

Complementing Language Laboratory with Internet Video Dubbing: Exploratory Research of Instructional Media of Pronunciation

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Abstract: *The objective of the research is how to complement language laboratory with internet video dubbing. The assumption is language laboratory will function more effectively if the immense learning stuffs of internet videos are modified by dubbing activities. The ideas of mixing instructional media and learning activities in a harmony underpins the following supposition: If Quality Repetition of Listening, Decoding, Pronouncing, Recording and Dubbing activities (QR DPRD) are practiced intensively the students will probably learn more and retain better learning experience. The writer takes several steps: The first, conducting preliminary research suggesting that vandalism is one of the expression of academic difficulties that triggers the researcher to understand more and then move to uncover the effects of the existing media facilities in the context of laboratory did not work properly and did not function effectively because of age or damage, impracticality, being too expensive or being unable of modification. The findings implicated various levels of difficulties for lecturer and students in teaching and learning process which affect quality of instruction (QI) and the students' active learning time (ALT). The second, the analysis of students' need reveals the necessity of: accessing video materials for their model; internalizing the template sentences; conducting quality repetition in listening, pronouncing, recording and dubbing and monitoring their own progress. The third, exploring the issues of teaching English pronunciation. Its teaching practice is often difficult to follow, not meaningful and specific, tedious and unrelated topics. Those research findings in theory and practice affect students' performance on intelligibilities. The fourth finding is, conducting systematic plan for instruction in developing the internet video dubbing (IVD) and the fifth, the discussion of IVD's learning experience viewed from pedagogy and psychology. Finally, conclusion states that the internet video dubbing is an effective media for improving students' English pronunciation. And the writers suggest further evaluation for the feasibility of the internet video dubbing as a medium for teaching pronunciation in the future use.*

Keywords: *difficulties, quality of instruction (QI), active learning time (ALT), internet video dubbing (IVD), learning experience and effective media*

The Background of the Study

The background of research is a phenomenon of *vandalism* occurred in the language laboratory complaining that teaching and learning pronunciation is confusing. Here are some of the students' expressions written on the table of language laboratory booth. See the document enclosed:

Table 1: Vandalism

no	Written expression	Intended meaning
1	<i>Tai...!</i>	Shit...!
2	<i>Lieur....nying...! (anjing..)</i>	Fuck you ...It's.confusing
3	<i>Teu...bisaa....</i>	It is difficult.....I give up...!
4	<i>Cewe Dote Lusi</i>	It refers probably to the name of the Lecturers
5	<i>M E M</i>	It also probably refers to the name of the lecturer
6	<i>.....Lieur euy.....!</i>	Shit.....it is difficult ...!
7	<i>Referensi nilai dying.....!</i>	my mark's dying
8	<i>Bezaard.....</i>	broken.....
9	<i>...etc.</i>	There are so many expressions that are difficult to understand

The researcher assumes that the problem caused by a very bad teaching quality that affect the students' disengagement in learning. By doing so, the research is based on two constructs. The first construct is the quality of instruction (QI) (Aufderhaar, 2004; christner, 2009; Westwood, 2008) the second construct active learning time (ALT) (Kyriacou, 2009). the later refers to the amount of time spent by students actively engaged in the learning task (Horner, Chris and Ryf, 2007; Richard, Jack C. and Lockhart, 2007) and the earlier refers to the quality of the learning tasks and activities in terms of their presentation and suitability for bringing about the educational outcomes desired (Kyriacou, 2009). There it is the background of the construct study of *internet video dubbing (IVD)* derived.

IVD intended to lessen the difficulties that nonnative lecturer of English have in teaching English Pronunciation because the less difficulties the better *quality of instruction* (QI). And *IVD* also intended to help the students to lessen difficulties they encounter in learning English Pronunciation because the more difficulties the poorer *active learning time (ALT)*. Thus, in the *preliminarily study of internet video dubbing (IVD)*, the researcher focuses to find out the kinds of difficulties the lecturers and students have in teaching and learning English pronunciation. And if the instructional media used are able to empower the lecturers improve quality of instruction (QI) and drive the students to engage active learning time (ALT).

The Preliminarily Study

The preliminarily study begins with observing language laboratory of institution where the writer work and followed up by exploring five Universities in third regency of Cirebon West Java. The researcher notices *vandalism* as an outstanding phenomenon in the language laboratory. The term of *vandalism* has been broadly defined as any edit performed in bad faith, or with the intent to deface or damage (Hutchison & Mitchell, 2011), the malicious and deliberate defacement or destruction of laboratory equipment such as headphone, microphone, setting panel, glass bar... or insulting someone written on the table booth of the laboratory. It needs a special attention and their need for psychological or physical energy release (Kyriacou, 2009; *Teaching with the Brain in Mind*, n.d.; Wrench, Richmond, & Gorham, 2009) unless it will be going on and getting worse day by day if we ignore this phenomenon.

We do not know exactly why the students did this whether it is a symbol of frustration, disappointment or anger until the writer brings the cases to the forum attended by the director and all the staffs acknowledged by the head of English department. We discussed also the meaning of the inscriptive messages (documented) written on table of the laboratory booths with all staffs of laboratory and then, we followed up with 15 minutes

discussion in classes A, B, C, D and E attended by 150 students and interviewing ten students that represent five classes. A simple question had been posted, why the students had done this. The writer concludes that the students want to communicate that:

- The pronunciation (listening comprehension class) does not attract the majority of their attention.
- The teaching and learning process is frequently stuck with the same monotonous procedures.
- The teaching materials used are books/CD/DVD English software and TOEFL stored in the main computer with no hand-out.
- There is no modification or adaptation of teaching material to meet the students' level of proficiency.
- The laboratory equipment such as headset frequently does not function properly and influence on the sound quality.
- There are five headsets totally broken. It means there are around 5 to 7 students who do without learning activity.
- The seats in the laboratory cannot accommodate the number of students in each shift

Seeing the laboratory condition, no doubt, it resulted in difficulties because teaching pronunciation need multimedia, audio, video, transcript...etc.(Parker, 2000) the absence of media in turn impeded communicative competence of lecturer and students in teaching and learning process(Schaetzel, 2009) or influence the lecturers' quality of instruction (QI) and the students' active learning time (ALT) and the students abuse their freedom of expression, they find their own ways to compensate their anger and boredoms by writing bad language such as fuck you, backbiting, badmouthing, spitefulness and few other destructive actions the writer found in the language laboratory (see appendix 1).This phenomenon challenges the writer to conduct exploratory research on instructional media and students' need analysis to rethinking teaching material and create appropriate media in order that the tasks of teaching and learning pronunciation are meaningful, easy, interactive and fun. These are my preferences in boosting students' skill to the maximum result. (Bradley-bennett, 2007; Foote, Holtby, & Derwing, 2011; Rengifo, 2009)

Definition of the Terminologies

- Internet videos means *youtube* videos, *CNN*, *NBC Nightly news*, *documentary film*, ...etc. that are available in global computer network: a network that links computer networks all over the world by satellite and telephone, connecting users with service networks such as e-mail and the World Wide Web. Those videos are free downloaded by *IDM* version 6.07(internet download manager)
- Dubbing means "Process of adding new soundtrack: the process of providing a new soundtrack for a movie or television show with the dialogue in a different language but synchronized as closely as possible with the actors' lips. It is " English to English sound (The native speaker/the original sound and students' sound/the duplicated sound)
- The activities consist of conducting imitating exercises the word stress, intonation, flow of speech of their native model repeatedly 1 – 5 times (*Quality Repetition*)
- Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Akhtar and Akbar in *Journal of Elementary Education Lahore – Pakistan* Vol. 18(1-2) 35-40.

The Specific Design of Media Product

The product emphasizes the importance of *quality repetition* of listening, pronouncing recording, dubbing. And other techniques such as mouthing, mirroring and shadowing the students can compare their accent, rhythm and melody of the native

speakers. It helps the students evaluate, monitor and reflect themselves regularly. In relatively short time, it will increase intelligibility and self-confident. At the same time, it will also lessen the dominant pronunciation features of native language (L1). The media features are as follows:

- Clear speech material: it is a chosen video authentic material which consists of one of the following skills: singing, being an MC, introducing keynote speaker, delivering presentation/speech, being a newscaster and the skill of explaining concept.
- Video with clear speech organ: it shows how lips, jaw, teeth, tongue and facial muscle move when they pronounce a word.
- Pronunciation content: Segmental aspect of pronunciation such as how consonant and vowel to be pronounced
- Density of language: This refers to the amount of language spoken in a particular time. Videos where the language is dense are more difficult for learners to comprehend.
- Closed-captioning/subtitling: the text floating on the screen represents the sentences automatically when the speaker says something. It is called *SRT* for closed caption of *youtube SCC* for DVD and *SFK* for window media player
- Text/transcript available: It can be manually text or automatically using speech recognition software that convert the talk to text. It needs to edit because it sometimes makes errors. For example the transcript of CNN Students News
- Listening, pronouncing exercises: it is intended for practicing listening and pronunciation
- Converting. In order that the *youtube* video is able to be edit it needs to convert first from format of FLV to Window media, AVI or MPEG or 3GP for students use in mobile phone
- Video editor: it needs to cut the speakers' speech from compound sentences to short sentence or phrases. In this case the writer uses *Vegas Pro 12*
- Promote independent learning
- The focus of the training is to make the students able to learn pronunciation independently
- Focus on prosody
- Instruction should concentrate on the way English speakers depend on rhythm and melody to organize thoughts, highlight important words, and otherwise guide their listener.
- Listening Focus word: Quality repetition (QR) for listening exercises of stress syllable and paying attention to the pitch change. There is a *focus word* – the most important word in the thought group.
- QR Listening Thought group: Quality repetition (QR) for listening exercises focuses on the *thought group* as the base of the system. This is a group of words that may be a short sentence, a clause, or a phrase within a longer sentence.
- QR Listening: sentences
- Quality repetition (QR) for listening exercises to identify the prosody of the sentences and to internalize the template sentence.
- QR Pronouncing: Focus word
- This exercise requires the students to pronounce the word repeatedly with the correct stress to improve voice quality. By doing so, the students will be familiar with the new word when it is spoken.
- QR Pronouncing: thought group
- The students practice how to follow the utterances step by step and try to compare the difference word stress among the thought groups.
- QR Pronouncing: Sentences

- By pronouncing the sentences repeatedly, the students will be accustomed on how the words link together and flow with the correct prosody to enhance the intelligibility.
- QR Recording: Thought group
- Make sure that the training on the thought groups runs together not to break in inappropriate places to make it easier for the listener to follow the speaker's meaning.
- QR dubbing: Thought group
- This is an organization of the speaker's thoughts into groups. These chunks of speech can be a short sentence, a clause, or even a phrase.
- QR Recording: Sentences
- Thought groups generally start on a higher pitch and then drop at the end.
- QR dubbing: Sentences

Note:

- The template sentence should be said at normal speed. Slowing down will distort the prosodic effect, which is crucial to making the sentence.
- The students and native speaker's prosody is to be compared in order that the learners and the lecturer have mutual learning document and self-monitoring progress.
- Media used can be PC, laptop, DVD player, TV, MP3, mobile phone and Bluetooth device.

The Exploratory Research of the Available Media and Students' Need

Prior to selecting media for instruction, the need analysis and exploring media is needed for developing media.

Available Media

Internet Video Dubbing is inspired also by Janet Goodwin (2008) Tell Me More, Encarta Dictionary, Encarta Encyclopedia, LTS learn to Speak English and Dragon Speech Recognition and there are five other media online. However it is different from that a fore mentioned software. To clarify the difference, here is the table:

Table 1
The Exploratory Research of the Available *Online Media* 6 Compared to the *Internet Video Dubbing*

<i>Internet Video Dubbing</i>		<i>The name of available online media used for teaching pronunciation:</i>				
		<i>Sozo. Dai ly pronunciation</i>	<i>Rash els. Eng lish. com</i>	<i>Ele Men Tal Eng lish. com</i>	<i>Eng Lish With Stacy</i>	Jennifer
Properties:		6	7	8	9	10
1	Clear speech Model	√	√	√	√	√
2	Video with clear speech organ	√	√	√	√	√
3	Pronunciation content	√	√	√	√	√
4	Density of language	√	√	√	√	√
5	Closed-captioning subtitling	√	√	√	√	√
6	Text/Transcript	√	√	√	√	√
7	Listening and pronouncing	√	√	√	√	√
8	Converting	-	-	-	-	-
9	Video /Sound Editor	-	-	-	-	-
10	<i>Promote independent learning</i>	√	√	√	√	√
11	QR Listening: Focus word	-	√	-	-	-
12	QR Listening: Thought group	-	√	-	-	-

<i>Internet Video Dubbing</i>		<i>The name of available online media used for teaching pronunciation:</i>				
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Properties:		6	7	8	9	10
1	Clear speech Model	√	√	√	√	√
2	Video with clear speech organ	√	√	√	√	√
3	Pronunciation content	√	√	√	√	√
4	Density of language	√	√	√	√	√
5	Closed-captioning subtitling	√	√	√	√	√
6	Text/Transcript	√	√	√	√	√
7	Listening and pronouncing	√	√	√	√	√
8	Converting	-	-	-	-	-
9	Video /Sound Editor	-	-	-	-	-
10	<i>Promote independent learning</i>	√	√	√	√	√
11	QR Listening: Focus word	-	√	-	-	-
12	QR Listening: Thought group	-	√	-	-	-
13	QR Listening: sentences	-	√	-	-	-
14	QR Pronouncing: Focus word	√	√	-	-	-
15	QR Pronouncing: Thought group	-	√	-	-	-
16	QR Pronouncing: Sentences	-	√	-	-	-
17	QR Recording: Thought group	-	-	-	-	-
18	QR dubbing: Thought group	-	-	-	-	-
19	QR Recording: Sentences	-	-	-	-	-
20	QR dubbing: Sentences	-	-	-	-	-
21	Comparing with native speaker's prosody	-	-	-	-	-
22	Focus on prosody	-	-	-	-	-
23	producing learning documents	-	-	-	-	-
24	<u>Tool</u> :PC, laptop, DVD player- TV, mobile phone	-	-	-	-	-
25	Student Self-monitoring progress	-	-	-	-	-
Grand Total=25		9	14	8	8	8

Conclusion

None of the existing media could meet the students' needs.
 They want to decide their choice for their learning material
 They need to adapt the material to their learning phase.
 They need a lot of exercises to improve listening comprehension and pronunciation.
 They want to be able to learn pronunciation not only at the campus but also outside of the classroom independently.

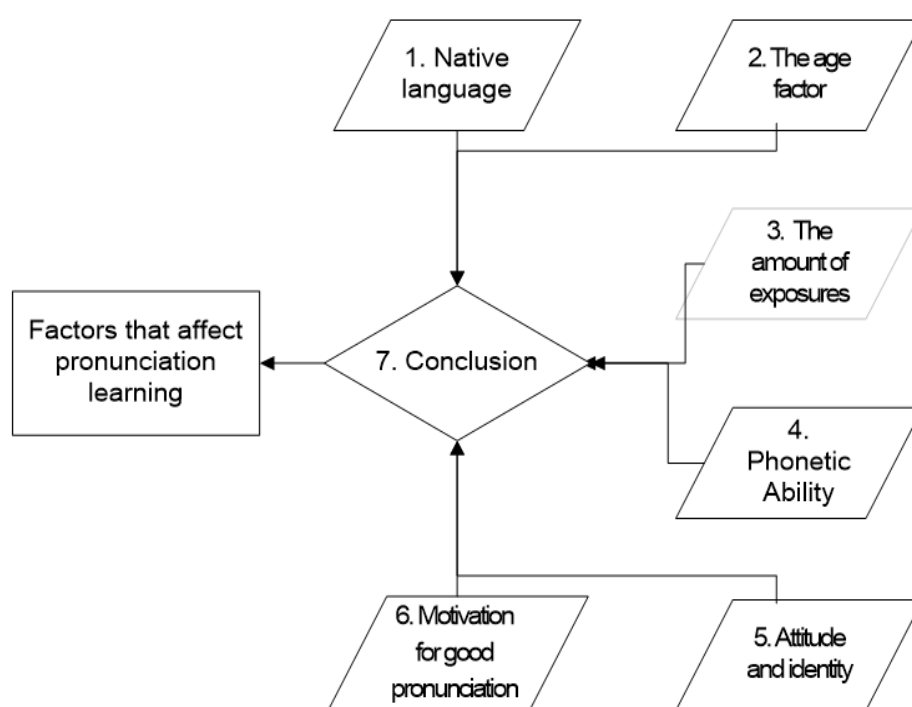
The Current Problems of Teaching Pronunciation

Allen (2008) posts the following question, "Does my native language affect my accent?" She says that our native language does affect our accent. Often times, adults adjust English to make it sound more like their native language. Here are some examples that I found in our vernaculars: Padangese speakers often have trouble with *schwa vowel*

For example, a Padangese speaker may pronounce **a-bout** [ə bówt] as [é bówt] to make the word “easier” to pronounce. Some Javanese find difficult to pronounce *g* at the end of the word. They often replace it with *k*. Therefore, a Javanese speaker may say **blog** [blog] as **block** [blok]. Some Sundanese speakers also have a propensity to mix up *f*, *v*, and *p* sounds and they pronounce *fine*, *pine* and *vine* similarly...Sundanese does not make a distinction between *f*, *v*, and *p* and that’s why people have to train to pronounce them correctly.

Referring to Kenworthy (1988) the native language is not the only factor that affect pronunciation learning there are six other factors that are important to mention, they are: the age factor, the amount of exposures, phonetic ability, attitude and identity, motivation for having a good pronunciation and conclusion. Here it is the diagram of the factors that affect pronunciation learning:

Diagram 1: Factors that Affect Pronunciation Learning



Responding to the aforementioned finding above, Allen (2008) suggests that it takes time to understand the mechanics of speech and language rather than just blindly doing mindless drills. Cause of the fact that English as a second language speakers sometimes mix up sounds. They will substitute a sound from their own language for a more difficult English sound.

The following paragraphs issue the current problems of teaching pronunciation, two viewpoints of experts are presented, Gilbert and Wong. According to Gilbert (2008) *teaching pronunciation* encompasses a variety of challenges:

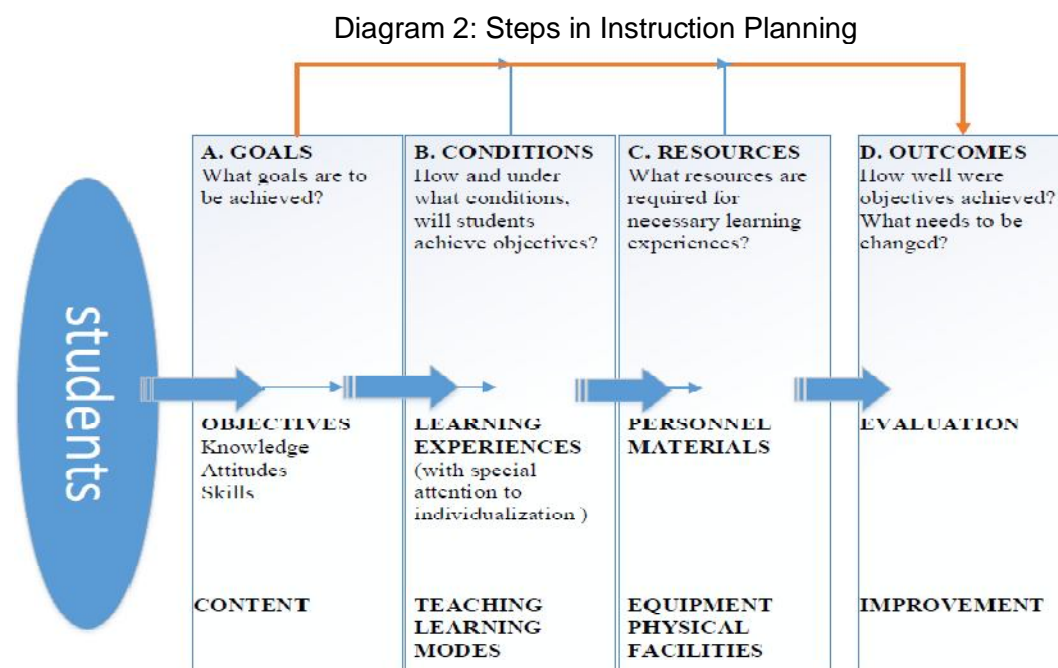
- The material covers everything. It is difficult to understand. It does not focus on the goal of teaching pronunciation.
- The instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics.
- It is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language (L2). They find that they “sound foreign” to themselves, and this is troubling for them.

- The L2 learners become preoccupied with making “mistakes” in grammar and vocabulary and may ignore their listeners altogether.
- The disappointment and embarrassment that frequently results from efforts to use what English they have learned can cause students to simply retreat.
- The lecturers do not direct the L2 learner to the cues that native listeners count on to help them follow meaning in a conversation.
- “Practicing pronunciation without prosody is like teaching ballroom dancing, only the students must stand still, practice without a partner, and without music.”

The current problem of teaching pronunciation according to Professor Wong in Rengifo (2009) said that “...learning pronunciation was not boring, but that teaching pronunciation had been boring because it had been done in a boring way... Furthermore, the traditional teaching practice of pronunciation that centered on lecturers more dominantly was monotonous and unvaried was also boring”.

Steps in Instruction Planning: A Model

The Model for Systematic Planning of Instruction,” is modified from Brown.W (1983) it is a systematic procedure to provide an easily checklist and quickly reviewed summary, and a ready reference. There are the five main areas of the chart: students, goals, conditions, resources, and outcomes.



Brown, W (1983)

Let’s take a look to the following explanation:

Students
Analysis of the students should be done first before design for instruction is initiated. It includes such items as:
<ul style="list-style-type: none"> • What do they need to know? • What do they know now? • What are their problems in learning, as indicated by records? • Are they ready for the proposed instruction?

The answer 1:
<ul style="list-style-type: none"> • The students need to know how to understand spoken English in the authentic video material. • They know there are video tutorials explaining prosodic features of spoken English. • Their problem is that they need to apply the theory into practice step by step • They are ready for the proposed instruction
<p>A. Goal</p> <p>Apparently goals express hope, direction, and purpose.</p> <p>For example:</p> <p>What are the purposes of teaching pronunciation? To prepare students in the 3rd semester to speak English intelligibly</p>
<p>Objectives</p> <p>To be useful, teaching and learning objectives are needed to be stated explicitly. Objectives are statements of precisely what is to be taught, including the content of instruction. are classified in three categories: (1) the cognitive domain (2) affective domain (3) the psychomotor area.</p>
<p>For example:</p> <p>Objectives 1:</p> <p>To be able to stress <i>focus word</i> as spoken by Obama with the 90% exact prosody</p>
<p>Conditions</p> <p>Conditions include the great variety of learning experiences provided to enable students to achieve instructional objectives.</p> <p>Answers to several important questions will make the objectives clear:</p> <p>What will the students be doing when they are demonstrating the proficiency stated in the objectives?</p>
<p>Conditions 1:</p> <p>The students will:</p> <ul style="list-style-type: none"> • imitate stressing focus word as spoken by Obama with the 90% exact prosody • analyze stressing focus word as spoken by Obama with the 90% exact prosody • practice stressing focus word as spoken by Obama with the 90% exact prosody
<p>Learning experience</p> <p>The learning experience will be involved are: discussing, writing, reading, thinking, listening, watching, demonstrating, observing, comparing, taking note, sharing, imitating, repeating, comparing, understanding, evaluating, improving, recording and dubbing.</p>
<p>Teaching and Learning Mode</p> <p>The teaching learning mode will be individual, small group of 3-5 and classical</p>
<p>Resources</p> <p>The materials and equipment that should be prepared for efficient, effective learning teaching pronunciation using internet video dubbing are:</p> <ol style="list-style-type: none"> 1. Lecturer: laptop edited film clips ready for dubbing 2. Students: video clips consists of certain pronunciation content that should be shared among them at least two days earlier and Obama speech from CNN students news 3. Class equipment: flash disk and PC or Laptop and video converter to change video format 4. Students' personal equipment: internet, PC, laptop, or at least mobile phone with memory card or the copy of video transcript 5. Campus facilities: wifi free access, LCD and mini loud speaker,
<p>Outcomes</p> <p>Learning document of internet video dubbing as the evidence that show accurately the extent to which learners have achieved objectives. At the same time, the data gathered point to where and how improvement may be made in any element of the instruction.</p>

Role of video

Once the decision has been made to use a video in class, thought should be given as to what purpose the video is being used for i.e. the role of the video. The way the video is used and the materials prepared for use with the video will depend on the role the video is to take. Below are four possible roles for video. (Adapted from Willis' 4 roles for video 1983: 45) as follows:

Table 2: The Role of Videos

1.Developing listening skills
Listening for global understanding, listening for detail.
2.Providing information
To provide content relevant to students' needs and interests.
3.Presenting or reinforcing language
Grammar, vocabulary, functions.
4.Stimulating language production
Video used as a basis for discussion, a model for learners to follow, a visual aid.

Willis' 4 roles for video (1983: 45)

A scheme of work using a video sequence may, however, encompass more than 1 of these roles. Learners may watch a video to find out information about, for example, a famous person. The same lesson may also include work on developing listening skills to enable learners to extract the relevant information. It could then be used to develop vocabulary on the topic of 'lives'.

Considered Factors When Selecting a Video

If, however, the video is being used for presenting language or for comprehension tasks there are further factors which should be considered when selecting a video. Gallacher (2004) mentions some factors which should be considered when selecting a video as follows:

Table 3: Considered Factors When Selecting a Video

1.Degree of visual support
2.Clarity of picture and sound
3.Density of language
4.Speech delivery
5.Language content
6.Language level

Gallacher (2004)

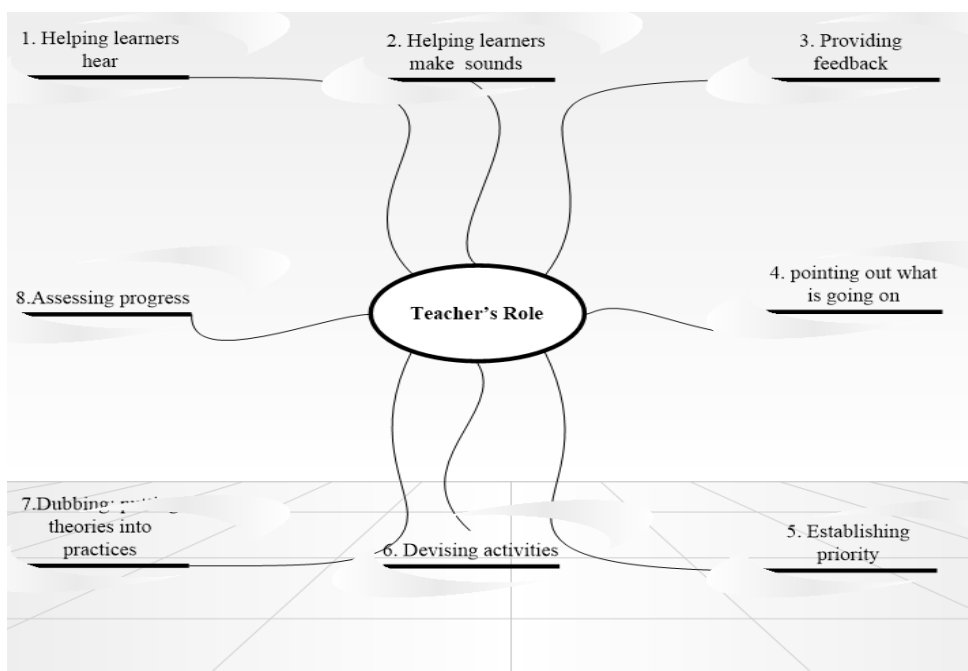
According to Goodwin, 2008 there are some reasons of using video clips to teach Pronunciation. They are:

- Allows learners to mimic the multi-layered complexity of real-life interaction
- Develop learners' listening comprehension through intensive analysis of native speaker speech
- Examines the underlying message conveyed not only by the discourse and the context of the situation but also by the stress and intonation patterns chosen by the speakers
- Highlights the intersection of prosody with non-verbal communication
- Incorporates role play technique, as an MC and as a keynote speaker, which engages the learner both psychologically and physically and provide a rich context for developing interactional skills and improving intelligibility.

The Roles of Lecturer in Dubbing Internet Videos

Lanier (2010) says that teaching differs from the traditional definition it consists of 'show-and-tell' practices. It doesn't consist primarily of lecturing to the very attentive students who sit in rows at desks, dutifully listening and taking down what they hear, but it consists of a mutual creativities offering every child a rich unique learning experience and rewarding. The educational environment extends from classroom into home and the community and around the world. Information isn't restricted dominantly only in books and given by the teacher, it's available also in the internet in gigabytes. Kenworthy (1988) mentions seven roles of teacher as follows:

Diagram 3: Seven Roles of Teacher In Teaching Pronunciation Particularly



Authentic Material

Nunan (1992) defines authentic materials as those which are not created or edited expressly for language learners. This means that most everyday objects in the target language qualify as authentic materials. There are many reasons for choosing these authentic materials as media for teaching pronunciation:

- Students are introduced to real discourse spoken by native speakers. Gebhard (1996) sees authentic materials as a way to contextualize language learning. Ora (in <http://www.jrc.sophia.ac.jp/kiyou/ki21/gaio.pdf>) says that more authentic materials are needed in the classroom because of the wide disparity that is often found between materials developed specifically for English language teaching and authentic conversation. Their dialogue is quite challenging to catch because it is not easy for students as well as their diction.
- It depends on the students' need and the abilities of teacher as a good provider of material. Duddley and St. John (1988) in Richards (2001:260) recommend that the teacher should be able to select the existing material appropriately, be creative with the existing material and should modify activities to suit learners' needs.
- Ur's cited by Byrd (1995) argues that unmodified authentic material is often random in respect to vocabulary, structure, function, content, situation, and length.

The Dubbing Process

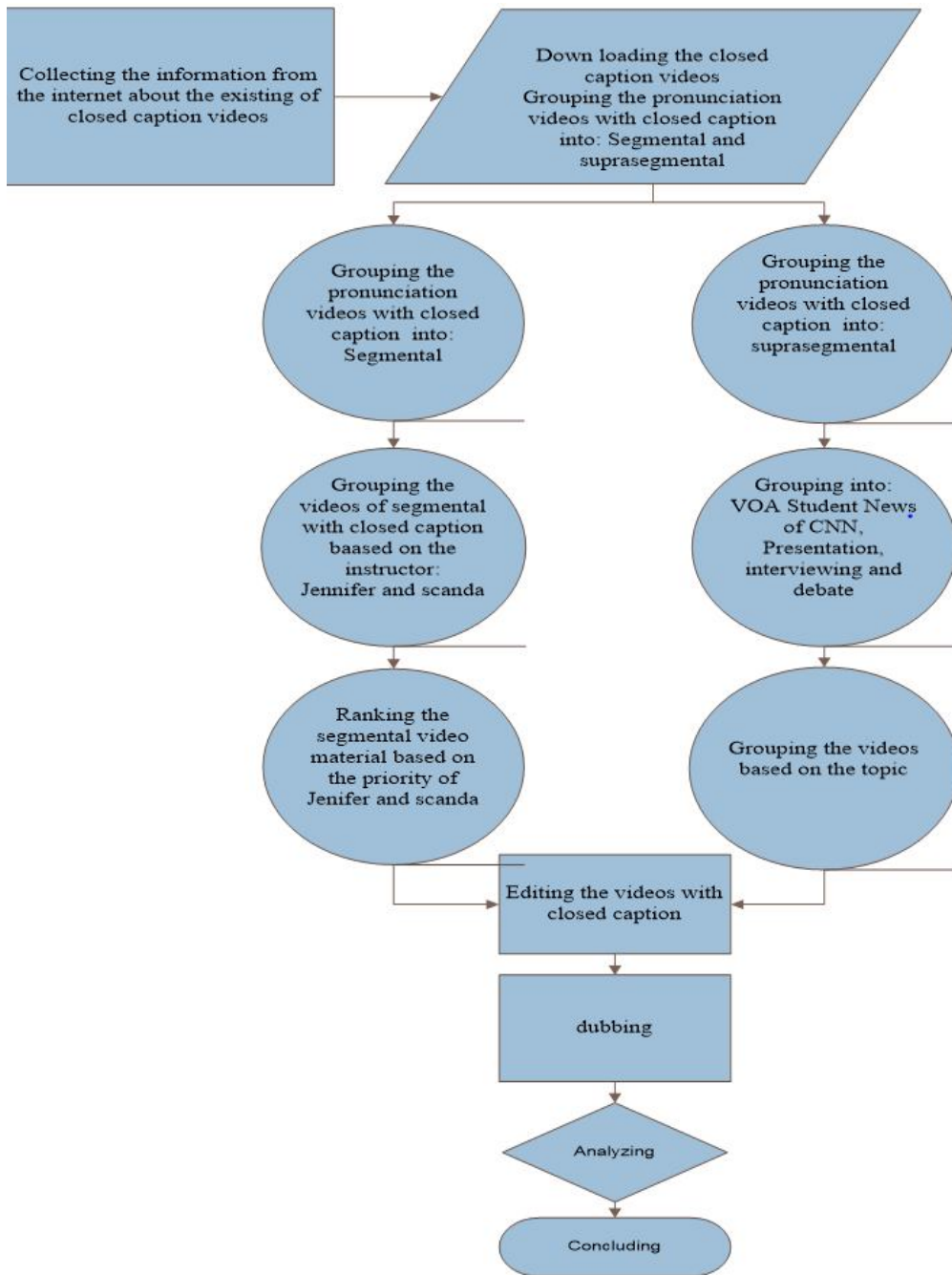
The challenges are to sort out the vast amount of video material that appropriate with the teaching purpose or syllabus, find out the transcript of the videos unless the writer should create the transcript manually, write a dubbing script verbatim or correct the wrong transcript and finally the writer records the student teachers' voice and attach it to the original video in such way that the dubbing sound track is lip-synchronous with the visual acting on screen and the pronunciation of the original talk is imitated by the student teachers to improve the intelligibility.

By *dubbing*, each of the learners must demonstrate their pronunciation. Then, they watch and listen their pronunciation whether their pronunciation are native like or not. Roberts and Richard (in [Teachingenglish.org.uk/download/books_ notes /Action Plan.pdf](http://Teachingenglish.org.uk/download/books_notes/Action%20Plan.pdf).) say that: "Students, like most people, can feel embarrassed or self-conscious when recording themselves. However, it is an excellent way to build students' confidence and help their pronunciation. If they are able to listen to themselves, then they can have a clearer idea as to what they need to do".

The process of creating the medium named internet video dubbing takes specific tasks as follows:

- Download the video related to segmental or individual sound explanation and supra segmental videos;
- Small grouping the student from 3 – 5;
- Distributing the material;
- Creating, finding and correcting the transcript and then close captioning or subtitling;
- Teaching and learning process;
- Quality repetition practice in listening and imitating exercises;
- Recording;
- Close captioning;
- Dubbing;
- DVD with double layer sound tracks. English to English sound (The native speaker/the original sound and students' sound /the duplicated sound);
- Evaluation;
- Revising.

Diagram 4: Dubbing Process

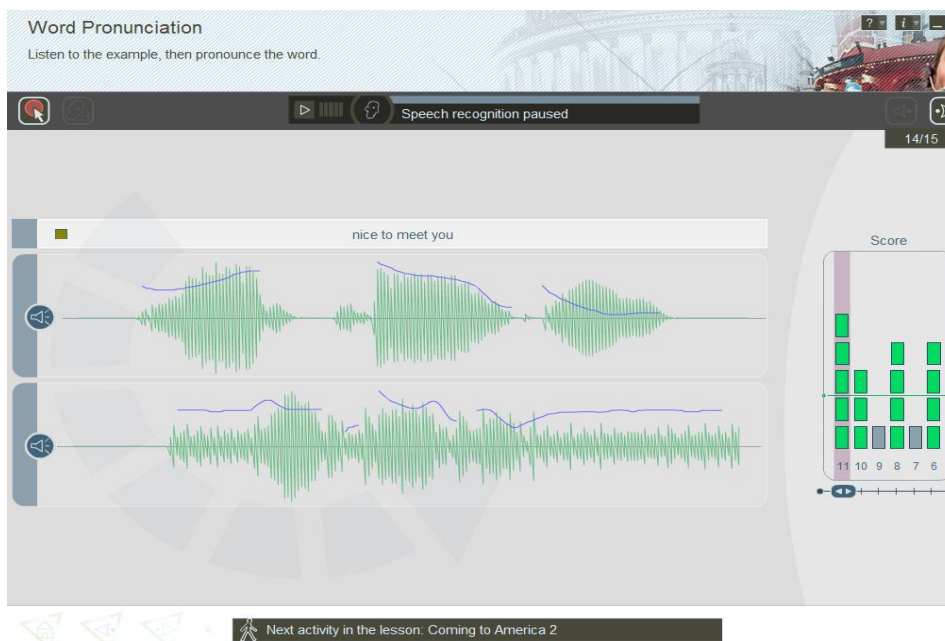


Assessing Progress

As with any material learned in the classroom, teachers must assess their learners' pronunciation and progress and the writer also uses several different assessment methods for the dubbing the internet videos. For example we can apply commercial speech recognition software. (Cordier, 2009) in her dissertation, entitles "Speech Recognition Software for Language Learning: Toward an Evaluation of Validity and Student Perceptions" explains that Tell me More (TMM) Automatic Speech Recognition (ASR) provides a visual score to students after each production. The "score", or green bars, provided indicate a range of pronunciation between 3 and 7 (1 or 2 bars are

highlighted as gray, indicating a “below” recording threshold). There is no information on what the score means and it is assumed that “more green bars” is a better pronunciation. Here is the picture:

Figure 1: Automatic Speech Recognition (ASR)



The table 2.3 above means that the speech recognition software shows scores represented by the green bar. It is based on the following scale: 1-2-3-4-5-6-7. The automatic speech recognition (ASR) scores are produced as a result of an internal, algorithmic comparison of the English sounds spoken by students to an ASR corpus-base of sounds. They can also ask a native speaker, recorded in the software to repeat the example of speech sound. If the students reach a score of 7 it means that they have the best score. And the Speech Recognition activity screen is symbolized by figure 8. The last, we can use Student Self-Evaluation from Goodwin (2008)

SELF-EVALUATION FORM: INTRODUCING A KEYNOTE SPEAKER

DIRECTIONS:	Watch your videotaped scene of introducing a keynote speaker and fill out the following evaluation form.
INTONATION:	Look over the clean copy of the script and mark the places where you think your intonation was not quite right. What changes would you make?
PROMINENCE:	Did you highlight the prominent word in each thought group? Give 4 examples and MARK the focus words you stressed.
WORD STRESS:	In multi-syllabic words, did you stress the proper syllables? Circle any words on your script that you are unsure whether you stressed correctly.
REDUCED SPEECH:	Were you able to reduce unstressed function words within sentences (words like the, to, you, and, etc)?
BLENDING:	Were you able to blend words together appropriately?
THOUGHT GROUPS:	Did you pause in appropriate places? Mark on your script any unnecessary pauses or places where you should have paused longer.

FINAL CONSONANTS:	Listen for your pronunciation of final consonants and -s endings (plural or 3rd person singular present tense verbs). Are any missing?
NON-VERBAL COMMUNICATION:	How do your gestures compare to the original actors' movements?
COMPARISON WITH OTHER PERFORMANCES:	Compare your pronunciation of being MC with: a) your initial audio recording of this scene. What are the biggest differences Please hand in a copy of the dialog you and your partner performed introducing a keynote speaker and mark any errors you think you made

Goodwin (2008)

Review of Related Dissertations

The first research finding that related to my project, Internet Video Dubbing as Model for Teaching Pronunciation, comes from Rengifo (2009) entitles Improving Pronunciation through the Use of Karaoke in an Adult English Class. By using karaoke, the teacher designs activities and involves students to improve their pronunciation.

The second is dissertation written by Weil, M.A.(2003). It entitles *The Impact of Perceptual Dissimilarity on the Perception of Foreign Accented Speech*, the Graduate School of the Ohio State University. The result of analysis reveals that in the real world situations due to accent and this sensitivity has the potential to negatively impact human performance. So, the native speaker will be very sensitive due to a difference of accent and they perceive negatively on the foreign accented speech. That is why the immigrants who speak more fluently or native like pronunciation is more successful in Business than those who are skill full in grammar. It is because of successful speech communication is determined critically by the intelligibility of the foreign speaker.

Conclusion

The overall findings strengthen the effectiveness of internet video dubbing (IVD) as instructional media of teaching Pronunciation. The findings of its effectiveness answer two important research questions. The question of what and how (IVD) improve (QI) and (ALT): The first question deal withkinds of activities, strategies and learning task of IVD that bring about effective teaching and learning Pronunciation? And the second, how these activities or learning task of IVD improve quality of instruction (QI) and engage students in active learning time (ALT).

The researcher notices evidences that the IVD's learning experience help the lecturer facilitate students in engaging active learning time (ALT). These learning experiences occurred as measured by taxonomy bloom with his six level of learning and in general the IVD activities also change the students' academic performance, such as their knowledge, attitude and skill.

The dubbing product is developed with the features dominantly on the purpose of enhancing intelligibility. The prosody pyramid, the theory of teaching pronunciation underpinning the practice emphasis much on the idea of *quality repetition*. Besides Judy Gilbert, this technique is also used by Rushel's English.com in her *youtube* video with different name that is imitation exercises. Then, the writer develops the techniques in the internet video dubbing and Jannet Goodwin also did the same thing but different in priority exercises. She tends more on inserting sound track without repetition.

This media of *Quality repetition* is needed for teaching pronunciation as a solution of our limited repertoire of exercises and teachers always feel certain insecurity and little

unsure of its pedagogy (Morgan, C: 2008). It is also needed for teaching listening comprehension because teaching listening comprehension is prerequisite input for teaching pronunciation. Understanding spoken English means that we engage correct pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. The more students listen the better they get, not only at understanding speech but also at speaking themselves Hermer, J (2007) but the listening exercises should be done repeatedly to internalize template sentence then speak it repeatedly at a normal speed. This is a way to create a reference in the students' memory banks for understanding, and later to find, how melody and rhythm affect the number of syllables, the length of the peak vowels, the location of pitch change, the changes in quality of the sounds, and other features of an English utterance. (Gilbert, 2008)

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