CHAPTER 2
LITERATURE REVIEW

This chapter presents the description of each keyword of the research title, which are: pronunciation, learning strategies, video dubbing, and advanced English pronunciation courses. In addition, it will explain the previous studies that are relevant to this research.

2.1 Theoretical Framework

2.1.1 Pronunciation Mastery

Pronunciation mastery needs to be learned in English, where fluency in speaking English is also seen in the correct pronunciation. Since pronunciation directly impacts learners' performance and communication competency, pronunciation is essential to learning a foreign language (Gilakjani, 2012). Learning pronunciation helps learners improve fluency in speaking English. Therefore, pronunciation is important in learning foreign languages, especially English. According to Kurniati et al (2015), pronunciation is a way students produce a clearer language when speaking. Of course, correct pronunciation can improve the performance of students in learning English, and it can also help listeners understand what is said.

Clear pronunciation helps the listener understand the spoken sentence. Mastery of a set of sounds in English is not sufficient. Therefore, learning and practicing the uniquely English technique of making a speaker fluent in English is needed. Pronunciation measures how well students pick up the language and how well teachers deliver correct instructions. If the student can correctly use each phrase when speaking aloud, it indicates that his or her speech is easily understood by the listeners (Djurayeva, 2021). The production of sounds that we use to make meaning is referred to as pronunciation. It means that pronunciation is the production of sound with accurate meaning. Kenworthy (1987) mentions seven aspects of pronunciation that need to be known:

1) Combinations of sounds

   The word "salt" ends with two consonants. This type of arrangement within a word is known as a consonant cluster.

2) Linkage of sounds

   When speaking, English speakers usually transition seamlessly from one word to the next without pausing in between. The "t" of "salt" will go straight to the "on," and the "t" of "isn't" will go straight to the "a" of "any,".

3) Word stress

   There are multiple syllables in an English word, and one of them is intended to stand out more than the other(s). Increase the volume of the syllable slightly, hold the vowel for a little longer, and pronounce the consonants. These elements work together to emphasize or give prominence to that syllable. The initial syllables of "table," "isn't," and "any" are stressed.

4) Rhythm

   English speech has a beat, just like music. Beats range from strong to weak. In English, words with a lot of meaning—nouns, verbs, adjectives, and adverbs tend to have strong beats, while words with grammatical functions prepositions, articles, and pronouns have weak beats.

5) Weak forms

   The pronunciation of a single-syllable word is frequently very different from that of stressed words when it is unstressed in a sentence. The most frequently used vowel in unstressed syllables is schwa /ə/. This is the term for the vowel produced when the lips and tongue are at rest or in a neutral position. In our sentence, "-n't" is the most extreme example of a drastic change in pronunciation. This is the unstressed form of "not," where only the two consonants are left after the complete loss of the vowel. (These are referred to as contractions, along with other comparable forms like "I'm," "you're,"

etc.). A word's weak form is when it pronounces differently in unstressed positions.

6) Sentence stress

| A: There's plenty of salt. |
| B: There isn't any salt on the table. |

It is common for speakers to choose which word to emphasize more or less. A word could be given more weight because the speaker wants to draw attention to it, or less weight because it has already been said. B would likely emphasize the word "table" more in the exchange above, saying something like, "There may well be salt, but here the point is that there isn't any in a particular place – on the table." We refer to this part of pronunciation as sentence stress.

7) Intonation

Speakers can alter the pitch of their voice as they speak, going higher or lower as needed. They are even capable of abruptly pitch-jumping like vocalists. Thus intonation, a melody in speech, exists. There are two fundamental melodies: rising and falling. These can be combined in various ways (rise-fall-rise, fall-rise-fall, etc.), and they can be extremely abrupt or gradual.

From the explanation above, seven aspects learned in practicing pronunciation include the combination of sounds, linkage of sounds, word stress, rhythm, weak forms, sentence stress, and intonation. These seven aspects will make English pronunciation more advanced and improved. English has intricate vowel reduction procedures along with a wide range of stress and pitch levels in its prosodic contours. Therefore, pronunciation is essential to pay attention to so that when communicating with interlocutors or native speakers, it is easy to understand.

2.1.2 Video Dubbing

Dubbing is the process of substituting a voice track for the original speech to replicate the original dialogue's timing, phrasing, and lip

movements as closely as possible Luyken (as cited in Tanase and Cuza, 2014). In television, dubbing invariably entails lip-synchronized revoicing, the priciest language conversion technique currently in use (Luyken, 1988). Moreover, according to Haerunnisa et al., (2021), dubbing is the technique of deleting the original sound of the actor and substitution with another recording or acting as a voice-over actor. The history of dubbing as a classroom exercise dates back to the days when students had to work in pairs to complete various tasks centered around turning a drama play into a movie. Years later, Kumai (1996) carried on this practice, finding that students were inspired by the opportunity to demonstrate improvements in their pronunciation, intonation, and oral expression speed (Requena, 2016).

According to Burston (as cited in Pamungkas, 2019), there are several ways to use video dubbing as learning media, they are:

1) Students can take a muted video clip and write their script and storyline for it.

2) To verify accuracy, students transcribe the dialogue, giving them access to a clear script for pronunciation practice. Along with being grammatically accurate, the script needs to be appropriate for the context and in sync with the video.

3) Students use a dubbing program or any other video editor to create a muted video.

4) Students should watch and listen to the original video multiple times to assist them in adjusting the voice and video.

5) To achieve the best outcome, the practice recording phase requires multiple tries.

Video tracks can be dubbed and re-dubbed as many times as necessary to achieve the best possible outcome. It is simply not feasible for students to self-monitor and enhance their oral performance in real time. Students are forced to pay close attention to timing when dubbing audio tracks, to the extent that accurate lip synchronization is involved. This encourages more natural-sounding speech delivery. From this explanation, it can be concluded that video dubbing is re-recording and removing the

original dialog voice replaced with a dialog voice by a different person. Video dubbing has been around since students had to complete various assignments, namely turning plays into movies in pairs. Video dubbing is attractive to practicing pronunciation. In addition, to get good pronunciation training results, some steps need to be considered when making dubbing videos.

2.1.3 Learning Strategies of Pronunciation Practice

Learning strategies are required to achieve maximum learning outcomes. The word "strategic" in military parlance describes the methods used to carry out large-scale military operation plans. The application of a series of steps (tactics) to accomplish a goal is referred to as a strategy. As a result, a learning strategy is a series of steps to achieve learning objectives; the individual steps in this series are referred to as learning tactics (Schameck, 2013). Oxford (as cited in Vancova, 2020) argues that in learning strategies, there are two primary types and three subcategories for each subtype, such as:

1) Direct

Direct learning strategies allow students to use various mental processes, such as memory, reasoning, and logic and will enable them to use compensatory language strategies like synonyms and guessing. The direct learning strategies are classified into three categories, which are:

    a. Memory strategies are to retrieve and store new information.

    b. Cognitive strategies are to produce language with reasoning, summarizing, etc, and to help learners comprehend the language.

    c. Compensation strategies, such as asking for repetition, are used to fill the gap in a learner's particular limitation to getting their massages.

2) Indirect

Indirect learning strategies emphasize students' various abilities like managing their thoughts improving communication and utilizing emotions to boost language skills.

    a. Metacognitive strategies allow a learner to take control of their own knowledge to center, planning, and evaluating.

b. Affective strategies deal with emotion, attitude, and value.

c. Social strategies are using learners' social skills by interacting with other people.

In addition, there are pronunciation learning strategies that can be applied by students. This pronunciation learning strategy was proposed by (Sholeh & Muhaji, 2015), including:

a. Learning the phonetic alphabet in English.

b. Using digital dictionaries online and offline that are retrieved with audio.

c. Listening to various sources that can be used as a reference for examples of correct English pronunciation (especially from native speaker sources).

d. The practice of reading aloud will help identify incorrect or improper pronunciation.

e. Learn the pronunciation of all words used. Make sure to always check the correct pronunciation of new words learned.

f. Change habits (e.g. thick accent) from your native language.

As explained earlier, learning pronunciation is very important to improve speaking skills in English so that the listener understands every word spoken. Therefore, students need the right learning strategy whether using direct or indirect learning strategy, especially through some learning activities such as learning the phonetic alphabet, using digital dictionaries online and offline, listening to various sources that can be used as a reference, the practice of reading aloud, always check the correct pronunciation of new words learned, change habits (e.g. thick accent) from your native language. Learning strategies are beneficial for practicing articulation when pronouncing every word in English vocabulary.

2.1.4 Advanced English Pronunciation Course

Advanced English Pronunciation course provides lessons on how to pronounce words in English. Starting from phonetics, and how to emphasize words. This course studies rhythm, stress, and intonation in English. This course helps students to improve listening sensitivity to English rhythm and students learn English clearly. Though it has been designed for self-study,

Advanced English Pronunciation is equally useful in a classroom setting with an instructor, providing English language learners with pronunciation practice to help them speak and listen more fluently (Hewings, 2007). This course helps students improve their pronunciation mastery. According to Brazil (1994), there are numerous approaches to teaching and learning English, and students utilizing this course will have acquired their current level of proficiency and understanding of the language through a range of means. The a need for a more methodical investigation of English pronunciation, beginning with the requirement that students take a course that begins with the understanding that accurate pronunciation is a crucial component of the process of helping students understand one another

In this study, the Advanced English Pronunciation course studies rhythm, stress, and intonation in English. In this course, listening sensitivity to English rhythm helps students improve their listening skills. Moreover, students will learn how to pronounce each word in English correctly. Therefore, it is important to know how to pronounce English so that the Advanced English Pronunciation course is held. So the researcher chose the course because it has a suitable relationship with the objectives of this study.

2.2 Study of the Relevant Researches

There is much research investigating the use of video dubbing in practicing pronunciation. Furthermore, five related to previous studies can be discussed in the following order.

Rochsantiningsih et al., (2019), aimed to determine the extent to which video dubbing can improve students' spoken pronunciation. This study used the classroom action research method. The study found that the implementation of video dubbing during the learning process in a total of eight meetings could enhance students' speaking pronunciation.

In addition, Pamungkas (2019), aimed to determine how video dubbing affects students' ability to pronounce words correctly when speaking. This study used classroom action research. When collecting data, the researcher employed observation to observe how video dubbing was used in

the teaching and learning process and testing to determine whether or not students' speaking pronunciation improved as a result of the use of video dubbing. The results of the study indicated that using video dubbing could help students pronounce words more clearly when speaking. It can be concluded that using video dubbing in the classroom improves students' speaking abilities, particularly with pronunciation.

The study conducted by Djasman (2023), aim of this study is to find out whether the dubbing video method can improve students' pronunciation, especially diphthongs, in English language learning class XI SMAN 3 Majene. The method used in this study is quantitative, with a pre-experimental design. The study found that the use of the video dubbing method was effective in improving students' pronunciation. In the pre-test, students obtained a mean score of 43.08, and in the post-test, the score was 53.46.

Another study was conducted by Anh (2023), this study aimed to investigate how using video dubbing in EFL classes affects students' pronunciation. The method used in this study was classroom action research. The results of this study found that Luu Nhan Chu students' pronunciation skills were significantly improved by video dubbing, and they were enthusiastic about using video dubbing to teach pronunciation.

Jalilvand & Ghafournia (2023), which aimed to determine whether three novel approaches video dubbing, voice recording, and shadowing could significantly enhance the pronunciation of Iranian EFL learners. The method used was a quasi-experimental design. The participants in this study were 75 Iranian advanced EL learners. The study found that video dubbing and shadowing were found to be more effective than voice recording in helping learners improve their pronunciation. Moreover, shadowing and video dubbing were equally effective in improving learners' pronunciation.

The results of all previous researchers show that video dubbing is effective in improving pronunciation mastery. However, none of these studies examined student learning strategies when using video dubbing to practice pronunciation but only found out how video dubbing could improve students'

pronunciation mastery. On the other hand, previous researchers used classroom action research and experimental design as research methods. Therefore, the researcher conducted this study to investigate students' learning strategies in using video dubbing to practice pronunciation by using a descriptive case study.