

# IMPROVING STUDENTS' SPEAKING SKILLS AND LEARNING AUTONOMY USING VIDEO DUBBING IN SPEAKING LESSONS

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**Abstract:** This research paper aims to find out: (1) How video dubbing application in the learning and teaching process affects students' English speaking skills, (2) To what extent students' learning autonomy in their learning process changes when video dubbing is implemented in the English speaking lessons. It uses classroom action research. The subjects of this research are 30 non-English majored students at the Faculty of Information Technology in Hanoi University of Civil Engineering in academic year 2021-2022. The research is carried out in two cycles. The research data are collected from observations, interviews, picture descriptions, video recordings and tests in each cycle. The techniques of collecting data in this research are statistical descriptive. The research findings show that video dubbing in the learning process requires students' effort in their timing and lip movements, in their reading, imitating English sentences in the authentic videos. This practice process improves students' components of speaking skill and learning autonomy. Hence, video dubbing in the teaching and learning process is considered an effective method to improve students' English speaking skill and learning autonomy.

**Keywords:** English speaking skill, video dubbing, learning autonomy, classroom action research.

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## 1. Introduction

In today's world of integration and development, foreign languages in general and English in particular have been playing an important role in learning, working and communicating. To be able to immerse themselves in a multinational working and learning environment, learners and employees must equip themselves with the ability to use English well. Hence, English teachers have applied new methods which put the learners at the center of the learning process. Teaching and learning English changes from teacher-centered methods to learner-centered methods. In this learning process, the term "speaking skill" becomes a buzzword and is coined to emphasize the importance of students' activeness in acquiring communicative competence. There are four skills when people learn a language: listening, speaking, reading and writing. Among four skills, speaking skill is regarded as the most difficult one for students because it is a productive oral skill and occurs in real time.

Students at Hanoi University of Civil Engineering do not major in English, hence, they find English speaking skill hard to acquire for some reasons. First, they feel less confident when they speak English in front of others. Second, they have a low ability to speak English. Third, they find English speaking lessons less interesting to get involved in.

To solve the problems above, teachers need to adjust their teaching methods and students also need to become more active in their learning process. One of the suitable teaching and learning methods to improve students' English speaking skills is that teachers need to take advantage of the development of technology to make their lessons more varied. One of the technology applications in teaching English is videos by which one of the modern, suitable teaching and learning techniques and learning media to improve students' speaking ability is video dubbing as students witness their speaking progress from the beginning to the final production.

## 2. Literature Review

### 2.1. Teaching speaking skill

According to Harris (1974), there are five components of speaking skill: comprehension, vocabulary, pronunciation, grammar, fluency. Speaking to each other is the way to share information. When the speaker does not acquire one of five components in the conversation, the communication will fail because the information is not conveyed perfectly or the listener can misunderstand the speaker. As a result, according to Byrne (1986), making students familiar and fluent in using oral language is the main goal of teaching a productive skill like speaking. This view indicates the significance of oral orientation teaching in the classroom, forming students the ability to express their ideas and thoughts in English.

It cannot be denied that students' success in speaking English requires many factors, including not only the efforts from themselves but also the teaching methods from teachers. Specifically, one of elements in the process of acquiring speaking skill is that students have a chance to develop their feeling of achievement. According to Sulastri Manurung (2019), the teaching and learning atmosphere is also a main element to promote students to learn. To do this, more communicative classroom activities should be designed to push students into oral tasks. That is to say teachers need to create a warm and comfortable situation, develop students' confidence to encourage students to speak English as well. Besides, test scores and errors should not be focused during the learning process to avoid students' fear of speaking English. The traditional teaching and learning methods are based on mainly textbooks, methods and needs, however, with the development of technology today, they are changed to improve the effectiveness of the learning process. Learning media such as audio videos is one of the new, modern learning and teaching resources to be exploited in English speaking lessons. Thanks to audio videos, the process of video dubbing makes English speaking

lessons more appealing and to be an effective learning and teaching method which encourages students to discover and develop their English speaking ability.

### *Video dubbing*

The researcher's paper is carried out on the theories and underpinnings of the studies. According to Firdaus Ditya Pamungkas (2019), dubbing is the replacement of the original speech by a voice track which attempts to follow as closely as possible the timing, phrasing and lip movements of the original dialogue. By video dubbing, students are required to dub the voices of muted characters in the authentic films (Chiu, 2011), that is to say they fill in the words of the film characters which match the characters' voice in the muted films. In Firdaus Ditya Pamungkas study (2019), the researchers carry out classroom action research for students of grade-10 and grade-11 of Vocational High School to find out how video dubbing enhances students' pronunciation. The research results reveal that the application of video dubbing in the speaking teaching process can improve students' English speaking skill, particularly English pronunciation. In Vivy Zuny Mandasari study (2014), the researcher identified to what extent the use of video dubbing improves students' speaking skill. The outcome of the research shows that video dubbing has an effect on components of speaking skill, including grammar, vocabulary, fluency, pronunciation and content. In addition, students' attitude to English studying also changes to positive signals.

In Dian Chritstina, Dwi Megista Putri, Laila Marhayati's study (2021), the researchers examined the positive influence on students' English speaking by using video media in teaching and learning English. The results indicate that the dubbing method has a positive effect on students' speaking skill.

## **2.2. Students' Learning Autonomy**

According to Holec (1981), students' autonomy is the ability to take charge of their own directed learning. In addition to this, studying a language with the assistance of online facilities is proposed by authors Darasawang and Reinders in 2010 to enhance students' autonomy, motivation and enable students them to access more authentic materials in which students are provided and taught images, sounds, graphics and text, helping them speak English more fluently.

Students' learning autonomy is their capacity of responsibility for learning and self-acting in the lessons. It becomes one of the most important abilities for students to study in general and to learn English in particular.

In order to improve English in general, and English speaking in particular, students have got involved in different types of learning autonomy such as playing English games, listening to English songs, podcasts, talking to themselves, watching English films and video dubbing and so on. Teachers in the classroom should work as facilitators to support them to build their autonomy in the learning process. According to LenkaHrochova (2012), doing this enhances students' motivation and students get longer practice hours, resulting in achieving better results and considering language skills more easily.

## **3. Methodology**

This study uses Classroom Action Research. The participants in this research were 30 non-English majored students at class 66IT5 at the Faculty of Information Technology in Hanoi University of Civil Engineering in academic year 2021-2022. All of them range from 18 to 20 years of age who already studied English at high school for three years. Some of them studied English for seven years or even more by the time of entering this university. Those students were supposed to have fairly good knowledge of English because they got quite high scores to become students at the Faculty of Information Technology.

However, because English speaking skill was almost ignored at most high schools, especially in the rural area, these English speaking classes appeared to be a great challenge for first-year students. Therefore, most of them had difficulty in speaking lessons on their first days where speaking skill was necessary. This classroom action research in this study was aimed at improving students' speaking skill through video dubbing, so these students were willing to imitate English pronunciation, intonation, and stress in English speaking lessons from the authentic videos. This research was conducted as a descriptive study, therefore, the researcher decided to use observations, interviews, picture descriptions, video recordings, and tests as the techniques to collect data. These data were processed and based on the lesson plans, observation sheets, interview forms and recordings.

The following research questions were proposed:

- *How does video dubbing application in learning and teaching process affect students' speaking skill?*
- *To what extent students' learning autonomy in their learning process changes when video dubbing is implemented in the lessons?*

To answer the two research questions, the researcher first examined students' E-English speaking difficulties. A survey questionnaire was delivered to 30 participants. The results revealed that they were facing some obstacles to making progress in English speaking.

First, students usually studied reading skill, grammar but not listening and speaking because they did not appear in the examinations. Hence, students only concentrated on learning skills and knowledge to pass the exams. They ignored the importance of learning English speaking skill. Second, most of the students at Hanoi University of Civil Engineering came from the rural areas, as a result, they do not have an English speaking environment. They have little

opportunity to speak English in English lessons, therefore they become less confident in front of the class when they speak English. Instead, they kept silent or used their mother tongue to interact with their teachers or classmates. Finally, students found English speaking lessons less interesting to get involved in. According to the survey questionnaire results, this was because of the traditional teaching and learning methods and materials.

After investigating students' difficulties that were the obstacles to students' English-speaking ability, the researcher took the next steps to carry out the study.

First of all, the researcher applied a Pre-test to students which includes a test and techniques of observation with the observation sheets, interviews with interview forms, recordings, role plays in the dialogues to measure students' speaking ability. There were five components of speaking skill: comprehension, vocabulary, pronunciation, grammar, fluency. These five components were scored in the Pre-test. Then the researcher continued to conduct the study in 2 cycles applying video dubbing in English speaking lessons. Each cycle lasted 3 weeks. During the 6 weeks of applying video dubbing in English speaking lessons, the researcher took careful observations and field notes. After each cycle, the researcher gave the students a test, an interview and collected the video dubbing recordings. All the data in each cycle were collected to assess. The testing activities in each cycle were called Test 1 and Test 2. Five components: comprehension, vocabulary, pronunciation, grammar, fluency in Test 1 and Test 2 were scored. The outcome of students' speaking skill in each cycle was based on the scores of Test 1 and Test 2.

To investigate to what extent students' learning autonomy in their learning process changed when video dubbing was implemented in English speaking lessons, techniques of observations, interviews were exploited during 6 weeks of applying video dubbing methods, and also a survey questionnaire was delivered to the participants at the end of Cycle 2.

The Descriptive Statistics in quantitative data analysis was employed to decrease much data into a simpler summary.

#### 4. Research Findings & Discussion

The research results were collected from observation sheets, interview forms, recordings and tests. The results showed how video dubbing in English speaking lessons for six weeks affected students' speaking skill. The researcher used the classification of testing assessment based on the one adapted from Harris (1974) to score five components of speaking skill of students through the collected data.

**Table 1:** Categories and the speaking ability assessment range

No.	Test core	Level of ability
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fair
5	59-fewer	Unsatisfactory

The classification of testing assessment based on the one adapted from Dian Christina (2021) as shown in table 1. After Cycle 1 lasted for three weeks of applying video dubbing in English speaking lessons, the scores of five components in Test 1 and their improvements were shown in Table 2. Based on the categories and the speaking ability assessment range, the scores of five components in Pre-Test were quite the same, at the average level of ability in general (with a mean score of 51,7). This meant that students' level of English speaking was unsatisfactory. After three weeks of applying video dubbing in English speaking lessons (at the end of the Cycle 1), Test 1 was given to students. The data was collected and assessed. The mean score of five components in Test 1 was 59,4. This meant that students' level of English speaking was still unsatisfactory.



Comparing the indicators of Pre-test and Test 1, generally, there was a low improvement in students' English speaking skill. Among five speaking components, the students made progress in pronunciation most (with the improvement score of 16,3), then came to vocabulary, fluency and comprehension (with the improvement scores of 8,3; 6.6 and 5,0 respectively). There was a tiny progress in grammar.

**Table 2:** The scores of Test 1 and improvements in Cycle 1

Tests	Indicators					
	Comprehension	Vocabulary	Pronunciation	Grammar	Fluency	Mean score
Pre-Test	55.3	52.1	47.3	60.5	43.4	51.7
Test 1	60.3	60.4	63.6	62.7	50.0	59.4
Improvement 1	5.0	8.3	16.3	2.2	6.6	7.7

After three more weeks applying video dubbing in the English lessons (at the end of the Cycle 2), Test 2 was delivered to students. The data was collected and assessed and the results of Test 2 were shown in Table 3.

At the end of Cycle 2, after three more weeks applying video dubbing in English speaking lessons, the mean score of five components in Test 2 was 78,4. This mean score showed that students' speaking ability in Cycle 2 was good.

**Table 3:** The scores of test 2 and improvements in Cycle 2

Tests	Indicators					
	Comprehension	Vocabulary	Pronunciation	Grammar	Fluency	Mean score
Test 1	60.3	60.4	63.6	62.7	50.0	69.4
Test 2	78.5	78.8	87.9	75.4	71.2	78.4
Improvement 2	18,2	18.4	24.3	12.7	21.2	19.0

Comparing the indicators of Test 1 and Test 2, generally, there was a much better improvement in students' speaking skill. Students

continued to make progress in their speaking skill. Among five speaking components, students still made progress in pronunciation most (with the improvement score of 24,3), then came to fluency, vocabulary and comprehension (with the improvement scores of 21,2; 18,4 and 18,2 respectively). Grammar was also improved more compared to the results in Test 1, but it was still the component which made least progress of all.

From the results of Pre-Test, Test 1 and Test 2, it could be concluded that the application of video dubbing successfully improved students' speaking skill, especially pronunciation and fluency. The results might come from students' effort in their timing and lip movements, in their reading, imitating English sentences or dubbing the characters' voices so many times in the authentic videos. Actually, video dubbing could be suitably applied for the non-major first- year students in English speaking lessons and also at home as their assignments.

Through the indicators of improvements of students' speaking ability, it could be compared as follows to show that video dubbing applications strongly affected students' speaking ability (shown in Table 4).

Beside students' linguistics improvements, their learning autonomy over six weeks also was much better than theirs in the period of not applying video dubbing in English speaking lessons. Holec (1981) stated that students' autonomy was the ability to take charge of their own directed learning. According to Little (2003), this process required insight, a positive attitude, a capacity for reflection and readiness to be proactive in self-management. The activity of video dubbing required students to get involved in some steps. The first step was that they watched videos which trained them from the native people's pronunciation, grammar, stress, intonation. Then groups of students had the video discussion. This step provided them a chance to

gain various vocabulary and students understood the video content. The next step was individual rehearsal. Each student practiced repeating characters' voices so that their voice matched their character's voice in the muted videos. The last step was individual recordings and group video recordings. These steps raised students' interest in the lessons. They paid more attention to their tasks given and became more energetic, lively and active in the speaking lessons.

Through the class observation, interviews and a survey questionnaire, the researcher found some improvements in their learning autonomy after 6 weeks of applying video dubbing as shown in Table 5.

**Table 4:**Improvements of students' speaking components

Speaking Components	Before applying video dubbing	After applying video
<b>Vocabulary</b>	Students did not know how to use appropriate words in the right context. Students used their mother tongue when they had nothing to say or they were unable to express their thoughts for lacking vocabulary. They also lacked vocabulary or repeated words when they	Students gained more vocabulary which were also more diverse and appropriate in their expressions
<b>Pronunciation</b>	expressed their expressions. Students produced little/ no word stress and intonation. Vietnamese pronunciation impacted English sounds	Students could produce sentence stress, fall-rise intonation in their speaking
<b>Grammar</b>	Students were quite good at grammar knowledge in written tests but when they spoke, they ignored the correct grammar rules.	Students could produce the grammatically correct sentences while they were speaking

<b>Speaking Components</b>	<b>Before applying video dubbing</b>	<b>After applying video</b>
<b>Fluency</b>	Students did not make cohesion between sentences. They stopped to think about the vocabulary, grammar choice and word pronunciation while speaking.	Students could decrease their stops. They produced more cohesive devices, more non- verbal behaviors in their expressions

Through the class observation, interviews and a survey questionnaire, the researcher found some improvements in their learning autonomy after 6 weeks of applying video dubbing as shown in Table 5.

Students in this research admitted that video dubbing and the application were not difficult for them to learn and use. They could do it in groups in the classrooms or do it individually at home. They could decide for themselves when and where to participate in, levels and contents of videos to practice English speaking. This reflected their positive responsibility of their learning, that is to say their learning autonomy was going up.

**Table 5: Students' learning autonomy**

<b>Before applying video dubbing in English speaking lessons</b>	<b>After applying video dubbing in Englishspeaking lessons</b>
<ul style="list-style-type: none"> <li>- Students were shy and worried about pronouncing words incorrectly or afraid of criticism. They were not willing to answer the teacher's questions directly or give their opinions.</li> <li>- Students did not pay attention to listening to extra listening sources such as English videos, news. They</li> </ul>	<ul style="list-style-type: none"> <li>- Students were less shy and had enough confidence to speak English even though there were still mistakes.</li> <li>- Students paid more attention to listening skill. They learned more pronunciation, stress, non-verbal communication through videos.</li> </ul> <p style="text-align: center;">Autonomy involves students in learning</p>

<p><b>Before applying video dubbing in English speaking lessons</b></p>	<p><b>After applying video dubbing in Englishspeaking lessons</b></p>
<p>ignored the importance of listening skill and links of listening and speaking skills.</p> <ul style="list-style-type: none"> <li>- Students did not want to talk in groups in the speaking English lessons. Instead, they tended to work individually or spoke Vietnamese with their partners.</li> <li>- Students had little motivation in speaking. They did not see their output products so they had no fun in speaking English.</li> </ul>	<p>strategies. They took more control and responsibility for their own learning. They were aware of using self-reference tools such as English-English dictionaries when they participated in the dubbing activity. They rehearsed their character's voice individually, joined more enthusiastically their group discussion as well as answered teacher's questions, gave their opinions when they were asked even though there were mistakes in their speech. They also did more home assignments of video dubbing</p>

## 5. Conclusion

In this research, the researcher identified the importance of using technology combined with English teaching and learning. Video dubbing was exploited in English speaking lessons for this reason. Video dubbing provided students great opportunities to listen to authentic English sources, to speak individually or to their partners, to practice their pronunciation, intonation as much as possible, and to discover the natural use of English.

After six weeks of applying video dubbing, the researcher witnessed the improvements of both students' speaking skill and learning autonomy. The researcher saw students' improvements in all five components of English speaking skill, especially their pronunciation. Besides, students' autonomy also changed positively. They became more energetic, resourceful, responsible and interested in English speaking lessons.

This research could be considered as an innovation and it was implemented successfully in the classroom. This innovative project was carried out in order to adapt the need for the change in the

researcher's teaching situations. To some extent, it could come into conclusion that video dubbing was an innovative English teaching and learning method and also an effective tool to improve students' autonomy for the following reasons:

Firstly, the research of video dubbing was the need for improvements in teaching speaking skill, as a result, it was applied in the real context. The results revealed that video dubbing improved students' speaking skill and their attitude of studying, specifically their learning autonomy.

Secondly, this research was not too complex but applicable and usable in other English speaking classrooms. Hence, it can be a good tool that helps students be successful.

Finally, the matter of how to enhance students' ability to communicate in English well was also the concern of a lot of English teachers, hence, this application of video dubbing in English speaking lessons could be perhaps adopted by other teachers at the English Department at Hanoi University of Civil Engineering.

The research of using video dubbing in English speaking lessons reflects its effectiveness. Students' speaking skill and their learning autonomy improve much after six weeks. However, this research has some limitations such as it did not cover students' perception towards implementing video dubbing in speaking class. To overcome this drawback, the coming research will be performed in the near future.

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