

CHAPTER 1 INTRODUCTION

This chapter presents the background of the study conducted. This section explains the problems and phenomena found in the field. In addition, it discusses the formulation of the problem, operational definitions, research objectives, and the significance of the research.

1.1 Background of the Study

Pronouncing words correctly in English is important, the students should be able to utilize the appropriate learning strategies to support the development of their English pronunciation. It is supported by Taladngoen et al (2020) that to become more proficient in oral English, EFL students are likely to focus on learning how to pronounce words correctly in the language. This is based on the importance of pronunciation in supporting the effectiveness of oral communication. According to Nurullayevna (2020), pronunciation is the first thing people pay attention to when people talk to each other in real life. Therefore, when speaking, accurate pronunciation is necessary to ensure that people understand what we are saying. Miqawati (2020) states that pronunciation is an important aspect of being able to understand and interpret the meaning that the speaker wants to convey. It implies that it may be challenging for listeners to understand the speaker's true meaning if they pronounce words poorly. Pronunciation is closely related to the social meanings inherent in language, it serves as a gateway to intelligibility for those learning a second language (Reed & Levis, 2015). The correct pronunciation will make it easier for the listener or native speaker to understand what the speakers are talking about and to achieve effective communication.

In this case, in their learning, students make many mistakes in pronouncing a word, especially in English. One way to improve student pronunciation is through repetition. Repetition can be included in the learning strategy used by students to remember the correct pronunciation of words. A learning strategy is a method used to understand and obtain an optimal

learning outcome. One example of a pronunciation learning activity is video dubbing. This repetition activity can be obtained from the activity of making video dubbing. According to Burston (2005), video dubbing may able students to practice in multiple times to achieve the best learning outcomes. Depending on their preferences and language proficiency, students try to utilize as many accessible and available learning resources as possible. Dubbing is one of the learning strategies that students can use to improve pronunciation in the English learning process. The use of video dubbing is very beneficial for students who are learning pronunciation. Practicing pronunciation by dubbing videos is an attractive and effective learning strategy. This is because students have to repeat and imitate native speakers to pronounce English words correctly. Dubbing is the act of adding words or speech. According to Amanda and Supardi (2018), dubbing is often found in the world of film as a process of recording and changing character voices. The film's original sound is replaced with a new one that uses dialogue and words that are more acceptable and understandable for the general public. In this case, dubbing is done by students by re-recording and removing the original sound replaced with a different person voice. Students' dubbed dialogues must be consistent with their pronunciation. Proper dubber pronunciation is critical to avoid misunderstandings that could lead to confusion in understanding the meaning of English words. Students can practice pronouncing English words creatively by dubbing videos.

In this regard, the researcher did a preliminary short interview with the students in the Department of English Education at a university located in Tasikmalaya, West Java, Indonesia. Based on the result of a short interview, it was found that some EFL students are unaware of their pronunciation, so they often mispronounce. Students sometimes made mistakes in pronouncing consonant and vowel letters. Based on these problems, a learning strategy that can train students' pronunciation mastery is needed. In this technological era, the use of learning media that is interesting and fun for students needs to be applied. Therefore, technology-based learning media that can help improve student pronunciation are found in the Advanced English Pronunciation

course, where video dubbing is used to train students' pronunciation mastery. Through this video dubbing activity, several learning strategies can be used to obtain satisfactory pronunciation results. In this video dubbing activity, students in pairs make dubbing videos of English learning content on YouTube. The duration of the video is about 2–3 minutes. The video is dubbed by removing the original voice of the content creator and replacing it with the student's voice. The content of the video is not changed but only the voice is changed. After the dubbing video has been edited, the video assignment is played during the Advanced English Pronunciation class. Students are given the opportunity by the lecturer to provide feedback on their friends' video dubbing assignments. Through video dubbing, students will pay more attention to the way each English word is pronounced. Technology use can be a useful tool for combining English language learning. Students can also use technology to help them pronounce words more correctly.

There have been several studies researching video dubbing activities. The previous studies which are Ghafournia and Jalilvand (2023) examined the possible significant effects of three new techniques, namely video dubbing, voice recording, and shadowing, in improving Iranian EFL learners' pronunciation. On the other hand, Rochtaningsih et al. (2019) aim to find out the extent of video dubbing in improving students' pronunciation. These researchers only focused on the effect of video dubbing on students' pronunciation. Therefore, few studies still examine the learning strategies that students use in video dubbing activities to improve their pronunciation. Based on these gaps, researchers are interested in conducting research related to the learning strategies of video dubbing to train pronunciation in Indonesian students. Based on the background above the researcher is interested in conducting research entitled “Exploring of Students’ Learning Strategies in Pronunciation Practices through Video Dubbing: A Case Study in Advanced English Pronunciation Course”.

1.2 Formulation of the Problem

The question of the research is, how are the undergraduate students' learning strategies in pronunciation practices through video dubbing when carrying out assignments for the Advanced English Pronunciation course?

1.3 Operational Definitions

The researcher provides three definitions related to this study to avoid misunderstanding about the terms set out in this study as follows;

1.3.1 Pronunciation : Pronunciation is the way a person pronounces a language. In this context, the pronunciation meant English pronunciation of the undergraduate English Education students.

1.3.2 Students' Learning Strategies : Students learning strategies refer to students' activities plan for learning in the pronunciation practices using video dubbing in the Advanced English Pronunciation course.

1.3.3 Video Dubbing : Video dubbing is re-recording and removing the original sound replaced with a different person's voice. Video dubbing is one of the assignments in the Advanced English Pronunciation course where students replace the original sound of a video and use their recording by paying attention to pronunciation properly and correctly.

1.3.4 Advanced English Pronunciation Course : Advanced English Pronunciation is a course that aims to train students' listening sensitivity to English rhythm, stress, and intonation in English. This course was taken by English education students in semester 3

and teaches about how to pronounce vocabulary in English.

1.4 Aim of the Research

Based on the research question, this research aims to explore undergraduate students' learning strategies in pronunciation practices through video dubbing in the assignment of the Advanced English Pronunciation course.

1.5 Significance of the Research

1.5.1 Theoretical Uses

Theoretically, this study deepens theories about the use of video dubbing to practice pronunciation in the Advanced English Pronunciation course.

1.5.2 Practical Uses

Practically, this study can be used by students or teachers regarding the use of video dubbing learning strategy in practicing English pronunciation.

1.5.3 Empirical Uses

Empirically, this study provides benefits to the researcher to gain knowledge and compile this research about video dubbing learning strategies for practicing pronunciation.