

Integrated English Skills Teaching through Movie Dubbing at Senior High School

Wardatul Kamilah Rosa^{1*}, Dihliza Basya²

^{1,2}Universitas Islam Jember, Indonesia

¹kamilarosa271@gmail.com *; ²dihliza.9.moya@gmail.com

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Abstract. This research discusses the use of Islamic film dubbing as a teaching tool to improve students' English language skills, which include four skills, namely speaking, writing, reading, and listening by using video editing software as a tool to edit student videos for dubbing. This research uses classroom action research with eleventh-grade students. The subjects of this research were eleventh-grade students from one of the high schools in Jember. In this research, students in one class are divided into several groups, and later each group will make a voiceover video. In this research, researchers used interviews to obtain information from respondents after making dubbing videos, and tests to find out whether the application of dubbing videos improved students' abilities in speaking, reading, writing, and listening. Apart from that, observation activities were also carried out to see how these techniques were applied during the teaching and learning process, and documentation was also carried out to document and record important events that occurred in the field.

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INTRODUCTION

The digital revolution has transformed how audiovisual resources improve language teaching and learning since the late 1990s (Danan, 2010). According to (Motteram, 2013) in his book, the advent of technology started to alter how English was taught in classrooms, particularly the most obvious changes that took place outside of the classroom. Presents endless opportunities to enhance learning and create more effective and engaging learning experiences. The digital revolution in learning now threatens to undermine the classroom completely as a place of study. Teaching and learning activities can not only be done in the classroom, but with technology, teaching and learning activities can also be done online at home. Nowadays, the use of technology is inseparable from teaching and learning activities. The rapidly increasing technological capabilities of

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teachers and students have prompted researchers to study how the use of dubbing can improve students' English skills especially in listening and speaking skills. Video dubbing is the activity of dubbing a video by presenting a viewing experience like the original video before it is dubbed (Gangi et al., 2022).

Listening and speaking are core elements of interaction that facilitate oral language acquisition (Ghoneim, 2013). Better instruction comes from understanding how to listen and communicate (Blount & Crawford, 1961). not only mastering one ability—speaking, for example—or the other way around. While most of us believe that speaking and listening skills are equally important, very few of us have a clear plan in place to consistently help students improve their listening abilities (Renwick, 1957). Therefore, to improve students' listening comprehension, second language teachers should add new theories and activities to their teaching (Barjesteh & Ghasemina, 2023) . In English classes, speaking expression skills also tend to be an important part of course assessment. The teacher plays an important role as a facilitator to assist students in developing speaking knowledge skills such as the ability to produce sentences, pronunciation, speaking speed, and others. So far, the problem of providing methods to develop students' speech has not been effective. This issue may stem from the teacher, who is unable to establish a productive learning environment and seldom utilizes media in his instruction, instead relying solely on writing instructions on the whiteboard and assigning homework to the pupils. Furthermore, during the learning process, teachers hardly ever teach speaking and communicating in English in the classroom. As a result, educators need to be able to design activities that allow students to utilize language in authentic contexts. To highlight the need for students to practice listening and speaking skills in a foreign language classroom, the use of Islamic movie dubbing is incorporated into listening and speaking skills in English classes as a didactic approach. Video dubbing was chosen on the basis that students will have language skills and gain greater ability to develop their listening and speaking skills (Hafner & Miller, 2011).

Based on some responses from students in previous research (Pamungkas, Firdaus Ditya et al., 2019), Students expressed on the video project that the assignment provided an opportunity to reflect on students' learning, which seems that the digital video assignment was very motivating for students to comment. They perceived the digital video project as something new, fun, challenging, and meaningful. This Islamic film dubbing project is expected to improve students' overall oral communication skills and develop their ability to understand English conversations better. Through hearing authentic dialogues from the film, students can become familiar with different intonation variations, accents, and speaking rates. Therefore, the researcher will conduct a study on the use of Islamic movie dubbing integrated into students' listening and speaking skills. The researcher will also discuss how the students approached the dubbing of Islamic movie video clips appropriate to the proficiency level of high school students, followed by a qualitative assessment of the results of the student's progress and the improvement in English listening and speaking skills reported by the teacher in the students' speeches before and after the use of the video dubbing project.

Incorporating Islamic movie dubbing into the development of students' listening and speaking skills offers a great opportunity for students to improve their listening and speaking skills by hearing, observing, and imitating the pronunciation, intonation, and rhythm of native speakers. In addition, the dubbing of Islamic movies gives students a glimpse of the culture, traditions, and Islamic values contained in the movie. Dubbing has been used as a technique to improve speaking skills and fluency in L2 learning environments by previous researchers (Talaván & Costal, 2017). This technique arises from the need to evaluate students' speaking potential through voiceover as an assignment in English class and can also be used as an evaluation assessment in the context of classroom speaking learning.

Video dubbing is the act of re-voicing a video while offering a viewing experience equivalent to the original video (Gangi et al., 2022). Video production provides an excellent opportunity for students to develop their linguistic skills in a foreign language through in-school activities that are task-based and practical. The researcher (Danan, 2010) In his journal, he examines the use of dubbing projects by integrating audiovisual translation as a project task according to the teaching that the teacher instructs. He researched the use of dubbing to develop speech. The use of video dubbing can be an effort for teachers to address the need for students to practice conversation and help students to be less anxious about learning a foreign language. (Sánchez-Requena, 2018), In his journal, he explains how to find out the impact of video dubbing on improving students' speaking pronunciation and concludes that the use of video dubbing has a good effect on students' speaking skills. (Pamungkas, 2019), This study examines an assessment of the potential of dubbing in developing general oral production skills in university students in an online learning environment (Talaván & Costal, 2017). In previous studies, most researchers focused on subtitling, the role of dubbing as a dictate resource, the use of video dubbing to improve students' speech, video dubbing as a distance learning medium, and video dubbing as a task-based project. Because the literature related to this field has been extensively researched, no researcher has conducted research in this field on integrating Islamic movie dubbing into students' listening and speaking skills. That is, it examines and discusses how teachers prepare video dubbing materials and apply video dubbing in class to assessment and evaluation in English classes. Therefore, this research is different from previous research in the same field.

Many teachers find listening a challenging skill to teach, as it requires knowing what others are saying in a natural setting (Barjesteh & Ghasemina, 2023). Pedagogically, listening has received less research attention than the other three language skills, even though it plays an important role in the daily lives of most people (Buck, 2001). Not much attention has been paid to relevant research on improving EFL speaking and listening skills by using video dubbing. Students are not used to listening activities, which makes listening activities difficult for them. It is evident that students who have satisfactory speaking skills usually have poor speaking skills (Barjesteh & Ghasemina, 2023). The mismatch between teaching and testing in the language curriculum tends to result from a lack of listening instruction. (Alimi & Ellece, 2003).

It's very common to hear people say they can understand English but can't speak it. (Riyanto, 2020) defines speaking as an action that must be done at once and cannot be repeated, edited, or deleted. Most learners of English as a foreign language in East Java do not give enough attention to speaking in English as a target language. So students have difficulty improving their communication skills. Whether an English-speaking class is effective depends on students' engagement in activities and practice in the dark to practice the spoken language (Uztosun et al., 2018). Designing listening and speaking activities that are interesting and appropriate to students' needs is very important because it will have a positive impact on students' English learning. With the advent of communicative language teaching, listening skills are considered the foundation for learners to negotiate meaning. (Barjesteh & Ghaseminia, 2023). In speaking classes, teachers are required to be good at creating communicative and interactive activities by providing many opportunities for students to practice the target language (Riyanto, 2020). The development of students' speaking competence depends on the participation and willingness of individuals in oral dialog discussions in classroom activities (Hasimoto, Yuki, 2002). Teachers should prepare separate classroom activities that are devoted to and facilitate speaking practice activities (Uztosun et al., 2018).

Students first learn to speak English when they are in high school. Learning to speak English is most effective at the high school level. There are two reasons why speaking is so important to learn in high school. First, for students who do not go on to college, this is the only opportunity to get training in speaking a foreign language. Second, for students who go on to college, effective speaking instruction in high school is necessary to prepare them to succeed in college courses. The learning model has changed from the traditional "teacher-centered" pattern to a multi-dimensional "student-centered" model to develop students' integrative language skills (Lu et al., 2008). When it comes to teaching spoken English, the classroom setting that the teacher creates and how much that setting promotes communication depend in part on the activities that the students participate in. (Xie, 2010).

The development of technology, which is increasingly developing at this time, has had a major impact on the student learning process. Almost all students must be proficient in operating technology that has been increasingly developed, for example, smartphones. (Hwang et al., 2016) suggest the use of cell phones to broaden students' EFL learning experience. As students become more adept at mastering technology, the relevance of m-learning in the world of education is increasing due to the sophistication of technology, which is getting smaller and easier to carry around. (Crescente & Lee, 2011). (Riyanto, 2020) argues that video production has become much more affordable through hardware and software due to the development of today's technology, which allows everyone to produce videos. Therefore, teachers must be smart in making interesting learning materials so that the teaching and learning atmosphere is not monotonous. This requires teachers to have new innovations in language learning in listening and speaking classes. Learning English for some students is difficult and boring. Learning that is always monotonous certainly makes the classroom atmosphere boring, which makes students not enjoy learning English.

New technology Teaching didactics are flexible and innovative and offer highly motivating ways for teachers to use voiceover as a language learning medium. Therefore, the teacher has a very important role in the learning process. Islamic movie dubbing is chosen in language class activities and is considered one of the appropriate learning media innovations to be used in developing students' speech skills. In this didactic approach, teachers also prepare materials that will be used in video dubbing practice. There are many preparations that teachers must make before video dubbing is given in class. Among them, prepare videos that have been removed from the original sound. The selection of the video must, of course, be based on the educational standards of the curriculum used by the school, and the video must be suitable for the senior high school level, the development of lesson plans, and the provision of training in video editing. This task allows students to use technological assistance, which tends to increase the potential for individual control of the learning process. This task provides students with the ability to focus on language production while using professionally created audiovisual materials.

Video dubbing is one of the techniques that can be used by teachers, especially in speaking lessons, to improve the teaching process (Wati & Rozimela, 2019). In this case, the researcher will apply English Islamic movie dubbing to a short 4-minute English clip that has had the original voice turned off and will be replaced with a voice track from the students, which is synchronized with the lip movements of the original dialogue according to the existing video. Before the process of making dubbing videos, students will be explained what the benchmarks are for listening and speaking, and we will provide brief training on how to use video editing applications on smartphones. In addition, researchers will also provide students with a synopsis of the Islamic movie to read first to understand the whole story that they will dub into the movie.

In the process of making a dubbing video, it is very likely to involve the listening process, because before the recording process takes place, students will first listen repeatedly to the video that will be dubbed. While listening to the video, students will also write back the words spoken by the actors to insert their voices back into the video. They can paraphrase the sentences spoken by the actors according to what they hear when listening to the video. During the listening process, which involves editing, listening to the videos repeatedly, and dubbing the script as a result of their listening to the videos, the students have unconsciously improved their own listening and speaking skills. In Islamic movie dubbing, students are expected to put themselves into the charm of the character whose voice they are dubbing.

During the dubbing process, the video dubbing recording is done repeatedly to get the best final result. By involving accurate lip-synchronization, audio track dubbing requires students to pay attention to duration, which encourages speech delivery that more closely resembles the original pronunciation on video (Burston, 2013). Dubbing is useful to have students try to repeat what they have read. Pronunciation practice is an important preparation for dubbing activities.

In the teaching and learning process, teachers need to use learning media to encourage success in language learning. This study requires the help of video editing applications on smartphones. Currently, there are many video editing applications

available, such as Cap Cut, Kine Master, VN Video, Inshot, and so on. The development of technology and digital advancement nowadays requires teachers to integrate technology into the language classroom to be used as a learning medium to improve students' English skills. Therefore, the video dubbing project is to be integrated into the classroom to be used as a medium of assessment and evaluation in listening and speaking classes. (Talaván & Costal, 2017) state that dubbing can contribute to the development of linguistic and paralinguistic skills in L2 (especially pronunciation, intonation, awareness of rhythm, fluency, speed, and imitation of body language as used by native speakers) even more than tasks centered on oral translation. In addition, dubbing tasks can also develop students' listening skills. Preparing video projects encourages students to work together in ways that promote peer teaching (Aksel & Gürman-Kahraman, 2014).

Learners' ability to use digital video technologies to record and play back their performances as well as those of others will facilitate reflection on their language learning. (Hafner & Miller, 2011) argue that producing videos provides excellent opportunities for students to develop linguistic skills in learning a foreign language through task-based activities. According to Burton (2013), in addition to the linguistic advantages that are apparent, there are also benefits from the use of tasks such as video dubbing. Specifically, this task allows students to use technological tools in class, which can increase the potential for individual control in the learning process, gives students the ability to focus on language when practicing audiovisual materials that they work on professionally, and encourages students to cooperate with peers in a group.

In the first research study (Danan, 2010), In her research, she discusses the administration of video dubbing projects, where students translate and use software to dub American short films in the target language. Which leads to improved vocabulary acquisition, register awareness, emphasis on brevity, delivery practice, and mastery of paralinguistic elements. Such projects also increase learner motivation as students progress from teacher-directed task-based instruction to self-initiated task-based learning.

The second researcher (Burston, 2013) In his research, Dr. Dian examined how the dubbing of unvoiced video clips offers an excellent opportunity to develop the skills of foreign language learners at all levels. In addition to their motivational value, soundtrack voiceovers provide a rich source of activities in all skill areas: listening, reading, writing, and speaking. The third researcher (Pamungkas, Firdaus Ditya, et al., 2019) This study was conducted to determine the impact of video dubbing on improving students' speaking pronunciation. It can be concluded from his research that the application of video dubbing in the learning process has a beneficial effect on students' speaking ability, especially in pronunciation.

To find out how video dubbing can be used as a learning medium in English classes as well as a tool to develop students' English skills, this study addresses the following questions: "How do English teachers at senior high schools integrate students' listening, writing, reading and speaking skills through movie dubbing and get the film value from synopsis?"

METHODS

This study used qualitative research methods. The purpose of this study was to investigate the impact of movie dubbing integration on the listening, Writing, and speaking skills of 11th-grade high school students in English classes, improving the quality of learning and teachers' teaching practices. In this study, the researcher used classroom action research (CAR) as the research design. The researcher is assisted by the subject teacher to be directly involved in the research. In this study, groups will be formed to practice video dubbing. This research was conducted in the odd semester of the 2023–2024 school year. The research time was determined according to the agreement between the researcher and the teacher. The plan in this study will be carried out in two cycles, but if the results of the implementation of video dubbing in cycle 1 are considered sufficient, then this research is sufficient up to cycle 1. Before starting the cycle, to find out how and to what extent the student's ability in English was assessed, the researcher conducted a preliminary study to gather information from the English teacher. Then the application of video dubbing in the language class will be used as a medium of learning. This research procedure will use action cycles. According to (Kemmis et al., 2014) in general, the action research cycle involves planning for change, acting and observing the process and consequences of the change, reflecting on this process and consequences, and then planning again. The classroom action procedure can be seen in the diagram below:

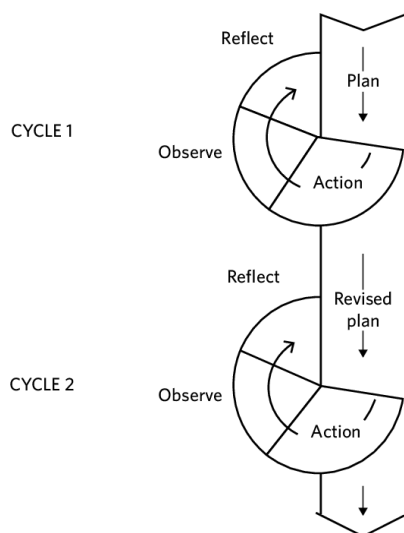


Figure 1. the CAR designed by Kemmis & McTaggart (2014)

The research design used by researchers in conducting classroom action research is the Kemmis & McTaggart model. This model divides the action research procedure into four stages in one cycle. The research diagram above will be explained as follows:

a. Planning

At this stage, the researcher prepares a lesson plan (RPP) that will be used as reference material for in-class learning. Before the research is conducted, the researcher

prepares the learning media (learning resources) that will be implemented in the English class by navigating the movie first to adjust to the high school level.

b. Implementation

Learning process to integrate listening, reading, writing, and speaking skills. Learning is conducted in a hybrid manner, namely offline and online, to maximize meetings. In learning, a synopsis will also be given to make it easier for students to understand the content of the movie.

c. Observation

Observations are taken from learning activities that occur during offline and online meetings. Then the researcher will also observe when students carry out the video editing process to conduct feedback on student work and find out the extent of students' understanding of the meaning of the movie.

d. Reflection

Analyze the results of the overall development of skills after the implementation of video dubbing to determine if there are deficiencies in cycles 1 and 2.

Research context and participant.

The learning resources for this research are taken from an English-language movie entitled "Victorian and Abdul." This movie cannot be watched freely on YouTube because it is a paid movie, but it can be watched in several snippets since it is available. This movie is 3.22 minutes long. Because the full movie was not available, the researcher provided a synopsis of the movie. Students must read the synopsis to make it easier to understand the story content of the movie.

The subjects of this research are 11th grade students in one of the high schools in East Java. In the research process, from beginning to end, the researcher will collaborate with the teacher during the research related to the provision of video dubbing projects into English classes.

Data collection

a. Procedure

This research requires the help of video editing applications on smartphones such as CupCut, Inshot, Kine Master, VN, FilmoraGo and etc. In implementing video dubbing in the language classroom, there is a lot of preparation to be done. The following are the steps in implementing video dubbing in the language classroom:

1. Watching the original video with sound, students watch intensively as a listening process and understand each scene.
2. After looking at the necessary clauses, then students read the synopsis of the movie.
3. Implementing video dubbing.

The process of editing the video material went through several processes involving the use of editing websites and video editing applications. The following process was followed to produce video material that had no sound but still had background music. The following process is carried out:

1. Download YouTube movie videos through the y2mate website by downloading mp3 and mp4. Link website : <https://v35.y2mate.bz/>
2. Then separate the mp4 by removing the sound and leaving only the background music sound. To access the website, you can go to the link: <https://vocalremover.org/id/>
3. After that, to remove the original voice of the video, the video is edited using the CapCut application and added with audio that has been removed from the original voice of the actor.
4. Finally, the video is extracted and is ready to be distributed to students to be used as material for video dubbing.

In learning activities, Google Drive is used to make it easier for students to download videos and view various files needed to implement video dubbing. Some of the files that can be accessed include movie synopsis files, original videos before dubbing, raw videos for editing, and examples of dubbing videos from researchers.

In addition, researchers also provide dubbing video editing tutorials made directly by researchers and uploaded to the researcher's YouTube channel

Instrumentation

To find out the answers to the research questions, researchers used data collection methods such as observation, interviews, speaking tests, and documentation.

1. Observation

Make direct observations of the interaction between teachers and students during the learning process. This can include notes on students' participation, their level of understanding, and changes in their behavior or responses.

2. Semi-Structure Interview

Conduct interviews with students individually or in small groups to gain a deeper understanding of their perceptions of listening and speaking learning and the impact of classroom action implementation.

3. Speaking test

The researcher will conduct listening and speaking tests before and after (pre- and post-test) speaking practice using video dubbing.

Table 1. Rubrics

No	Percentage	Category
1	0 – 25	Less active
2	26 -50	Quite Active
3	51 – 75	Active
4	76 - 100	Very active

To get the mean of students' speaking and listening score, use thee formula:

$$M_x = \frac{\sum X}{N}$$

Mx : Mean

X : Group Score

N : Number Of Group

The researcher compares the result with criteria for success. If the score of success is 70 or more, it means the class was successful. But if the score of success is less than 71, the class is unsuccessful.

4. Documentation

Information collection is carried out in the form of documentation by recording and photographing learning activities in the classroom to visualize what happens during action research. Documentation can also be learner interview sheets, observation results of learner learning activity, and student test results.

Data analysis

Data analysis techniques in this study use thematic data analysis (Braun & Clarke, 2006). The results of the interviews will be analyzed using thematic data analysis techniques. Technical data that emphasizes the preparation of coding with reference to the questions that have been given, so that research questions can be adjusted to the themes that have been arranged and can be used as a reference in explaining the phenomena that occur. (Braun & Clarke, 2006) The detailed stages are as follows:

1. Familiarizing yourself with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing theme
5. Defining and naming themes
6. Producing the report

FINDINGS

In this part, researchers present qualitative and quantitative data. Qualitative data is something obtained from general findings based on interviews and observations in each meeting. Quantitative data is different, which shows the value from pre-test to post-test. The findings and data can be seen below.

A. The finding from semi-structured interview

To collect more extensive data on students' listening and speaking difficulties, the researcher conducted semi-structured interviews, which may be a way to probe participants' perspectives and avoid problems in questionnaires. The results of the interviews are presented in five themes.

a. Students' difficulty in speaking English

Most of the students said that they could not speak English because they were constrained by vocabulary, grammar, and fear of making mistakes.

"I can't speak English; I don't know what to say." (student 1)

"I can't put words together if I want to speak English, because in English, the words are upside down" (student 2).

"I can't speak English because I don't understand the meaning" (Student 3).

"When I speak English, I am afraid that my pronunciation will be wrong." (student 4)

"I have tried to speak English, but my English is bad" (student 5).

B. Students' difficulties in listening to English conversation

The rarity of students hearing direct or indirect conversations from native speakers makes it difficult for students to listen to audio conversations in English. Because students assume that foreigners, if they speak the language, are too difficult and sometimes sound unclear and difficult to capture what is being discussed, However, according to the students' answers, they prefer to listen to music and can sing English songs well.

"I have difficulty listening because the voice of the person speaking is not very clear." (student 1)

"I don't know English; I can't hear well what is being said on the audio." (Student 2)

"I find it easier when listening to song lyrics rather than listening to audio dialog." (Student 3)

C. Dubbing video making process

The process of making videos has many obstacles. Because the dubbing project was done at home, the school did not allow students to bring cellphones as a tool for editing video dubbing at school. So that they coordinate remotely and are not compact among groups.

"During the video-making process, when coordinating groupmates to work on their respective jobs, they took a long time to work on their respective tasks that had been determined." (Student 1)

"In the process of dubbing videos, I was constrained by the full storage memory of the cellphone, so I still had to move the cellphone files to the flash drive." (Student 2)

"My group was constrained by my groupmates, who were unwilling to cooperate and caused delays in submitting the research project." (Student3)

D. Development of students' listening and speaking skills

Students' listening and speaking skills at the beginning of the study were very low; to read the text alone, they still read with stammering. After the teaching by the researcher, their ability was quite improved, although not optimal. And it took two cycles to fix it all.

"After practicing dubbing Islamic movies, I have started to speak fluently, although I often make mistakes." (Student 1)

"It was very difficult while listening to the video repeatedly to write the script, but little by little I was able to rewrite it correctly." (Student 2)

"I have difficulty speaking, I don't know what to say." (Student 3)

E. feedback in Islamic movie video dubbing

In addition to learning to listen and speak in English, The plus point of this medium is that the value contained in the movie can be taken positively in everyday life.

"The moral message in the movie is very inspiring; that a queen can treat her servants well despite different religions." (Student 1)

"From the movie, I learned about how hard it is to be a leader or queen who is hated by many people and has children who are crazy to fight for power." (Student 2)

"The movie is very inspiring; a queen wants to teach Urdu and al-Qur'an to her servants." (Student 3)

"I learned about religious tolerance when I saw the movie in the scene where the queen invited Abdul's family, who all wore the veil, to come to the kingdom to meet Queen Victoria." (Student 4)

The Students' Score

In this section, the researcher will present the students' listening and speaking score taken from pre-test, Cycle 1 and Cycle 2.

These are as below:

Table 2. Students score in the listening aspects

Aspect of Speaking	Pre-test	Cycle	
		Cycle 1	Cycle 2
Understanding	30	56,7	75
Vocabulary	35	54,7	74,2
Intonation	38,4	58,4	74,2
interpretation	33,4	55	72

Table 3. Students' Score in the Speaking Aspect

Aspect of Speaking	Pre-test	Cycle	
		Cycle 1	Cycle 2
Pronunciation	54,3	57,3	72,6
Fluency	45	61,6	74
Vocabulary	45	61,6	72,6
Garammar	42,3	165	71,6

DISCUSSION

In this section, the researcher provides the results of the teaching and learning process in the research on improving listening and speaking skills by using video dubbing media in senior high school class XI. In this study, the researcher first conducted observations, interviews with teachers and students, and a pre-test. The purpose was to get information about students' problems with listening and speaking skills in English. In this study, researchers implemented two cycles, considering that speaking and listening are two of the skills that teachers rarely emphasize in class. So it requires a time-consuming process to produce maximum results.

Before the application of video dubbing media in teaching listening, most of the majority of grade XI students found many difficulties in speaking, which can be seen in the data collected during the pre-test. Students still only know new vocabulary, still wrongly rewrite what is heard in the audio, and do not understand the content contained in the audio. From the interview data, the teacher provides media listening to songs for listening lessons but also often finds wrong answers from students. Meanwhile, before the application of voiceover, the difficulties found in speaking can be seen in the data collected during the pre-test: from the four aspects of speaking—pronunciation, grammar, vocabulary, and fluency—students' abilities are still low. From the results of the observation, it can be concluded that some students are still afraid of being wrong in speaking English, confused in grammar, and choosing vocabulary, and there is no enthusiasm for learning English. Therefore, the researcher tried to use video voiceover media to help students solve the problem.

In the English teaching and learning process, the use of video dubbing media provides experience for students to practice a lot before making videos. In the end, their listening and speaking skills will improve. This can be seen clearly as a real example of listening, making them listen intensively to audio to rewrite the audio heard into a film dialog script. While in pronunciation, it will make them practice the correct pronunciation before the dubbing recording as much as possible, even though it is not as perfect as the original speaker.

To overcome some of the problems found in this study, the researcher explained to students the material of asking and giving suggestions and offers. Simply dictating a conversation and then asking them to practice the dialogue they have heard, justified again to be practiced in front of the class, to find out the mastery of listening, recognizing sounds, and pronunciation of students. This still does not build students' abilities to be better. Then the researcher asked the students to watch an Islamic movie trailer without translation. In this case, the researcher made an Islamic movie as an example that could be seen and heard to show them the correct pronunciation when speaking English. After that, the researcher gave a group project to make a dubbing video. From the results of collecting video results, all groups were able to solve their problems with listening and speaking. Therefore, the researcher submitted a request to conduct a second cycle.

In cycle 2, researchers focused on improving students' listening and speaking skills, which were still imperfect in cycle 1. The problems found in cycle 1 were that when listening, students were still not correct in rewriting the dialog with appropriate English language, errors in pronunciation and punctuation, and fear of being wrong when speaking English. Based on the above problems, the researcher made improvements to the parts that were still less than perfect. By practicing listening through what the researcher was talking about, the students wrote it back. Students repeat what the researcher says and practice in front of the class by reading the results of the dialog they have written when listening before, to practice accuracy and fluency when speaking. and the teacher also provides motivation and direction not to be afraid of mistakes when speaking English. Then improvements were made to the video dubbing for this second cycle. The results of video dubbing collected show that the actions in this cycle prove that the ability to listen,

pronounce, and speak according to the accuracy of the dialog (punctuation) improved quite well.

Based on the explanation above, the researcher concluded that the listening and speaking skills of grade XI students improved quite well with the application of video dubbing media. The use of video voiceover can be used as a medium to improve the listening and speaking skills of students in high school. And motivate students that listening and speaking in English is not a lesson that is so difficult if using fun media. They can fill in the voices of actors in Islamic films as if they were actors in a movie.

CONCLUSIONS

In this study, the researcher collaborated with the English teacher on identifying problems, planning actions, and applying Islamic movie dubbing as a medium to develop the listening and speaking skills of grade XI students. In the learning process, several problems were found students were afraid of being wrong when speaking English, producing the wrong pronunciation, still stammering in speaking, having little vocabulary that they knew, and having difficulty listening to English audio. Therefore, the use of Islamic movie dubbing is applied to students' English learning to improve listening and speaking skills, which tend to be a little neglected in every English lesson. Because sometimes teachers only focus on theory, grammar, and exam preparation questions.

Speaking and listening are considered difficult things for students because they are also influenced by grammar and vocabulary. The case of grade XI students is that they are still low in understanding grammar and have minimal vocabulary. Which causes their listening and speaking skills to be low. Therefore, students must be given learning media that can improve listening and speaking skills, which are fun and motivate students' enthusiasm for learning. Teachers tend to only focus on teaching the theory and grammar of English and neglect the development of students' listening and speaking skills. and the rare use of learning media that supports student learning success, resulting in students' understanding of English not being maximized.

Furthermore, the dubbing of Islamic movie videos pays maximum attention to listening and speaking aspects such as pronunciation, vocabulary, grammar, fluency (including punctuation), and correct English word writing. This study focuses on some of these aspects to determine the success of the research. Evidently, in this study, if the first cycle is not successful, the next cycle will be carried out again until success is found. Therefore, before making the video dubbing, it is necessary to do a pre-test and train to produce the maximum desired results.

dubbing media can develop students' listening and speaking skills and provide a new color in English language learning media, which in class XI has never used dubbing media in English language learning before. In conclusion, the results of this study indicate that Islamic video dubbing media can be developed as a strategy to improve the listening and speaking skills of grade XI students in one of the high schools in Jember.

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APPENDICES**Appendix 1**

Interview questions

The interview consisted of 5 questions, regarding the interview questions as follows:

1. What is your experience of using video dubbing in English language learning
2. Do you feel that the use of intralingual video dubbing helps to improve your speaking skills?
3. What are the difficulties you experienced in using intralingual video dubbing in English language learning?
4. What are the benefits you feel after using intralingual video dubbing in English language learning?
5. How does the use of Islamic movie dubbing help you to understand the learning materials and Islamic values better?

Appendix 2

**Assessment rubric to measure students' ability
in listening skill**

Listening Skills Assessment Rubric:

Assessment Criteria:

No		Content	Score (10-100)
1.	(Understanding of Content):	Understand the main information in the conversation/text listened to	
		Able to identify important details in a conversation/text	
2.	(Vocabulary and Expressions)	Use appropriate vocabulary to understand and respond to conversations/texts.	
		Able to recognize and understand common expressions in conversations/texts	
3.	(Recognition of Sounds and Intonation)	Able to recognize sounds and intonation in conversations/texts	
		Able to identify the use of proper intonation in percakapan/teks.	
4.	(Response and Interpretation)	Able to respond correctly to questions or commands in conversation.	
		Able to interpret the meaning contained in a conversation/text	

Appendix 3

**Assessment rubric to measure students' ability
in speaking skill**

Speaking Skills Assessment Rubric:

Assessment Criteria:

No	Content		Score (10-100)
1.	(Pronunciation and Articulation)	Pronounce words clearly and precisely.	
		Mengucapkan kata-kata dengan jelas dan tepat.	
2.	(Fluency)	Pronounce words clearly and precisely.	
		Use appropriate pauses in speaking.	
3.	(Vocabulary and Expressions)	Use appropriate and diverse vocabulary in speaking	
		Gunakan kosakata yang tepat dan beragam dalam berbicara	
4.	(Grammar and Sentence Structure):	Use proper grammar in sentences	
		Able to form grammatically correct sentences	