Improving students' pronouncing of Friction consonants through dubbing video at the first grade of SMA Negeri 1 Way Jepara

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ABSTRACT

The current study aimed to find out whether the use of dubbing video technique could improve students' achievement of pronouncing the Friction consonants. It was conducted at the first grade students of SMAN 1 Way Jepara, in the academic year 2021/2022. The study was a quantitative approach with the design oftrue experimental where two classes (experimental and control classes) were involved (X IPA 1 and 2), each of which consisted of 30 students. The data were collected through the pretest and the post test in the form of friction consonants list for students to pronounce.The gain scores of both classes were compared using SPSS software 22. The results showed that i) dubbing video technique significantly improved the students' achievement of pronouncing friction consonants with significant level 0.05, and ii) there was statistically significant difference achievement of friction consonants between the students taught through dubbing technique and those through conventional learning method without dubbing video technique. The result showed that the students taught with dubbing video techniques had better achievement than those with conventional learning techniques.This suggests that dubbing technique facilitates students to improve their achievement of pronouncing friction consonant sounds.

Keywords: *Dubbing video, teaching pronunciation, friction consonants.*

I. INTRODUCTION

English has 4 skills that are reading, writing, listening, and speaking.Speaking ability has an important aspect, namely pronunciation.According to (Yates & Zielinski, 2009) pronunciation has a role as a key in learning English, this is due to a lot of attention being paid to the pronunciation of English.Talking about pronunciation, it will be familiar with English Speech Sounds. According to (Ashby, 2005)English speech sound can also be referred to as a phoneme which is defined as the smallest unit of sound that distinguishes one word from another. Phonemes are abstract units and exists only in the mind of the speaker/listener and it consists of 44 phonemes and is divided into 2 categories, 20 vowel sounds, and 24 consonant sounds(Roach, 1991).

In English, consonants are divided into 2 types, voiced and voiceless. Voiced consonants are sounds that are produced when the vocal cords vibrate during the pronunciation of phonemes. Voiceless consonant sound is sound that does not require the use of vocal cords(Roach, 1991). Based on place of articulation, English consonant sounds are divided into six types namely plosive, affricative, nassal, lateral, fricative, and semi vowel. (Roach, 1991)also explains that fricative consonant or friction consonant sound are consonants produced by squeezing air from a small opening or gap in the mouth. If we have enough air in our

lungsthen we can continue to produce it without interruption, this is because fricatives are continuous consonants.

There are 9 friction consonant sounds which are divided into two, namely voiced and voiceless. In voiced there are *v, ð, z,* and *ʒ*. While in voiceless there are *f, Θ, s, ʃ,* and *h*. The sounds of the friction consonants are intended so that the listener can clearly know what the speaker's utterance means. This is in line with the statement of(Hasibuan, Yusriati, & Husni, 2019) that pronunciation has an important role in communication, it can affect the clarity of what someone is saying.However, the researcher encountered thatmany students have difficulty in pronouncing English words. They often mispronounce English words or sentences, they find it difficult to distinguish the pronunciation of English consonants, especially fricative sounds or friction consonants where they sound almost the same, for the example the sounds /f/ and /v/ are referred to as labiodental sounds.So that, if the teacher does not provide or teach general rules and principles of pronunciation that are easily accessible to learners, they will not implement them either.

Teachers are needed to find new techniques to provide feedback, demonstrate, and practice pronunciation of words or sentences in English that are easy, simple, and effective to students. As explained (Gilakjani, 2012) that teachers must understand well what is in the curriculum, what teachers should do with students, and be aware of how this can have a relationship with the structure of the sound.

In identifying the need for pronunciation, speech function, and the context in which it is likely to occur, the goals and objectives of oral communication must be established(Morley, 1998). Based on (Burston, 2005) dubbing video techniques can give foreign language learners a good opportunity to create linguistic abilities. Dubbing video technique can help the learners to hone their speaking skills, including pronunciation. Because this technique prioritizes sub skills in speaking such as pronunciation. Through dubbing video techniques students were required to say or pronounce words and phrases clearly, which means it covers supra-segmental aspect which consisting of stress, intonation, and pitch. Not only on the supra-segmental aspect but also on the segmental aspect which consists of vowels, diphthongs, trip thongs, and consonants.

Therefore, the researchers tried to use the dubbing video technique for improving students' pronouncing of friction consonants.the researcher tried to carry out an experimental research entitled “Improving students’ pronouncing of friction consonants through dubing video at the first grade of SMA Negeri 1 Way Jepara”.

II. METHODS

This study use quantitative approach and true-experimental design, using control and experimental classes. The researcher investigated whether the use of dubbing video technique provides a significant improvement in the pronunciation of friction consonant sounds. The instruments of this research was an oral pretest and posttest, an oral test with the aim of knowing how many students mastered pronunciation. The test are given during the pre-test and post-test. The pre-test was done by asking students to practice the script that is

givenindividually. This was done in order to find out to what extent and how high is the student's pronunciation ability before giving the treatment.The experimental group gets a new intervention, namely the use of dubbing video techniques and the control group gets a conventional learning method without using dubbing video technique.Around 347 students of first class on SMAN 1 Way Jepara that consist of 10 classes are used as the population in this research. Then, the researcher took two classes as samples by using the technique of random sampling, the researcher get XI IPA 1 that consist of 30 students as the experimental class, and XI IPA 2 that consist of 30 students as the control class. To know the result from the test that has been conducted the researcher used a Statistical Package for the Social Sciences (SPSS) to see the differences on students' pronouncing of fricative consonants before and after giving treatment.

III. RESULTS AND DISCUSSIONS

Results

After carrying out the research and processing the data obtained from the results of the pretest and posttest after giving the treatment, the researchers obtained the following results.

Table 1. The Comparison Between Individual Gain Between Experimental and Control Class

Result of N-Gain Test			
No.	**Experimental**	**Control Class**	**Score Difference**
	N-Gain Score(%)	**N-Gain Score(%)**	
1.	18,52	-11,11	29,63
2.	16,00	0,00	16,00
3.	30,00	0,00	30,00
4.	35,48	0,00	35,48
5.	34,62	0,00	34,62
6.	36,67	3,13	33,54
7.	39,29	-7,14	46,43
8.	53,33	-3,23	56,56
9.	39,29	0,00	39,29
10.	14,81	-6,90	21,70
11.	8,33	-4,17	12,50
12.	32,26	3,13	29,13
13.	40,00	0,00	40,00
14.	25,00	0,00	25,00
15.	8,00	-3,57	11,57
16.	43,75	9,09	34,66
17.	23,81	-4,17	27,89
18.	43,75	0,00	43,75
19.	45,16	3,23	41,93
20.	36,67	-3,23	39,90
21.	40,00	3,45	36,55
22.	15,38	0,00	15,38
23.	22,58	0,00	22,58
24.	27,59	6,25	21,34
25.	4,17	-3,45	7,62

26.	32,14	0,00	32,14
27.	19,35	0,00	19,35
28.	28,13	0,00	28,13
29.	32,26	0,00	32,26
30.	22,22	0,00	22,22
Mean	**28,9518**	**-,6230**	**29,5717**
Minimum	**4,17**	**-11,11**	**15,28**
Maximum	**53,33**	**9,09**	**44,24**

Table 1. showed the comparison between individual gain between experimental and control class. Where the N-Gain score of each students on experimental was bigger than control class. Each student in the experimental class compared to the control class has a fairly large difference in value, the first student on experimental class had 18,51 bigger than the score that the first student had on control class (-11,11) with the difference score 29,63, the second students on experimental and control class had score of 16,00 > 0,00 with the difference score of 16,00. The third students (30,00 > 0,00) with the difference score of 30,00, and so on as shown in table 4.5 with the average diferensial obtained by each pair (30 pairs) of students in the experimental and control class students 29.5717. These results were obtained through the calculations through the SPSS 22 application for windows with the following formula by (Hake, 1999).

$$G = \frac{sf - si}{maximum\ score - si}$$

G = Gain si = pre test
Sf = post test

After obtaining the results of the N-Gain test, it was necessary to test the data using the paired T-test with the basis for making decisions in the paired sample T-test according to (Arikunto P. D., 2013).

1. If the value of Sig. (2-tailed) < 0.05 then there is a significant difference between the results on the pretest and post test.
2. If the value of Sig. (2-tailed) > 0.05 then there is not a significant difference between the results on the pretest and post test.

Table 2. Statistical Calculation of the Comparison between Individual Mean Experimental and Control Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	post test - pre test ex class	8,467	3,946	,720	6,993	9,940	11,753	29	,000

Pair 2	post test - pre test co class	-,133	1,167	,213	-,569	,302	-,626	29	,536

Based on the basis for making these decisions from (Arikunto P. D., 2013), it could be concluded that the Sig. (2-tailed) results of the T-test pre-test and post-test in the experimental class was less than 0.05 (0.000 < 0.05). Meanwhile, for the pre and post test on the control class the Sig. (2-tailed) was bigger than 0.05 (0.536 > 0.05). In other words, there were significant differences in learning outcomes in the experimental class, while in the control class there were no significant differences in learning outcomes.

DISCUSSIONS

A series of tests have been carried out and results have also been obtained on the effectiveness of using dubbing video techniques to improve pronunciation on the segmental feature of the consonant section, namely friction consonants. For the comparison of N-Gain and paired T-test, the result for N-Gain test on experimental were bigger than control class. While on paired T-test, the experimental class had the significant value 0,000 < 0,05, and on the control class the significant value was 0,536 > 0,05.

Related to the theories and procedures of dubbing video which has been discussed on chapter II, dubbing could significantly improve the students' pronunciation of friction consonants because the technique and procedures of dubbing required the students to pronounce every sentences, words, and also the sound of English vowels and consonants clearly by inserting their voices into the video in a different language from the original language in the video. Based on (Burston, 2005) the steps of dubbing that possibly lead students to improve their pronunciation is when the students copying the manuscript to ensure the correctness and context of the manuscript so that it could be used as a pronunciation practice material.

Based on the procedures and strategies used, the experimental class was better than the control class. This was because, in the experimental class, the teaching procedure there was an additional strategy by using video dubbing, where with the addition of this technique students were required to practice continuously (active students) so that they could improve students' pronunciation skills especially on pronouncing friction consonant sounds. While in the control class, the use of conventional methods has not been able to improve students' speaking skills even though the teacher has provided examples and detailed explanations. This was because the use of conventional methods makes students more active just to listen while for practice it was less (active teachers).

IV. CONCLUSSIONS AND SUGGESTIONS

CONCLUSSIONS

Referring to the discussion of the findings in the research, the researcher concludes dubbing video technique significantly improved the students' achievement of pronouncing friction consonants. With a significant level 0,000 < 0.05 and the improvement at 8,467, and the use of dubbing video technique is effective in teaching pronunciation of friction consonant.

Besides that,There was statistically significant achievement of friction consonants between the students' taught through dubbing technique and those through conventional learning method without dubbing video technique. Out of 30 students on experimental class the N-Gain score was bigger than the 30 students on control class, which the difference in the value of each students had an average of 29,5717.

SUGGESTIONS

Based on the results of research that has been carried out and associated with the objectives and benefits of the research that has been stated previously, the researchers provide suggestions to several parties. Firstly, for English teacher who play an important role in the learning process, it is recommended that they apply the learning process by using the dubbing video technique, and It is recommended for teachers to master the technology and applications that used to perform dubbing video. Not only that, It is important for the teacher to choose the material that used to apply the dubbing video technique such as material short functional text. English teachers are also advised to use media in providing material during pronunciation learning such as using short videos from native speakers on how to pronounce properly and correctly.

Secondly, for further research it is suggested to find out the use of English songs at different levels of school or different settings. This research was aimed to find out the friction consonants' improvement through dubbing video technique. Therefore, further researchers can try to find out the different types of techniques (e.g. role play, story telling, etc).

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