

## THE USE OF DUBBING IN PRONUNCIATION PRACTICE CLASS: TEACHERS' AND STUDENTS' PERCEPTIONS

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### **Abstract**

*Pronunciation is one of the important skills that language learners need to master. In consequence, their acquisition in language learning can be affected if they do not master the skills. However, one of the difficulties that students often face is related to pronunciation skills. This study attempted to investigate the English Language Education Program (ELEP) students' and teachers' perceptions of the use of the dubbing project in the Pronunciation Practice class. The study was conducted in Semester II, 2021-2022 academic year, at the English Language Education Program (ELEP), Faculty of Language and Arts (FLA), at a private university in Indonesia. The respondents of the research consisted of 26 (twenty-six) students, one speaking teacher, and one pronunciation teacher at the mentioned-above study program. In collecting the data, the researchers used a questionnaire and interview protocols. The research findings from the questionnaire and interview sessions revealed that the students and teachers showed positive attitudes toward the dubbing project. Most of the participants agreed that the project helps increase students' pronunciation skills, including syllables, word stresses, vowel and consonant sounds, intonation, and fluency. It can be concluded that the implementation of the dubbing project in the Pronunciation Practice class has beneficial impacts in improving students' pronunciation skills.*

**Keywords:** *dubbing project, pronunciation, perceptions*

### **INTRODUCTION**

Pronunciation refers to the act or manner in which the words are spoken. According to Cook (1996), pronunciation is a collection of sound-producing habits (cited in Ridarma, 2017). However, Gilakjani (2016) expressed that English pronunciation is one of the most difficult skills to obtain, and learners should devote a significant amount of time to improving their pronunciation. Therefore, the teacher's role is essential in helping students overcome difficulties. Morley (1991) stated that teachers do not teach but rather facilitate learners' pronunciation learning. Teachers play the role of a coach, a speech coach, and a pronunciation coach. The pronunciation coach's critical role is to check and guide changes in spoken English at two levels (a) speech production and (b) speech performance. Yet, some teachers still use the teacher-centered approach instead of the student-centered approach. Although the English curriculums and Competency-Based Approach incorporate the learner-centered approach and learner autonomy principles, teachers are still resistant to change and keep using the traditional teacher-centered teaching styles (Baghoussi, 2021). This kind of method is less interactive and makes students unable to participate actively in the learning process.

A fun learning environment and teaching techniques will encourage and motivate students to learn the target language. When a student is motivated to learn English, he/she will make the best effort to achieve it. According to Brophy (2004),

when a student engages actively in an activity by embracing its objective and attempting to learn the concepts or master the skills it develops, motivation to learn exists. Video dubbing is one of the techniques that can be used in learning pronunciation. By using video dubbing, it is expected that the teacher will be able to motivate learners to learn. Dubbing allows students to actively participate in learning activities. When students actively engage and experience new things themselves, the learning will become more effective. Palim and Power (1990) agree that effective learning can be reached through learning by doing, presenting, practicing, and recycling as the teaching procedure. Moreover, video-dubbing involves visual aids that can encourage students to learn and keep them from getting bored. According to Burton (1955), visual aids are sensory objects or images that serve to initiate or stimulate and support learning. Kinder, S. James (1942, cited in Shabiralyani, 2015) stated that visual aids are any appliances that can be used to make the learning experience more real, more accurate, and more active. Based on the background above, the writer would like to conduct a study about the use of the dubbing project in improving students' pronunciation skills.

Due to the difficulty that students face in improving their pronunciation skills, teachers are expected to be able to keep abreast of trends and find creative ways to teach pronunciation. However, in reality, many teachers find it difficult to find creative and unique teaching methods, thus making them still use old-fashioned teaching techniques, such as the teacher-centered approach. Pronunciation requires a lot of practice and drilling, and students should be able to actively engage in the learning process.

This study aimed to find out the teachers' and students' perceptions of the use of dubbing in improving students' pronunciation skills.

Therefore, the questions that guided this study were:

1. What are PBI teachers' perceptions towards dubbing in improving students' pronunciation skills?
2. What are PBI students' perceptions towards dubbing in improving students' pronunciation skills?

Hopefully, this research can give a contribution to English teaching and learning, especially in pronunciation skills. The results of this research hopefully can be used as a reference for teachers who want to teach pronunciation. It is also hoped that this research can give additional information to other researchers who want to conduct research in related fields.

## **LITERATURE REVIEW**

### ***Definition of Pronunciation***

Pronunciation is one of the sub-skills in speaking which plays a vital role to make the process of communication run smoothly and be easy to understand. Yates and Zielinski (2009) stated that pronunciation is the production of sounds that are used for making meaning. The sounds of the words can be produced by articulating speech organs such as lips, tongue, teeth, and lungs. According to Hornby (1995), pronunciation is how a language is spoken; how a word is pronounced; the way a person speaks the words of a language. Furthermore, Cook (1996), cited in Gilakjani (2016), defined pronunciation as the production of sounds that is learned by repeating sounds and correcting them when produced inaccurately. Therefore, it can be

concluded that pronunciation refers to the act or process of producing comprehensible sounds of a word or a name in an accepted manner.

### ***Definition of Dubbing***

Thompson (1990, quoted in Hastuti, 2015) stated that the word dubbing means the process of replacing part or all of the voice on the soundtrack to correct errors or re-record dialogue. He further mentioned that the term revoicing can be used as the synonym for dubbing as dubbing has the meaning of a process or act of furnishing a video, clip, or movie with a new voice, soundtrack, sound effect, or music. According to Yu (2013, quoted in Florente 2016), there are two meanings to the word dubbing. The first, in a wide sense, dubbing means replacing the existing soundtrack. The second, in a narrower sense, dubbing means matching the sound and lip movements of an existing source by performing a kind of lip-synchronization. Another expert, Borell (2000) also explored the meaning of dubbing as a substitute for a new soundtrack in one language with another language that is different from the original.

Dubbing is a fairly difficult process since various steps have to be done. Weisshaupt (2017), stated that dubbing consists of a complex transfer process involving multiple steps, the sequence of which may vary to a certain extent depending on local circumstances and preferences. Requena (2015) explained that dubbing is the re-voicing that could be done by muting the voice of the original actors. According to Obiso (2019), the dubbing process covers four technical steps. First, create a script. Second, choosing voice talent. Then, recording the dialogue. Last, layering or mixing the tracks. It can be concluded that the dubbing process needs several preparations, sources, and steps that must be done. The purpose of dubbing is generally to make audio-visual material available to a broader group of people (Borrel, 2000, p. 4).

### ***Importance of Pronunciation in Language Learning***

In language learning, pronunciation is considered an essential aspect since a receiver's understanding of a language may be determined through a speaker's clear pronunciation. Harmer (2001) expressed that pronunciation is the first thing native speakers notice during a conversation. So, it can be said that pronunciation can determine a person's fluency in using particular languages. According to Gilakjani (2016), language learning can be obtained from good pronunciation, while bad pronunciation leads to difficulties in language learning. Understandable pronunciation is one of the important features of language learning and is one of the basic requirements that language learners must achieve.

### ***Teaching Pronunciation Using Dubbing***

In this contemporary era, many learning tools and methods can be used in language teaching and learning. The use of technology such as dubbing techniques can also be an alternative for teachers in teaching. According to Avila-Cabrera and Talavan (2013, cited in Karimzadeh and Ghahroudi 2017), dubbing as a pedagogical tool enhances oral skills, translation, and vocabulary acquisition. Burston (2005), mentioned several ways to use video dubbing as a learning method. First, learners can take a muted video clip and create from scratch their storyline and accompanying script. Next, learners transcribe the dialog to ensure correctness and provide an explicit script that can be used for pronunciation practice. The script must not only be

linguistically correct, but also contextual and sync with the video. Third, learners create a muted video using any voiceover application or video editor. Fourth, to assist learners in adjusting the voice and video, learners should watch and listen to the original video several times. Last, the practice recording stage requires several attempts to get the best result.

## **RESEARCH METHODOLOGY**

### ***Context of the Study***

This study was carried out at the English Language Education Program (ELEP) in the Faculty of Language and Arts (FLA), at a private university, in Salatiga, Central Java, Indonesia. The data was collected in the second semester of the academic year 2022/2023, on January 21-February 4, 2023.

### ***Participants***

The participants of the study were twenty-six students from the class of 2019 and two teachers of the English Language Education Program (ELEP). The students were those who had taken the Pronunciation Practice course in the first semester of the academic year 2019/2020. The reason for choosing the class of 2019 students was because the class of 2020 students onwards were no longer given dubbing projects in their pronunciation class. The teachers who participated in the study were female and they taught speaking and pronunciation classes.

### ***Data Collection Methods***

The data was collected through questionnaires and semi-structured interviews. The researchers used questionnaires for the students and semi-structured interviews for the teachers. The questionnaires consisted of open-ended and closed-ended questions. The reason for choosing questionnaires to collect data from the students was because the method allowed the researchers to collect vast amounts of information quickly, efficiently, and inexpensively. The reason for choosing semi-structured interviews to collect data from the teachers was that the researchers wanted to explore participants' thoughts, beliefs, and feelings about a particular topic and delve deeply into personal issues.

### ***Data Collection Instruments***

To collect the data, this study used mixed questionnaires and semi-structured interview protocols. The questions were based on the topic, including questions related to students' perceptions of the use of dubbing in pronunciation class based on their experience and what teachers perceive about the use of dubbing in improving students' pronunciation performance. There were twelve questions for the questionnaire and nine questions for the interview. The questions for the questionnaire and interview are attached in the appendices.

### ***Data Collection Procedures***

To collect the data, several procedures were done. For collecting the data through the questionnaire, the researchers did the following procedures. First, the researchers contacted the students via *WhatsApp* from January 21 to February 2, 2023, and asked whether they were willing to be respondents in the research or not.

After they were willing to participate in the research, questionnaires were distributed through *Google Forms*. Then, the researchers gave a brief explanation of dubbing and explained how to fill out the questionnaire. Lastly, after they finished filling out the questionnaire, the researchers collected the questionnaire forms to be analyzed.

For collecting the data through the interview, first, the researchers asked permission from the teachers to be the interviewees of the research by sending a permission letter through email. After getting permission to do the interviews, the researchers conducted the offline interviews on January 26 and February 4, 2023. To get more accurate data, the researchers asked permission to record the interview sessions. Finally, the interviews were conducted.

### ***Data Analysis Procedures***

The collected data were analyzed using qualitative thematic data analysis. Thematic data analysis was preferred because it provided the researchers with a great deal of flexibility in interpreting the data and enabled the researchers to more readily approach enormous data sets by sorting them into broad themes. The procedures for analyzing the data were as follows. First, the questionnaires that had been collected were analyzed; answers were coded and categorized. Second, the researchers transcribed the recordings obtained from the interview sessions. Then, participants' answers from the interviews were categorized or classified. Lastly, after the participants' answers were categorized, themes emerged.

## **FINDINGS AND DISCUSSION**

This section reveals the participants' answers from the questionnaires and interview sessions conducted in the second semester of the 2022/2023 academic year. The data were collected from twenty-six students from the class of 2019, one speaking teacher, and one pronunciation teacher from the English Language Education Program, Universitas Kristen Satya Wacana. The findings from the questionnaires and interview sessions were aimed to investigate students' and teachers' perspectives on dubbing projects in Pronunciation Practice classes. The results indicated that there were different answers from the participants, as shown in the findings from each topic below.

### ***Positive Effects of Dubbing Projects on Pronunciation Increasing Students' Awareness of Syllables***

Based on the findings from closed-ended questionnaire question number one, "*My awareness of syllables increased after I got the dubbing project,*" it was found that sixteen out of twenty-six students (61.6%) agreed that the dubbing project increased students' awareness of syllables. Ten students (38.5) neither agreed nor disagreed that dubbing projects could increase students' awareness of syllables.

Similar to the students, the teachers also agreed with the statement that the dubbing project raises students' awareness of syllables. Furthermore, Teacher A, the speaking teacher, explained that when students dub, they will be more aware of the syllables as they can listen to the recording. The excerpt below shows the statement from Teacher A.

Excerpt 1:

"Ya, I think it will be interesting if the project is done because most of us are not aware of the syllables, right? Sometimes when we just



... speak, and we do not record it, then we never know how we speak. And I think this project can be helpful for the students so they can raise their awareness of the syllables, especially because we are not native speakers." - Teacher A, Offline Interview, Jan 26, 2023

From Teacher A's statement, it can be seen that Teacher A agreed that the dubbing project can increase students' awareness of syllables. Meanwhile, Teacher B, the pronunciation teacher, stated that the dubbing project is used as a learning method that can help students to speak English naturally. This is presented in Excerpt 2 below.

Excerpt 2:

"The idea of having a dubbing project is to force students to speak naturally. Because when they have to dub according to the movie, they have to speak a little bit fast near natives. It doesn't particularly focus on syllables but overall pronunciation because the idea is just to make sure that they can speak in an almost natural way, just like if it's in the movie." - Teacher B, Offline Interview, Feb 4, 2023

Based on the results, it can be concluded that the dubbing project can be an effective method to increase students' awareness of syllables and force students to speak naturally, just like a native speaker. Moreover, before the students' dub, they will need to deal with how the actors or characters say the words or sentences. Then, later, when they record their voice speaking and listen to the recording again, they will be able to figure out whether their pronunciation is already correct or not. This is also supported by Melanie (2016), who stated that learners could hear and correct mistakes by recording themselves speaking.

### ***Increasing Students' Awareness of Word Stresses***

The results of closed-ended questionnaire question number two, "My awareness of word stresses increased after I got the dubbing project," indicated that most of the students (84.6%) agreed that the dubbing project increased students' awareness of word stresses. Meanwhile, four out of twenty-six participants (15.4%) were not sure whether the dubbing project could increase students' awareness of word stresses or not.

In line with the students' answers, Teacher A also agreed that the dubbing project can help students raise awareness of word stresses. This is shown in Excerpt 3 below.

Excerpt 3:

"Yes, of course. Especially when you need to emphasize something, then you need to stress the words, and then, as we know that in most of our classes, the students didn't speak English quite well, especially the first-year students. They are not familiar with the word stresses, and it will affect the intonation as well, and I think it will be helpful." - Teacher A, Offline Interview, Jan 26, 2023

A little bit different from Teacher A, who believed that the project can increase students' awareness of word stress, Teacher B thought that the dubbing project was

useful to force students to talk in a natural setting. Excerpt 4 below shows the teacher's statement.

Excerpt 4:

"The same answer, if your question is going to be about that, then it's going to be the same, ya. Because when they dub, they listen to the, "Oh okay, this is how the characters talk," this is how they talk in a natural setting." So, again, that activity or that assignment is sort of like forcing students. So, when you want to focus on either syllables or word stress, it's the same. It's how the students can record their voices according to the movie, right?" - Teacher B, Offline Interview, Feb 4, 2023

The results above show that the dubbing project helps increase students' awareness of word stresses. By doing the project, students will hear how the speakers pronounce the words and emphasize certain syllables in every word. Through listening to the native speakers in the movie or video, students will get familiarized with the stress in each word. So, in the end, the project hopefully helps the students to speak in an almost natural way, just like a native speaker.

### ***Increasing Students' Awareness of English Vowel & Consonant Sounds***

From the findings of questionnaire number three and four about English sounds, which stated that dubbing projects can increase students' awareness of vowel and consonant sounds, it can be concluded that the majority of the students gave positive answers. They agreed that the project increased their awareness of English vowel and consonant sounds. This is supported by Ayu (2022), who stated that the dubbing technique promotes students to increase their ability to pronounce fricative consonant sounds (i.e., /f, θ, s, ʃ, v, ð, z, ʒ, h/). Yet, some students stated a different answer. Six participants chose 'neither agree nor disagree' for the vowel sounds and seven students for the consonant sounds.

In line with the majority of the students, Teacher A stated that the dubbing project can raise students' awareness of vowel and consonant sounds. It is because students have to imitate how the speakers say each of the words.

Excerpt 5:

"I think so. Because they need to imitate, right? They need to imitate the real actors. So, if they do not say it correctly, then it will affect their grade as well." - Teacher A, Offline Interview, Jan 26, 2023

Different from the students and Teacher A, Teacher B had another perspective. She mentioned that the project could be effective for increasing students' awareness of vowel sounds if the students choose the appropriate movie, in which the actors use the same variety of English as what is used in the pronunciation class. As for the consonant sounds, she stated that consonant sounds don't really have many differences among the English varieties, so dubbing projects will not affect their pronunciation of consonant sounds. The statement is shown in Excerpt 6 below.

Excerpt 6:

"Consonants do not have a lot of differences among different English varieties, but for the vowels, there are differences. Consonant sounds are almost the same. The only difference is probably the "R" letter. American

English will say "ar," and British English will say "ah." I think that's pretty much the only sound that is different among consonants in American English, British English, or Australian English, in my understanding, ya." - Teacher B, Offline Interview, Feb 4, 2023

### ***Increasing Students' Awareness of Intonation***

From the questionnaire results, it can be concluded that almost all participants (88.5%) agreed that the dubbing project increased students' awareness of English intonation. Meanwhile, three out of twenty-six participants (11.5%) stated different answers.

Supporting the majority of the students' statements above, Yen (2021) stated that repeated pronunciation practice in video dubbing facilitates learners to improve their speaking speed and intonation. Moreover, both teachers agreed that the project can help students improve their awareness of intonation. Excerpts 7 & 8 show the statements from Teachers A and B, who agreed that the dubbing project can increase students' awareness of intonation.

Excerpt 7:

"Yes, I think so. That's a problem in speaking class. The students do not raise their voices, and they just speak flat, plain, and, ya, it's not only in speaking class but also in other classes as well. Like when you have to be dramatic and expressive, and you just say it flat, it will make the listeners feel sleepy as well." - Teacher A, Offline Interview, Jan 26, 2023

Excerpt 8:

"Oh, yes. Because, again, the principle is that they imitate whatever the characters or the actors are doing or saying, including intonation. A lot of my students did dubbing with the comic and the cartoon. So, they got a model from movies, and they got to choose which movie they wanted. So I think the most important thing about the movie dubbing project is the movie served as a model in addition to the teacher, especially because none of the teachers are native speakers, so in addition to listening to the audio file from the book, which is American English, then, hopefully, the movie can help them to apply what they learned from the materials." Teacher B, Offline Interview, Feb 4, 2023

### ***Increasing students' fluency in speaking English***

Based on the findings from the closed-ended questionnaire, which mentioned that dubbing projects can increase students' fluency in speaking English, it was found that seventeen participants (65.3%) agreed with the statement, while eight out of twenty-six participants (30.8%) neither agreed nor disagreed. One of the participants (3.8%) disagreed that the dubbing project increased students' fluency in speaking English.

In agreement with the majority of the students, Teacher A expressed that *the dubbing project* can increase students' fluency in speaking English. It is shown in Excerpt 9 below.

Excerpt 9:



“It should be, ya. Because when you do dubbing, and you are not fluent enough, it will be awkward if the video runs like seconds faster than what you are speaking.” - Teacher A, Offline Interview, Jan 26, 2023

Meanwhile, Teacher B uttered a slightly contrasting statement from the majority of the students and Teacher A. She thought that the dubbing project is about familiarity with English sounds, which can let students get more comfortable in pronouncing certain words or sounds and also adjust the pace. Excerpt 10 below describes Teacher B’s statement.

Excerpt 10:

“I don’t know if it’s about fluency, but if it’s about familiarity with the English sounds, getting much more comfortable in pronouncing specific words or sounds, also speed, maybe. I don’t know if speed is part of fluency. I’m not sure. But if it is, sometimes in speaking, we identify pace, not speed but pace. The pace is the same. That is part of fluency. But I don’t know. You need to find the literature that supports whether pacing is part of fluency. If it is, then maybe, because of the repeated process, right? The students have to repeat and repeat. Maybe they build confidence and comfort in pronouncing English words. Maybe that’s my guess.” - Teacher B, Offline Interview, Feb 4, 2023

From Teacher B’s answer above, it can be concluded that a dubbing project can help students increase their speaking speed or pace since dubbing is a repeated process that can build confidence and comfort in pronouncing words. However, the teacher was not sure whether pacing is part of fluency or not. According to Harris (1974), speakers are considered fluent if they can speak at a fairly fast speed and show only a few pauses and fillers, such as "ums" and "ers." Furthermore, this is in line with the statement mentioned by Danan (2010, p. 60), who stated that dubbing can improve vocabulary acquisition, speaking fluency and pronunciation, and fun activity fostering creativity and initiative.

### ***Increasing students’ motivation toward learning pronunciation***

From the findings of questionnaire number seven, which stated that *the dubbing project* can increase students' motivation toward learning pronunciation, it can be concluded that most of the participants, nineteen out of twenty-six participants (73.1%) agreed that the *dubbing project* increased students’ motivation towards learning pronunciation. However, seven participants had contrasting answers. Two participants (7.7%) disagreed, and five participants (19.2%) were not sure whether dubbing projects could increase their motivation toward learning pronunciation or not.

In correspondence with most of the students, Teacher A also agreed that the dubbing project can increase students’ motivation toward learning pronunciation. She further explained that based on her experience while teaching reading class, reading aloud with dramatic voices was effective in motivating students to read more. The teacher’s statement is also supported by Christina, Putri, and Marhayati (2021), who expressed that the use of the dubbing technique is not only applicable to improve students' English skills but also their motivation to learn the language. Teacher A’s statement is shown in Excerpt 11 below.

Excerpt 11:

“Yes, I think so. May I share my experience with other classes? So, in Extensive Reading class in the literature major, we have a loud reading session, they have to read a required book, so we have one required book, and we have to read it together loud in class so every student will have the chance to read and they have to read with dramatic voices. So they have to use the intonations, the stresses and of course, it will help them to motivate them to read more. And they finally know more about the story. And I believe that when you do a dubbing project, it will motivate you because you can imitate the actors, right?” - Teacher A, Offline Interview, Jan 26, 2023

Unlike Teacher A and the majority of the students, Teacher B was not sure if the project can increase students' motivation toward learning pronunciation since teachers in ELEP have not done any research on such a topic. The statement is described in Excerpt 12 below.

Excerpt 12:

"I want it to be. But I don't know since we haven't done any research on particularly looking at the skills, looking at the improvement of the pronunciation, like pre and post. Pre-video dubbing project and post-video dubbing project. That's maybe something that follow-up research to do because I want it to be, so I'm biased. I would probably say that "Yes, yes it's a good project," but the limitation of the movie is number one, it's very short, it's only three minutes. So, it's memorization, right? Because they remember the lines and they have to say them. It goes back to the repeated process probably helps them in their confidence level. Fluency, going back to the pace." - Teacher B, Offline Interview, Feb 4, 2023.

### ***Reducing students' mispronunciation***

Based on the findings from questionnaire number eight, which mentioned that dubbing projects can reduce students' mispronunciation, it shows that seventeen participants (65.4%) agreed that the project helps reduce students' mispronunciation. However, the rest of the participants had different answers. Two participants (7.7%) disagreed, and seven participants (26.9%) were not sure whether dubbing projects can reduce mispronunciation.

In accordance with most of the students, both of the teachers (Teacher A and Teacher B) agreed that the project can help students in reducing mispronunciation. Excerpt 13 and 14 below shows the statements from Teacher A and B.

Excerpt 13:

“I think it will also help the students to reduce mispronunciation because pronunciation needs practice. And you need to find the correct pronunciation if you are not sure about your pronunciation, right?” - Teacher A, Offline Interview, Jan 26, 2023

Excerpt 14:

"Yes, if the part of the movie that they choose contains sounds that they're still struggling to pronounce, then there will be improvements because of the repeated process, right? But if it's only simple like "hi" and then simple sounds that they are already mastered, then maybe not because it's just a confidence

level repeated over and over again, and maybe the speech organ becomes much more comfortable to pronounce certain sounds. Maybe we should add requirements that they need to find a particular part of the movie that still has difficult sounds for them. That's a good question. Because otherwise, there's no use, right? But if they can identify, "Oh I still have a problem with this," then definitely yes, because they will have to listen to the whole movie and they have to catch the sound." - Teacher B, Offline Interview, Feb 4, 2023

Based on the teachers' answers above, it can be concluded that the dubbing project is useful in reducing students' mispronunciation. Moreover, Teacher B stated that the project will be effective if students choose the appropriate clip (i.e., the movie that contains words they are still struggling to pronounce). Supporting the students' and teachers' statements, Chiu (2012) also stated that movie dubbing is effective in improving students' pronunciation in several ways, including reducing students' mispronunciation.

### ***Students' Difficulties in Doing Dubbing Projects***

From the closed-ended questionnaire number nine, which stated that the dubbing project requires a lot of preparations, it can be seen that almost all of the participants agreed. The preparations needed such as choosing the movie clip and editing the video.

In the open-ended questionnaire, the students explained further their opinions toward the use of dubbing projects in pronunciation class, including the difficulties they faced while doing the project. Excerpts 15, 16, and 17 below show the students' statements.

Excerpt 15:

"My difficulties while working on the project were choosing which video clip to dub and editing the video (i.e., inserting the voice-over into the video)." - Student A, Questionnaire Answer, Jan 23, 2023

Excerpt 16:

"Yes, there were some difficulties. In the dubbing process, there were several words that I found difficult to pronounce because, at that time, I had just learned how word stresses, and vowels are in English. That way, I need some time to adapt to pronouncing vocabulary in English." - Student M, Questionnaire Answer, Jan 26, 2023

Excerpt 17:

"Yes, there were difficulties in selecting the appropriate clip, and the editing process was quite time-consuming. The dubbing process, especially adjusting my voice to the facial expressions and lips of the actors in the video clip that I chose, was also very difficult." - Student T, Questionnaire Answer, Feb 2, 2023

From the students' answers above, it can be concluded that during the process of working on the project, students faced several difficulties, including selecting the clip, pronouncing unfamiliar words, adjusting their voice with the movie character(s), and editing the video. The statements mentioned by the students above are relevant to the

theory of Weissaupt (2017), who said that dubbing consists of a complex transfer process involving various steps, whose order may vary to a certain extent depending on local circumstances and preferences.

### ***Students' Ways to Overcome the Difficulties of Doing Dubbing Projects***

From the difficulties that have been described in the previous section, there were several ways that the participants did to deal with the difficulties. To overcome the difficulties in choosing the movie clip and editing the video, Student A stated that she asked her seniors for suggestions for references and asked her friend to help her in editing the video. Student A's statement is shown in Excerpt 18 below.

Excerpt 18:

“To overcome difficulties in choosing movie clips, I asked for suggestions for references from my seniors regarding what video clips they used when working on this project. Meanwhile, to overcome difficulties in video editing, I asked for my friend's help to edit the video.” Student A, Questionnaire Answer, Jan 23, 2023

Meanwhile, Student W, who had similar difficulties with Student M in pronouncing some difficult words, expressed that she listened to the movie multiple times until she felt confident and used several online tools to help her get better pronunciation. This is shown in Excerpt 19 below.

Excerpt 19:

“I listened to the movie 3-5 times until I felt confident to try the dialogue. I also tried to find other video references to help me with the accent. And for pronouncing words, I keep trying and practicing using online tools such as Google Translate to have better pronunciation.” - Student W, Questionnaire Answer, Feb 22, 2023

Lastly, to overcome the difficulty in adjusting voice and lip movement with the original speaker, Student D, who had the same difficulty as Student T, explained that she re-recorded her voice until the pace was the same as the lip movement of the original speaker, and edited the video several times. Excerpt 20 below shows the student's answer.

Excerpt 20:

“I had to record the dubbing several times to make it fit the movie. Then, I had to edit the project several times before submitting it, such as cutting the movie clip and the voice-over and increasing the volume.” - Student D, Questionnaire Answer, Jan 24, 2023

Based on the findings, it is shown that the dubbing project has both positive and negative aspects. Most of the participants mentioned that the dubbing project is a fun and useful activity. They also stated that the project is effective in improving students' pronunciation skills. Nevertheless, still, the dubbing project has its drawbacks. The project requires a lot of preparations, such as choosing the clip, editing the video, and adjusting the lips movements, which may cause a burden for the students.

## CONCLUSION

The pronunciation Practice course is a course that aims to help students improve their pronunciation skills through various learning techniques such as creating and reading a limerick, dubbing a movie, analyzing different English accents, doing pronunciation quizzes, and others. This research tried to find out ELEP teachers' and students' perceptions toward dubbing in improving students' pronunciation skills. Based on the results, it can be concluded that the students and teachers perceived that the use of the dubbing project is effective in increasing students' pronunciation skills and the dubbing project is a fun activity to do in pronunciation class. From the questionnaire and interview results, most of the respondents agreed that the dubbing project effectively improved students' pronunciation skills, including aspects such as syllables, word stresses, intonations, vowel sounds, consonant sounds, and others. Hopefully, this research can be useful for students and teachers in giving a reference to learning English skills, especially pronunciation skills.

Meanwhile, this study has its limitations. First, due to the researchers' preoccupation with certain aspects that became the assessment of the dubbing project in Pronunciation Practice classes, the questionnaire tended to use leading questions. Moreover, most of the questionnaire questions were closed-ended questions. This caused the students not to be able to express their perceptions more freely. Unlike the students, the teachers seemed to give more genuine answers as they could liberally convey their thoughts in the interview session. Thus, it was found that the researchers obtained somewhat limited data from the questionnaire results. Hence, the researchers recommend that future researchers utilize less directed questions. In addition, they may also apply interview protocols to all respondents to obtain more authentic perceptions.

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