as a pedagogical tool improves oral skills, translation and vocabulary acquisition.

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of foreign languages. According to Wright (1976:1), many media and many styles of visual presentation are useful to the language learner. That is to say, 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 the language learning and teaching process, the learner uses his eyes as well as his ears; but his eyes are basic in learning.

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

## **1.2 Focus of the Research**

This study focuses on the students perception of using video dubbing technique, so the focus is on looking for the experiences of using this technique in term of speaking ability (pronunciation, intonation, grammar, fluency, and vocabulary)

## **1.2 Formulation of the Research**

Formulation of this research is How are the students' perception in Learning Speaking by Using Video Dubbing Technique?

## **1.3 Objective of the Research**

Related to the formulation of the problem, the objective of this research is to know about students perception of using video dubbing technique to speaking skill in Guang Ming Junior High school students

## **1.5 Significance of the Research**

This research hopefully could give contributions to parties related to the English teaching and learning process

1. For the students, this can be a new learning method in a different way, by knowing the various effects obtained from this learning technique.
2. For the English teachers, it would be a broad opportunity to improve the English teaching and learning process by using video dubbing. The implementation of using video dubbing as learning media is hoped to be 10 continuously performed to create an enjoyable atmosphere in the classroom and to provide appropriate models of English to learn speaking.
3. For the English Department of the State University of Batanghari, it can be used as a research reference for other researchers who have similar topics and purposes.

## **1.6 Definition of Key terms**

1. Perception : Perception is the way people notice thing, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornby, 2006: 1079).

2. Video Dubbing: Video dubbing as a task is a language teaching technique requiring learners to replace the existing soundtrack of a video clip with their own (Burston, 2005), combining meaningful language input and output practice.

3. Speaking Skill: According to Hornby (1995: 826) speaking is making use of words in an ordinary voice, uttering words, and knowing and being able to use a language; expressing oneself in words; making a speech.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Perception

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

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



### **2.1.1 Process of Perception**

Perception consists of a process starting with receiving a stimulus from an object through the sense organs, then continuing with the register of stimuli to the nervous system called sensation. This process ends with thinking, analyzing, and interpreting to reach the object meeting, in relation to the perceptual process. Walgito (2004:90) explained that perception is complex process, those are, as follows:

#### **2.1.1 Physical Process**

It is the process when an object are uses stimuli caught by receptor, this process is called sensation.

##### **1. Physiological Process**

It is the process of sending stimuli to the brain by sense organ.

##### **2. Psychological Process**

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

### **2.1.2 Kinds of Perception**

There are two kinds of perception. External perception is perception due to the stimulation that comes from outside individual, and self perception is perception whose stimulation is from within an individual. By perception, individual can aware and can understand the situation of environment around of it or even the condition about self-individual condition (Walgito, 2004: 24). Walgito (2004: 75) divides factors that affect one's perception into two.

## 1. Internal Factors

Internal factors are factors which come from an individual; depend on psychological factor such as: thoughts, feelings, willingness, needs, sex, motivation, and attention. Every human being has different characteristic and temperament is also shaped by individuals' family and individuals' environment.

## 2. External Factors

External factors are factors which come from outside individual. The external factors are affected by someone's perception. The process of stimulus will through the sense organ or receptor such as: sight, sounds, hearing, etc. It can be concluded that individual's sense organ is a connector between individual the object in the world.

### **2.1.3 Principles of Perception**

In relation with the definition of perception, it has some principles. Slameto, (2010: 103-105) divided the principles of perception into four, those are:

#### 1. Perception is relative not absolute

In relation with the relative perception, the first stimulus will give bigger impact than the next one.

#### 2. Perception is selective

A person's ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the thing that has the most attractive.

#### 3. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/ groups.

#### 4. People's perception may differ although in the same condition

The different perceptions of teachers are caused by their knowledge and experiences.

### **2.2 Definition of Speaking**

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

According to Hornby..(1995: 826) speaking is making use of words in an ordinary voice, uttering words, and knowing and being able to use a language; expressing oneself in words; making a speech. Speaking is not the same as singing, speaking uses language in the simplest way by producing ordinary sounds. Then, singing is using the language in a rhythmic way. Speaking is not only used to communicate with other people but we can get new information, share our ideas with others. Language is just processed by humans to interact with each other. Communication can be done at least by two people; speaker and hearer. The hearers must listen and understand what speakers say, then give responses.

In addition, Trigan (1990: 15) states, speaking is the ability to pronounce articulation of sounds or words for expressing, stating, and conveying thought, ideas, or feeling. It is very complex because it includes many aspects such as grammar,

pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and conversation. So, it can be considered as the most important human tool for social control. So, we can conclude that speaking is the ability of humans to express their ideas, feelings, and thoughts by using oral speech in which usually involves the speaker and interlocutor. Speaking is not only used in conversation, we can speak for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and our ideas with each other. It is very useful in our association, social context, and many others.

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

### **2.2.1 Purpose of Speaking**

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message-oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent



communication of the message is important, as well as confirmation that the message has been understood. Examples of languages being used primarily for transactional purposes are news broadcasts, descriptions, narrations, and instructions (Richards, 1990: 54-55).

Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26). On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called interpersonal language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169). Examples of interactional uses of language are greeting, small talk, and compliments. Apparently, the language used in the interactional model is listener-oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurell, 1994: 43 and Richards, 1990: 54-55).

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So both purposes can be viewed as two dimensions of spoken interaction. Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal - expressing personal feelings, opinions, beliefs, and ideas.
  2. Descriptive - describing someone or something, real or imagined.
  3. Narrative - creating and telling stories or chronologically sequenced events.
  4. Instructive - giving instructions or providing directions designed to produce an outcome
  5. Questioning - asking questions to obtain information.
  6. Comparative - comparing two or more objects, people, ideas, or opinions to make judgments about them.
  7. Imaginative - expressing mental images of people, places, events, and objects.
  8. Predictive - predicting possible future events.
  9. Interpretative - exploring meanings, creating hypothetical deductions, and considering inferences.
  10. Persuasive - changing others' opinions, attitudes, or points of view, influencing the behavior of others in some way.
  11. Explanatory - explaining, clarifying, and supporting ideas and opinions.
  12. Informative - sharing information with others
- 39 This list corresponds closely to the language functions explained by Halliday (1975).

### **2.2.2 Types of Speaking**

Nunan (in Brown, 2001: 250) writes that generally there are two types of spoken languages, as follow:

1. Monologue

Brown (2001: 250) states that monologue is the speaking where one speaker uses spoken languages for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener has to process the information without interruption and the speech will go on whether or not the listeners comprehend what the speakers mean.

## 2. Dialogue

It is different from monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. Like Nunan, according to Harmer (2007: 343) finally, we might make a difference between speaking, that is planned (such as a lecture or wedding speech), and speaking that is unplanned, such as a conversation that takes place spontaneously.

### **2.2.3 Elements of Speaking**

Speaking becomes important because it is a skill that can make people understand what things are explained easily. English students' speaking ability is expected to be good because they have been learning English for some years before and they will have many performances related to oral skill universities.

Heaton (1988) divided elements of speaking into ability, fluency, pronunciation, grammar, and vocabulary, here is the explanation:

#### 1. Fluency

Fill more's (1979) mentions, fluency has four different interpretations. First, he defines fluency as the ability to talk at length with few pauses and to be able to fill the

time with talk. Second, a fluent speaker can speak/talk with hesitations and express his/her message in an incoherent, reasoned, and semantically dense manner. Third, the speaker who knows what to say in a wide range of contexts, and the last is the creative and imaginative speaker in their language use and have all of the aforementioned abilities (K.Judit, 2006: 154-155).

## 2. Pronunciation

Pronunciation is one of the important aspects of speaking skills because it gives meaning to everything we say. The wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the student's ability in producing comprehensible utterances to fulfill the task requirements (Thornbury, 2005:128-129).

## 3. Grammar

Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

## 4. Vocabulary

Thornbury (2005: 22) suggests three usual things used by speakers in what they are being said :

1. They are (speakers) involving a high proportion of words and expressions that express their attitudes (stance) to what is being said.
2. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

3. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

### **2.3 Video Dubbing Technique**

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

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

Film dubbing utilizes authentic film clips, with which learners dub the voice of muted characters (Chiu, 2011). In the same line, Burston (2005: 80-81) 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.

Based on the theory, I could make a construct that Video Dubbing is revoicing a video from the original voice to the other one in order to fulfill the voice need based on the video visualization.

Dubbing video is one of the techniques that teachers can use to promote the process of teaching and learning especially in teaching speaking. Choume (2012) defines that dubbing as consisting of replacing the original track of a film or any audiovisual text source language dialogue with another track on which translated dialog has been recorded in the target language. Then, Yu (2013: 20) defines that “dubbing has two meanings: in the broad sense it means to replace an existing soundtrack, and in a narrow sense it means to do a type of lip-syncing to match a voice and lip movement of existing source”. It refers to the narrow sense of matching the original voices and lip movements.

The qualitative findings imply that video dubbing projects are an effective means to improving pronunciation and intonation in several ways: (1) Film dubbing helps learners to reduce mispronunciation, (2) Learners improved in fluency by doing the projects, (3) It helps learners raise awareness of intonation, (4) Learners linked the pronunciation textbook with the actual use, (5) Film dubbing meets learners’ perceptions (Chiu, 2012).

The emphasis point is the use of video which is familiar as the interesting media in learning English. There were twenty reasons of using video as a teaching technique stated by Berk (2009: 2). “(1) Grab students’ attention, (2) Focus students’ concentration, (3) Generate interest in class, (4) Create a sense of anticipation, (5) Energize or relax students for learning exercise, (6) Draw on students’ imagination, (7)

Improve attitudes toward content and learning, (8) Build a connection with other students and instructor, (9) Increase memory of content, (10) Increase understanding, (11) Foster creativity, (12) Stimulate the flow of ideas, (13) Foster deeper learning, (14) Provide an opportunity for freedom of expression, (15) Serve as a vehicle for collaboration, (16) Inspire and motivate students, (17) Make learning fun, (18) Set an appropriate mood or tone, (19) Decrease anxiety and tension on scary topics, and (20) Create memorable visual images”.

VDT in speaking skill must also serve the pedagogical principles of the curriculum such as activity and discovery learning, student centered authentic learning, integrated and environment based learning, developing a students’ sense of wonder and curiosity, developing existing knowledge and experience, language being central to the learning process, the development of higher order thinking and problem solving skills, collaborative learning, catering for individual difference and supporting assessment (Samad, Houque et al. (2013).

### **2.3.1 The Types of Video Dubbing**

Dubbing is replacing the original speech in a film with words in another language (Oxford dictionary). There are several types of video dubbing techniques that can be used as tools to improve English learning language materials (Anonym,2020).

#### **1. Film Dubbing**

Cinema has long been an international type of entertainment, largely made possible through the process of dubbing and innovation. While some films may make their way global with subtitles, the majority of audiences consider hearing dialogue in

their native language, which makes quality dubbing in Delhi in high demand. No matter if it is a renowned filmmaker, actor, or sound specialist, anyone with experience in the entertainment industry can more thoroughly acquaint themselves with dubbing processes as a means to better understand the art and practice of the technique, as well as how it can impact both the audience and outcome of a film.

## 2. Documentaries Dubbing

The documentary is a little essential work for the world of cinema and many fields. In various instances, the reality of life must be recorded with documents and artistic action and transmitted to future generations. It is also possible to get correct information about situations and events where more people are absent or not. Many different processes are needed for powerful documentary dubbing, which is quite essential. The documentary voice acting practice is to read the script in storytelling, interpretive, and sometimes educational manner utilizing video dubbing techniques.

## 3. Educational Video Dubbing

Although dubbing a video can be an effective source of entertainment, it actually can be very educational also. There are some learning activities for students when they take a video, remove the original audio, and include narration in their native language. Video dubbing and other effective types of translation have always been used to spread ideas as well as screen films in countries outside those where they were actually produced.

## 4. Commercial Advertisement Dubbing

Earlier, dubbing was represented as a medium to provide only the selected international content in the native languages of the target audience. But today,



affordable dubbing is essential for businesses to survive in this competitive market. People often search for dubbed content as they tend to relate more to their languages and culture in dubbed advertisements.

## 5. TV Shows Dubbing

Dubbed content has become a very big deal nowadays. Just like the major role of voice-over, the content that is dubbed has become a famous trend in the entertainment industry and more people all over the world have become interested in dubbed content. You can see many foreign and other language serials, reality shows, comedy shows, dance shows, and so on that are now experimenting with dubbed content techniques. The probable and main reason is that people all around the world are accepting dubbed content due to its importance and popularity.

### 2.3.2 Procedure of Dubbing

The use of Media in process learning is very important because it will make students become interested in studying. There are many media that can be used in learning such as video with technique dubbing. Applying video with technique dubbing is another way to try to practice speaking English.

The procedure of dubbing in process learning are :

- a. Students viewed the overall video so that they understand the story of it.
- b. The video was made to become mute.
- c. Students start to do process dubbing and the voice recorded
- d. Recorded students enter into the video that already becomes muted by using the windows movie maker application.

### **2.3.3 The Advantages of Using Video Dubbing**

Teaching is general or English teaching, in particular, is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in the teaching and learning process, a teacher must bring components into the classroom and apply them. Harmer (2001: 282-283) states that there are many reasons why video dubbing can be used in language learning.

The advantages of using video dubbing will be explained as follows:

1. Seeing language in use

When using video dubbing, students do not just hear the language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gestures in spoken language.

2. Cross-cultural awareness

A video uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, a typical British “Body Language” when inviting someone out, or how American speaks to waiters. Video is also of great value in giving students a chance to see such things as what food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about the culture of another country.

### 3. The power of creation

When students make their own video as media in the teaching and learning process, they are given the potential to create something memorable and enjoyable, so students will be enjoyable in learning activities. The fourth very important benefit is that there are enough good multimedia materials for English teaching, giving opportunities for teachers to provide their students with reliable, various, and interesting sources (Grzeszczyk 2016). As Valli (2016) stated that it is true that these technologies have proved successful in replacing the traditional teaching, these technologies provides various options as making learning interesting and the productivity will also be improved. By using video dubbing, the students feel fun.

### 4. Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in the teaching-learning process. Shyamlee (2012) also stated that it is true that one of the ultimate goals of video dubbing technique is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning, Context creation of ELT should be based on the openness and Accessibility of the learning materials and information. And it is supported by Zhen (2016) that it is urgent that education needs to be modernized in rapidly society and multimedia is an important aspect in modern education.

## **2.4 Previous Study**

A previous study was conducted by (Firdaus Ditya Pamungkas, 2019). The title of this research is How Video Dubbing Can Improve Students' Speaking Pronunciation. This research aims to find out the impact of video dubbing on improving students' speaking pronunciation. This research was classroom action research and was applied for the tenth grade and eleventh grade of Vocational High School in Madiun city, province of East Java, Indonesia. In collecting the data, researchers used observation to observe the implementation of video dubbing during the teaching-learning process and test to find the improvement of students' speaking pronunciation during the implementation of video dubbing. The research was conducted in two cycles, where each cycle consisted of 4 meetings. The Research findings showed that the implementation of video dubbing could improve students' speaking pronunciation. It can be concluded that the implementation of video dubbing in the learning process has a beneficial effect on students' speaking skills, especially in pronunciation.

Similarly previous related research by (Phoung Dau, 2021). The title is Sharpening Students' Speaking Skill by Using Video Dubbing in English Teaching. The researcher aims to study the impact of video dubbing on students' speaking. This was action research and applied for the tenth grade of Ha Tinh School of Excellence in Education. The observation, interview, questionnaire, and test were used to collect the data. The findings show that using video dubbing can sharpen students' speaking skills with different indispensable elements such as pronunciation, intonation, fluency, vocabulary, grammar, self-confidence, and cultural knowledge of the language. However, the research presented that the awkwardness in the technique

of using video dubbing of some students is a time hindrance to carry out the study. Furthermore, the limited time duration may also affect students' performance. Therefore, future studies might extend similar research over an entire semester to obtain more convincing results.

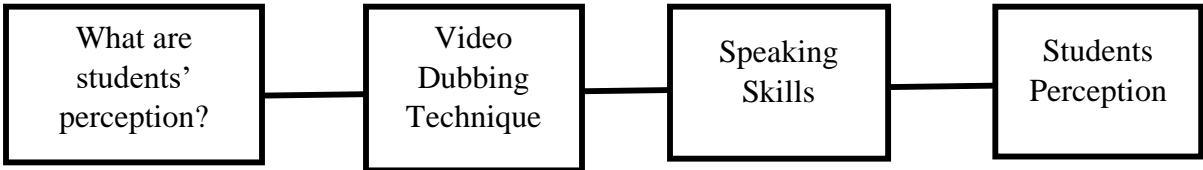
Moreover, previous related research was done by (Sulastri Manurung, Albert Efendi Pohan, 2019). The title is Students' perceptions towards the implementation of video dubbing in teaching speaking. The research employed a mixed-method; quantitative and qualitative descriptive. The data were obtained through questionnaires and open-ended interviews to find the students' genuine self-perception regarding the implementation of the VD project. The researcher adopted the survey form- student reactions to instruction and courses by IDEA Center-Kansas State University (National Research Council, 2003:166) to find out the students' perception towards the implementation of the VD project. The questionnaires were in Google form and distributed through Whatsapp to all participants. Data of questionnaires of students' perception regarding the interventions were analyzed by categorizing the level of perception into positive, neutral, and negative perceptions. The analysis of the result of the interview involved transcribing, coding, categorizing (referring to keywords in positive, neutral and negative categories), and drawing a conclusion. This study aimed to investigate the students' perception of using video dubbing projects in teaching speaking for fourth-semester students UNRIKA in the academic year 2018-2019. A set of questionnaires and open-ended interviews were conducted to obtain the data. Data were categorized into three levels namely positive, neutral, and negative. The results revealed almost all students had a positive perception towards the implementation of

video dubbing projects in teaching speaking. The result of the interview was also in line with results obtained through questionnaires. Students admitted that they performed better speaking skills after the implementation of video dubbing. They also felt being engaged in the learning activity and triggered them to be more active. They considered video dubbing fun, challenging, and can be done anytime and anywhere. In light of the findings, it can be considered as a favorable and effective teaching activity to enhance students' speaking skills.

The result of this research showed that there are many students that need motivation in learning and as they are surrounded by multiple stimuli every day, they have to learn in the same way. The teachers indicate the number of advantages of using video dubbing techniques in the classroom. Because this method has a lot of advantages compared to disadvantages. First of all, they think that learning by video dubbing is more fun, challenging, and can be done anytime and anywhere not only in the classroom, which in turn results that video dubbing can improve their learning interest. The next advantage seen by teachers is that they observe increased willingness by English learners' participation in the classroom. The third advantage is using the video dubbing technique is more effective to improve students' speaking skills. A multimedia is undoubtedly a good form of learning the language, nevertheless as each method has disadvantages. The biggest disadvantage in the video dubbing technique is that the material has to be carefully selected due to students' needs. Moreover, it requires earlier preparation by the teachers as sometimes inappropriate language may be used, wrong content, or the level of difficulty.

From the explanation above, this research has the same topic as these three related studies. The differences between the present study and other studies could be attributed to some reasons. Firstly, the participants in the present study were only one English teacher and three students of first-grade junior high school in Guang Ming School Jambi while in most of the other studies the number of participants. Secondly, the researcher has conducted research about the effect of using video dubbing techniques for speaking skills while previous studies have investigated the use of video dubbing techniques to improve speaking skills. Thirdly, the design of this research was used descriptive qualitative. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

**2.5 Conceptual Framework**



From the formulation of the research, the researcher focus on the students perception of using video dubbing technique for speaking skill, and then researcher find the previous study about video dubbing technique and speaking skill, after that the researcher use the phenomenology approach in qualitative research to gather the information. The research instrument is using interview, the researcher use interview protocol to gather information from the students. The result of the interview will be encode to data that can be analysis by the researcher.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

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

In response to the objective of this research, the researcher used phenomenology research. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Cresswell, 2013). According to Wyk (2011), the accurate and valid representation of the phenomenon which is relevant to the research question is provided by descriptive research. The researcher is only concerned with the existing



context on students perception of using video dubbing techniques for speaking skills in Junior High School. To make this qualitative research covered credibility, transferability, and dependability, the researcher included the trustworthiness in qualitative research due to its importance. Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014).

### **3.2 Setting of the Research**

The setting of this research is one of private Junior High Schools in Jambi, SMPS Sinar Bijaksana Jambi (Guang Ming School). This private Junior High School is located on Jl. Haji Badar No. 48A Kel. Pasir Putih, Kec. Jambi Selatan, Jambi City. This Junior High School uses video dubbing techniques in teaching and learning English. Besides, the researcher chose it because he works at Guang Ming School Jambi. It facilitates his in conducting a study. To get access for conducting this research, the research took permission from the headmaster of SMPS Sinar Bijaksana Jambi (Guang Ming School).

### **3.3 Subject of the Research**

There are ten participants involved in this research. There are ten seventh grade students. The characteristics of this subject selection are students are those who have or have used this method in their learning process and the researcher choose ten of the participants depends on their score in speaking. A consideration for taking first grade students as participants because seventh grade students are first time using this technique in learning English. It can be good to know the effect from their experience

of using this technique in learning English. This consideration would require the research to get deeper information about the students' experience of using video dubbing techniques. The researcher interviewed the students' experience of using video dubbing techniques for speaking skill in Junior High School. The researcher uses purposive sampling because the researcher has a purpose to take any information about the effect of using video dubbing technique for speaking skills in Junior High School. Since this research uses purposive sampling, there is no rule about how many participants should participate in this research. It depends on the satisfaction of this researcher. Also known as subjective sampling, purposive sampling is a non-probability sampling technique where the researcher relies on their discretion to choose variables for the sample population. Here, the entire sampling process depends on the researcher's judgment and knowledge of the context. Gall, Borg et al. (2003) stated that a researcher could study either a large number of people or a small number of people depending on the purpose of the research. They suggest that the small number of participants would be worthy if the study aims to provide rich information about the case. Dawson (2009) argues that a researcher may stop continuing to recruit participants if the researcher feels satisfied and has no need for information.

### **3.4 Research Instrument**

The instrument of this research is using Interview. The major data for this research is collected through an interview. Interview are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more

consistent transcription (Cresswell, 2012). Before conducting the interview, the researcher will explain the purpose of this research. The interview for the participants use Bahasa as an attempt to let the participants feel free to express their opinion. The main purpose of the interview is to obtain a specific kind of information, besides the interview allows the researcher to find out one's feeling, behavior or how people interpret something around them which cannot be observe.

According to Creswell (2008) interview is one of the most widely use in qualitative research and as a basic method for obtaining qualitative data. The interview protocol is made by the researcher himself and it adapts from Alharbi (2014) and Grzeszczyk (2016). Interview protocol is the instrument used to guide the interview process. Additionally, recording and book notes were the other instruments to record the participants' experiences in using video dubbing technique for speaking skill in Junior High School. There are three types of interview protocol: unstructured, semi structured, and structured. In this research, the researcher use the structured interviews to gain the information from the participants. Structured interviews it is a more rigid interview style, in that only the questions on the interview protocol are asked. As a result, there are not a lot of opportunities to probe ant further explore topics that participants bring up when answering the interview questions. This method can be advantageous when the researchers have a comprehensive list of interview questions, since it helps target the specific phenomenon or experience that the researcher is investigating. It makes for expedient interviewing and will gather the correct

information that you need, so there should not be much need for you to do follow-up interviews for missed or forgotten questions.

### **3.5 Technique of Data Collection**

The researcher do the interview after getting permission from the participant. Before conducting the interview, the researcher explains the purpose of this research. The researcher do the interview face-to-face. During the interview process, the participants have answer and talk about their experiences of using video dubbing technique. All the interviews will be record by using mobile devices. Johnson and Christensen (2008) stated “it is a good idea to tape-record the interview so that no important information will be lost” (p.208). Thus, all the recorded interviewees’ contribution had been analyzed and transcribed. The researcher included the trustworthiness in qualitative research due to its importance. The researcher did interview and maintain the valid interview. For the trustworthiness of the data, the researcher used member checking. The major data in this study was obtained through interviews from the participants. The use of member checking is to increase credibility of research finding and explanations. Member checking allows the participants to check the transcription whether it is correct and accurate. The researcher also asks the interviewers whether they allow the researcher to use the information given for the main source of the research.

### **3.6 Technique of Data Analysis**

Analyzing data in this research will be start since the data has been collected. As Gall, Borg et al. (2003) emphasize that, researchers are required to analyze the data

while data collection is in progress. In accordance with the purposive sampling that is used in this study. The researchers take participants from seventh grade students of Guang Ming School Jambi in order to obtain information about their experiences of using video dubbing technique for speaking skill. The major data from the interview process are transcribe and translate into English before being analyze descriptively. For the accuracy issue of the translation, the researcher asks two colleagues to check the English translation. It aims at avoiding inaccuracy of the English translation. The researcher read the interview carefully to encode data.

The researcher read the interview carefully to encode data. Miles and Huberman (1994) wrote, "Coding is analysis" (p.56). Coding is also process of marking segments of data with symbols, descriptive words or categories. As it is suggested by Jhonson and Christensen (2008) that coding process of marking segments of data (usually text data) with symbols, descriptive words, or category names. After encoding data from participants, the researcher was found several common themes were discussed descriptively. The researcher also discussed the data finding in the relation to previous research.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Findings

The researcher has conducted the research and has obtained the complete data from interview. To obtain the objectives of the research, the researcher analyzed the data systematically and accurately. It was analyzed to give meaningful interpretation and to draw conclusion about Students perception of using video dubbing technique for speaking skill in Guang Ming Junior High School Jambi. In this section, the researcher presents the interviews result obtained through personal interview.

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

Dealing with the research question the finding is presented into a theme and divided into several sub-themes. It is used to answer the research questions of this research related to the students perception in using video dubbing technique for speaking skill. The sub-themes emerged from informants' responses in the interview and discussed to some related of the use video dubbing for learning speaking such as

Samad, Houque et al (2013), Grzeszczyk (2016), Shyamlee (2012), Zhen (2016), Valli (2016) which were outlined in the literature review chapter (chapter 2). Here is the table of themes and sub-themes for students experience in using video dubbing technique for speaking skill in junior high school.

**Table 4 themes and sub-themes of the findings**

Themes	Sub-themes
Students' perception in speaking skill by using video dubbing technique	<ul style="list-style-type: none"> <li>a. Fun Learning</li> <li>b. No Time-consuming</li> <li>c. Interesting Method</li> </ul>

#### **4.1.2 Students' Perception in Speaking Skill by Using Video Dubbing Technique**

The theme is Students' Experience. This theme addressed the research aims to seek the students' experiences in speaking skill by using video dubbing by analyzing interview data collected from seventh grade students who were learning Speaking by using video dubbing technique. The specific research question of this part aims to answer the question of, "How are the students' perception in Learning Speaking by Using Video Dubbing Technique?". In this theme, the researcher found several students' perception in learning speaking by using video dubbing. They are fun learning, no time-consuming, interesting method. The followings are the result of data gained from students' interviewed in terms of students' perception in learning speaking by using video dubbing.

#### **4.1.2.1 Fun Learning**

Based on the interview, the researcher found that the students feeling enthusiast while they learning speaking by using video dubbing. The answer of the students interviewed can be seen from the interview's result participants below:

Student 1 : Yes, because it's fun, because the learning is active.

Student 1 : Erm.. It's really good, because the learning is not boring, with the video, you can get a picture without guessing.

Student 3 : Yes, because the learning method is not only by writing and reading, the use of video dubbing can also be a fun method in learning.

Student 4: Yes, because it uses an interesting and fun method

Student 4: Of course, because with this method, I prefer English.

Student 4: Oh no... on the contrary, this method makes me more enthusiastic in learning.

Student 5: Em.. Yes, because learning is more different than usual, so it's not monotonous.

Student 6: Yes, because it's fun. Because learning is active.

Student 7 : Enjoyed it very much, because the way of learning that is taught is very fun

Student 10: Yes, because it's interesting and fun to use.



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

#### **4.1.2.2 No Time-consuming**

Based on the interview, the researcher found that the students feeling no time-consuming while they learning speaking by video dubbing. It can be seen from the interview's result to the participants below:

Student 1 : Erm... No, because I don't think it's time consuming but more efficient.

Student 2 : No, because the time spent in learning is the same. No, because the time spent in learning is the same.

Student 3 : Not time consuming, text is available as a guide.

Student 4: Erm... No, because this method makes learning more relaxed so it doesn't feel time consuming

Student 5: Erm... Not at all on the contrary, I feel more effective

Student 6: Erm... No, because I don't think it's time consuming but more efficient.

Student 7 : I don't think so because video dubbing makes learning more efficient.

Student 8: No. The learning time is the same.

Student 9 : The time used is more or less the same so it doesn't take time.

Student 10: Uh... No. Because this method makes learning more comfortable and doesn't take much time.

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

#### **4.1.2.3 Interesting Method**

Based on the participants' interviewed, all of the students stated that Video dubbing is a kind of interesting method. It can be seen from the interview's result to the participants below:

Student 1 : Yes, it is more interesting because there are many interactions that occur.

Student 1 : Oh no... it actually increases interest in learning and interest in English.

Student 1 : Erm.. Yes, I became more interested in finding out more.

Student 2 : Yes, because interestingly the language is different from everyday language.

Student 3 : Interesting and challenging, interesting because it's innovative, challenging because it trains me to be bolder in speaking English.

Student 3 : Makes lessons more interesting because they are rarely used and also gives me the opportunity to have a dialogue in English.

Student 3 : No, because the method used is interesting and I don't think this method is boring.

Student 4: Em.. Yes, because the learning is unique and the method is interesting

Student 5: Erm.. very interesting, because it makes learning very different and unique and rare.

Student 6: Oh no... it actually increases interest in learning and interest in English.

Student 7 : Of course, because of this dubbing video, I became more excited and interested in learning English.

Student 7 : This method is very interesting and unique because it is rarely found in other lessons.

Student 8: Yes, because it's interesting that the language is different from the everyday language.

Student 9 : It definitely makes the lesson more interesting because this method is very unique .

Student 10: Well... yes, because the education is unique and the methods are interesting.

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

## 4.2 Discussion

This chapter has discussed about the students perception of using video dubbing for speaking skill in junior high school: A study of learning resources appropriate for young learners. The chapter has addressed researcher questions of this study. The question is; “How are the students’ perception in Learning Speaking by Using Video Dubbing Technique?”.

Secondly dealing with answering the second research question of what are the students’ perception in learning speaking by using video dubbing based on the research finding, the students’ perception in learning speaking of using video dubbing for were fun learning, no time-consuming, interesting method. Technology provides so many options to make teaching becomes interesting it also makes teaching more productive in terms of improvements.

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

The next finding is no time-consuming. Based on the finding, the researcher found that all of the participants stated that using this method is not time consuming by using video dubbing in learning speaking. using the video dubbing method makes learning interesting so students don't feel time consuming in learning most of them feel enjoy and relax when learning with this method so they do not feel time consuming. and also they are easier to understand with the material presented. According to (Sutapa & Mering, 2016) The use of multimedia should be able to fulfill the needs of the learners and can make the learners easy to understand the material being studied.

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

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

In this section conclusion from the chapters that shared the result of the research are provided. The researcher concluded numbers of point's data finding. First of all dealing with the objective of the research, how students' perception of learning speaking by using video dubbing, the ten students shared their experiences of using video dubbing and to support the data, the researcher also did the observation by took field note. Based on their statement, the students have been learning of using video dubbing correctly in twice a year. Based on the interview result, the students feel fun in learning speaking by using video dubbing. They can learn while acquiring knowledge. The students seemed to have positive attitudes towards the use video dubbing in English language education. They agreed that using video dubbing make learning more fun, no time-consuming, interesting. Most of them prefer using this method because it is make learning with the different ways.

#### **5.2 Suggestion**

The findings of current study suggest several suggestions toward the use of video dubbing in learning speaking in junior high school and future research. For the teacher, this research inform about another ways in teaching and learning English. This research can be good information to the teachers about teaching and learning English by using video dubbing. In using video dubbing, the teachers need to master how to

use it. In teaching using video dubbing, need to do a good preparation and another plan if there is any obstacle while teaching process.

The researcher also wants to give some suggestions for the further researcher related to the issue. This research has investigated the use of video dubbing for learning speaking in junior high school: A study of learning resources appropriate for young learners. In order to see the same result, there is a need for replication of study for different population and sample on the other school that teaching and learning speaking using video dubbing. Due this research used qualitative methodology with case study approach. The research could continued or replicated by further researchers with other methodology research such as phenomenology, CAR, or R&D in which the use of multimedia for teaching and learning English. Last, hopefully, this research could be a references book for the future researcher related to the use of video dubbing for learning speaking in junior high school.

## REFERENCES

- Adler, P.A., & Adler, P. (1994). Observational technique. In Denzim N. K., & Lincoln Y. S., (Eds), *Handbook of Qualitative Research*. Thousand. Oaks, CA: Sage Publication.
- Alharbi, E. (2014). *A Study on the use of ICT in teaching in secondary schools in Kuwait* (Doctoral Thesis). Cardiff Metropolitan University.
- Annisa Rufaidah. (2018). *The Use of Town for Kids for Teaching English in Primary School*. Jambi: Jambi University.
- Brown, D.H. (2001). *Teaching by Principles: An Intercative Approach to Language Pedagogy*. (Second Edition). New York: Addison Wesley Longman Inc
- Brumfit. (2001:35), <https://cuhyethun.blogspot.co.id/2015/08/hakikat-bahasa-inggris.html?1> Diakses pada tanggal 4 Desember 2021
- Burston, Jack. (2005). Video dubbing projects in the foreign language curriculum. *Calico Journal*, 23 (1), 79-92
- Chiu, Y. (2012). Can Film Dubbing Projects Facilitate EFL Learners' Acquisition of English Pronunciation. *British Journal of Educational Technology*, 43(1), e24-e27
- Cresswell, J. W. (2003). *Research design, quantitave and mix methods approaches*. Sage publications, International Educational and Professional Publisher, London
- Cresswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and mixed methods approach*. Los Angeles: Sage
- Cresswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among the Five Approach*. Thousand Oaks, CA: SAGE Publications, Inc. (pp.77-83)
- Dawson, C. (2009). *Introduction to Research Methods: A practical Guide for Anyone Undertaking Research Project*. Oxford: How to Content.
- Fill Mores (1979). <https://blog.umy.ac.id/saadahnurhafidzoh/2019/pengertian-berbicara/> Diakses 5 Desember 2021
- Firdaus Ditya Pamungkas. (2019). *How Video Dubbing Can Improve Students' Speaking Pronunciation*. East Java: Sebelas Maret University.



- Gall, M.D., Gall, J.P., Borg, W.R. (2007), *Educational Research: An Introduction* (8<sup>th</sup> ed). Boston: Pearson.
- Grzeszczyk, K.B. (2016). Using Multimedia in The English Language Classroom. *Journal World Scientific News*, 43(3), 104-157.
- Harmer, J. 2007. *How to Teach English*. China: Pearson Education.
- Harmer, J. 2007. *The Practice of English Language Teaching*. Edinburg: Pearson Education Ltd.
- Heaton, J.B. (1988). *Speaking English Language Tests: Longman Handbook for Language Teachers (New Edition)*. London: Longman Group UK Ltd.
- Hornby, A.S. 1995. *Oxford learner's dictionary*. New York: Oxford University Press.
- Hornby. (1995:826). *Definition of Speaking Skill*. New York: Publisher.
- Hornby, A.S. (2005). *Oxford advanced learner's dictionary of current English. 7<sup>th</sup> ed.* New York: Oxford University Press
- Hornby, A.S. (2006). *Oxford Advance Learners' Dictionary of Current English*. Oxford: Oxford University.
- Hughes, Artur. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University
- Jhonson, B. and L. Christensen (2008). *Educational research third edition quantitative, qualitative and mix approaches* CA: Sage Publication Inc.
- Joshi, A. (2012). Multimedia : A Technique in Teaching Process in the Classrooms.
- K. Judit (2006:154-155). <https://blog.umy.ac.id/saadahnurhafidzoh/2019/pengertian-berbicara/> Diakses 5 Desember 2021
- LeCompte, M.D., & Schensul, J.J. (1999). *Analyzing and interpreting ethnographic data*. Book Five of *The Ethnographer's Toolkit*, J.J. Schensul & M.D. LeCompte (Eds.). Walnut Creek, CA: Altamira Press, a division of Sage Publications.

- Leong, Lai-Mei and Ahmadi, Seyede M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 34-41.
- Mahu, Diana-Petruta. (2012). Why is Learning English so beneficial nowadays? *Journal of Perspectives on Communication*, 2 (4), 374-376
- Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 135-136)
- Method vs. Now! website, <http://heriwinarko21.blogspot.com/2012/02/traditional-teaching-method-vs-now.html>.
- Miles, M. B. and M. A. Huberman (1994). *Qualitative data analysis: An expanded sourcebook*. San Francisco, CA: Sage Publication.
- Nunan, David. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Nunan, David. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw Hill.
- Patton, M. (1990). *Qualitative Evaluation and Research Method*. Beverly Hills, CA Sage.
- Patton, M.Q., Cochran, M.: A Guide to Using: Qualitative Research Methodology. Medicins Sans Frontieres, UK (2002)
- Phuong Dau. (2021). *Sharpening Students' Speaking Skill by Using Video Dubbing in English Teaching*. Hatinh University.
- Pilot. Beck. (2014). Trustworthiness in Qualitative Research. <https://www.proquest.com/openview/44ffecf38cc6b67451f32f6f96>  
Diakses 6 Desember 2021
- Richards, Jack C. and David Nunan (eds) (1990), *Second Language Teacher Education*, Cambridge: Cambridge University Press.
- Richards, Jack C. 2008. *Teaching Listening and Speaking: From Theory to Practice*: Cambridge: Cambridge University Press.

- Robert Lado, (1983:143). <https://blog.umy.ac.id/saadahnurhafidzoh/2019/pengertian-berbicara/> Diakses 5 Desember 2021
- Sahal, A.R. 2010. *Students' and Lectures' Perceptions on the Used of ICT*. Unpublished Bachelor Thesis University of Muhammadiyah Purwokerto, Indonesia.
- Schmitz, Andy. "A Primer on Communication Studies". 2012. (Lardbucket.org accessed on 7 December 2021)
- Slameto. 2010. *Belajar dan Faktor yang mempengaruhi*. Jakarta: Rineka Cipta.
- Sulastri Manurung & Albert Efendi Pohan. (2019). *Enhancing Students' Speaking Skill through Video Dubbing Project*. Jakarta: 21-23 November 2019
- Sulastri Manurung & Albert Efendi Pohan. (2019). *Students' Perception Towards The Implementation of Video Dubbing in Teaching Speaking*. Kepulauan Riau: University of Riau Kepulauan. December 2019.
- Tarigan, Hendry Guntur. (1985). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Thornbury, S. 2005. *How to Teach Speaking*. England: Pearson Education Limited.
- Trigan (1990:15). <https://blog.umy.ac.id/saadahnurhafidzoh/2019/pengertian-berbicara/> Diakses 5 Desember 2021
- Walgito, Bimo. 2004. "Pengantar Psikologi Umum". Yogyakarta: Andi Offset.
- Winarko, Heri. (2012, February 1st). Retrieved from Traditional Teaching *Current Wolrd Environtment*, 7(1), 33–36.
- Wyk, M. M. van. (2011). The Effect of Teams-Games-Tournaments on Achievement, Retention, and Attitudes of Economics Education Students. *Journal of Social Sciences*, 26(3), 183-193. <https://doi.org/10.1080/09718923.2011.11892895>
- Yule and Brown. (1989). *Teaching by Principles An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents. Eagle Wood Cliffs.

## **APPENDIX 1**

### **Interview Consent Form**

#### **Interview Consent Form**

Research Project Title : Students Perception of Using Video Dubbing Technique for  
Speaking Skill in Seventh Grade Guang Ming Junior High  
School

Research Investigator : Evant Danamaya Liekas

Research Participants Name : Participant Name

The interview will take a few minutes. We don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research undertaken from UK institutions require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- the interview will be recorded and a transcript will be produced
- you will be sent the transcript and given the opportunity to correct any factual errors
- the transcript of the interview will be analyzed by (name of the researcher) as research investigator
- access to the interview transcript will be limited to Evant Danamaya Liekas and academic colleagues and researchers with whom he might collaborate as part of the research process

- any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- the actual recording will be kept by the researcher.
- any variation of the conditions above will only occur with your further explicit approval

Or a quotation agreement could be incorporated into the interview agreement

### **Quotation Agreement**

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	I wish to review the notes, transcripts, or other data collected during the research pertaining to my participation.
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researchers may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- In academic papers, policy papers or news articles
- On our website and in other media that we may produce such as spoken presentations
- On other feedback events
- In an archive of the project as noted above

By signing this form I agree that;

1. I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;

3. I have read the Information sheet;
4. I don't expect to receive any benefit or payment for my participation;
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;
6. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

---

**Participant Signature**

---

**Researcher Signature**

## **APPENDIX 2**

### **Interview Protocol**

#### **Interview Protocol**

1. How many times do you learning English in a week?
2. Do you enjoy English lesson?
3. Do you think that Video Dubbing very helpful in learning English?
4. What do you think about Video Dubbing Technique?
5. Do you think that time-consuming using Video Dubbing in learning English?
6. Do you think that Video Dubbing decreases your motivation?
7. Do you think that Video Dubbing makes the lesson more fun for you?
8. Is Video Dubbing can enhances your knowledge as a student?
9. Is Video Dubbing makes you feel more interesting?
10. After using video dubbing technique, how about your score/understanding in speaking skill?

Alharbi, E. (2014). A Study on the use of ICT in teaching in secondary schools in Kuwait (Doctoral Thesis). Cardiff Metropolitan University.

## APPENDIX 3

### Interview Transcribe

#### Background Information:

Name : Student 1  
Gender : Female  
Class : 7 Grade  
Age : 12 Years old

Interviewer : Selamat siang sebelumnya ratu, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee.. ratu sebelumnya disekolah ada menggunakan metode video dubbing ya?

Student 1 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 1 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa Inggris, Ratu belajar Bahasa Inggris?



Student 1 : dua kali

Interviewer : Dua Kali? Okay, Nah bagaimana menurut Ratu, Apakah Ratu menikmati pelajaran Bahasa Inggris?

Student 1 : Iya, karena menyenangkan, karena pembelajarannya aktif..

Interviewer : Okay nah, Apakah menurut Ratu Video Dubbing ini sangat membantu Ratu dalam belajar Bahasa Inggris?

Student 1 : Em.. karena kita bisa mendengar langsung lalu kita bisa diberi waktu untuk praktek.

Interviewer : Nah, bagaimana menurut Ratu metode pembelajaran Video Dubbing ini?

Student 1 : Emm.. Bagus banget, karena pembelajarannya tidak membosankan, dengan adanya video jadi bisa ada gambaran tidak menerka-nerka.

Interviewer : Apakah menurut Ratu menggunakan metode video dubbing dalam belajar Bahasa Inggris ini memakan waktu?

Student 1 : Emm... Tidak, karena menurut saya bukan menghabiskan waktu tetapi lebih efisien.

Interviewer : Apakah menurut Ratu ee video dubbing ini menurunkan daripada motivasi Ratu dalam belajar?

Student 1 : Oh tidak... justru malah meningkatkan minat belajar dan ketertarikan terhadap Bahasa Inggris.

Interviewer : Nah menurut Ratu nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi Ratu?

Student 1 : Tentu, karena tidak monoton, karena tidak hanya mendengarkan dan guru menjelaskan tapi kita bisa melihat langsung dan praktek secara langsung.

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan Ratu sebagai siswa, sebagai siswi?

Student 1 : Ya jelas karena lebih semangat sehingga keinginan belajar lebih tinggi, sehingga pengetahuan pun meningkat.

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 1 : Emm.. Ya saya menjadi lebih tertarik mencari tahu yang lebih lagi.

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 1 : Ada, karena dengan VD kesempatan untuk praktek lebih banyak dan saya lebih percaya diri.

Interviewer : Okay baik, ee Ratu terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya, Saya juga sudah meminjam waktunya untuk

interview Ratu mengenai pembelajaran di sekolah jadi baik ee saya akhiri  
ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 1 : Iya, terima kasih.

### **Translation**

Interviewer: Good afternoon, Ratu, so today I want to have an interview.. uh, I want to  
do an interview for thesis research instead of my thesis, so today eh..  
before we do the interview I want to explain first the purpose of this  
interview to find out the perception of students in using the video  
dubbing learning method. Ee.. the previous Ratu at school used the  
video dubbing method, right?

Student 1: Yes...

Interviewer : So.. ee before we start.. ee I ask your permission, yes, Can I record our  
interview today?

Student 1: Yes..

Interviewer: Okay, OK, I'll go into my first question, how many times a week do you  
study English, Ratu learns English?

Student 1: twice

Interviewer : Twice? Okay, So what do you think, does Ratu enjoy English lessons?

Student 1: Yes, because it's fun, because the learning is active.

Interviewer : Okay, do you think this Dubbing Video is very helpful for Ratu in learning English?

Student 1: Em.. because we can hear directly then we can be given time to practice.

Interviewer : Well, what do you think about this Video Dubbing method of learning?

Student 1: Erm.. It's really good, because the learning is not boring, with the video, you can get a picture without guessing.

Interviewer : Do you think that using the video dubbing method in learning English is time consuming?

Student 1: Erm... No, because I don't think it's time consuming but more efficient.

Interviewer : Do you think that this dubbing video is decrease your motivation in studying?

Student 1: Oh no... it actually increases interest in learning and interest in English.

Interviewer : So, according to Ratu, does video dubbing make learning more fun for Ratu?

Student 1: Of course, because it's not monotonous, because we don't just listen and the teacher explains but we can see it directly and practice it directly.

Interviewer : Okay then, Ee.. Can this dubbing video improve Ratu's knowledge as a student, as a student?

Student 1: Yes, obviously because you are more enthusiastic, so you have a higher desire to learn, so your knowledge will increase.

Interviewer : Haa.. Does this dubbing video make you feel more interested?

Student 1: Erm.. Yes, I became more interested in finding out more.

Interviewer: So the last question, After using this video dubbing learning method, what about your score and understanding in conversation, conversational skills?

Student 1: Yes, because with VD there are more opportunities to practice and I am more confident.

Interviewer : Okay ok, Ratu, thank you for your time today, I have taken the time, I have also borrowed time for Ratu's interview about learning at school so that's fine, I'll end our interview today, thank you, thank you many

Student 1: Yes, thank you.

**Background Information:**

Name : Student 2

Gender : Male

Class : 7 Grade

Age : 12 Years old

Interviewer : Selamat siang ya jadi hari ini bapak ingin meng-interview Nicho, nah jadi Nicho hari ini Bapak ada tugas akhir skripsi penelitian bapak mengenai ee persepsi daripada murid dalam penggunaan metode video dubbing dalam kemampuan berbicara. Nah jadi bapak hari ini mau meng interview Nicho, jadi sebelum kita mulai interview bapak minta izin ya untuk merekam percakapan kita pada hari ini, boleh ya?

Student 2 : Boleh

Interviewer : Jadi kita langsung masuk pertanyaan pertama, Ee.. Berapa kali seminggu Nicho belajar Bahasa inggris?

Student 2 : Seminggu dua kali

Interviewer : Ooo.. Seminggu dua kali ya? Menurut Nicho apakah Nicho menikmati pelajaran Bahasa inggris?

Student 2 : Ya, karena menarik bahasanya berbeda dari Bahasa sehari-hari.

Interviewer : Oo.. begitu, Apakah menurut kamu video dubbing ini sangat memantu kamu dalam pelajaran Bahasa inggris?

Student 2 : Tidak juga karena intonasi mulut dan suara dari mulut tidak sinkron.

Interviewer : Oo demikian, nah menurutmu bagaimana sih metode ee video dubbing ini?

Student 2: Tidak menarik, karena tidak menyenangkan bagi saya.

Interviewer : Apakah menurutmu penggunaan video dubbing ini dalam Bahasa Inggris memakan waktu?

Student 2 : Tidak, karena waktu yang digunakan dalam pembelajaran sama.

Interviewer : Nah menurut Nicho, Apakah video dubbing ini dapat menurunkan motivasi Nicho dalam belajar?

Student 2 : Tidak juga, karena pelajaran Bahasa Inggris menarik sehingga menurunkan motivasi tetapi kalau belajar secara langsung bukan dubbing lebih semangat lagi

Interviewer : Okay, Nah menurut Nicho apakah video dubbing membuat pembelajaran lebih menyenangkan bagi Nicho?

Student 2 : Tergantung daripada tema pembelajaran misal pembelajaran menggunakan kartun mungkin lebih cocok, dibandingkan dengan video nyata.

Interviewer : Nah Apakah video dubbing bisa meningkatkan pengetahuan Nicho sebagai seorang siswa?

Student 2 : Tergantung daripada penyampaiannya, penyampaian yang monoton tidak menambah pengetahuan.

Interviewer : Apakah video dubbing ini membuat kamu merasa tertarik?

Student 2 : Tidak juga, karena saya suka Bahasa Inggris.

Interviewer : Demikian, Nah setelah menggunakan metode video dubbing ini bagaimana dengan nilai ataupun pemahaman kamu dalam kemampuan berbicara?

Student 2 : Iya, ada peningkatan dari speaking skill.

Interviewer : Okay, Baik terima kasih ya jadi hari ini ada ee... telah menyempatkan waktu untuk saya interview, terima kasih banyak atas waktunya, jadi saya akhiri interview apa bila ada kata-kata atau pertanyaan yang kurang berkenan saya mohon maaf, terima kasih ya

Student 2 : Iya, sama-sama.

### **Translation**

Interviewer: Good afternoon, so today I want to interview Nicho, so Nicho today, I have a final project for my research thesis regarding the perception of students in the use of the video dubbing method in speaking skills. So, today, you want to interview Nicho, so before we start the interview, you ask for permission to record our conversation today, okay?

Student 2: Yes

Interviewer : So we go straight to the first question, Ee.. How many times a week does Nicho study English?



Student 2: Twice a week

Interviewer : Ooo.. Twice a week huh? According to Nicho, does Nicho enjoy English lessons?

Student 2: Yes, because interestingly the language is different from everyday language.

Interviewer : Oo.. I see, do you think this dubbing video really helps you in learning English?

Student 2: Not because the intonation of the mouth and the voice from the mouth are not in sync.

Interviewer : Oh, so, what do you think about this ee video dubbing method?

Student 2: Not interesting, because it's not fun for me.

Interviewer : Do you think using this dubbing video in English is time consuming?

Student 2: No, because the time spent in learning is the same.

Interviewer: According to Nicho, can this dubbing video reduce Nicho's motivation to study?

Student 2: Not really, because the English lesson is interesting so it reduces motivation but if you learn directly instead of dubbing, you are even more enthusiastic

Interviewer : Okay, so according to Nicho, does video dubbing make learning more fun for Nicho?

Student 2: Depending on the theme of learning, for example, learning using cartoons may be more suitable, compared to real videos.

Interviewer : So, can video dubbing improve Nicho's knowledge as a student?

Student 2: Depending on the delivery, monotonous delivery does not increase knowledge.

Interviewer : Did this dubbing video interest you?

Student 2: Not really, because I like English.

Interviewer: So, after using this video dubbing method, how about your grades or understanding in speaking skills?

Student 2: Yes, there is an increase in speaking skill.

Interviewer: Okay, okay, thank you, so today we have ee... have taken the time for me to interview, thank you very much for your time, so I will end the interview if there are words or questions that are not pleasing to me, I apologize, thank you

Student 2: Yes, you're welcome.

**Background Information:**

Name : Student 3

Gender : Female

Class : 7 Grade

Age : 12 Years old

Interviewer : Baik Selamat siang jadi hari ini saya mau meng-interview Aurelia ya, jadi Aurelia hari ini, ee karena saya ada tugas yaitu adalah penelitian tugas akhir yaitu skripsi penelitian mengenai pandangan murid dalam menggunakan teknik video dubbing pada kemampuan berbicara mereka, nah jadi hari ini ee saya ingin meng-interview Aurelia jadi saya sebelumnya meminta izin terlebih dahulu untuk merekam percakapan interview kita hari ini, boleh ya?

Student 3 : Boleh

Interviewer : Okay baik, kita masuk ya ke pertanyaan pertama, ee.. Aurelia itu seminggu belajar Bahasa inggris berapa kali?

Student 3 : dua kali dalam seminggu

Interviewer : Dua kali dalam seminggu, nah apakah kamu menikmati pelajaran Bahasa inggris itu?

Student 3 : Iya, karena belajar bahasa inggris melatih penggunaan bahasa asing, karena saya hobi dalam berbahasa inggris dan ingin mendalami Bahasa inggris.

Interviewer : Okay, menurut Aurelia apakah video dubbing ini sangat membantu dalam pembelajaran Bahasa Inggris?

Student 3 : Iya, karena video dubbing membantu saya dalam berbahasa Inggris dari segi pelafalan dan kelancaran berbicara.

Interviewer : Nah menurutmu bagaimana sih metode pembelajaran video dubbing ini?

Student 3: Menarik sekaligus menantang, menarik karena inovatif, menantang karena melatih saya untuk lebih berani dalam berbicara Bahasa Inggris.

Interviewer : Menurut Aurelia, Apakah penggunaan video dubbing dalam pembelajaran Bahasa Inggris memakan waktu?

Student 3 : Tidak memakan waktu, tersedia teks sebagai pedoman.

Interviewer : Menurutmu apakah video dubbing ini menurunkan motivasi dalam belajar?

Student 3 : Tidak karena metode yang digunakan itu menarik dan juga menurut saya metode ini tidak membosankan.

Interviewer : Menurutmu apakah video dubbing ini membuat pelajaran menyenangkan untuk Aurelia?

Student 3 : Iya, karena metode pembelajaran tidak hanya dengan menulis dan membaca jadi penggunaan video dubbing ini juga bisa menjadi metode yang menyenangkan didalam pembelajaran.

Interviewer : Ohh begitu, Apakah video dubbing bisa meningkatkan pengetahuan anda sebagai siswi?

Student 3 : Iya, materi yang diberikan beragam sehingga sedikit banyak memberikan pengetahuan baru bagi saya.

Interviewer : Apakah video dubbing ini membuat kamu merasa tertarik?

Student 3 : Iya, karena video dubbing dapat membuat suasana kelas lebih hidup dan membuat interaksi antara guru dan murid lebih baik.

Interviewer : Okay baik, nah setelah menggunakan metode pembelajaran video dubbing ini, bagaimana dengan nilai ataupun pemahaman kamu dalam kemampuan berbicara?

Student 3 : Dari segi nilai percakapan saya meningkat, pelafalan saya lebih baik. Dari segi pemahaman saya mengucapkan kalimat dengan benar dan jelas.

Interviewer : Okay, Baik. Jadi terima kasih ya ini akhir dari interview kita pada hari ini terima kasih atas waktu yang telah dikeluarkan oleh Aurelia ya, terima kasih kasih atas waktunya, saya akhiri interviewnya sampai disini terima kasih banyak

Student 3 : Iya, terima kasih.

## **Translation**

Interviewer : Good good afternoon, so today I want to interview Aurelia, yes, so Aurelia today, er because I have a task, which is a final project research, namely a research thesis on students' perception on using video dubbing techniques on their speaking skills, so today is the day Hey, I want to interview Aurelia, so I first asked for permission to record our interview conversation today, okay?

Student 3: Yes

Interviewer : Okay ok, let's go to the first question, eh.. How many times a week does Aurelia study English?

Student 3: twice a week

Interviewer : Twice a week, so did you enjoy the English lesson?

Student 3: Yes, because learning English trains the use of foreign languages, because I like to speak English and want to study English.

Interviewer : Okay, according to Aurelia, is this dubbing video really helpful in learning English?

Student 3: Yes, because video dubbing helps me in speaking English in terms of pronunciation and fluency.

Interviewer : So, what do you think about this video dubbing method of learning?

Student 3: Interesting and challenging, interesting because it's innovative, challenging because it trains me to be bolder in speaking English.

Interviewer : According to Aurelia, does using video dubbing in learning English take time?

Student 3: Not time consuming, text is available as a guide.

Interviewer : Do you think this dubbing video reduces motivation in studying?

Student 3: No, because the method used is interesting and I don't think this method is boring.

Interviewer : Do you think this dubbing video makes lessons fun for Aurelia?

Student 3: Yes, because the learning method is not only by writing and reading, the use of video dubbing can also be a fun method in learning.

Interviewer : Oh I see, can dubbing video improve your knowledge as a student?

Student 3: Yes, the material provided was varied, so it gave me more or less new knowledge.

Interviewer : Did this dubbing video interest you?

Student 3: Yes, because video dubbing can make the classroom atmosphere more lively and make the interaction between teachers and students better.

Interviewer : Okay fine, now after using this video dubbing learning method, how about your grades or understanding in speaking skills?

Student 3: In terms of my conversational scores improved, my pronunciation was better. In terms of understanding I pronounce sentences correctly and clearly.

Interviewer : OK, OK. So thank you, this is the end of our interview today, thank you for the time that Aurelia has spent, thank you for your time, I will end the interview here, thank you very much

Student 3: Yes, thank you.

**Background Information:**

Name : Student 4  
Gender : Female  
Class : 7 Grade  
Age : 12 Years old

Interviewer : Selamat siang sebelumnya, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee..sebelumnya disekolah ada menggunakan metode video dubbing ya?



Student 4 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 4 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa inggris, anda belajar Bahasa inggris?

Student 4 : dua kali

Interviewer : Dua Kali? Okay, Nah bagaimana menurut anda, Apakah anda menikmati pelajaran Bahasa inggris?

Student 4: Iya, karena menggunakan metode yang menarik dan menyenangkan

Interviewer : Okay nah, Apakah menurut anda Video Dubbing ini sangat membantu anda dalam belajar Bahasa inggris?

Student 4 : Em.. Iya karena pembelajarannya unik dan metodenya menarik

Interviewer : Nah, bagaimana menurut anda metode pembelajaran Video Dubbing ini?

Student 4 : Emm.. baik, karena membantu saya dalam meningkatkan kepercayaan diri dalam berbicara

Interviewer : Apakah menurut anda menggunakan metode video dubbing dalam belajar Bahasa Inggris ini memakan waktu?

Student 4 : Emm... Tidak, karena metode ini membuat pembelajaran lebih santai sehingga tidak terasa memakan waktu

Interviewer : Apakah menurut anda ee video dubbing ini menurunkan daripada motivasi anda dalam belajar?

Student 4 : Oh tidak... malah sebaliknya metode ini membuat saya lebih bersemangat dalam belajar.

Interviewer : Nah menurut anda nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi anda?

Student 4 : Tentu, karena dengan metode ini saya menjadi lebih menyukai Bahasa Inggris

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan anda sebagai siswa, sebagai siswi?

Student 4 : Ya jelas karena kepercayaan diri saya meningkat dan juga membuat saya lebih berani untuk mempertunjukkan kemampuan saya

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 4 : Emm.. Ya saya menjadi lebih penasaran terhadap Bahasa Inggris terutama dalam segi kemampuan berbicara

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 4 : Ada, karena dengan Metode ini secara tidak sadar nilai dan pengetahuan saya dalam berbicara Bahasa Inggris mengalami peningkatan

Interviewer : Okay baik, ee anda terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya, Saya juga sudah meminjam waktunya untuk interview anda mengenai pembelajaran di sekolah jadi baik ee saya akhiri ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 4 : Iya, terima kasih.

### **Translation**

Interviewer : Good afternoon in advance, so today you want to have an interview.. er, I want an interview for thesis research instead of your thesis, so today eh.. before we conduct the interview I want to explain first the purpose of this interview to find out the perceptions of students in using the video dubbing learning method. Ee.. previously at school there was a video dubbing method, right?

Student 4: Yes...

Interviewer : So.. ee before we start.. ee I ask your permission, yes, I recorded ee. Can we have an interview today?

Student 4: Yes..

Interviewer: Okay, OK, I'll go into my first question, how many times a week do we study English, do you study English?

Student 4: twice

Interviewer : Twice? Okay, So what do you think, did you enjoy learning English?

Student 4: Yes, because it uses an interesting and fun method

Interviewer : Okay well, do you think this Dubbing Video really helps you in learning English?

Student 4: Em.. Yes, because the learning is unique and the method is interesting

Interviewer : So, what do you think about this Video Dubbing learning method?

Student 4: Erm.. well, because it helps me to increase my confidence in speaking

Interviewer : Do you think that using the video dubbing method in learning English is time consuming?

Student 4: Erm... No, because this method makes learning more relaxed so it doesn't feel time consuming

Interviewer : Do you think this dubbing video is lowering your motivation in studying?

Student 4: Oh no... on the contrary, this method makes me more enthusiastic in learning.

Interviewer: So in your opinion, does video dubbing make learning more fun for you?

Student 4: Of course, because with this method, I prefer English

Interviewer : Okay then, Ee.. Can this dubbing video improve your knowledge as a student, as a student?

Student 4: Yes, obviously because my self-confidence has increased and it also makes me more daring to show my abilities

Interviewer : Haa.. Does this dubbing video make you feel more interested?

Student 4: Erm.. Yes, I became more curious about English, especially in terms of speaking ability

Interviewer: So the last question, After using this video dubbing learning method, what about your values and understanding in conversation, conversational skills?

Student 4: Yes, because with this method unconsciously my value and knowledge in speaking English has increased

Interviewer : Okay fine, thank you for your time today, you have taken the time, I have also borrowed the time for your interview regarding learning at school so that's fine, I'll end our interview today, thank you, thank you many

Student 4: Yes, thank you.

**Background Information:**

Name : Student 5

Gender : Male

Class : 7 Grade

Age : 12 Years old

Interviewer : Selamat siang sebelumnya, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee..sebelumnya disekolah ada menggunakan metode video dubbing ya?

Student 5 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 5 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa inggris, anda belajar Bahasa inggris?

Student 5 : dua kali

Interviewer : Dua Kali? Okay, Nah bagaimana menurut anda, Apakah anda menikmati pelajaran Bahasa Inggris?

Student 5 : Iya, karena saya menyukai pelajaran Bahasa Inggris sejak awal

Interviewer : Okay nah, Apakah menurut anda Video Dubbing ini sangat membantu anda dalam belajar Bahasa Inggris?

Student 5 : Em.. Iya karena pembelajaran menjadi lebih berbeda dari biasanya sehingga tidak monoton.

Interviewer : Nah, bagaimana menurut anda metode pembelajaran Video Dubbing ini?

Student 5 : Emm.. sangat menarik, karena membuat pembelajaran menjadi sangat berbeda dan terbilang unik dan jarang.

Interviewer : Apakah menurut anda menggunakan metode video dubbing dalam belajar Bahasa Inggris ini memakan waktu?

Student 5 : Emm... Tidak sama sekali malah sebaliknya, saya merasa lebih efektif

Interviewer : Apakah menurut anda ee video dubbing ini menurunkan daripada motivasi anda dalam belajar?

Student 5 : Tidak, malah motivasi saya dalam belajar menjadi meningkat dan saya lebih ingin mencari tahu lebih

Interviewer : Nah menurut anda nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi anda?

Student 5 : Tentunya, karena saya menjadi lebih termotivasi dan bersemangat dalam belajar

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan anda sebagai siswa, sebagai siswi?

Student 5 : Iya, karena saya mendapat pengetahuan dari video yang diputar

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 5 : Emm.. tentunya saya semakin lebih tertarik lagi dalam belajar Bahasa Inggris

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 5 : Ada, saya menjadi lebih bisa mempertahankan peningkatan dalam berbahasa Inggris

Interviewer : Okay baik, terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya. Saya akhiri ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 5 : Iya, terima kasih.



## **Translation**

Interviewer : Good afternoon in advance, so today you want to have an interview.. er, I want an interview for thesis research instead of your thesis, so today eh.. before we conduct the interview I want to explain first the purpose of this interview to find out the perceptions of students in using the video dubbing learning method. Ee.. previously at school there was a video dubbing method, right?

Student 5: Yes...

Interviewer : So.. ee before we start.. ee I ask your permission, yes, I recorded ee. Can we have an interview today?

Student 5: Yes..

Interviewer: Okay, OK, I'll go into my first question, how many times a week do we study English, do you study English?

Student 5: twice

Interviewer : Twice? Okay, So what do you think, did you enjoy learning English?

Student 5: Yes, because I liked English lessons from the start

Interviewer : Okay well, do you think this Dubbing Video really helps you in learning English?

Student 5: Em.. Yes, because learning is more different than usual, so it's not monotonous.

Interviewer : So, what do you think about this Video Dubbing learning method?

Student 5: Erm.. very interesting, because it makes learning very different and unique and rare.

Interviewer : Do you think that using the video dubbing method in learning English is time consuming?

Student 5: Erm... Not at all on the contrary, I feel more effective

Interviewer : Do you think this dubbing video is lowering your motivation in studying?

Student 5: No, in fact my motivation in studying has increased and I want to find out more

Interviewer: So in your opinion, does video dubbing make learning more fun for you?

Student 5: Of course, because I became more motivated and enthusiastic in learning

Interviewer : Okay then, Ee.. Can this dubbing video improve your knowledge as a student, as a student?

Student 5: Yes, because I got knowledge from the video that was played

Interviewer : Haa.. Does this dubbing video make you feel more interested?

Student 5: Erm.. of course I'm more and more interested in learning English

Interviewer: So the last question, After using this video dubbing learning method, what about your values and understanding in conversation, conversational skills?

Student 5: Yes, I became more able to maintain improvement in English

Interviewer : Okay fine, thank you for your time today, ee for taking the time. I'm ending our interview today, thank you, thank you very much

Student 5: Yes, thank you.

**Background Information:**

Name : Student 6

Gender : Male

Class : 7 Grade

Age : 12 Years old

Interviewer : Selamat siang sebelumnya, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee.. anda sebelumnya disekolah ada menggunakan metode video dubbing ya?

Student 6 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 6 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa inggris, anda belajar Bahasa inggris?

Student 6 : dua kali

Interviewer : Dua Kali? Okay, Nah bagaimana menurut anda, Apakah anda menikmati pelajaran Bahasa inggris?

Student 6 : Iya, karena menyenangkan, karena pembelajarannya aktif..

Interviewer : Okay nah, Apakah menurut anda Video Dubbing ini sangat membantu anda dalam belajar Bahasa inggris?

Student 6 : Em.. karena kita bisa mendengar langsung lalu kita bisa diberi waktu untuk praktek.

Interviewer : Nah, bagaimana menurut anda metode pembelajaran Video Dubbing ini?

Student 6 : Emm.. Bagus banget, karena pembelajarannya tidak membosankan, dengan adanya video jadi bisa ada gambaran tidak menerka-nerka.

Interviewer : Apakah menurut anda menggunakan metode video dubbing dalam belajar Bahasa Inggris ini memakan waktu?

Student 6 : Emm... Tidak, karena menurut saya bukan menghabiskan waktu tetapi lebih efisien.

Interviewer : Apakah menurut anda ee video dubbing ini menurunkan daripada motivasi anda dalam belajar?

Student 6 : Oh tidak... justru malah meningkatkan minat belajar dan ketertarikan terhadap Bahasa Inggris.

Interviewer : Nah menurut anda nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi Ratu?

Student 6 : Tentu, karena tidak monoton, karena tidak hanya mendengarkan dan guru menjelaskan tapi kita bisa melihat langsung dan praktek secara langsung.

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan anda sebagai siswa, sebagai siswi?

Student 6 : Ya jelas karena lebih semangat sehingga keinginan belajar lebih tinggi, sehingga pengetahuan pun meningkat.

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 6 : Emm.. Ya saya menjadi lebih tertarik mencari tahu yang lebih lagi.

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 6 : Ada, karena dengan VD kesempatan untuk praktek lebih banyak dan saya lebih percaya diri.

Interviewer : Okay baik, ee anda terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya, Saya juga sudah meminjam waktunya untuk interview anda mengenai pembelajaran di sekolah jadi baik ee saya akhiri ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 6 : Iya, terima kasih.

### **Translation**

Interviewer: Good afternoon, so today I want to have an interview.. uh, I want to do an interview for thesis research instead of my thesis, so today eh.. before we do the interview I want to explain first the purpose of this interview to find out the perception of students in using the video dubbing learning method. Ee.. the previous you at school used the video dubbing method, right?

Student 6 : Yes...

Interviewer: So... uh, before we begin... Uh, I'd like to ask permission. Yes, can I record the interview today?

Student 6 : Yes...

Interviewer: Okay. Let's move on to the first question. How many times a week do you study English? Do you study English?

Student 6: Twice

Interviewer: Twice? Okay, do you think you like English lessons?

Student 6: Yes, because it's fun. Because learning is active.

Interviewer: Yes, do you think this dubbing video is very helpful for you to learn English?

Student 6: Em.. because we can hear directly then we can be given time to practice.

Interviewer : Well, what do you think about this Video Dubbing method of learning?

Student 6: Erm.. It's really good, because the learning is not boring, with the video, you can get a picture without guessing.

Interviewer : Do you think that using the video dubbing method in learning English is time consuming?

Student 6: Erm... No, because I don't think it's time consuming but more efficient.

Interviewer : Do you think that this dubbing video is decrease your motivation in studying?

Student 6: Oh no... it actually increases interest in learning and interest in English.

Interviewer : So, according to you, does video dubbing make learning more fun for you?

Student 6: Of course, because it's not monotonous, the teacher can see and practice, not just explain and listen.

Interviewer: I see. Uh.. can this dub video improve your knowledge as a student and as a student?

Student 6: Yes, of course. The more passion you have, the greater your desire to learn, so your knowledge will increase.

Interviewer: Ha... Is this dubbed video more interesting?

Student 6: Uh... Yes, I want to learn more.

Interviewer: So, the last question. After using this video dubbing learning method, how would you rate your conversational ability and comprehension?

Student 6: Yes, because OD gives me more opportunities to practice and gives me more confidence in myself.

Interviewer : Okay ok, thank you for your time today, I have taken the time, I have also borrowed time for your interview about learning at school so that's fine, I'll end our interview today, thank you, thank you many

Student 6: Yes, thank you.

**Background Information:**



Name : Student 7  
Gender : Male  
Class : 7 Grade  
Age : 12 Years old

Interviewer : Selamat siang sebelumnya, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee.. anda sebelumnya disekolah ada menggunakan metode video dubbing ya?

Student 7 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 7 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa Inggris, anda belajar Bahasa Inggris?

Student 7 : dua kali seminggu

Interviewer : Dua Kali? Okay, Nah bagaimana menurut anda, Apakah anda menikmati pelajaran Bahasa Inggris?

Student 7 : Sangat menikmatinya, karena cara belajar yang diajarkan sangat menyenangkan

Interviewer : Okay nah, Apakah menurut anda Video Dubbing ini sangat membantu anda dalam belajar Bahasa Inggris?

Student 7 : Tentu saja, karena dengan adanya video dubbing ini saya menjadi lebih bersemangat dan tertarik dalam belajar Bahasa Inggris.

Interviewer : Nah, bagaimana menurut anda metode pembelajaran Video Dubbing ini?

Student 7 : Metode ini sangat menarik dan unik karena sangat jarang ditemui pada pelajaran yang lainnya.

Interviewer : Apakah menurut anda menggunakan metode video dubbing dalam belajar Bahasa Inggris ini memakan waktu?

Student 7 : Saya tidak berpikir demikian karena video dubbing membuat pembelajaran lebih efisien.

Interviewer : Apakah menurut anda video dubbing ini menurunkan daripada motivasi anda dalam belajar?

Student 7 : Tidak juga, karena materi yang diajarkan dengan metode ini malah membuat saya penasaran dan semakin meningkatkan motivasi saya.

Interviewer : Nah menurut anda nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi anda?

Student 7 : Tentunya sangat menyenangkan tidak monoton dan juga menjadi lebih seru.

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan anda sebagai siswa, sebagai siswi?

Student 7 : Tanpa saya sadari pengetahuan saya meningkat karena materi yang disampaikan beragam dan saya belajar tanpa beban.

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 7 : ohh.. jelas, rasa ketertarikan saya semakin meningkat.

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 7 : Tentunya ada peningkatan sedikit demi sedikit melalui proses yang dilalui.

Interviewer : Okay baik, ee anda terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya, Saya juga sudah meminjam waktunya untuk interview anda mengenai pembelajaran di sekolah jadi baik ee saya akhiri ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 7 : Iya, terima kasih juga

## **Translation**

Interviewer : Good afternoon in advance, so today you want to have an interview.. er, I want an interview for thesis research instead of your thesis, so today eh.. before we conduct the interview I want to explain first the purpose of this interview to find out the perceptions of students in using the video dubbing learning method. Ee.. you were previously at school using the video dubbing method, right?

Student 7 : Yes...

Interviewer : So.. ee before we start.. ee I ask your permission, yes, I recorded ee. Can we have an interview today?

Student 7 : Yes..

Interviewer: Okay, OK, I'll go into my first question, how many times a week do we study English, do you study English?

Student 7 : twice a week

Interviewer : Twice? Okay, So what do you think, did you enjoy learning English?

Student 7 : Enjoyed it very much, because the way of learning that is taught is very fun

Interviewer : Okay well, do you think this Dubbing Video really helps you in learning English?

Student 7 : Of course, because of this dubbing video, I became more excited and interested in learning English.

Interviewer : So, what do you think about this Video Dubbing learning method?

Student 7 : This method is very interesting and unique because it is rarely found in other lessons.

Interviewer : Do you think that using the video dubbing method in learning English is time consuming?

Student 7 : I don't think so because video dubbing makes learning more efficient.

Interviewer : Do you think this dubbing video is lowering your motivation in studying?

Student 7 : Not really, because the material taught by this method actually makes me curious and increases my motivation.

Interviewer : So in your opinion, does video dubbing make learning more fun for you?

Student 7 : Of course, it is very fun, not monotonous and also more exciting.

Interviewer : Okay next, Ee.. Can this dubbing video improve your knowledge as a student, as a student?

Student 7 : Without me realizing it, my knowledge increased because the material presented was varied and I learned without a burden.

Interviewer : Haa.. Does this dubbing video make you feel more interested?

Student 7 : ohh.. obviously, my interest is increasing.

Interviewer: So the last question, After using this video dubbing learning method, what about your values and understanding in conversation, conversational skills?

Student 7 : Of course there is an increase little by little through the process.

Interviewer : Okay fine, thank you for your time today, you have taken the time, I have also borrowed the time for your interview regarding learning at school so that's fine, I'll end our interview today, thank you, thank you many

Student 7 : Yes, thank you too

**Background Information:**

Name : Student 8

Gender : Male

Class : 7 Grade

Age : 12 Years old

Interviewer : Selamat siang ya jadi hari ini bapak ingin meng-interview kamu, nah jadi hari ini Bapak ada tugas akhir skripsi penelitian bapak mengenai ee persepsi daripada murid dalam penggunaan metode video dubbing dalam

kemampuan berbicara. Nah jadi bapak hari ini mau meng interview kamu, jadi sebelum kita mulai interview bapak minta izin ya untuk merekam percakapan kita pada hari ini, boleh ya?

Student 8 : Boleh

Interviewer : Jadi kita langsung masuk pertanyaan pertama, Ee.. Berapa kali seminggu kamu belajar Bahasa inggris?

Student 8 : Seminggu dua kali

Interviewer : Ooo.. Seminggu dua kali ya? Menurut kamu apakah kamu menikmati pelajaran Bahasa inggris?

Student 8 : Ya, karena menarik bahasanya berbeda dari Bahasa sehari-hari.

Interviewer : Oo.. begitu, Apakah menurut kamu video dubbing ini sangat memantu kamu dalam pelajaran Bahasa inggris?

Student 8 : Tidak juga karena intonasi mulut dan suara dari mulut tidak sinkron.

Interviewer : Oo demikian, nah menurutmu bagaimana sih metode ee video dubbing ini?

Student 8: Tidak menarik, karena tidak menyenangkan bagi saya.

Interviewer : Apakah menurutmu penggunaan video dubbing ini dalam Bahasa inggris memakan waktu?

Student 8 : Tidak, karena waktu yang digunakan dalam pembelajaran sama.

Interviewer : Nah menurut kamu, Apakah video dubbing ini dapat menurunkan motivasi Nicho dalam belajar?

Student 8 : Tidak juga, karena pelajaran Bahasa Inggris menarik sehingga menurunkan motivasi tetapi kalau belajar secara langsung bukan dubbing lebih semangat lagi

Interviewer : Okay, Nah menurut kamu apakah video dubbing membuat pembelajaran lebih menyenangkan bagi Nicho?

Student 8 : Tergantung daripada tema pembelajaran misal pembelajaran menggunakan kartun mungkin lebih cocok, dibandingkan dengan video nyata.

Interviewer : Nah Apakah video dubbing bisa meningkatkan pengetahuan kamu sebagai seorang siswa?

Student 8 : Tergantung daripada penyampaiannya, penyampaian yang monoton tidak menambah pengetahuan.

Interviewer : Apakah video dubbing ini membuat kamu merasa tertarik?

Student 8 : Tidak juga, karena saya suka Bahasa Inggris.

Interviewer : Demikian, Nah setelah menggunakan metode video dubbing ini bagaimana dengan nilai ataupun pemahaman kamu dalam kemampuan berbicara?



Student 8 : Iya, ada peningkatan dari speaking skill.

Interviewer : Okay, Baik terima kasih ya jadi hari ini ada ee... telah menyempatkan waktu untuk saya interview, terima kasih banyak atas waktunya, jadi saya akhiri interview apa bila ada kata-kata atau pertanyaan yang kurang berkenan saya mohon maaf, terima kasih ya

Student 8 : Iya, sama-sama.

### **Translation**

Interviewer: Good afternoon, so today you want to interview you, so today, you have a final project for your research thesis regarding the perception of students in the use of the video dubbing method in speaking skills. So, today, you want to interview you, so before we start the interview, you ask for permission to record our conversation today, okay?

Student 8: Yes

Interviewer : So we go straight to the first question, Ee.. How many times a week do you study English?

Student 8: Twice a week

Interviewer : Ooo.. twice a week huh? According to you, do you like English lessons?

Student 8: Yes, because it's interesting that the language is different from the everyday language.

Interviewer : Oh, I see. Do you think this audio commentary video will really help you learn English?

Student 8: It's not because the intonation of the mouth and the voices coming out of the mouth are out of sync.

Interviewer: So what do you think of this video duplication method?

Student 8: I'm not interested. It's not fun.

Interviewer: Do you think it takes a lot of time to use this English dubbing video?

Student 8: No. The learning time is the same.

Interviewer: According to you, can this dubbing video reduce your motivation to study?

Student 8: Not really, because the English lesson is interesting so it reduces motivation but if you learn directly instead of dubbing, you are even more enthusiastic

Interviewer : Okay, so according to you, does video dubbing make learning more fun for you?

Student 8: Depending on the learning theme, for example, learning using cartoons may be more suitable, compared to real videos.

Interviewer : So, can video dubbing improve your knowledge as a student?

Student 8: Depending on the delivery, monotonous delivery does not increase knowledge.

Interviewer: Are you interested in this dubbed video?

Student 8: No. Because I like English.

Interviewer: So, after using this video copy method, how do you feel about your grades or your understanding of speaking skills?

Student 8: Yes, my speaking skills have improved.

Interviewer: Okay. All right. thank you. So today... We took the time to conduct the interview. Thank you very much for your time. If there are any words or questions you don't like, we'll close the interview. sorry, thank you

Student 8: Yes, please.

**Background Information:**

Name : Student 9

Gender : Female

Class : 7 Grade

Age : 12 Years old

Interviewer : Selamat siang sebelumnya, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee..sebelumnya disekolah ada menggunakan metode video dubbing ya?

Student 9 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 9 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa inggris, anda belajar Bahasa inggris?

Student 9 : dua kali

Interviewer : Dua Kali? Okay, Nah bagaimana menurut anda, Apakah anda menikmati pelajaran Bahasa inggris?

Student 9 : Iya, saya sangat menikmatinya

Interviewer : Okay nah, Apakah menurut anda Video Dubbing ini sangat membantu anda dalam belajar Bahasa inggris?

Student 9 : iya, kemampuan berbicara Bahasa inggris saya perlahan-lahan meningkat.

Interviewer : Nah, bagaimana menurut anda metode pembelajaran Video Dubbing ini?

Student 9 : metode ini sangat baik dalam pembelajaran sehingga tidak bosan.

Interviewer : Apakah menurut anda menggunakan metode video dubbing dalam belajar Bahasa inggris ini memakan waktu?

Student 9 : Waktu yang digunakan kurang lebih sama sehingga tidak memakan waktu.

Interviewer : Apakah menurut anda ee video dubbing ini menurunkan daripada motivasi anda dalam belajar?

Student 9 : Secara motivasi malah semakin meningkat karenanya adanya peningkatan berbahasa saya.

Interviewer : Nah menurut anda nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi anda?

Student 9 : Jelas membuat pelajaran lebih menarik karena metode ini sangat unik .

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan anda sebagai siswa, sebagai siswi?

Student 9 : Pengetahuan meningkat secara bertahap sehingga menjadi lebih paham

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 9 : Tentunya membuat saya menjadi lebih tertarik dalam mencoba-coba berbicara Bahasa Inggris.

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 9 : Pemahaman saya meningkat dan menjadi lebih paham bagaimana berbicara yang baik dan benar dalam Bahasa Inggris.

Interviewer : Okay baik, terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya. Saya akhiri ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 9 : Iya, terima kasih.

### **Translation**

Interviewer : Good afternoon in advance, so today you want to have an interview.. er, I want an interview for thesis research instead of your thesis, so today eh.. before we conduct the interview I want to explain first the purpose of this interview to find out the perceptions of students in using the video dubbing learning method. Ee.. previously at school there was a video dubbing method, right?

Student 9 : Yes...

Interviewer : So.. ee before we start.. ee I ask your permission, yes, I recorded ee. Can we have an interview today?

Student 9 : Yes..

Interviewer: Okay, OK, I'll go into my first question, how many times a week do we study English, do you study English?

Student 9 : twice

Interviewer : Twice? Okay, So what do you think, did you enjoy learning English?

Student 9 : Yes, I really enjoyed it

Interviewer : Okay well, do you think this Dubbing Video really helps you in learning English?

Student 9 : yes, my English speaking ability is slowly improving.

Interviewer : So, what do you think about this Video Dubbing learning method?

Student 9 : this method is very good in learning so it doesn't get bored.

Interviewer : Do you think that using the video dubbing method in learning English is time consuming?

Student 9 : The time used is more or less the same so it doesn't take time.

Interviewer : Do you think this dubbing video is lowering your motivation in studying?

Student 9 : In fact, the motivation is increasing because of the improvement in my language.

Interviewer : So in your opinion, does video dubbing make learning more fun for you?

Student 9 : It definitely makes the lesson more interesting because this method is very unique .

Interviewer : Okay next, Ee.. Can this dubbing video improve your knowledge as a student, as a student?

Student 9 : Knowledge increases gradually so that it becomes more understanding

Interviewer : Haa.. Does this dubbing video make you feel more interested?

Student 9 : Of course it made me more interested in trying to speak English.

Interviewer: So the last question, After using this video dubbing learning method, what about your values and understanding in conversation, conversational skills?

Student 9 : My understanding has improved and I have a better understanding of how to speak properly and correctly in English.

Interviewer : Okay fine, thank you for your time today, ee for taking the time. I'm ending our interview today, thank you, thank you very much

Student 9 : Yes, thank you.

**Background Information:**

Name : Student 10

Gender : Female

Class : 7 Grade

Age : 12 Years old



Interviewer : Selamat siang sebelumnya, jadi hari ini bapak mau interview.. eh, mau interview untuk penelitian thesis dari pada skripsi bapak, jadi hari ini ee.. sebelum kita melakukan interview saya mau jelaskan terlebih dahulu tujuan dari interview ini untuk mengetahui persepsi daripada siswa dalam menggunakan metode pembelajaran video dubbing. Ee..sebelumnya disekolah ada menggunakan metode video dubbing ya?

Student 10 : Iya...

Interviewer : Nah jadi.. ee sebelum kita mulai.. ee saya minta izinnya ya, saya rekam ee. Percakapan interview kita hari ini boleh ya?

Student 10 : Boleh..

Interviewer : Okay, Nah baik, saya akan masuk ke pertanyaan saya yang pertama, ee berapa kali dalam seminggu ee kita belajar Bahasa inggris, anda belajar Bahasa inggris?

Student 10 : dua kali

Interviewer : Dua Kali? Okay, Nah bagaimana menurut anda, Apakah anda menikmati pelajaran Bahasa inggris?

Student 10: Iya, karena menggunakan metode yang menarik dan menyenangkan

Interviewer : Okay nah, Apakah menurut anda Video Dubbing ini sangat membantu anda dalam belajar Bahasa inggris?

Student 10 : Em.. Iya karena pembelajarannya unik dan metodenya menarik

Interviewer : Nah, bagaimana menurut anda metode pembelajaran Video Dubbing ini?

Student 10 : Emm.. baik, karena membantu saya dalam meningkatkan kepercayaan diri dalam berbicara

Interviewer : Apakah menurut anda menggunakan metode video dubbing dalam belajar Bahasa Inggris ini memakan waktu?

Student 10 : Emm... Tidak, karena metode ini membuat pembelajaran lebih santai sehingga tidak terasa memakan waktu

Interviewer : Apakah menurut anda ee video dubbing ini menurunkan daripada motivasi anda dalam belajar?

Student 10 : Oh tidak... malah sebaliknya metode ini membuat saya lebih bersemangat dalam belajar.

Interviewer : Nah menurut anda nih, Video dubbing apakah membuat pembelajaran itu lebih menyenangkan bagi anda?

Student 10 : Tentu, karena dengan metode ini saya menjadi lebih menyukai Bahasa Inggris

Interviewer : Okay selanjutnya, Ee.. Apakah video dubbing ini bisa meningkatkan pengetahuan anda sebagai siswa, sebagai siswi?

Student 10 : Ya jelas karena kepercayaan diri saya meningkat dan juga membuat saya lebih berani untuk mempertunjukkan kemampuan saya

Interviewer : Haa.. Apakah video dubbing ini membuat kamu merasa lebih tertarik?

Student 10 : Emm.. Ya saya menjadi lebih penasaran terhadap Bahasa Inggris terutama dalam segi kemampuan berbicara

Interviewer : Nah jadi pertanyaan terakhir, Setelah menggunakan metode pembelajaran video dubbing ini, Apakah bagaimana dengan ee nilai dan pemahaman anda dalam percakapan, kemampuan percakapan?

Student 10 : Ada, karena dengan Metode ini secara tidak sadar nilai dan pengetahuan saya dalam berbicara Bahasa Inggris mengalami peningkatan

Interviewer : Okay baik, ee anda terima kasih ya untuk waktunya hari ini, ee sudah menyempatkan waktunya, Saya juga sudah meminjam waktunya untuk interview anda mengenai pembelajaran di sekolah jadi baik ee saya akhiri ya interview kita pada hari ini, terima kasih ya, terima kasih banyak

Student 10 : Iya, terima kasih.

### **Translation**

Interviewer : Good afternoon in advance, so today you want to have an interview.. er, I want an interview for thesis research instead of your thesis, so today eh.. before we conduct the interview I want to explain first the purpose of this

interview to find out the perceptions of students in using the video dubbing learning method. Ee.. previously at school there was a video dubbing method, right?

Student 10 : Yes...

Interviewer : So.. ee before we start.. ee I ask your permission, yes, I recorded ee. Can we have an interview today?

Student 10: Yes, Interviewer: All right. All right. Let's move on to the first question.

How many times a week do you study English? Student 10: Twice

Interviewer: Twice? Okay, do you think you enjoyed studying English?

Student 10: Yes, because it's interesting and fun to use.

Interviewer: Well, do you think this dubbed video will really help you learn English?

Student 10: Well... yes, because the education is unique and the methods are interesting.

Interviewer: So, what do you think of this videotape teaching method?

Student 10: Uh... well. Because it helps build confidence in conversations.

Interviewer: Do you think it takes a lot of time to use the video voiceover method when learning English?

Student 10: Uh... No. Because this method makes learning more comfortable and doesn't take much time.

Interviewer: Does this dubbing seem to discourage you from studying?

Student 10: Oh, no... Rather, it inspires enthusiasm for study.

Interviewer: Do you think video duplication makes learning more enjoyable?

Student 10: Of course. I prefer English this way.

Interviewer: I see. Uh.. Can this audio commentary video improve my knowledge as a student?

Student 10: Yes, of course. It gave me confidence and the courage to show my abilities.

Interviewer: Ha... Does this dubbing video make you feel more interested?

Student 10 : Erm.. Yes, I became more curious about English, especially in terms of speaking ability

Interviewer: So the last question, After using this video dubbing learning method, what about your values and understanding in conversation, conversational skills?

Student 10 : Yes, because with this method, my value and knowledge in speaking English has increased unconsciously

Interviewer : Okay fine, thank you for your time today, you have taken the time, I have also borrowed the time for your interview regarding learning at school so that's fine, I'll end our interview today, thank you, thank you many

Student 10 : Yes, thank you.

